



G I T A Š A K Y T Ě - S T A T N I C K Ě

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**THE IMPACT OF WORK  
ENVIRONMENT FACTORS  
ON WORK ENGAGEMENT  
AND ORGANISATIONAL  
ENGAGEMENT OF  
EMPLOYEES OF  
DIFFERENT GENERATIONS**

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S U M M A R Y O F D O C T O R A L  
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KAUNAS UNIVERSITY OF TECHNOLOGY

GITA ŠAKYTĖ-STATNICKĖ

**THE IMPACT OF WORK ENVIRONMENT FACTORS ON  
WORK ENGAGEMENT AND ORGANISATIONAL  
ENGAGEMENT OF EMPLOYEES OF DIFFERENT  
GENERATIONS**

Summary of Doctoral Dissertation  
Social Sciences, Management (S 003)

2020, Kaunas

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## INTRODUCTION

**Relevance of the theme.** The research report “Global Talent 2021” specifies that advances in technology (42 %), globalisation (41 %), demographics (38 %), customer needs (38 %) and competition (38 %) are the key factors that will have the biggest impact on the organisation’s strategic human resource management over the next decade. Business representatives and scholars unanimously agree that an era of uncertainty, constant changes, innovation and business transformations has begun, encouraging organisations to change and, first of all, to review the work environment factors that affect employee behaviour in the organisation (Hanaysha, 2016). Work environment is understood as a combination of three key components (sub-environments) – technical environment, human environment and organisational environment (Opperman, 2002) – which integrate the factors that affect employee behaviour in the organisation, employee satisfaction and dedication to the organisation (Hanaysha, 2016), while job satisfaction and work engagement of employees have a direct relationship with business performance (Harter et al., 2002). Studies show (Allvin, Aronsson, 2003; May et al., 2004; Rich et al., 2010; Hyvonen et al., 2010) that engagement of employees is a result of various work environment aspects. A motivating work environment providing employees with more energy, boosting their physical, emotional and social well-being, and providing an opportunity to grow as a professional increases employee engagement (Pandey, David, 2013). Job resources play the role of internal motivation, as they promote the growth, learning and development of employees by adapting to changes; in addition, they play an external motivational role because they help to achieve work goals. Job resources and personal resources become increasingly important and gain motivational potential when employees face high job demands (Bakker, Demerouti, 2007; Hakanen et al., 2019).

Employee engagement, which is insufficiently exploited as a competitive advantage of an organisation, is not only related to the strategic advantages of the organisation (profitability, financial efficiency, revenue growth, higher sales, productivity, better quality, organisational efficiency, customer engagement and loyalty, knowledge creation, creativity and innovation in the organisation), but also helps to shape successful Human Resource Management (HRM) practices in the organisation: to promote a positive attitude to work, greater job satisfaction and work efficiency, to improve teamwork, to increase well-being, to reduce emotional exhaustion, the level of sickness and safety incidents, to reduce turnover of employees, to improve the results of employee training and development, to maximise the expression of talents, innovation and career advancement (Gelade, Young, 2005; Sridevi, Kompas, 2010; Rayton, Yalabik, 2014; Lee, Ok, 2016; Kaur, 2017; Turner, 2020). The “2017 Employee Engagement Report” states that only when an employee is fully engaged in work and achieves maximum job

satisfaction, a significant contribution to achieving the goals of the organisation and acting as a whole can simultaneously be attained (2017 Employee Engagement Report, 2017). According to Robinson, Perryman, Hayday (2004), an engaged employee constantly improves, seeks and finds opportunities for improvement in his or her field, believes in the organisation, actively desires to make things better, identifies himself or herself with the organisation, is interested in the organisation's performance, communicates with colleagues respectfully and helps them to perform their duties more efficiently; an engaged employee can be relied upon. In order to maximise and maintain stable employee engagement, organisations face a need to explore in as much detail as possible the work environment factors that affect engagement. Nevertheless, the multidimensionality of the concept of employee engagement presupposes an extremely wide field of research in which the synergy is obtained primarily through the insights of the representatives of management and psychology sciences. The aspect of personal engagement is of more interest to psychology researchers in studying the psychological markers and states of personal engagement (Kahn, 1990; May et al., 2004), while management scholars deal with the challenges of work engagement and organisational engagement by revealing the factors of employee attitudes to work and behaviours that are focused on activity performance in the workplace, i.e. work engagement factors (Schaufeli et al., 2002), as well as with the need for research on an employee's relationship with the organisation when representing it and ensuring a healthy competition within the organisation, i.e. organisational engagement.

Moreover, the relevance of work engagement and organisational engagement increases in the perspective of different generations, when the changes in socio-economic environment lead to the emergence of a different context – different generations whose management in organisations requires new management tools. A relevant deeper understanding of the intergenerational phenomenon and its expression in work environment is related to the fact that staff members who belong to different generations have different capacities to adapt to the changes (Mathis, Jackson, 2012) and are unique in their abilities, competence and experience, have different perception of work-life balance and well-being at work, and are differently engaged in work and organisation. According to Hammill (2005), Solnet, Kralj, Kandampully (2012), Harter et al. (2013), Marcus, Leiter (2017), Jones, Murray, Tapp (2018) and other scholars, generational differences affect various areas of organisational activities: employee recruitment and their retirement, team building, motivation, management, consumer engagement and their satisfaction, etc. Due to these reasons, there are often areas of tension arising among the employees of different generations which are important for every organisation to manage. A more detailed understanding of the impact of work environment factors on work engagement and organisational engagement of employees of different generations would allow finding balance in

order to achieve generational synergy in the organisation, thus creating a need for developing the topic of work engagement and organisational engagement of employees in the context of different generations.

**The level of problem investigation.** Although the impact of work environment factors on employee engagement is not a new subject of analysis, scientific literature on employee engagement focuses mostly on work engagement as the dominant construct of the field (Farndale et al., 2014), while human resource professionals and practitioners are more interested in organisational engagement. According to Saks (2006, 2019), each employee plays two distinct roles in the organisation – the role of an employee and the role of a member of the organisation, and therefore, it is important to identify the impact of work environment factors on these two types of engagement in order to improve the employee's relationship with work (increasing work engagement) and the employee's relationship with the organisation (increasing organisational engagement).

The evolution of the concept of engagement can be divided into three phases, each characterised by specific evolutionary features that received great attention during a certain period, e.g., in 1990-2000, the emphasis was placed on individual attitude to engagement (personal engagement), the employee's voice and participation in the organisational activities; in 2001-2010, the greatest focus was on balance and meaning of work; in 2011-2019, the concept of employee engagement was strongly associated with job demands and resources.

Despite a number of research works on the topic of engagement, the construct of employee engagement does not have a universally recognised or dominant academic definition; nevertheless, scholars agree that engagement is a unique concept that differs from similar or related concepts (Mazzei, 2018). Workplace engagement is investigated as personal engagement (Kahn, 1990; May et al., 2004), work engagement (Salanova et al., 2005; Schaufeli et al., 2006; Hakanen et al., 2006, 2019; Richardsen et al., 2006; Mauno et al., 2007; Xanthopoulou et al., 2009, 2013; Bakker, Leiter, 2010; Schaufeli, Bakker, 2010, 2015; Bakker, 2011; Selmer, Luring, 2016; Park, Ono, 2017; Saari et al., 2017; Bakker, Albrecht, 2018; Saks, Gruman, 2018; Lee et al., 2019), employee engagement (Harter et al., 2002; Banihani, Lewis, Syed, 2013; Graban, 2016; Mazzei, 2018; Albrecht, Breidahl, Marty, 2018), organisational engagement (Ruck, Welch, Menara, 2017; Saks, 2006, 2019), collective organisational engagement (Gracia et al., 2013; Barrick et al., 2015).

Taking an academic perspective (Shuck, 2011; Banihani, Lewis, Syed, 2013), a few approaches to employee engagement can be identified. Kahn's (1990) need-satisfying approach can be distinguished as one of the first approaches to employee engagement, when employee engagement is understood as his or her internal psychological state influenced by external factors, i.e. the emphasis is placed on personal engagement (Kahn, 1990; Rich, Lepine, Crawford, 2010).



Following the burnout-antithesis approach, some scholars define work engagement by comparing it to burnout, when engagement is understood as a positive antithesis of burnout (Maslach et al., 2001; Schaufeli et al., 2002). If the initial approaches to employee engagement place more emphasis on the psychological state of the employee as a personality (personal engagement) and are of a greater interest to the representatives of the science of psychology, the later approaches are more of a managerial nature, i.e. without excluding the psychological aspect, they focus more on managerial aspects of employee engagement exploring the impact of managerial factors on the employee's psychological state and the impact of that state on the employee's performance (work engagement) and on the employee's relationship with the organisation (organisational engagement). Such a later approach is the satisfaction-engagement approach (Harter, Schmidt, Hayes, 2002), emphasising a direct relationship between job satisfaction and work engagement of an employee on the one hand, and business performance on the other hand. Saks' multidimensional approach is, perhaps, the least explored in scientific literature, where engagement is understood as a multidimensional concept and is defined as a specific role of an employee that is related to both work and the organisation (Saks, 2006, 2019).

Many different theories are applied in research works on the topic of engagement: Kahn's / Personal Engagement Theory (Kahn, 1990; Berry, Morris, 2008; Chen, Huang, 2016; Crawford, 2018), Social Exchange Theory (Saks, 2006, 2019; Alfes et al., 2013; Birtch et al., 2016; Cropanzano et al., 2017; Cross, Dundon, 2019), Conservation of Resources Theory (Hobfoll, Shirom, 2000; Soane et al., 2012; Van Woerkom, Bakker, Nishii, 2016), Self-Determination Theory (Meyer, Gagne, 2008; Kosmala-Anderson et al., 2010; Gillet et al., 2013; Gagne et al., 2014), Job Design / Characteristics Theory (Parker, Ohly, 2009; Hornung et al., 2010; Freeney, Fellenz, 2013; Tims, Bakker, 2013; Bailey et al., 2017), Transformational Leadership Theory (Tims et al., 2011; Bright, 2018), Human Capital Theory (Febriansyah, 2010; Gracia et al., 2013), but the Job Demands-Resources Theory attracted the most of scholars' attention (Demerouti et al., 2001). The latter theory is one of the most commonly used theories in scientific research on the topic of employee engagement (Bakker, Demerouti, 2007, 2014). Although this theory allows identifying work environment factors (personal resources, job resources and job demands) and determining their impact on work engagement, nevertheless, work environment factors on organisational engagement have been underresearched.

Despite intensive research attempting to define and understand the concept of engagement in the context of work, there is a lack of empirical research examining work engagement and organisational engagement in the context of generations as well as their impact on human resource management in the organisation (Chawla, Dokadia, Rai, 2017); moreover, the need for research on intergenerational work engagement is related to the entry of a new generation –

the Generation Z – into the labour market. Scholars and practitioners are currently confronted with a number of unstructured pieces of evidence in a variety of contexts and with different methodological and theoretical generation-related perspectives (Lyons, Kuron, 2014). The most of research works on the topic of generations are more of theoretical-descriptive nature (Joshi, Dencker, Franz, 2011) and, although intergenerational management in an organisation is becoming one of the most important components in the human resource management process (Rood, 2011), there are still research works that not only seek to accurately identify generational affiliation and to determine their fundamental differences in the labour market, but also to provide drawbacks of specific generational opportunities in the organisation.

The Theory of Generations has evolved in the social sciences from two different perspectives: the Social Forces perspective – Theory of Generations (Mannheim, 1952; Laufer, Bengtson, 1974; Eyerman, Turner, 1998) and the Cohort perspective (Ryder, 1965; Pilcher, 1994; Grodent, Peere, 2013). The Theory of Generations is mainly developed by sociologists (McCrinkle, Wolfinger, 2014; Tung, Comeau, 2014; Martins, Martins, 2014). Generations were classified and their affiliation to different generations has been discussed by Howe, Strauss (1992, 2000), Zemke, Raines, Filipczak (2000, 2013), Tulgan, Martin (2001), Lancaster, Stillman (2002), Eisner (2005), Oblinger, Oblinger (2005), Twenge (2006), Reisenwitz, Iyer (2009), Hole, Zhong, Schwartz (2010), McCrinkle, Wolfinger (2010), Deyoe, Fox (2012), Bontekoning (2012, 2019), Bencsik, Horvath-Csikos, Juhasz (2016), Huber, Schubert (2019), Dimock (2019). According to Goncalves (2015), most of the variables explored in the scientific literature analysing the topic of empirical generational diversity fall into one of the following categories: work values and attitude (Chen, Choi, 2008; Twenge et al., 2010; Meriac, Woehr, Banister, 2010; Benson, Brown, 2011; Krahn, Galambos, 2014), work motivation and preferences (Yrle, Hartman, Payne, 2005; Gursoy, Maier, Chi, 2008; Sullivan, Baruch, 2009; Wils et al., 2011), personality differences (Stewart, Bernhardt, 2010; Konrath et al., 2011; Twenge et al., 2012), career experience (Chudzikowski, 2012; Lyons et al., 2012, 2014), leadership (Yu, Miller, 2005; Sessa et al., 2007; Gentry et al., 2011), learning, development (Tamer, 2020). Bontekoning (2017) and Stutzer (2019) emphasised generational differences and their importance for teamwork of several generations in the organisation.

In Lithuania, the topic of generations has not been extensively researched. Generational differences in the Lithuanian labour market in terms of attitude to work were analysed by Narijauskaitė, Stonytė (2012); the dynamics of factors determining career decisions in the context of generational change was revealed by Stanišauskienė (2015); in addition, the role of a leader was explored in the context of generations (Jakimuk, 2016) as well as the peculiarities of motivation of Generation X and Generation Y (Sereičikienė, 2017). Čiutienė and Railaitė

(2013) studied employees' age diversity management. Valickas and Jakštaitė (2017) examined the attitudes of three different generations (Baby Boom Generation, Generation X and Generation Y) to work and management in the context of Lithuanian business organisations in the attempt to find appropriate ways for modern organisations to adapt to generational differences and to manage them constructively.

Generalising the level of research of the scientific problem, we can assume that individual studies do not reveal the impact of key work environment factors on work engagement and organisational engagement of employees of different generations, especially of Generation Y and of Generation Z, which is now entering the labour market; work engagement and organisational engagement of employees of younger generations and work environment factors that have a significant impact on engagement have almost not been explored in scientific literature. This highlights the need for a systematic approach to the impact of work environment factors on work engagement and organisational engagement of employees of different generations. Due to the fact, the dissertation research would allow not only a more profound understanding of the intergenerational phenomenon and its expression in the workplace, but also the development of the topic of work engagement and organisational engagement of employees in the perspective of different generations.

**The research problem** is formulated by raising the question of how work environment factors affect work engagement and organisational engagement of employees of different generations.

**The object of research** is the impact of work environment factors on work engagement and organisational engagement of employees of different generations.

**The purpose of the research** is to reveal the impact of work environment factors on work engagement and organisational engagement of employees of different generations.

In order to achieve the formulated purpose of the research, the following research **tasks** have been set forth:

1. To define generational differences in the organisational context.
2. To reveal the concept of engagement, substantiating the distinction and relationship between the constructs of work engagement and organisational engagement.
3. To develop a theoretical model of the impact of work environment factors on work engagement and organisational engagement of employees of different generations.
4. To substantiate the methodological approach of the impact of work environment factors on engagement of employees of different generations and to develop the methodology of empirical research.
5. To empirically explore the impact of work environment factors on work engagement and organisational engagement of employees of different generations.

### **Scientific novelty and theoretical significance:**

1) The analysis of generational genesis allowed identifying key generational differences at the individual, work (task specificity) and organisational levels. Identification of key generational differences in an organisation is related to a deeper understanding of the phenomenon of generations and its expression in work environment; moreover, it contributes to the development of the Theory of Generations by identifying one more key generational difference – employee engagement.

2) The revealed employee engagement in the context of generations (a correlation of the constructs of employee engagement has been identified, and work environment factors influencing work engagement and organisational engagement of employees have been systematised) contributes to the development of the topic of work engagement and organisational engagement of employees in the perspective of different generations.

3) The theoretically substantiated impact of work environment factors on work engagement and organisational engagement of employees of different generations (Generation Z, Generation Y, Generation X, Baby Boom Generation) is an additional contribution to the development of the Job Demands-Resources (JDR) model.

4) The impact of 24 work environment factors (2 personal resources, 15 job resources, 7 job demands) on work engagement and organisational engagement of employees of four different generations (Generation Z, Generation Y, Generation X, Baby Boom Generation) has been empirically researched and confirmed. Scientific novelty and theoretical significance are related to the need to investigate work engagement and organisational engagement of employees of different generations, i.e. related to the employees of the new Generation Z entering the labour market. The research hereof contributes to the generational research works conducted on the basis of the provisions of William Strauss and Neil Howe's Generation Theory; as well as to the development of research on the impact of work environment factors (personal resources, job resources, job demands) on work engagement and organisational engagement, based on the multidimensional approach to employee engagement including work engagement (Schaufeli et al., 2002) and organisational engagement (Saks, 2006), the Job Demands-Resources Theory, and the Social Exchange Theory.

### **Practical significance of the dissertation:**

1) The research results allow organisational leaders / human resource professionals to better understand the impact of work environment factors on work engagement and organisational engagement of employees of different generations, to identify the areas of potential intergenerational conflicts in the workplace, to be more prepared to manage intergenerational diversity in organisations, and can facilitate an easier anticipation, preparation and application of effective measures

to increase work engagement of employees of different generations in their organisation.

2) The identified key generational differences allow organisational leaders / human resource professionals to better understand their employees and to form the HRM practice taking into consideration key generational differences, thus reducing the areas of tension among the employees of different generations which are important for every organisation to manage.

3) According to the methodology presented in the dissertation and using the already verified, validated and reliable questionnaire, it is possible to perform the analysis of the impact of work environment factors on work engagement and organisational engagement of employees of different generations in any organisation which employs several different generations. An individual analysis of the situation of every organisation would allow providing recommendations prepared for a specific organisation, which would be useful in order to increase work engagement and organisational engagement of employees of different generations of that organisation.

**Research methodology.** The methodological approach of the research is based on the philosophy of positivism and a deductive approach applied in the dissertation. The research focuses on the identification of the impact of work environment factors on work engagement and organisational engagement of employees of different generations. The purpose of the empirical research is to investigate the impact of work environment factors on work engagement and organisational engagement of employees of different generations in Lithuanian companies / organisations.

The quantitative data collection method used in the dissertation is a written questionnaire survey conducted by directly questioning employees of different generations in Lithuanian companies / organisations. Five different measurement instruments found in scientific literature were used to develop the dissertation research questionnaire.

Based on the provisions of William Strauss and Neil Howe's Generational Theory, the respondents were assigned to respective generations based on their age indicated in the research questionnaire (Howe, Strauss, 2000). 4 521 (fully completed 3 049) respondents participated in the research: 410 representatives of Generation Z (13.5 %), 986 of Generation Y (32.3 %), 1 248 of Generation X (40.9 %), 395 of the Baby Boom Generation (13.0 %) and 10 representatives of the Silent Generation (0.3 %) (due to the small number of the Silent Generation representatives, the data of this generation was not analysed in the dissertation).

The statistical data analysis of quantitative research was performed using IBM SPSS Statistics 25.0 software with IBM SPSS AMOS macro extension for modelling structural equations.

The following main data analysis methods were applied in the dissertation: 1) the Descriptive statistics analysis of the research data was performed; 2) the

normal curve distribution of data was tested using Kolmogorov-Smirnov Test; 3) the Rankit transformation method was applied for data normalisation; 4) the Exploratory Factor Analysis (EFA) of the obtained data was performed applying the Principal Components Analysis with Varimax rotation; 5) the Confirmatory Factor Analysis (CFA) was performed; 6) the Structural Equation Modelling (SEM) – Multi-Group Structural Equation Model Analysis with SPSS AMOS was performed.

**Limitations of the dissertation research:**

1) Despite the fact that the research conducted in the dissertation includes as many as 24 work environment factors (2 personal resources, 15 job resources, 7 job demands), i.e. the impact of work environment factors of such a scope on work engagement and organisational engagement of employees of four different generations has not yet been explored, the theoretical model is not exhaustive and still can be supplemented by other environment factors.

2) The research was carried out and the multi-group structural equation model analysis of the impact of work environment factors on work engagement and organisational engagement of employees of different generations was performed only in Lithuania, i.e. the respondents only of one country participated in the research. It is likely that cultural, economic, social, technological and other differences would affect the results of research conducted in another country / region / continent.

3) Regarding the theme and purpose of the dissertation, research data were analysed comparing them by four generations. The specificity of job demands (assigning a job demand to obstacles or challenges) depends on the professional environment or sector (Bakker, Demerouti, 2017); as well as on how demands are evaluated: negatively evaluated job demands act as obstacles and positively evaluated demands can be seen as challenges (Schaufeli, Taris, 2014). It is likely that the analysis of the impact of work environment factors and identification of separate environments, sectors or fields of activities in an organisation could lead to establishing differences not only among generations but also among sectors / fields of activities. Although 4 521 (fully completed 3 049) respondents from different organisations of a variety of fields of activities participated in the dissertation research, nevertheless, it is not possible to make a detailed multi-group structural equation model analysis not only by generations but also by each sector / organisation's field of activity due to the insufficient number of respondents according to the structural equation modelling requirements.

**The structure and the scope of work.** The dissertation consists of lists of tables and figures, a glossary of terms, introduction, 3 parts of the dissertation, conclusions, references and appendices. The work comprises 220 pages (excluding the appendices). The text consists of 13 figures, 88 tables, 17 appendices, 561 references.

## THE DISSERTATION OVERVIEW

### 1. A THEORETICAL GROUNDING OF THE IMPACT OF WORK ENVIRONMENT FACTORS ON WORK ENGAGEMENT AND ORGANISATIONAL ENGAGEMENT OF EMPLOYEES OF DIFFERENT GENERATIONS

**The first part of the dissertation** presents a theoretical description of the conception of generations, employee engagement discourse in the organisational context, and the impact of work environment factors on work engagement and organisational engagement of employees of different generations, revealing the assumptions for the formation of generations, the concept and typology of generation, identifying the key generational differences, the components of the employee engagement construct and their correlation, identifying work environment factors that determine employees' work engagement and organisational engagement, analysing employee engagement models in the context of generations, and substantiating the model of the impact of work environment factors (personal resources, job resources and job demands) on work engagement and organisational engagement of employees in the context of generations. The main result of this part is a theoretical model of the impact of work environment factors on work engagement and organisational engagement of employees of different generations.

**The first section (Section 1.1.) includes the analysis of generational conception**, which shows that generation as a construct is intangible and scholars of different fields have tried to define this unique phenomenon. The analysis shows that generation is made up of people of similar age who have experienced the same social, historical, cultural, economic, technological and other events, and this common experience (e.g. industrialisation, fundamental changes, cataclysms, tragedies, etc.) differentiates one generation from the other and determines generational differences. Research and theories of generations in the social sciences have evolved from two different perspectives: I. The Social Forces perspective, which describes generations as interrelated and diverse social groups that have taken shape throughout history, and II. The Cohort perspective, which usually describes generation as a certain group of people, born in a certain period of time (Laufer, Bengtson, 1974; Gilleard, 2004). Based on these perspectives, scientific literature identifies several main theories of generations that examine and aim to define the concept of generation: Karl Mannheim's Theory of Generations, the Aart Bontekoning's Generation Theory, William Strauss and Neil Howe's Generational Theory. William Strauss and Neil Howe Generational Theory identifies boundaries of generations, i.e. the periods of birth based on which individuals are assigned to particular generations. This differentiation of generations (provided in Section 1.1.2. of the dissertation) has become global and applied worldwide in intergenerational research and allows comparison of



intergenerational research results due to identical periods of assigning individuals to respective generations for performing data analysis.

Based on William Strauss and Neil Howe Generational Theory, Zemke, Raines and Filipczak (2000) provided a description of “generations at work”. They discussed how to avoid intergenerational differences and how to optimise intergenerational cooperation. The authors emphasise that it is important for the representatives of each generation to understand the differences between their own generation and those of other generations and to keep those differences in mind when developing and implementing an appropriate human resource policy in the organisation.

The dissertation is based on William Strauss and Neil Howe’s generational theory, which is most often used in social sciences and has become global, taking the view that generation is understood as a group of individuals who were born, became mature and live / lived in the same historical period, while at the same time emphasising the importance of identifying critical social, economic or political events that may lead to the formation of a new generation. According to this approach, the dissertation identifies generation by the year of birth as a group of people whose formation was influenced by significant social, economic, political and technological changes (the latter are especially relevant in the context of the object analysed hereof) presupposing the unity of values, thinking and behaviour of a certain group of people in their personal life as well as work life.

Regarding the assignment of individuals to different generations, in scientific literature, an individual is typically assigned to a certain generation by the date of birth – this is how Howe, Strauss (1991), Tulgan, Martin (2001), Eisner (2005), Twenge (2006), Deyoe, Fox (2012), Bencsik, Horvath-Csikos, Juhasz (2016), Huber, Schubert (2019), Dimock (2019) and other researchers of generational differences distinguish among generations. However, this causes one of the main problems – due to insufficient systematic research on generations in different European countries and other parts of the world, there is no unified division into generations. According to William Strauss and Neil Howe’s Generational Theory, it is assumed that the span of one generation is 20 years, while, for example, Bontekoning (2011) specifies that the lifespan of a generation is 15 years. Compared to the division of generations by other researchers, the beginning and / or end of the assignment periods of some generations do not coincide, and there are cases when the periods even overlap. For example, William Strauss and Neil Howe’s Generational Theory distinguishes the following generations: the Lost Generation, born in 1883-1900, the Greatest Generation, born in 1901-1924, the Silent Generation, born in 1925-1942, the Baby Boom Generation, born in 1943-1960, Generation X, born in 1961-1981, Y / Millennial Generation, born in 1982-2000 (Howe, Strauss, 2000); Z Generation, born after 2000. This division of generations will be further applied in the dissertation. Thus, currently there are 5 existing and interacting generations: the Silent Generation



has practically left the labour market, the number of representatives of the Baby Boom Generation is reducing, Generation X is dominating, Generation Y is strengthening its positions in the labour market and Generation Z is already entering the labour market.

Generalising the scientific literature on generational differences in the organisation, the dissertation distinguishes and discusses in detail two approaches (Section 1.1.3.): 1) Key generational differences do not exist in the organisational context and 2) Key generational differences exist in the organisational context. The dissertation takes the view that key generational differences exist in the organisational context. The scientific literature overview and research on generational differences lead to the identification of several key generational differences: work values and attitudes, work-life balance, personality differences, leadership, communication, career experiences, work motivation and preferences, learning and development, employee engagement.

**The second section (Section 1.2.) reveals the discourse of employee engagement in the organisational context.** Although there are many research works on the topic of engagement, the concept of employee engagement has not been clarified yet. Engagement is a wide concept encompassing the diversity and experience of multidimensional constructs, including influence, perception and behaviour (Sonnentag, Dormann, Demerouti, 2010). Employee engagement is a rapidly changing field of business, management, industry / organisational psychology and human resource development. The evolution of this construct can be divided into three phases, each of which is characterised by certain outstanding evolutionary features that were in the focus of attention during a certain period, e.g. in 1990-2000, the emphasis was placed on individual attitude to engagement (personal engagement), the employee's voice and participation in the organisational activities; in 2001-2010, the focus was placed on balance and meaning of work; in 2011-2019, the concept of employee engagement was most strongly associated with job demands and resources.

The scientific literature analysis on the topic of employee engagement allowed identification of the main theories of engagement research: the Job Demands-Resources Theory (JDR), the Social Exchange Theory (SET), the Conservation of Resources Theory, Kahn's / Personal Engagement Theory, the Self-Determination Theory, the Job Design / Characteristics Theory, the Transformational Leadership Theory, the Demand-Control-Support Theory, the Human Capital Theory and other theories. The dissertation is based on the provisions of I. The Job Demands-Resources Theory (JDR) (Demerouti et al., 2001) and II. The Social Exchange Theory (SET) (Blau, 1964, 2017).

Taking an academic perspective (Shuck, 2011; Banihani, Lewis, Syed, 2013), five main approaches to employee engagement have been identified: Kahn's (1990) need-satisfying approach; Maslach's et al. (2001) burnout-antithesis approach; Harter, Schmidt, Hayes' (2002) satisfaction-engagement

approach; Saks' (2006) multidimensional approach and Barrick's et al. (2015) collective engagement approach.

Employee engagement is an emerging concept in the human resource management literature that demonstrates the organisational benefit. The construct of employee engagement does not have a universally recognised or dominant academic definition; nevertheless, scholars agree that engagement is a unique concept that differs from similar or related concepts (Mazzei, 2018). Workplace engagement was termed as personal engagement (Kahn, 1990; May et al., 2004), work engagement (Salanova et al., 2005; Schaufeli et al., 2006; Hakanen et al., 2006, 2019; Richardsen et al., 2006; Mauno et al., 2007; Xanthopoulou et al., 2009, 2013; Schaufeli, Bakker, 2010, 2015; Bakker, Leiter, 2010; Bakker, 2011; Selmer, Luring, 2016; Park, Ono, 2017; Saari et al., 2017; Bakker, Albrecht, 2018; Saks, Gruman, 2018; Lee et al., 2019), employee engagement (Harter et al., 2002; Banihani, Lewis, Syed, 2013; Graban, 2016; Mazzei, 2018; Albrecht, Breidahl, Marty, 2018), organisational engagement (Ruck, Welch, Menara, 2017; Saks, 2006, 2019), collective organisational engagement (Gracia et al., 2013; Barrick et al., 2015). Personal engagement includes the psychological state of an employee as a personality, and this aspect is of more interest to the representatives of the science of psychology in researching psychological markers and states of personal engagement (Kahn, 1990; May et al., 2004). While defining work engagement, the emphasis is placed on an employee's attitude to work and performance-oriented behaviours in the workplace (Schaufeli et al., 2002). The term 'engaged employee' refers to an employee behaviour (Newman, Harrison, 2008) that affects his or her work both in performing a defined role or beyond. An 'engaged employee' is an employee who is fully dedicated to work, full of enthusiasm, and therefore, takes positive actions, such as knowledge-sharing, in order to support the reputation and interests of the organisation (Rich et al., 2010; Schaufeli et al., 2015; Ford, Myrden, Jones, 2015). Most importantly, the behaviour of an engaged employee is strategically focused on organisational goals (Macey, Schneider, 2008; Mazzei, 2018); therefore, with respect to an employee's relationship with the organisation when representing it and ensuring a healthy competition within the organisation, organisational engagement can be distinguished (Saks, 2006, 2019). The analysis of scientific literature on the topic of engagement allows suggesting that it is appropriate for further analysis to distinguish a multidimensional approach to employee engagement that would include work engagement (Schaufeli et al., 2002) and organisational engagement (Saks, 2006), distinguishing two most important roles of most members of the organisation: as an employee performing certain functions and as a member of the organisation.

The multidimensional approach to engagement was chosen due to the following reasons: 1. It is the first such approach allowing the distinction between work engagement and organisational engagement. 2. There is evidence that the

level of engagement depends on the role performed (Rothbard, 2001), and therefore, the construct of engagement is defined in terms of a role, distinguishing between two specific separate roles – the role of an employee and the role of a member of the organisation. This is consistent with Robinson's et al. (2004) approach that engagement is a two-way relationship between an employer and an employee. Saks' (2006) conceptualisation reflects the ideas expressed in the works of Kahn (1990) and Rothbard (2001), emphasising active participation of an individual when performing organisational duties. 3. Many employees of an organisation consider their role at work and their role as an individual in the organisation as the most important things (Gupta, Sharma, 2018). The role of an employee is reflected in work engagement; the role of a member of the organisation is reflected in organisational engagement. 4. Work engagement and organisational engagement are interrelated, yet different constructs. 5. Employees tend to be more engaged in work than in the organisation. 6. It allows identifying work environment factors that are most important for an employee in performing these two different roles (Saks, 2006).

The dissertation is following Schaufeli and Bakker's (2004, 2010) view that work engagement is a positive work-related state that provides satisfaction and satisfies the need for development, and covers the aspects of vigour, dedication and absorption, and therefore, when analysing work engagement, three components will be distinguished: vigour, dedication and absorption; organisational engagement is a dynamic, changing state that connects employees and their organisations and is expressed physically, cognitively and emotionally through the functions performed by the employee at work, and influences internal communication at the organisational level (Welch, 2011). The role of an employee as a member of an organisation is reflected in organisational engagement. Work engagement reveals an employee's relationship with work, meanwhile organisational engagement reveals an employee's relationship with the organisation (Saks, 2006, 2019).

**The third section (Section 1.3.) analyses work environment factors and their impact on work engagement and organisational engagement of employees.** Today's work environment is diverse and ever-changing. Kohun (1992) defines work environment as a whole which consists of forces, actions and other influencing factors that currently are or may be related to the activities of an employee and the results of these activities. Opperman (2002) distinguishes three key components of work environment (sub-environments): technical environment, human environment and organisational environment. The combination of these three components integrates the factors that influence employee behaviour in the organisation (Hanaysha, 2016). According to Brenner (2004), work environment which is created considering employee satisfaction and the opportunity to exchange ideas freely is a better medium to motivate employees to be more productive. Thus, work environment can be defined as a medium in which

employees work and which consists of all the factors related to work and organisation that affect employees, their relationships at work and work performance (Hanaysha, 2016), and it can be considered an important factor affecting work performance. Work environment is the key factor that influences employee satisfaction and dedication to the organisation (Hanaysha, 2016), while job satisfaction and work engagement of employees are directly related to business performance (Harter et al., 2002).

Work environment is related to the climate of a particular organisation where the employees perform their duties (Wollard, Shuck, 2011). Doubtless, a comfortable and safe work environment can attract employees, as their needs are likely to be satisfied (Danish, Ramzan, Ahmad, 2013). Employees who feel comfortable in their work environment tend to work more efficiently and enjoy the work process, i.e. they tend to be more engaged in work compared to those who feel discomfort (Khuong, Le Vu, 2014).

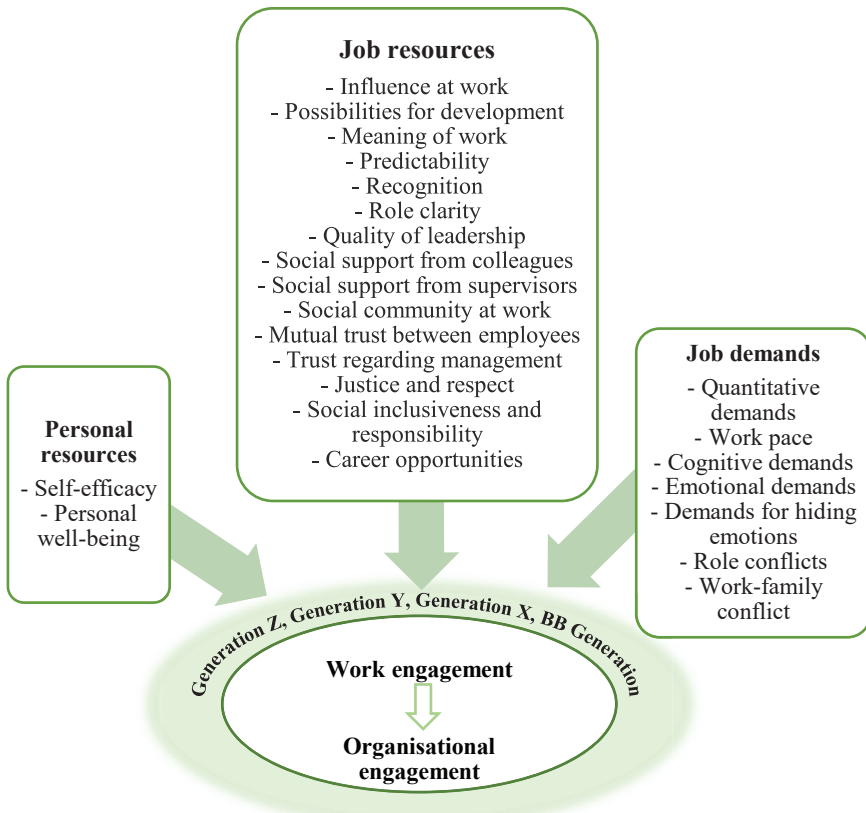
Work environment is directly related to employee engagement (Jones, Davis, Thomas, 2017; Wan et al., 2018). Work environment has been found to be a significant factor determining the level of employee engagement, thus, a meaningful work environment that helps employees to work purposefully and to maintain interpersonal harmony, is considered to be the key factor promoting employee engagement (Anitha, 2014).

Work engagement and organisational engagement define an employee's relationship with work and organisation, and therefore, different work environment factors are considered to be among the most important factors influencing work engagement and organisational engagement of employees. Scientific analysis allowed dividing the factors determining employee engagement into the following groups: personal resources, job resources and job demands.

The dissertation takes the view that employees' work engagement is positively affected by two main personal resources: Self-efficacy and Personal well-being; work engagement and organisational engagement of employees are affected by fifteen main job resources: Influence at work, Possibilities for development, Meaning of work, Predictability, Recognition, Role clarity, Quality of leadership, Social support from colleagues, Social support from supervisors, Social community at work, Mutual trust between employees, Trust regarding management, Justice and respect, Social inclusiveness and responsibility, Career opportunities; work engagement and organisational engagement of employees are affected by seven main job demands: Quantitative demands, Work pace, Cognitive demands, Emotional demands, Demands for hiding emotions, Role conflicts, Work-family conflict.

**The fourth section (Section 1.4.) provides** the model of the impact of work environment factors on work engagement and organisational engagement of employees of different generations based on the provisions of William Strauss and Neil Howe's Generational Theory, the Job Demands-Resources Theory (JDR) and

the Social Exchange Theory (SET). The employee engagement construct is considered in the dissertation as a multidimensional construct consisting of work engagement (discussed in detail in Section 1.2.1.1 of the dissertation) and organisational engagement (discussed in detail in Section 1.2.1.2 of the dissertation). The theoretical part of the dissertation takes the view that key generational differences exist in the organisational context, and the identified key generational differences have been transferred to the conceptual model of the dissertation. Having identified the key generational differences, the groups of factors determining work engagement and organisational engagement of employees of different generations (personal resources, job resources, job demands) have been distinguished.



**Fig. 1.** The dissertation’s conceptual model of the impact of work environment factors on work engagement and organisational engagement of employees of different generations  
Source: Compiled by the author of the dissertation

The theoretical model of the impact of work environment factors (personal resources, job resources and job demands) on work engagement and organisational engagement of employees of different generations (Generation Z, Generation Y, Generation X, Baby Boom Generation) consists of four blocks: three blocks of work environment factors (personal resources, job resources and job demands) and a block of employee engagement (Fig. 1).

- Based on the multidimensional approach to employee engagement that includes work engagement and organisational engagement, the Job Demands-Resources Theory (Bakker, Demerouti, 2007, 2014) and the Social Exchange Theory (Saks, 2006, 2019), the concept of work engagement of employees consists of two interacting constructs – work engagement and organisational engagement (Saks, Rotman, 2006; Andrew, Sofian, 2012; Farndale, 2014).
- Based on the Job Demands-Resources Theory, in the model, work environment factors have a direct impact on work engagement and organisational engagement of employees; work engagement consists of three components: vigour, dedication to work and absorption in work (Schaufeli, Bakker, 2004; Bakker, Demerouti, 2007, 2014).
- Work engagement has a direct impact on organisational engagement (Tenerife, Galingan, 2017).
- The following key personal resources have a direct impact on work engagement and organisational engagement of employees: Self-efficacy and Personal well-being (Xanthopoulou et al., 2009; Aiello, Tesi, 2017; Bakker, Albrecht, 2018; Hakanen et al., 2019; Turner, 2020).
- The following key job resources have a direct impact on work engagement and organisational engagement of employees: Influence at work, Possibilities for development, Meaning of work, Predictability, Recognition, Role clarity, Quality of leadership, Social support from colleagues, Social support from supervisors, Social community at work, Mutual trust between employees, Trust regarding management, Justice and respect, Social inclusiveness and responsibility, and Career opportunities (Saks, 2006, 2019; Crawford, Le-Pine, Rich, 2010; Malinen, Wright, Cammock, 2013; Mache et al., 2014; Anitha, 2014; Barrick et al., 2015; Tenerife, Galingan, 2017; Saks, Gruman, 2018; Azmy, 2019).
- The following key job demands have a direct impact on work engagement and organisational engagement of employees: Quantitative demands, Work pace, Cognitive demands, Emotional demands, Demands for hiding emotions, Role conflicts, Work-family conflict (Hakanen, Bakker, Schaufeli, 2006; Mache et al., 2014; Hu, Schaufeli, Taris, 2017; Bakker, Demerouti, 2017; Maric et al., 2019; Burr et al., 2019).
- Based on the provisions of the Generational Theory (Howe, Strauss, 2000), four generations (Generation Z, Generation Y, Generation X, Baby Boom

Generation) indicated in the model presuppose a possible research contextual cross-section, i.e. the impact of work environment factors on work engagement and organisational engagement of employees of these four different generations has been explored.

## **2. THE EMPIRICAL RESEARCH METHODOLOGY OF THE IMPACT OF WORK ENVIRONMENT FACTORS ON WORK ENGAGEMENT AND ORGANISATIONAL ENGAGEMENT OF EMPLOYEES OF DIFFERENT GENERATIONS**

The second section of the dissertation substantiates the methodology of empirical research based on the model of the impact of work environment factors on work engagement and organisational engagement of employees of different generations provided in the first section.

The methodological approach of the research is based on the philosophy of positivism and the quantitative method approach.

**The purpose of the empirical research** is to investigate the impact of work environment factors on work engagement and organisational engagement of employees of different generations in Lithuanian companies / organisations.

The empirical research aims at determining: 1) the impact of personal resources on work engagement and organisational engagement of employees of different generations; 2) the impact of job resources on work engagement and organisational engagement of employees of different generations; 3) the impact of job demands on work engagement and organisational engagement of employees of different generations; 4) the impact of work engagement of employees of different generations on organisational engagement.

Based on the detailed conceptual model of the dissertation and the logical assumptions provided in the theoretical part, the hypotheses of the research have been raised (Fig. 2).

**The hypotheses H1. Personal resources have a direct impact on work engagement of employees of different generations and H2. Personal resources have a direct impact on organisational engagement of employees of different generations** are related to the identification of the impact of personal resources on work engagement and organisational engagement of employees of different generations and are based on the following assumptions:

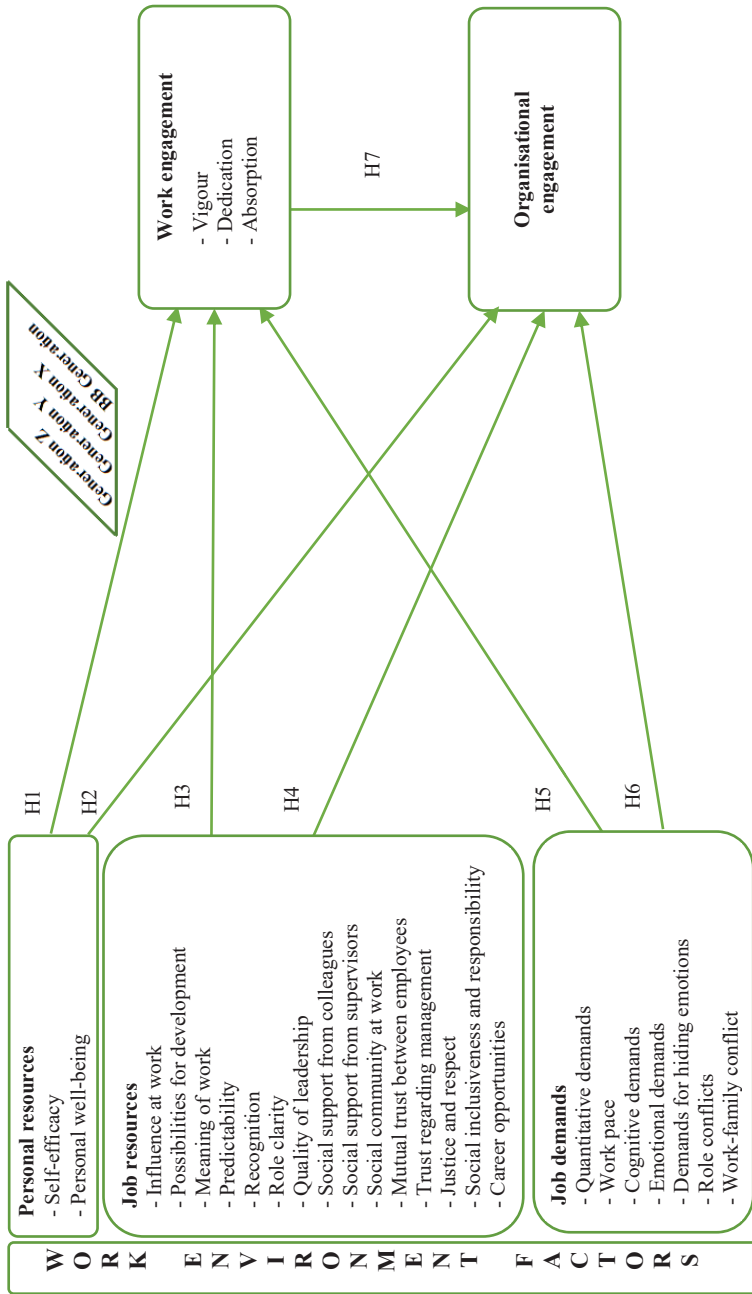
- ✓ Personality can have a significant impact on engagement (Macey, Schneider, 2008; Robins, Roberts, Sarris, 2018; Albrecht, Marty, 2020).
- ✓ Employee work engagement is affected by two main personal resources: Self-efficacy (Llorens et al., 2007; Salanova et al., 2011; Consiglio et al., 2016) and Personal well-being (Robertson, Cooper, 2010; Aiello, Tesi, 2017).

- ✓ A positive impact of Self-efficacy on work engagement has been determined (Heuven et al., 2006; Llorens et al., 2007; Halbesleben, 2010; Salanova et al., 2011; Hirschi, 2011; Tims et al., 2011; Mache et al., 2014; Consiglio et al., 2016; Bailey et al., 2017; Alessandri et al., 2018; Bakker, Albrecht, 2018; Hakanen et al., 2019).
- ✓ A positive impact of Personal well-being on work engagement has been determined (Aiello, Tesi, 2017; Turner, 2020).
- ✓ Since the impact of personal resources on organisational engagement has not been explored and taking into consideration the facts that personal resources have a direct positive impact on work engagement and work engagement directly affects organisational engagement, this impact is also assumed to be directly positive.
- ✓ A detailed grounding of the impact of each separate personal resource on work engagement and organisational engagement of employees is provided in Section 1.3.1. of the dissertation.

**The hypotheses H3. Job resources have a direct impact on work engagement of employees of different generations and H4. Job resources have a direct impact on organisational engagement of employees of different generations** are related to the identification of the impact of job resources on work engagement and organisational engagement of employees of different generations and are based on the following assumptions:

- ✓ Different job resources are key factors in work engagement, while job demands play a secondary role (Hakanen et al., 2019).
- ✓ Job resources have a stronger impact on work engagement than job demands (Crawford, LePine, Rich, 2010).
- ✓ Job resources have a positive impact on work engagement (Mache et al., 2014).
- ✓ Job resources have a positive impact on organisational engagement (Saks, 2006; Andrew, Sofian, 2012).
- ✓ A detailed impact of each separate job resource on work engagement and organisational engagement of employees is provided in Section 1.3.2. of the dissertation.





**Fig. 2.** The dissertation research model  
Source: Compiled by the author of the dissertation

**The hypotheses H5. Job demands have a direct impact on work engagement of employees of different generations and H6. Job demands have a direct impact on organisational engagement of employees of different generations** are related to the identification of the impact of job demands on work engagement and organisational engagement of employees of different generations and are based on the following assumptions:

- ✓ Job demands have a direct impact on work engagement (Bakker, Demerouti, 2007; Maric et al, 2019; Bon, Shire, 2019).
- ✓ The attribution of job demands to obstacles or challenges depends on the professional environment or sector (Bakker, Demerouti, 2017) as well as on how demands are evaluated: negatively evaluated job demands act as obstacles, while positively evaluated demands can be seen as challenges (Schaufeli, Taris, 2014).
- ✓ Job demands can either reduce or increase work engagement (Braine, Roodt, 2011; Xanthopoulou, Bakker, Fischbach, 2013; Saks, Gruman, 2018), e.g. Work pace, Cognitive demands and Demands for hiding emotions can have both positive and negative impact on work engagement (Burke et al., 2010; Kuhnel et al., 2012; Xanthopoulou et al., 2013; Mache et al., 2014; Schaufeli, Taris, 2014; Bakker, Demerouti, 2017; Breevaart, Bakker, 2018; Burr et al., 2019).
- ✓ Obstacles (e.g. Role conflicts, Work-family conflict) have a negative impact on employee engagement, while work challenges (e.g. Work pace, Cognitive demands) have a positive impact (LePine et al., 2005; Crawford et al., 2010; Mache et al., 2014; Saks, Gruman, 2018).
- ✓ Taking into consideration that employees with high job demands and lack of resources can burn out, consequently resulting in reduced work engagement (Hakanen, Bakker, Schaufeli, 2006; Hu, Schaufeli, Taris, 2017) and that work engagement has a positive direct impact on organisational engagement (Tenerife, Galingan, 2017), it is assumed that job demands have a negative impact on organisational engagement.
- ✓ A detailed impact of each separate job demand on work engagement and organisational engagement of employees is provided in Section 1.3.3. of the dissertation.

**The hypothesis H7. Work engagement of employees of different generations has a direct impact on organisational engagement of employees of different generations** is related to the identification of the impact of work engagement of employees of different generations on organisational engagement of employees (H4) and is based on the following assumptions:

- ✓ Work engagement and organisational engagement are separate independent constructs affecting one another (Kahn, 1990; Saks, 2006, 2019; Andrew,

Sofian, 2012), i.e. employees can be engaged in work and / or engaged in the organisation (Saks, Rotman, 2006).

- ✓ Work engagement has a positive impact on organisational engagement (Tenerife, Galingan, 2017).

The quantitative data collection method is used in the dissertation, i.e. a written questionnaire survey was conducted by directly questioning employees of different generations in Lithuanian companies / organisations. The following 5 different measurement instruments found in scientific literature were used to develop the dissertation research questionnaire: Utrecht Work Engagement Scale (UWES), Saks's Multi-Dimensional Scale, Copenhagen Psychosocial Questionnaire (COPSOQ), WHO-5 Well-Being Index, Strategic Human Resource Management Practices Questionnaire (SHRM-PQ) / Internal Career Opportunities.

The general population of the quantitative research of the dissertation consists of 105 093 economic entities operating in Lithuania and 1 378 100 residents of Lithuania engaged in the operating economic entities.

In April – May 2019, a pilot study was carried out in two cargo handling companies. The result of the pilot study is an adjusted questionnaire based on the data obtained during the study.

The quantitative research of the dissertation was carried out in several stages: 1) first of all, an e-mail database of all economic entities operating in Lithuania was created (at least 815 027 out of 1 378 100 (59.14 %) of the Lithuanian population engaged in operating economic entities had the opportunity to participate in the survey); 2) in September – December 2019, invitations to participate in the dissertation research, including an online link to the research questionnaire, were sent out to 90 195 e-mail addresses of economic entities operating in Lithuania; 3) in September 2019, a science popularisation article “How can employees of different generations effectively work together?” / “Employees of different generations under one roof: what should their managers know?”, including information about the ongoing research, was posted on several websites with an invitation to all Lithuanian residents to participate in the research; 4) in addition, an invitation to participate in the research, including an online link to the dissertation questionnaire, was posted and published on social networks – Facebook and LinkedIn.

Statistical data analysis of the quantitative research was performed using IBM SPSS Statistics 25.0 software with IBM SPSS AMOS macro extension for modelling structural equations.

Quantitative research data were analysed in accordance with the consistency of quantitative data processing and analysis procedures: 1) first of all, the data were checked for data entry errors by performing the Explore procedure, generating frequency tables of variables, estimating the maximum and the minimum values, means and histograms; 2) the Descriptive statistics analysis was

performed to present the characteristics of the respondents participating in the research; 3) the normal curve distribution of data was tested using Kolmogorov-Smirnov test; the Rankit transformation method was used for data normalisation; 4) the suitability of the research measurement instrument was verified: the reliability of quantitative research scales and the consistency of their internal structure were assessed using Cronbach's Alpha; the construct validity was evaluated by performing the Exploratory Factor Analysis (EFA) of the obtained data, applying the Principal Components Analysis method with Varimax rotation; 5) the suitability of data for factor analysis was checked using Bartlett's Test of Sphericity and Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO); 6) the Confirmatory Factor Analysis (CFA) was also performed applying SPSS AMOS macro extension; 7) the Structural Equation Modelling (SEM) was performed applying one of the most commonly used structural equation software IBM SPSS AMOS (Arbuckle, 2005): the suitability of the research data of the model was determined, a multi-group SEM analysis with SPSS AMOS was performed; in order to determine the correlations of the dissertation constructs, the statistical significance of the structural model paths factors was evaluated; the multi-group SEM analysis of model paths was performed using Chi-square difference test to identify statistically significant differences among generations.

### **3. THE EMPIRICAL RESEARCH RESULTS OF THE IMPACT OF WORK ENVIRONMENT FACTORS ON WORK ENGAGEMENT AND ORGANISATIONAL ENGAGEMENT OF EMPLOYEES OF DIFFERENT GENERATION**

The third section of the dissertation presents the characteristics of the respondents of empirical research, the assessment of the research data normality, the reliability and validity of the empirical research, the structure of constructs and measurement models; the assessment of reliability, validity, multicollinearity of the general measurement model, and the analysis of a multi-group structural equation model, analysing the impact of work environment factors (personal resources, job resources and job demands) on work engagement and organisational engagement of employees of different generations.

In September – December 2019, quantitative research “The Impact of Work Environment Factors on Work Engagement and Organisational Engagement of Employees of Different Generations in Lithuania” was conducted. A total of 4 521 respondents participated in the quantitative research, of which 3 049 respondents have fully completed the questionnaire. Based on the provisions of William Strauss and Neil Howe's Generational Theory, the respondents were assigned to respective generations based on their age indicated in the research questionnaire (Howe, Strauss, 2000). The quantitative research engaged 410 representatives of Generation Z (13.5%), 986 representatives of Generation Y (32.3 %), 1 248

representatives of Generation X (40.9 %), 395 representatives of the Baby Boom Generation (13.0%) and 10 representatives of the Silent Generation (0.3 %). Due to a small number of representatives of the Silent Generation, this generation was eliminated from the research data analysis.

Having performed the multi-group structural equation model (SEM) analysis of the impact of work environment factors on work engagement and organisational engagement of employees of different generations, hypotheses H1, H3, H5, H7 were confirmed; hypotheses H4, H6 were partially confirmed and Hypothesis H2 was rejected.

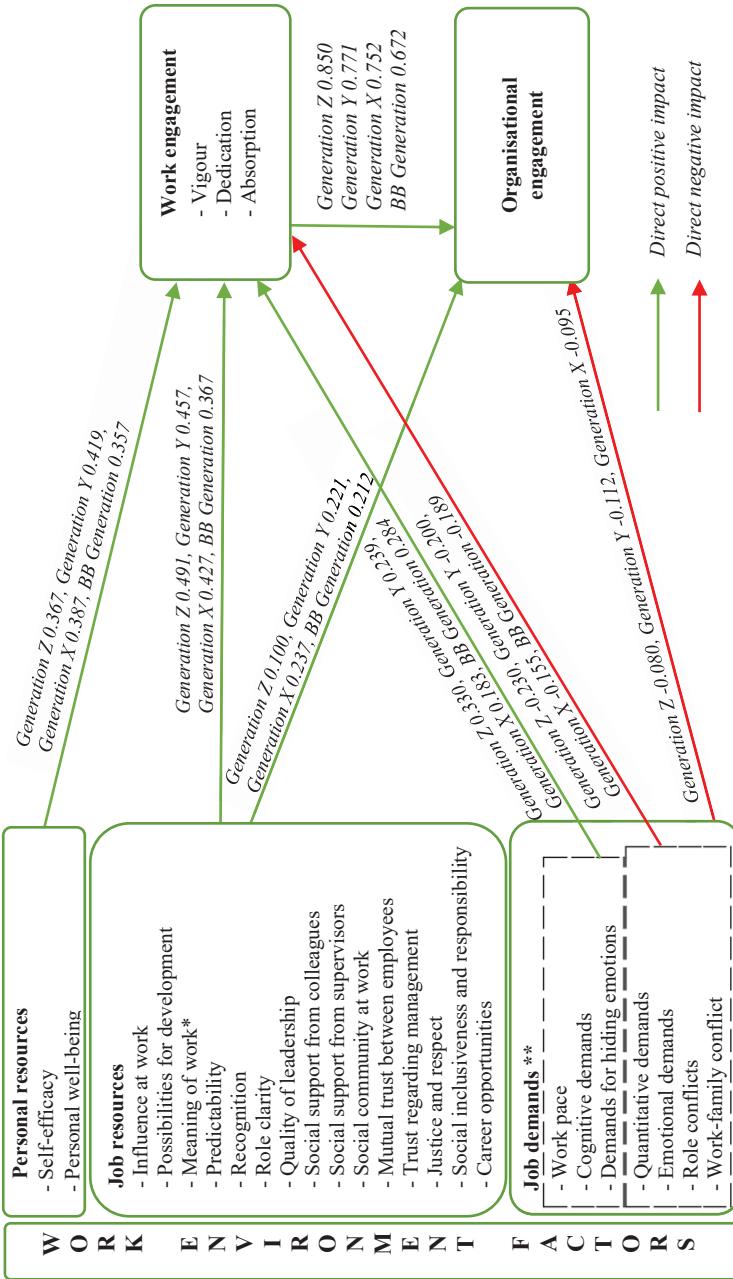
Personal resources and Meaning of work have no statistically significant impact on the organisational engagement of employees of different generations; all other factors have a statistically significant impact on work engagement and organisational engagement of employees of at least one generation.

The multi-group SEM analysis of model paths of the impact of work engagement on organisational engagement and the impact of personal resources, job resources and job demands on work engagement and organisational engagement of employees of different generations, applying Chi-square difference test, reveals 20 statistically significant generational differences of the impact of work environment factors on work engagement and organisational engagement of employees.

The generalised scheme of the empirical research results (Fig. 3) is based on the following: 1) the results of the multi-group SEM analysis of the impact of work environment factors (personal resources, job resources and job demands) on work engagement and organisational engagement of employees of different generations; 2) the results of the multi-group SEM analysis of the correlation between work engagement and organisational engagement of employees of different generations. Personal resources have a direct positive impact on work engagement of employees of different generations (the impact of personal resources on organisational engagement of employees of different generations is not statistically significant and is therefore not included in the scheme). Job resources have a direct positive impact on work engagement and organisational engagement of employees of different generations (Meaning of work has no statistically significant impact on organisational engagement of employees of different generations). Job demands have a direct positive (Work pace, Cognitive demands, Demands for hiding emotions) and negative (Quantitative demands, Emotional demands, Role conflicts, Work-family conflict) impact on work engagement of employees of different generations and a direct negative impact on organisational engagement of employees of different generations (job demands have no statistically significant impact on organisational engagement of employees of the Baby Boom Generation).

The obtained results of the empirical research fully or partially confirm the hypotheses of the empirical research and allow drawing the dissertation research conclusions.

Managers and HRM professionals need to take into consideration the generational differences identified in the empirical research and to find a balance between work environment factors that determine work engagement and generational engagement of employees of different generations in order to achieve intergenerational synergy in the organisation. Several possibilities for optimal use of generational differences can be found in scientific literature (Bakker, Demerouti, 2014) and they can be applied in organisations that engage employees of different generations: 1) reorganisation of work (job demands and resources) taking into consideration the key generational differences; 2) enabling mastery of work when the employee changes the design of work, strengthens personal resources, etc. on his / her own initiative; 3) training and development opportunities taking into account key generational differences; 4) highlighting the strengths of each generation and their effective use in the organisation. Work engagement and organisational engagement of employees of different generations is a long-term and continuing process (Cropanzano, Mitchell, 2005) that needs to be constantly maintained by ensuring optimal work environment factors in the organisation taking into consideration a deeper understanding of the intergenerational phenomenon and its expression in work environment.



*\*Meaning of work has no statistically significant impact on organisational engagement of employees of different generations  
\*\* Job demands have no statistically significant impact on organisational engagement of employees of the Baby Boom Generation*

**Fig. 3.** A generalised scheme of the empirical research results  
Source: Compiled by the author of the dissertation

## CONCLUSIONS

The following conclusions can be drawn in the dissertation based on scientific literature analysis on the topic of generations and work engagement of employees as well as on the empirical research of the impact of work environment factors on work engagement and organisational engagement of employees of different generations:

1. The scientific literature analysis on generational differences allowed identifying the following key generational differences in the organisational context at three levels: at the individual level, one key generational difference has been identified, i.e. personality differences; at the level of work (task specificity), the following key generational differences have been identified: work attitudes, work motivation and preferences, communication, learning and development, work-life balance; at the organisational level, the following key generational differences have been identified: leadership, work values and career experiences. Identification of key generational differences within the organisation allows organisational managers and HRM professionals to identify the areas of potential intergenerational conflicts in the workplace and to be more prepared to manage intergenerational diversity in organisations.
2. Having revealed the concept of engagement substantiating the distinction and relationship between the constructs of work engagement and organisational engagement, the following generalisations can be made:
  - The role of an employee in an organisation is reflected in work engagement which is described as a positive work-related state that provides satisfaction and satisfies the need for development, and covers the aspects of vigour, dedication to work and absorption in work.
  - The role of an employee as a member of an organisation is reflected in organisational engagement, which is described as a dynamic, changing state that connects employees and their organisations and is expressed physically, cognitively and emotionally through the functions performed by the employee at work, and influences internal communication at the organisational level.
  - Based on the multidimensional approach to employee engagement, which includes work engagement and organisational engagement, and the Social Exchange Theory, it can be concluded that work engagement and organisational engagement comprise two separate constructs and that work engagement has a direct positive impact on organisational engagement.
3. Based on the analysis of scientific literature, the theoretical model of the impact of work environment factors (personal resources, job resources and job demands) on work engagement and organisational engagement of employees



of different generations (Generation Z, Generation Y, Generation X, Baby Boom Generation) was formed:

- The model consists of four blocks: three blocks of work environment factors (personal resources, job resources and job demands) and a block of employee engagement.
- Based on the multidimensional approach to employee engagement, which includes work engagement and organisational engagement, the Job Demands-Resources Theory and the Social Exchange Theory, the concept of employee engagement consists of two interacting constructs – work engagement and organisational engagement.
- Based on the Job Demands-Resources Theory, in the model, work environment factors have a direct impact on work engagement and organisational engagement of employees; work engagement consists of three components: vigour, dedication to work and absorption in work.
- Work engagement has a direct impact on organisational engagement.
- The following key personal resources have a direct impact on work engagement and organisational engagement of employees: Self-efficacy and Personal well-being.
- The following key job resources have a direct impact on work engagement and organisational engagement of employees: Influence at work, Possibilities for development, Meaning of work, Predictability, Recognition, Role clarity, Quality of leadership, Social support from colleagues, Social support from supervisors, Social community at work, Mutual trust between employees, Trust regarding management, Justice and respect, Social inclusiveness and responsibility, and Career opportunities.
- The following key job demands have a direct impact on work engagement and organisational engagement of employees: Quantitative demands, Work pace, Cognitive demands, Emotional demands, Demands for hiding emotions, Role conflicts, Work-family conflict.
- Four generations (Generation Z, Generation Y, Generation X, Baby Boom Generation) indicated in the model presuppose a possible research contextual cross-section, i.e. the impact of work environment factors on work engagement and organisational engagement of employees of these four different generations has been explored.

4. Following the methodological research practice, the research methodology on the impact of work environment factors on engagement of employees of different generations was developed on the basis of a deductive approach and the philosophy of positivism. The quantitative research – a questionnaire survey of employees of different generations of Lithuanian companies / organisations – allowed determining the impact of personal resources on work engagement and organisational engagement of employees of different

generations; the impact of job resources on work engagement and organisational engagement of employees of different generations; the impact of job demands on work engagement and organisational engagement of employees of different generations; and the impact of work engagement of employees of different generations on organisational engagement of employees.

5. The multi-group SEM analysis of model paths of the impact of personal resources, job resources and job demands on work engagement and organisational engagement and the impact of work engagement on organisational engagement of employees of different generations, applying Chi-square difference test, reveals 20 significant generational differences:

- 1) It was identified that the differences of the impact of personal resources (Personal well-being), job resources (Recognition, Quality of leadership, Social support from colleagues, Justice and respect) and job demands (Work pace, Demands for hiding emotions) on work engagement are statistically significant among generations.
- 2) It was identified that the differences of the impact of job resources (Predictability, Recognition, Role clarity, Quality of leadership, Social support from supervisors, Mutual trust between employees, Trust regarding management, Justice and respect, Social inclusiveness and responsibility, Career opportunities) and job demands (Quantitative demands, Demands for hiding emotions) on organisational engagement are statistically significant among generations.
- 3) It was identified that the differences of the impact of work engagement on organisational engagement are statistically significant among generations.

✓ The empirical research of the ***impact of personal resources on work engagement and organisational engagement of employees of different generations*** confirmed a statistically significant direct positive impact of personal resources on work engagement of employees of different generations and a statistically insignificant direct impact of personal resources on organisational engagement:

- Such personal resources as Self-efficacy and Personal well-being have no statistically significant direct impact on organisational engagement.
- A direct positive impact of Self-efficacy on engagement of employees of different generations is less strong than the impact of Personal well-being.
- The strongest direct positive impact of personal resources on work engagement is expressed among the employees of Generation Y, and the least strong is among the employees of the Baby Boom Generation.

✓ The empirical research of the ***impact of job resources on work engagement and organisational engagement of employees of different generations***

revealed a statistically significant direct positive impact of job resources on work engagement of employees of different generations, except for the impact of Mutual trust between employees on work engagement of employees of Generation Z and the Baby Boom Generation:

- Regarding job resources, Meaning of work (strong direct impact on the employees of Generation Z, Generation Y, Generation X; and moderate direct impact on the Baby Boom Generation) and Possibilities for development (moderate impact on all generations) have the strongest statistically significant direct positive impact on work engagement of employees of different generations.
- Regarding the impact of job resources on work engagement of employees of different generations, four statistically significant intergenerational differences have been identified: Recognition (moderate impact on Generation Z, Generation Y, Generation X; weak impact on the Baby Boom Generation), Quality of leadership (moderate impact on Generation Z, Generation Y, Generation X; weak impact on the Baby Boom Generation), Social support from colleagues (moderate impact on Generation Z, Generation Y; weak impact on Generation X and the Baby Boom Generation), Justice and respect, Recognition (moderate impact on Generation Z, Generation Y, Generation X; weak impact on the Baby Boom Generation).
- Regarding job resources, the greatest of all generations statistically significant direct positive impact on work engagement of employees of Generation Z is related to Meaning of work, Predictability, Recognition, Quality of leadership, Social support from colleagues, Social community at work, Justice and respect, Career opportunities; regarding Generation Y – to Influence at work, Possibilities for development, Meaning of work, Recognition, Trust regarding management, Social inclusiveness and responsibility; regarding Generation X – to Role clarity, Social community at work, Trust regarding management; job resources have the least strong impact on work engagement of employees of the Baby Boom Generation if compared to all generations.
- A statistically significant direct positive impact of certain job resources (Influence at work, Possibilities for development, Quality of leadership, Social support from colleagues, Social community at work, Justice and respect, Career opportunities) on the organisational engagement of employees of all generations has been found.
- It was identified that Meaning of work has no statistically significant direct impact on organisational engagement of employees of all generations, i.e. Meaning of work has a strong statistically significant direct positive impact only on work engagement of employees.

- When analysing the impact of job resources on organisational engagement, Generation Z stands out. Only 7 out of 15 job resources analysed in the dissertation have a very weak but statistically significant direct impact on organisational engagement of employees of this generation, i.e. Career opportunities, Quality of leadership, Influence at work, Possibilities for development, Justice and respect, Social community at work, Social support from colleagues; all other job resources have no statistically significant direct impact.
  - Regarding job resources, the greatest of all generations statistically significant direct positive impact on organisational engagement of employees of Generation Y is related to Quality of leadership, Career opportunities, Social community at work, Social support from colleagues; regarding Generation X – to Justice and respect, Recognition, Predictability, Trust regarding management, Social support from supervisors, Career opportunities, Social inclusiveness and responsibility, Influence at work; regarding the Baby Boom Generation – to Social inclusiveness and responsibility, Possibilities for development, Role clarity, Mutual trust between employees.
- ✓ The empirical research of the ***impact of job demands on work engagement and organisational engagement of employees of different generations*** revealed that regarding job demands only Cognitive demands (direct positive impact) and Work-family conflict (direct negative impact) have a statistically significant direct impact on work engagement of employees of all generations; a direct impact of other job demands is statistically significant only for certain generations:
- Quantitative demands have a statistically significant direct negative impact only on work engagement of employees of Generation X.
  - Work pace has a statistically significant direct positive impact on work engagement of employees of Generation Y, Generation X, and the Baby Boom Generation.
  - Emotional demands have a statistically significant direct negative impact on work engagement of employees of Generation Z, Generation Y, and Generation X; Demands for hiding emotions – on work engagement of employees of Generation X and the Baby Boom Generation; Role conflicts – on work engagement of employees of Generation Y and Generation X.
  - A direct impact of all job demands on organisational engagement of employees of the Baby Boom Generation is statistically insignificant.
  - Work pace and Cognitive demands have a statistically significant direct negative impact only on organisational engagement of employees of Generation Z.

- All job demands have a statistically significant direct impact on organisational engagement of employees of Generation Y and Generation X except for statistically insignificant direct impact of Quantitative demands on organisational engagement of Generation X (Quantitative demands have a statistically significant direct impact only on organisational engagement of Generation Y).
  - A statistically significant direct impact of all job demands on employees' organisational engagement is very weak and negative.
  - The direct impact of job resources and job demands on work engagement of employees of different generations is stronger than the direct impact of job resources and job demands on organisational engagement of employees of different generations.
- ✓ The empirical research of the *impact of work engagement on organisational engagement of employees of different generations* revealed a statistically significant direct positive impact of work engagement of employees of all four generations participating in the research on organisational engagement:
- It was identified that the younger the generation, the stronger the direct positive impact of work engagement on organisational engagement.
  - The strongest direct positive impact of work engagement on organisational engagement is expressed among the employees of Generation Z (a strong impact on organisational engagement is among the employees of Generation Z, Generation Y and Generation X), the least strong direct impact is among the employees of the Baby Boom Generation (moderately strong impact).

## Recommendations

In order to increase work engagement and organisational engagement of employees of different generations, the following recommendations can be provided:

- To increase work engagement of Generation Z, managers and HRM professionals are recommended to ensure social support of the organisation to the employees of this generation as well as to maintain a high level of predictability, to ensure constant personal feedback from the supervisor, to maintain the atmosphere of justice and respect in the organisation, and to ensure career opportunities. Being brought up surrounded by the latest smart technologies and social network, the employees of Generation Z are focused on digital life and use IT intuitively, but they find it difficult to transfer virtual reality into real life, and therefore, a possible solution is to increase organisational engagement of this generation – the organisation can make use of this strength of the generation, since

many general work environment factors do not make any statistically significant impact on the organisational engagement of the employees of this generation.

- Organisational managers and HRM professionals should pay more attention to personal resources of Generation Y and ensure opportunities for their development helping the employees of this generation to find work-life balance and to increase their self-efficacy, and at the same time, to make them more engaged in work by applying such measures as flexible work hours, teleworking, making some work functions playful, installing relaxation areas at work, etc. To increase work engagement of Generation Y employees, it is recommended to ensure life-long learning opportunities for the employees of this generation (e.g. individual learning plans); to emphasise the meaning of work performed, defining it not only in terms of personal goals of the employee or organisation but also highlighting the global approach; to provide freedom of decision-making at work, a possibility to choose colleagues and to actively participate in teamwork, to influence the quantity of work and tasks; to consider rotation in the workplace among different departments and / or teams, and to ensure constant feedback. To increase the organisational engagement of Generation Y, it is recommended to ensure career opportunities, social support in the organisation and the quality of leadership; as well as to fundamentally review job demands for this generation, since this is the only generation whose employees' organisational engagement is directly negatively affected by all job demands analysed in the dissertation.

- To increase work engagement of Generation X, it is recommended to formulate clear work goals, to develop the atmosphere of cooperation, to ensure mutual trust regarding management. To increase organisational engagement of Generation X employees, it is recommended to strengthen the influence of employees of this generation in the organisation, to increase predictability, to review the system of recognition, to ensure social support from supervisors, to foster such organisational values as trust, justice and respect, social inclusiveness and responsibility; regarding job demands, it is recommended to pay more attention to the emotional states in the organisation – emotional demands and demands for hiding emotions have the strongest direct negative impact of all generations on organisational engagement of the employees of this generation.

- To maintain the greatest of all generations work engagement of the employees of the Baby Boom Generation, it is recommended to actively engage this generation in teamwork, making the use of the experience they have already gained, and helping them to master the latest technologies; to provide clear expectations at work, a sense of security and a feeling of importance, to provide opportunities for demonstration of their self-expression and mastery. To maintain the organisational engagement of the Baby Boom Generation, it is recommended to provide them with the developmental opportunities, to clearly define the work they perform in the organisation, and to maintain the atmosphere of mutual trust between employees.

### **Further research directions**

It is possible to further develop the topic of the dissertation in several directions:

- 1) Research for revealing the expression of work engagement and organisational engagement in different contextual cross-sections:
  - A direction for developing models of engagement of employees of different generations from socially, economically, culturally, technologically, etc. similar regions.
  - A direction for developing models of work engagement and organisational engagement of employees of a different professional environment or sector.
- 2) A direction for developing models of the impact of other actualised work environment factors and their combinations on work engagement and organisational engagement.
- 3) A direction for developing models of the impact of employee engagement on work environment factors.
- 4) A direction for developing models of the impact of global crises on work engagement and organisational engagement of employees of different generations.

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## A LIST OF SCIENTIFIC PUBLICATIONS ON THE TOPIC OF DISSERTATION

### ARTICLES IN REVIEWED SCIENTIFIC PUBLICATIONS

#### In the publications in the Web of Science or Scopus databases with citation index

1. Savaneviciene, Asta; **Statnickė, Gita**; Vaitkevicius, Sigitas. Individual Innovativeness of Different Generations in the Context of the Forthcoming Society 5.0 in Lithuania // Inžinerinė ekonomika = Engineering economics. Kaunas: KTU. ISSN 1392-2785. eISSN 2029-5839. 2019, vol. 30, iss. 2, pp. 211-222. DOI: 10.5755/j01.ee.30.2.22760. [Social Sciences Citation Index (Web of Science); Scopus] [IF: 0.730; AIF: 2.029; IF/AIF: 0.359; Q4 (2018, InCites JCR SSCI)] [CiteScore: 1.11; SNIP: 0.831; SJR: 0.288; Q2 (2018, Scopus Sources)].
2. **Statnickė, Gita**; Savanevičienė, Asta; Šakys, Ignas. The Relationship between Work Engagement of Different Generations and Mobile Learning // Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis. Brno: Mendel University Press. ISSN 1211-8516. eISSN 2464-8310. 2019, vol. 67, iss. 6, pp. 1627-1642. DOI: 10.11118/actaun201967061627. [Scopus; DOAJ] [CiteScore: 0.41; SNIP: 0.375; SJR: 0.196; Q3 (2018, Scopus Sources)].

#### In other reviewed scientific publications

1. **Statnickė, Gita**; Jegelavičiūtė, Rusnė. Influence of Teaching Methods on the Self-Leadership Expression of the Millennium Generation Students // Acta Oeconomica Universitatis Selye. Bratislavská: J. Selye University Komarno. ISSN 1338-6581. 2017, vol. 6, iss. 1, pp. 137-153. [ERIH Plus; Index Copernicus (IC)].
2. **Statnickė, Gita**; Plaipaitė, Irma. Darbuotojų įsitraukimas į darbą: sporto ir sveikatingumo klubo atvejo analizė = Work Engagement of Employees: A Case Study of a Sports and Wellness Club // Mokslas ir edukaciniai procesai = Science and process of education. Obelaukiai: Sveikatingumo institutas = Institute of Wellness. ISSN 1822-4644. eISSN 2345-0681. 2019, No. 1 (28), pp. 35-41. [Academic Search Complete; IndexCopernicus].
3. **Statnickė, Gita**; Čeledinaitė, Asta. Career Management Opportunities of Generation Y: A Sports Manager Case Study // Vadyba = Journal of Management. Klaipėda: Klaipėdos universiteto leidykla = Klaipėda University Press. ISSN 1648-7974. eISSN 2424-399X. 2018, vol. 33, iss. 2, pp. 15-22. [Central & Eastern European Academic Source (CEEAS); CEEOL – Central and Eastern European Online Library; IndexCopernicus].
4. **Statnickė, Gita**; Užpalytė, Rūta. Kartų skirtumai renkantis fiziškai aktyvias pramogas: atvejo analizė = The Generational Differences when Choosing

Physically Active Forms of Entertainment: Case Study // Mokslas ir edukaciniai procesai = Science and Process of Education. Obelaukiai: Sveikatingumo institutas = Institute of Wellness. ISSN 1822- 4644. eISSN 2345-0681. 2018, No. 2 (27), pp. 56-66. [Academic Search Complete; IndexCopernicus].

5. **Statnickė, Gita;** Budrytė Ausiejienė, Laurencija. The Need for Knowledge, Abilities and Skills of Generation X Representatives of Small Businesses Working in Tourism Industry in Remote Rural Areas of the Baltic Region: Case Study of Lithuania and Estonia = Baltijos regiono X kartos smulkiojo turizmo verslo atstovų, esančių nutolusiuose ir kaimiškuose regionuose, žinių, gebėjimų, įgūdžių poreikis dirbant turizmo versle: Lietuvos ir Estijos atvejo analizė // Mokslas ir edukaciniai procesai = Science and Process of Education. Obelaukiai: Sveikatingumo institutas = Institute of Wellness. ISSN 1822-4644. eISSN 2345-0681. 2018, No. 2 (27), pp. 67-76. [Academic Search Complete; IndexCopernicus].

### In conference proceedings

1. **Statnickė, Gita;** Savaneviciene, Asta; Sakys, Ignas. Career Engagement of Different Generations: A Case Study in the Information and Communication Technology (ICT) Sector in Lithuania // New Trends and Issues Proceedings on Humanities and Social Sciences. Selected Papers of 8th World Conference on Business, Economics and Management (BEM-2019), 26-28 April 2019, Antalya, Turkey. Cyprus: SciencePark Research, Organization and Counselling (SPROC). ISSN 2547-8818. 2019, vol. 6, iss. 3, pp. 37-49. DOI: 10.18844/prosoc.v6i3.4334.
2. **Statnickė, Gita.** An Expression of Different Generations in an Organization: A Systematic Literature Review // Sabiedrība. Integrācija. Izglītība: starptautiskās zinātniskās konferences materiāli: 2019.gada 24.-25.maijs maijs = Society. Integration. Education: Proceedings of the International Scientific Conference: 24-25 May 2019: Mūžizglītība inormācijas tehnologiju izmantošana izglītība = Lifelong Learning Information Technologies in Education. Rēzekne: Rēzeknes Tehnoloģiju akadēmija. ISSN 1691-5887. eISSN 2256-0629. 2019, d. 5, pp. 273-291. DOI: 10.17770/sie2019vol5.3827.
3. **Statnickė, Gita.** The Attitude of Generation Y Students to their Joint Study Programme. Quality Assessment // CBU International Conference Proceedings: CBU International Conference on Innovations in Science and Education, 21-23 March 2018, Prague, Czech Republic. Prague: Central Bohemia University. ISSN 1805-997X. eISSN 1805-9961. 2018, vol. 6, pp. 1-8. DOI: 10.12955/cbup.v6.1249.

## PUBLICATION OF RESEARCH RESULTS IN CONFERENCES

1. **Statnickė, Gita**; Savanevičienė, Asta; Šakys, Ignas. Career Management of Different Generations: Career Management of Generation Y in the Information Technology (IT) Sector // 8th World Conference on Business, Economics and Management (BEM-2019), 26-28 April 2019, Antalya, Turkey: Abstracts Books. Nicosia: The Academic Events Group. 2019, p. 15.
2. **Statnickė, Gita**; Savanevičienė, Asta; Šakys, Ignas. The Relationship between Work Engagement of Different Generations and Mobile Learning // 22nd Annual International Conference: Enterprise and Competitive Environment, March 21-22, 2019, Brno, Czech Republic: Abstracts / Svatopluk Kapounek, Hana Vranova (eds.). Brno: Mendel University in Brno, 2019. ISBN 9788075096548. p. 56.
4. **Statnickė, Gita**. The Attitude of Generation Y Students to their Joint Study Programme. Quality Assessment // CBU International Conference Book of Abstracts 2018: Innovations in Science and Education. Prague: CBU Research Institute, 2018. ISBN 9788027050390. p. 125.
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### Education

**2016-2020** Doctoral studies in the field of Management, Kaunas University of Technology

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**2000-2002** Master's degree in Management and Business Administration (Marketing Management specialisation), Klaipėda University

**1995-1999** Bachelor's degree in Mathematics (Applied Mathematics, Specialisation of Systems Science), Klaipėda University

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2006 – 2013 Chief Specialist of Study Department, Lector  
Klaipėda Business School

2005 – 2006 Head of Career Centre, Lector  
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2004 – 2005 Director  
Private Limited Liability Company "Sandorių technologijos"

2003 – 2004 Personnel Manager  
Joint-Stock Stevedoring Company "Klaipėdos Smeltė"

2001 – 2003 Acting Personnel Manager, Pricing Manager  
Private Limited Liability Company "Autoaišė"

## REZIUMĖ

**Temos aktualumas.** Tyrimų ataskaitoje „Global Talent 2021“ akcentuojama, kad pažangios technologijos (42 proc.), globalizacija (41 proc.), demografija (38 proc.), klientų poreikiai (38 proc.) ir konkurencija (38 proc.) yra pagrindiniai veiksniai, kurie artimiausių dešimtmetį turės didžiausios įtakos organizacijos strateginiam žmogiškųjų išteklių valdymui. Verslo atstovai ir mokslininkai vieningai sutaria, kad prasidėjo netikrumo, nuolatinių pokyčių, inovacijų, verslo transformacijos era, raginanti organizacijas keistis ir pirmiausia peržiūrėti darbo aplinkos veiksnius, darančius poveikį darbuotojų elgesiui organizacijoje (Hanaysha, 2016). Darbo aplinka suprantama kaip trijų pagrindinių dedamųjų (subaplinkų) – techninės aplinkos, žmonių aplinkos ir organizacinės aplinkos – derinys (Opperman, 2002), integruojantis veiksnius, kurie daro įtaką darbuotojo elgesiui organizacijoje, darbuotojų pasitenkinimui ir atsidavimui organizacijai (Hanaysha, 2016), o darbuotojų pasitenkinimas darbu ir įsitraukimas į darbą turi tiesioginį ryšį su verslo rezultatais (Harter ir kt., 2002). Tyrimai rodo (Allvin, Aronsson, 2003; May ir kt., 2004; Rich ir kt., 2010; Hyvonen ir kt., 2010), kad darbuotojų įsitraukimas yra įvairių darbo aplinkos aspektų rezultatas. Motyvuojanti darbo aplinka, suteikianti darbuotojams daugiau energijos, skatinanti jų fizinę, emocinę ir socialinę gerovę, ir galimybė augti kaip profesionalui didina darbuotojų įsitraukimą (Pandey, David, 2013). Vidinis motyvacinis vaidmuo būdingas darbo ištekliams, nes jie skatina darbuotojų augimą, mokymąsi ir tobulėjimą, prisitaikant prie pokyčių, be to, jie atlieka išorinį motyvacinį vaidmenį, padeda siekti darbo tikslų. Darbo ir asmeniniai ištekliai tampa vis svarbesni bei įgyja motyvacinį potencialą, kai darbuotojai susiduria su aukštais darbo reikalavimais (Bakker, Demerouti, 2007; Hakanen ir kt., 2019).

Kaip konkurencinis organizacijos pranašumas nepakankamai išnaudojamas darbuotojų įsitraukimas yra susijęs ne tik su strateginiais organizacijos pranašumais (pelningumu, finansiniu efektyvumu, pajamų augimu, didesniais pardavimais, produktyvumu, geresne kokybe, organizacijos efektyvumu, klientų įsitraukimu ir lojalumu, žinių kūrimu, kūrybiškumu bei naujovėmis organizacijoje), bet ir padeda formuoti sėkmingą Žmogiškųjų išteklių valdymo (ŽIV) praktiką organizacijoje: skatina teigiamą požiūrį į darbą, didesnę pasitenkinimą darbu ir veiklos efektyvumą, gerina komandinį darbą, didina gerovę, mažina emocinį išsekimą, mažina nedarbingumo lygį ir saugos incidentų skaičių, mažina darbuotojų kaitą, gerina darbuotojų mokymo ir tobulėjimo rezultatus, leidžia maksimaliai išreikšti talentą, inovatyvumą ir siekti karjeros (Gelade, Young, 2005; Sridevi, Kompas, 2010; Rayton, Yalabik, 2014; Lee, Ok, 2016; Kaur, 2017; Turner, 2020). „2017 darbuotojų įsitraukimo ataskaitoje“ akcentuojama, kad tik darbuotojui pilnai įsitraukus į darbą ir pasiekus maksimalų pasitenkinimą darbu, tuo pačiu metu galima padaryti reikšmingą indėlį, siekiant organizacijos tikslų ir veikti kaip visumai (2017 Employee Engagement Report,



2017). Robinson, Perryman, Hayday (2004) teigimu, įsitraukęs darbuotojas nuolat atsinaujina, ieško ir randa galimybių tobulėti savo srityje, tiki organizacija, aktyviai siekia padaryti viską geriau, identifikuoja save su organizacija, domisi organizacijos veiklos rezultatais, bendrauja su kolegomis pagarbiai ir padeda kolegoms atlikti efektyviau savo veiklas; įsitraukusiu į darbą darbuotoju galima pasikliauti. Siekiant kuo didesnio ir pastovaus darbuotojų įsitraukimo, organizacijoms iškyla poreikis kuo detaliau išsiaiškinti darbo aplinkos veiksnius, turinčius įsitraukimui poveikį. Visgi darbuotojų įsitraukimo koncepto multidimensiškumas suponuoja itin platų tyrimų lauką, kuriame sinergiją įgauna visų pirma vadybos ir psichologijos mokslo atstovų išvalgos. Jei asmeninio įsitraukimo aspektas labiau domina psichologijos mokslo atstovus, tiriant asmeninio įsitraukimo psichologinius žymenis bei būsenas (Kahn, 1990; May ir kt., 2004), tai vadybos mokslininkai susiduria su įsitraukimo į darbą ir organizacinio įsitraukimo iššūkiais, atskleidžiant darbuotojo požiūrio į darbą ir elgsenos, orientuotos į veiklos rezultatyvumą darbo vietoje – įsitraukimo į darbą – veiksnius (Schaufeli ir kt., 2002) bei darbuotojo santykio su organizacija, ją atstovaujant ir sveikai konkuruojant organizacijos viduje, – organizacinio įsitraukimo – tyrimų poreikiu (Saks, 2006, 2019).

Be to, įsitraukimo į darbą ir organizacinio įsitraukimo aktualumas išauga skirtingų kartų perspektyvoje, kai keičiantis ekonominei-socialinei terpei, susiformuoja naujas kontekstas – skirtingos kartos, kurių valdymui organizacijose reikalingi nauji valdymo įrankiai. Aktualus gilesnio kartų fenomeno ir jo raiškos darbo aplinkoje pažinimas susijęs su tuo, kad skirtingoms kartoms priklausantys darbuotojai nevienodai geba prisitaikyti prie pokyčių (Mathis, Jackson, 2012) ir yra išskirtiniai savo gebėjimais, kompetencija bei patirtimi, skirtingai suvokia darbo ir laisvalaikio balansą bei gerovę darbe, skirtingai įsitraukia į darbą ir į organizaciją. Pasak Hammill (2005), Solnet, Kralj, Kandampully (2012), Harter ir kt. (2013), Marcus, Leiter (2017), Jones, Murray, Tapp (2018) ir kitų mokslininkų, kartų skirtumai paveikia įvairias organizacijos veiklos sritis: darbuotojų įdarbinimą bei jų išėjimą iš darbo, komandų formavimą, motyvavimą, valdymą, vartotojų pritraukimą bei jų pasitenkinimą ir pan. Dėl šių priežasčių dažnai tarp skirtingoms kartoms priklausančių darbuotojų kyla įtampų zonos, kurias kiekvienai organizacijai svarbu suvaldyti. Detalesnis darbo aplinkos veiksmų poveikio skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui pažinimas leistų rasti balansą siekiant kartų sinergijos organizacijoje, todėl atsiranda darbuotojų įsitraukimo į darbą ir organizacinio įsitraukimo tematikos išvystymo skirtingų kartų perspektyvoje poreikis.

**Problemos ištirtumo lygis.** Nors darbo aplinkos veiksmų poveikis įsitraukimui į darbą nėra naujas analizės objektas, tačiau mokslinė literatūra, nagrinėjanti darbuotojų įsitraukimą, daugiausia dėmesio skiria įsitraukimui į darbą, kaip dominuojančiam šios srities konstruktui (Farndale ir kt., 2014), o žmoniškųjų išteklių specialistus bei praktikus labiau domina organizacinis



įsitraukimas. Pagal Saks (2006, 2019), kiekvienas darbuotojas organizacijoje atlieka du atskirus vaidmenis – darbuotojo vaidmenį ir organizacijos nario vaidmenį, todėl svarbu identifikuoti darbo aplinkos veiksnių poveikį šiems įsitraukimams, siekiant gerinti darbuotojo santykį su darbu (didinant įsitraukimą į darbą) ir gerinant darbuotojo santykį su organizacija (didinant organizacinį įsitraukimą).

Įsitraukimo koncepto evoliuciją galima suskirstyti į tris fazes, kiekvienai jų būdingi tam tikri evoliuciniai išryškėję bruožai, kuriems tuo laikotarpiu skiriamas didžiausias dėmesys, pvz., 1990-2000 m. laikotarpiu akcentuojamas individualus požiūris į įsitraukimą (asmeninis įsitraukimas), darbuotojo balsas ir dalyvavimas organizacijos veikloje; 2001-2010 m. laikotarpiu didžiausias dėmesys skiriamas balansui ir darbo prasmei; 2011-2019 m. laikotarpiu darbuotojų įsitraukimo konceptas stipriausiai siejamas su darbo reikalavimais ir ištekliais.

Nepaisant daugelio mokslinių tyrimų įsitraukimo tematika, darbuotojų įsitraukimo konstruktas neturi visuotinai pripažįstamo arba dominuojančio akademinio apibrėžimo, tačiau mokslininkai sutaria, kad įsitraukimas yra unikali sąvoka, besiskirianti nuo panašių ar susijusių sąvokų (Mazzei, 2018). Įsitraukimas darbo vietoje tiriamas kaip asmeninis įsitraukimas (Kahn, 1990; May ir kt., 2004), įsitraukimas į darbą (Salanova ir kt., 2005; Schaufeli ir kt., 2006; Hakanen ir kt., 2006, 2019; Richardsen ir kt., 2006; Mauno ir kt., 2007; Xanthopoulou ir kt., 2009, 2013; Bakker, Leiter, 2010; Schaufeli, Bakker, 2010, 2015; Bakker, 2011; Selmer, Luring, 2016; Park, Ono, 2017; Saari ir kt., 2017; Bakker, Albrecht, 2018; Saks, Gruman, 2018; Lee ir kt., 2019), darbuotojų įsitraukimas (Harter ir kt., 2002; Banihani, Lewis, Syed, 2013; Graban, 2016; Mazzei, 2018; Albrecht ir kt., 2018), organizacinis įsitraukimas (Ruck, Welch, Menara, 2017; Saks, 2006, 2019), kolektyvinis organizacinis įsitraukimas (Gracia ir kt., 2013; Barrick ir kt., 2015).

Iš akademinės perspektyvos (Shuck, 2011; Banihani, Lewis, Syed, 2013) galima išskirti kelis požiūrius į darbuotojų įsitraukimą. Kaip vienas pirmųjų požiūrių į darbuotojų įsitraukimą išskirtinas Kahn (1990) poreikio patenkinimo požiūris, kuomet darbuotojo įsitraukimas suprantamas kaip jo vidinė psichologinė būseną, veikiamą išorinių veiksnių, t.y. akcentuojamas asmeninis įsitraukimas (Kahn, 1990; Rich, Lepine, Crawford, 2010). Laikydami perdegimo - antitezės požiūrio, dalis mokslininkų įsitraukimą į darbą apibūdina lygindami su perdegimu, kai įsitraukimas suprantamas kaip teigiama perdegimo antitezė (Maslach ir kt., 2001; Schaufeli, Salanova, Gonzalez-Roma, Bakker, 2002). Jei pirmieji požiūriai į darbuotojų įsitraukimą daugiau akcentuoja darbuotojo kaip asmenybės psichologinę būseną (asmeninis įsitraukimas) ir labiau domina psichologijos mokslo atstovus, vėlesni požiūriai yra labiau vadybiniai, t.y., neatmesdami psichologinio aspekto, daugiau koncentruojasi į darbuotojų įsitraukimo vadybinius aspektus, nagrinėdami jau vadybinių veiksnių poveikį darbuotojo psichologinei būklei bei tos būklės poveikį darbuotojo veiklos rezultatams (įsitraukimas į darbą) ir darbuotojo sąsajai su organizacija (organizacinis

įsitraukimas). Toks vėlesnis požiūris yra pasitenkinimo - įsitraukimo požiūris (Harter, Schmidt, Hayes, 2002), akcentuojantis darbuotojo pasitenkinimo darbu ir įsitraukimo į darbą tiesioginį ryšį su verslo rezultatais. Bene mažiausiai mokslinėje literatūroje nagrinėtas Saks multidimensinis požiūris, kai įsitraukimas suprantamas kaip daugiamatė sąvoka ir apibrėžiamas kaip specifinis darbuotojo vaidmuo, susijęs tiek su darbu, tiek su organizacija (Saks, 2006, 2019).

Atliekant tyrimus įsitraukimo tematika, taikoma daug skirtingų teorijų: Asmeninio įsitraukimo teorija (Kahn, 1990; Berry, Morris, 2008; Chen, Huang, 2016; Crawford, 2018), Socialinių mainų teorija (Saks, 2006, 2019; Alfes ir kt., 2013; Birtch ir kt., 2016; Cropanzano ir kt., 2017; Cross, Dundon, 2019), Išteklių išsaugojimo teorija (Hobfoll, Shirom, 2000; Soane ir kt., 2012; Van Woerkom, Bakker, Nishii, 2016), Apsisprendimo teorija (Meyer, Gagne, 2008; Kosmala-Anderson ir kt., 2010; Gillet ir kt., 2013; Gagne ir kt., 2014), Darbo dizaino / charakteristikų teorija (Parker, Ohly, 2009; Hornung ir kt., 2010; Freeney, Fellenz, 2013; Tims, Bakker, 2013; Bailey ir kt., 2017), Transformacinio vadovavimo teorija (Tims ir kt., 2011; Bright, 2018), Žmogiškojo kapitalo teorija (Febriansyah, 2010; Gracia ir kt., 2013), bet daugiausia mokslininkų dėmesio sulaukia Darbo reikalavimų - išteklių teorija (Demerouti, Bakker, Nachreiner, Schaufeli, 2001) – tai viena dažniausiai moksliniuose tyrimuose darbuotojų įsitraukimo tematika naudojamų teorijų (Bakker, Demerouti, 2007, 2014). Nors ši teorija leidžia identifikuoti darbo aplinkos veiksnius (asmeninius išteklius, darbo išteklius ir darbo reikalavimus) bei nustatyti jų poveikį įsitraukimui į darbą, tačiau darbo aplinkos veiksniai organizaciniam įsitraukimui mažai tyrinėti.

Nepaisant intensyvių mokslinių tyrinėjimų, siekiant apibrėžti ir suprasti įsitraukimo konceptą darbo kontekste, nėra daug empirinių tyrimų, nagrinėjančių įsitraukimą į darbą ir organizacinį įsitraukimą kartų kontekste bei jo įtaką žmogiškųjų išteklių valdymui organizacijoje (Chawla, Dokadia, Rai, 2017), be to, skirtingų kartų įsitraukimo į darbą tyrimo poreikis susijęs su naujos Z kartos įėjimu į darbo rinką. Mokslininkai ir praktikai šiuo metu susiduria su daugeliu nesusistemintų įrodymų įvairiuose kontekstuose bei su skirtingomis metodologinėmis ir teorinėmis kartų perspektyvomis (Lyons, Kuron, 2014). Didžioji dalis atliktų mokslinių darbų kartų tematika yra daugiau teorinio aprašomojo pobūdžio (Joshi, Dencker, Franz, 2011) ir, nors skirtingų kartų valdymas organizacijoje tampa vienu iš svarbiausių komponentų žmogiškųjų išteklių valdymo procese (Rood, 2011), vis dar yra trūkumas mokslo darbų, ne tik siekiančių tiksliai identifikuoti priklausymą kartoms ir nustatančių jų esminius skirtumus darbo rinkoje, bet ir pateikiančių konkrečias kartų galimybes organizacijoje.

Kartų teorija socialiniuose moksluose vystėsi iš dviejų skirtingų perspektyvų: Socialinių jėgų perspektyvos – Kartų teorijos (Mannheim, 1952; Laufer, Bengtson, 1974; Eyeran, Turner, 1998) ir Kohortos perspektyvos (Ryder, 1965; Pilcher, 1994; Grodent, Peere, 2013). Kartų teoriją daugiausiai

plėtoja sociologai (McCrindle, Wolfinger, 2014; Tung, Comeau, 2014; Martins, Martins, 2014). Kartas klasifikavo ir dėl priklausymo atskiroms kartoms diskutavo Howe, Strauss (1992, 2000), Zemke, Raines, Filipczak (2000, 2013), Tulgan, Martin (2001), Lancaster, Stillman (2002), Eisner (2005), Oblinger, Oblinger (2005), Twenge (2006), Reisenwitz, Iyer (2009), Hole, Zhong, Schwartz (2010), McCrindle, Wolfinger (2010), Deyoe, Fox (2012), Bontekoning (2011, 2019); Bencsik, Horvath-Csikos, Juhasz (2016), Huber, Schubert (2019), Dimock (2019). Pasak Goncalves (2015), dauguma empirinių kartų įvairovės tematikos mokslinės literatūros darbuose nagrinėjamų kintamųjų patenka į vieną iš šių kategorijų: darbo vertybės ir požiūris (Chen, Choi, 2008; Twenge ir kt., 2010; Meriac, Woehr, Banister, 2010; Benson, Brown, 2011; Krahn, Galambos, 2014), darbo motyvacija ir pageidavimai (Yrle, Hartman, Payne, 2005; Gursoy, Maier, Chi, 2008; Sullivan, Baruch, 2009; Wils ir kt., 2011), asmenybės skirtumai (Stewart, Bernhardt, 2010; Konrath ir kt., 2011; Twenge, Campbell, 2012;), karjeros patirtis (Chudzikowski, 2012; Lyons ir kt., 2012, 2014), lyderystė (Yu, Miller, 2005; Sessa ir kt., 2007; Gentry ir kt., 2011); mokymasis, tobulėjimas (Tamer, 2020). Bontekoning (2017) ir Stutzer (2019) akcentavo kartų skirtumus ir jų svarbą kelių kartų komandiniam darbiui organizacijoje.

Lietuvoje nėra atlikta daug tyrimų kartų tematika. Kartų skirtumus Lietuvos darbo rinkoje per požiūrį į darbą nagrinėjo Narijauskaitė, Stonytė (2012); karjeros sprendimus lemiančių veiksnių dinamiką kartų kaitos kontekste atskleidė Stanišauskienė (2015), taip pat nagrinėtas lyderio vaidmuo kartų kontekste (Jakimuk, 2016) bei X ir Y kartų motyvacijos ypatumai (Sereičikienė, 2017). Darbuotojų amžiaus įvairovės valdymą nagrinėjo Čiutienė ir Railaitė (2013). Valickas ir Jakštaitė (2017) nagrinėjo trijų skirtingų kartų (Kūdikių bumo kartos, X kartos ir Y kartos) požiūrį į darbą ir valdymą Lietuvos verslo organizacijų kontekste, siekdami rasti tinkamus būdus šiuolaikinėms organizacijoms prisitaikyti prie kartų skirtumų ir juos konstruktyviai panaudoti.

Apibendrinant mokslinės problemos ištyrimo lygį, galima konstatuoti, kad pavieniai tyrimai neatskleidžia esminių darbo aplinkos veiksnių poveikio skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui, ypač Y kartos ir tik dabar į darbo rinką įeinančios Z kartos; jaunesniųjų kartų darbuotojų įsitraukimas į darbą ir organizacinis įsitraukimas bei jam reikšmingą poveikį darantys darbo aplinkos veiksniai praktiškai mokslinėje literatūroje nenagrinėti. Tai rodo sisteminio požiūrio į darbo aplinkos veiksnių poveikį skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui poreikį. Dėl šios priežasties disertacijoje atlikto tyrimo pagrindu siekiama ne tik gilesnio kartų fenomeno ir jų raiškos darbo vietoje pažinimo, bet ir darbuotojų įsitraukimo į darbą ir organizacinio įsitraukimo tematikos išvystymo skirtingų kartų perspektyvoje.

**Mokslinė problema** formuluojama keliant klausimą: kaip darbo aplinkos veiksniai veikia skirtingų kartų darbuotojų įsitraukimą į darbą ir organizacinį įsitraukimą?

**Mokslinio tyrimo objektas** – darbo aplinkos veiksnių poveikis skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui.

**Mokslinio tyrimo tikslas** – atskleisti darbo aplinkos veiksnių poveikį skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui.

Siekiant suformuluoto tyrimo tikslo, keliami šie mokslinio tyrimo **uždaviniai**:

1. Apibrėžti kartų skirtumus organizaciniame kontekste.
2. Atskleisti įsitraukimo konceptą, pagrindžiant įsitraukimo į darbą ir organizacinio įsitraukimo konstruktytą takoskyrą bei sąryšį.
3. Sudaryti teorinį darbo aplinkos veiksnių poveikio skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui modelį.
4. Pagrįsti darbo aplinkos veiksnių poveikio skirtingų kartų darbuotojų įsitraukimui tyrimo metodologinę prieigą ir parengti empirinio tyrimo metodiką.
5. Empiriškai ištirti darbo aplinkos veiksnių poveikį skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui.

**Mokslinis naujumas ir teorinis reikšmingumas:**

1) Išanalizavus kartų genezę, identifikuoti kertiniai kartų skirtumai organizaciniame kontekste individo, darbo (užduoties specifikos) ir organizacijos lygmenimis. Kertinių kartų skirtumų organizacijoje išskyrimas siejamas su gilesniu kartų fenomeno ir jo raiškos darbo aplinkoje pažinimu bei prisideda prie Kartų teorijos plėtros, identifikuojant dar vieną kertinį kartų skirtumą – darbuotojų įsitraukimą.

2) Atskleistas darbuotojų įsitraukimas kartų kontekste (identifikuota darbuotojų įsitraukimo konstruktytą tarpusavio sąveika bei susisteminti darbo aplinkos veiksniai, turintys poveikį darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui) prisideda prie darbuotojų įsitraukimo į darbą ir organizacinio įsitraukimo tematikos išvystymo skirtingų kartų perspektyvoje.

3) Teoriškai pagrįstas darbo aplinkos veiksnių poveikis skirtingų kartų (Z kartos, Y kartos, X kartos, Kūdikių bumo kartos) darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui yra papildomas indėlis į Darbo reikalavimų - išteklių (JDR) modelio tobulinimą.

4) Empiriškai ištirtas ir patvirtintas 24 darbo aplinkos veiksnių (2 asmeninių išteklių, 15 darbo išteklių, 7 darbo reikalavimų) poveikis keturių skirtingų kartų (Z kartos, Y kartos, X kartos, Kūdikių bumo kartos) darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui. Mokslinis naujumas ir teorinis reikšmingumas susijęs su skirtingų kartų darbuotojų įsitraukimo į darbą ir organizacinio įsitraukimo tyrimo poreikiu, t.y. su naujos Z kartos darbuotojų įėjimu į darbo rinką. Atliktas tyrimas prisideda prie kartų tyrimų, atliktų remiantis William Strauss ir Neil Howe kartų teorijos nuostatomis; taip pat prie darbo

aplinkos veiksnių (asmeninių išteklių, darbo išteklių, darbo reikalavimų) poveikio įsitraukimui į darbą ir organizaciniam įsitraukimui, remiantis multidimensiniu požiūriu į darbuotojų įsitraukimą, apimančią įsitraukimą į darbą (Schaufeli, Salanova, Gonzalez-Roma, Bakker, 2002) ir organizacinį įsitraukimą (Saks, 2006), taip pat Darbo reikalavimų - išteklių teorija bei Socialinių mainų teorija, tyrimų plėtros.

### **Disertacijos praktinis reikšmingumas:**

1) Tyrimo rezultatai organizacijų vadovams / žmoniškųjų išteklių specialistams leidžia geriau suprasti darbo aplinkos veiksnių poveikį skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui; leidžia identifikuoti sritis, kuriose yra skirtingų kartų konfliktų darbo vietoje potencialas, ir labiau pasirengti valdyti kartų įvairovę organizacijose bei gali padėti lengviau numatyti, parengti ir taikyti efektyvias priemones savo organizacijos skirtingų kartų darbuotojų įsitraukimui didinti.

2) Identifikuoti kertiniai kartų skirtumai leidžia organizacijų vadovams / žmoniškųjų išteklių specialistams geriau suprasti savo darbuotojus ir formuoti ŽIV praktiką, atsižvelgiant į kertinius kartų skirtumus, taip mažinant tarp skirtingoms kartoms priklausančių darbuotojų kylančias įtampų zonas, kurias kiekvienai organizacijai svarbu suvaldyti.

3) Pagal disertacijoje pateiktą metodiką ir naudojant jau patikrintą, validuotą bei patikimą klausimyną, galima atlikti bet kurios organizacijos, kurioje dirba kelių skirtingų kartų darbuotojai, darbo aplinkos veiksnių poveikio skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui analizę. Individuali kiekvienos organizacijos situacijos analizė leistų pateikti jau konkrečiai organizacijai parengtas rekomendacijas, naudingas siekiant didinti tos organizacijos skirtingų kartų darbuotojų įsitraukimą į darbą ir organizacinį įsitraukimą.

**Tyrimo metodologija.** Tyrimo metodologinė prieiga grindžiama pozityvizmo filosofija ir disertacijoje taikoma dedukcinė prieiga. Tyrimas orientuotas į darbo aplinkos veiksnių poveikio skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui identifikavimą. Empirinio tyrimo tikslas – ištirti darbo aplinkos veiksnių poveikį skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui Lietuvos įmonėse / organizacijose.

Disertacijoje naudotas kiekybinis duomenų rinkimo metodas – anketinė apklausa raštu, tiesiogiai apklausiant skirtingų kartų Lietuvos įmonių / organizacijų darbuotojus. Sudarant disertacijos tyrimo klausimyną, naudoti 5 skirtingi mokslinėje literatūroje pateikiami matavimo instrumentai.

Remiantis William Strauss ir Neil Howe kartų teorijos nuostatomis, respondentai atitinkamoms kartoms priskirti pagal tyrimo klausimyne nurodytą amžių (Howe, Strauss, 2000). Tyrime dalyvavo 4521 (pilnai klausimyną užpildė 3049) respondentai: dalyvavo 410 Z kartos atstovų (13,5 proc.), 986 Y kartos

atstovų (32,3 proc.), 1248 X kartos atstovų (40,9 proc.), 395 Kūdikių bumo kartos atstovų (13,0 proc.) ir 10 Tyliosios kartos atstovų (0,3 proc.) (dėl per mažo Tyliosios kartos atstovų skaičiaus, šios kartos respondentų duomenys disertacijoje nenagrinėjami).

Kiekybinio tyrimo statistinė duomenų analizė atlikta naudojant IBM SPSS Statistics 25.0 programinę įrangą su IBM SPSS AMOS makrokomandos plėtiniumi, skirtu struktūrinių lygčių modeliavimui atlikti.

Disertacijoje taikyti pagrindiniai duomenų analizės metodai: 1) atlikta tyrimo duomenų aprašomoji statistinė analizė; 2) taikant Kolmogorovo-Smirnovo testą, tikrintas duomenų pasiskirstymas pagal normaliąją kreivę; 3) duomenų normalizavimui taikytas Rankit duomenų transformacijos metodas; 4) atlikta gautų duomenų tiriamoji faktorių analizė, taikant pagrindinių komponentių faktorių išskyrimo metodą su Varimax rotacija; 5) atlikta patvirtinamoji faktorių analizė; 6) atlikta multigrupinė struktūrinių lygčių modeliavimo analizė su SPSS AMOS.

### **Disertacinio tyrimo apribojimai:**

1) Nepaisant to, kad disertacijoje atliktas tyrimas apima net 24 darbo aplinkos veiksnius (2 asmeninius išteklius, 15 darbo išteklių, 7 darbo reikalavimus), t.y. tokios apimties darbo aplinkos veiksnių poveikis keturių skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui dar nebuvo tirtas, teorinis modelis nėra baigtinis ir gali būti papildomas kitais darbo aplinkos veiksniais.

2) Tyrimas vykdytas bei darbo aplinkos veiksnių poveikio skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui multigrupinė struktūrinių lygčių modeliavimo analizė atlikta tik Lietuvoje, t.y. tyrime dalyvavo tik vienos šalies respondentai. Tikėtina, kad kultūriniai, ekonominiai, socialiniai, technologiniai ir kiti skirtumai turėtų įtakos tyrimo, vykdyto kitoje šalyje / regione / žemyne, rezultatams.

3) Atsižvelgiant į disertacijos temą ir tikslą, tyrimo duomenys analizuoti lyginant juos pagal keturias kartas. Darbo reikalavimų specifiskumas (darbo reikalavimo priskyrimas kliūtims ar iššūkiams) priklauso nuo profesinės aplinkos ar sektoriaus (Bakker, Demerouti, 2017); taip pat nuo to, kaip reikalavimai vertinami: neigiamai vertinami darbo reikalavimai veikia kaip kliūtys, o teigiamai vertinami reikalavimai gali būti iššūkiai (Schaufeli, Taris, 2014). Tikėtina, kad nagrinėjant darbo aplinkos veiksnių poveikį ir išskiriant atskiras aplinkas, sektorius ar organizacijos veiklos rūšis, būtų galima rasti skirtumų ne tik tarp kartų, bet ir tarp sektorių / veiklos rūšių. Nors disertacijos tyrime dalyvavo 4521 (pilnai klausimyną užpildė 3049) respondentai iš įvairių skirtingų veiklos rūšių organizacijų, padaryti detalią darbo aplinkos veiksnių poveikio skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui multigrupinę struktūrinių lygčių modeliavimo analizę ne tik pagal kartas, bet ir atskirai kiekvienam sektoriui / organizacijos veiklos rūšiai nėra galimybės dėl

nepakankamo respondentų skaičiaus pagal struktūrinių lygčių modeliavimo reikalavimus.

**Darbo struktūra ir apimtis.** Disertacinį darbą sudaro darbe pateiktų lentelių ir paveikslų sąrašai, sąvokų žodynas, įvadas, 3 disertacinio darbo dalys, išvados, naudotos literatūros sąrašas ir priedai. Darbo apimtis be priedų – 220 puslapių. Tekste pateikta 13 paveikslų, 88 lentelės, 17 priedų, 561 literatūros šaltinis.

## IŠVADOS

Disertacijoje atliktos mokslinės literatūros kartų ir darbuotojų įsitraukimo tematika analizės bei empirinio darbo aplinkos veiksnių poveikio skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui tyrimo pagrindu galima suformuluoti šias išvadas:

1. Išanalizavus mokslinę literatūrą, nagrinėjančią kartų skirtumus, disertacijoje išskirti kertiniai kartų skirtumai organizaciniame kontekste trimis lygiais: individo lygmeniu išskirtas vienas kertinis kartų skirtumas – asmenybės skirtumai; darbo (užduoties specifikos) lygmeniu išskirti tokie kertiniai kartų skirtumai, kaip požiūris į darbą, darbo motyvacija ir pageidavimai, komunikacija, mokymasis ir tobulėjimas, darbo-laisvalaikio balansas; organizacijos lygmeniu išskirti tokie kertiniai kartų skirtumai, kaip lyderystė, darbo vertybės ir karjeros patirtys. Kertinių kartų skirtumų organizacijoje išskyrimas organizacijos vadovams ir ŽIV specialistams leidžia identifikuoti sritis, kuriose yra skirtingų kartų konfliktų darbo vietoje potencialas, ir labiau pasirengti valdyti kartų įvairovę organizacijose.
2. Atskleidus įsitraukimo konceptą, pagrindžiant įsitraukimo į darbą ir organizacinio įsitraukimo konstrukto takoskyrą bei sąryšį, galima apibendrinti, kad:
  - Darbuotojo vaidmenį organizacijoje atspindi įsitraukimas į darbą, kuris apibūdinamas kaip teikianti pasitenkinimą, patenkinanti tobulėjimo poreikį, su darbu susijusi teigiama būsena, kuri apima energingumą, atsidavimo darbui ir pasinėrimo į darbą aspektus.
  - Darbuotojo kaip organizacijos nario vaidmenį atspindi organizacinis įsitraukimas, kuris apibūdinamas kaip dinamiška, kintanti būsena, susiejanti darbuotojus su jų organizacijomis ir esanti išreikšta fiziškai, kognityviai ir emociškai per darbuotojo atliekamas funkcijas darbe bei daranti įtaką organizacijos lygmens vidinei komunikacijai.
  - Remiantis multidimensiniu požiūriu į darbuotojų įsitraukimą, apimančių įsitraukimą į darbą ir organizacinį įsitraukimą, bei Socialinių mainų teorija, galima apibendrinti, kad įsitraukimas į darbą ir organizacinis įsitraukimas yra



du atskiri konstruktai; įsitraukimas į darbą turi tiesioginį teigiamą poveikį organizaciniam įsitraukimui.

**3.** Atlikus mokslinės literatūros analizę, sudarytas teorinis darbo aplinkos veiksnių (asmeninių išteklių, darbo išteklių ir darbo reikalavimų) poveikio skirtingų kartų (Z kartos, Y kartos, X kartos, Kūdikių bumo kartos) darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui modelis:

- Šį modelį sudaro keturi blokai: trys darbo aplinkos veiksnių (asmeninių išteklių, darbo išteklių ir darbo reikalavimų) blokai bei darbuotojų įsitraukimo blokas.

- Remiantis multidimensiniu požiūriu į darbuotojų įsitraukimą, apimančių įsitraukimą į darbą ir organizacinį įsitraukimą, Darbo reikalavimų-išteklių teorija bei Socialinių mainų teorija, darbuotojų įsitraukimo konceptas susideda iš dviejų tarpusavyje sąveikaujančių konstruktų – įsitraukimo į darbą ir organizacinio įsitraukimo.

- Remiantis Darbo reikalavimų-išteklių teorija, modelyje darbo aplinkos veiksniai turi tiesioginį poveikį darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui; įsitraukimą į darbą sudaro trys dedamosios: energingumas, atsidavimas darbui ir pasinėrimas į darbą.

- Įsitraukimas į darbą turi teigiamą poveikį organizaciniam įsitraukimui.

- Darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui turi tiesioginį poveikį šie pagrindiniai asmeniniai ištekliai: asmeninis efektyvumas ir asmeninė gerovė.

- Darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui turi tiesioginį poveikį šie pagrindiniai darbo ištekliai: įtaka darbe, tobulėjimo galimybės, darbo prasmė, informuotumas, apdovanojimas, vaidmenų aiškumas, lyderystės kokybė, kolegų socialinė parama, vadovų socialinė parama, santykiai su bendradarbiais, horizontalus pasitikėjimas, vertikalus pasitikėjimas, teisingumas ir pagarba, socialinė įtrauktis ir atsakomybė bei karjeros galimybės.

- Darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui turi poveikį šie pagrindiniai darbo reikalavimai: darbo apimtis, darbo tempas, kognityviniai reikalavimai, emociniai reikalavimai, emocijų nedemonstravimas, vaidmenų konfliktai, darbo-šeimos konfliktas.

- Modelyje nurodytos keturios kartos (Z karta, Y karta, X karta, Kūdikių bumo karta) suponuoja tyrimo konteksto pjūvio galimybę, t.y. nagrinėjamas darbo aplinkos veiksnių poveikis šių keturių skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui.

**4.** Remiantis metodologine tyrimų praktika, parengta darbo aplinkos veiksnių poveikio skirtingų kartų darbuotojų įsitraukimui tyrimo metodologija, grindžiama dedukcine prieiga ir pozityvizmo filosofija. Atliktas kiekybinis



tyrimas – anketinė skirtingų kartų Lietuvos įmonių / organizacijų darbuotojų apklausa – leido nustatyti asmeninių išteklių poveikį skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui; darbo išteklių poveikį skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui; darbo reikalavimų poveikį skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui; skirtingų kartų darbuotojų įsitraukimo į darbą poveikį darbuotojų organizaciniam įsitraukimui.

5. Atlikus asmeninių išteklių, darbo išteklių ir darbo reikalavimų poveikio skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui bei įsitraukimo į darbą poveikio organizaciniam įsitraukimui modelio kelių multigrupinės SLM analizę, naudojant Chi kvadrato skirtumo testą, **nustatyta 20 reikšmingų skirtumų tarp kartų:**

1) Identifikuota, kad asmeninių išteklių (asmeninės gerovės), darbo išteklių (apdovanojimo, lyderystės kokybės, kolegų socialinės paramos, teisingumo ir pagarbos) ir darbo reikalavimų (darbo tempo, emocijų nedemonstravimo) poveikio įsitraukimui į darbą skirtumai yra statistiškai reikšmingi tarp kartų.

2) Identifikuota, kad darbo išteklių (informuotumo, apdovanojimo, vaidmenų aiškumo, lyderystės kokybės, vadovų socialinės paramos, horizontalaus pasitikėjimo, vertikalaus pasitikėjimo, teisingumo ir pagarbos, socialinės įtraukties ir atsakomybės, karjeros galimybių) ir darbo reikalavimų (darbo apimtys, emocijų nedemonstravimo) poveikio organizaciniam įsitraukimui skirtumai yra statistiškai reikšmingi tarp kartų.

3) Identifikuota, kad įsitraukimo į darbą poveikio organizaciniam įsitraukimui skirtumai yra statistiškai reikšmingi tarp kartų.

✓ Empiriškai ištyrus **asmeninių išteklių poveikį skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui**, patvirtintas statistiškai reikšmingas tiesioginis teigiamas asmeninių išteklių poveikis skirtingų kartų darbuotojų įsitraukimui į darbą ir statistiškai nereikšmingas tiesioginis asmeninių išteklių poveikis organizaciniam įsitraukimui:

- Tokie asmeniniai ištekliai, kaip asmeninis efektyvumas ir asmeninė gerovė, organizaciniam įsitraukimui nedaro statistiškai reikšmingo tiesioginio poveikio.

- Asmeninio efektyvumo tiesioginis teigiamas poveikis skirtingų kartų darbuotojų įsitraukimui yra silpnesnis negu asmeninės gerovės poveikis.

- Stipriausiai išreikštas Y kartos darbuotojų asmeninių išteklių tiesioginis teigiamas poveikis įsitraukimui į darbą, silpniausiai – Kūdikių bumo kartos darbuotojų.

✓ Empiriškai ištyrus **darbo išteklių poveikį skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui**, nustatytas statistiškai

reikšmingas tiesioginis teigiamas darbo išteklių poveikis skirtingų kartų darbuotojų įsitraukimui į darbą, išskyrus horizontalaus pasitikėjimo poveikį Z kartos ir Kūdikių bumo kartos darbuotojų įsitraukimui į darbą:

- Iš darbo išteklių stipriausias statistiškai reikšmingas tiesioginis teigiamas darbo prasmės (Z kartos, Y kartos, X kartos darbuotojų stiprus poveikis; Kūdikių bumo kartos – vidutinis) ir tobulėjimo galimybių (visų kartų vidutinis) tiesioginis teigiamas poveikis skirtingų kartų darbuotojų įsitraukimui į darbą.

- Iš darbo išteklių poveikių skirtingų kartų darbuotojų įsitraukimui į darbą identifikuoti keturi statistiškai reikšmingi skirtumai tarp kartų: apdovanojimo (Z kartos, Y kartos, X kartos vidutinis poveikis; Kūdikių bumo kartos – silpnas), lyderystės kokybės (Z kartos, Y kartos, X kartos vidutinis poveikis; Kūdikių bumo kartos – silpnas), kolegų socialinės paramos (Z kartos ir Y kartos vidutinis poveikis; X kartos ir Kūdikių bumo kartos – silpnas), teisingumo ir pagarbos, apdovanojimo (Z kartos, Y kartos, X kartos vidutinis poveikis; Kūdikių bumo kartos – silpnas).

- Iš darbo išteklių Z kartos darbuotojų įsitraukimui į darbą statistiškai reikšmingą didžiausią iš visų kartų tiesioginį teigiamą poveikį turi darbo prasmė, informuotumas, apdovanojimas, lyderystės kokybė, kolegų socialinė parama, santykiai su bendradarbiais, teisingumas ir pagarba, karjeros galimybės; Y kartai – įtaka darbe, tobulėjimo galimybės, darbo prasmė, apdovanojimas, vertikalus pasitikėjimas, socialinė įtrauktis ir atsakomybė; X kartai – vaidmenų aiškumas, santykiai su bendradarbiais, vertikalus pasitikėjimas; Kūdikių bumo kartos darbuotojų įsitraukimui į darbą darbo ištekliai turi silpniausią poveikį iš visų kartų.

- Nustatytas statistiškai reikšmingas tiesioginis teigiamas kai kurių darbo išteklių (įtakos darbe, tobulėjimo galimybių, lyderystės kokybės, kolegų socialinės paramos, santykių su bendradarbiais, teisingumo ir pagarbos, karjeros galimybių) poveikis visų skirtingų kartų darbuotojų organizaciniam įsitraukimui.

- Identifikuota, kad darbo prasmė visų kartų darbuotojų organizaciniam įsitraukimui statistiškai reikšmingo tiesioginio poveikio neturi, t.y. darbo prasmė turi tiesioginį teigiamą stiprų statistiškai reikšmingą poveikį tik darbuotojų įsitraukimui į darbą.

- Nagrinėjant darbo išteklių poveikį organizaciniam įsitraukimui, išsiskiria Z karta. Šios kartos darbuotojų organizaciniam įsitraukimui labai silpną, bet statistiškai reikšmingą tiesioginį poveikį turi tik 7 iš 15 disertacijoje nagrinėtų darbo išteklių: karjeros galimybės, lyderystės kokybė, įtaka darbe, tobulėjimo galimybės, teisingumas ir pagarba, santykiai su bendradarbiais, kolegų socialinė parama; visi kiti darbo ištekliai statistiškai reikšmingo tiesioginio poveikio neturi.

- Iš darbo išteklių Y kartos darbuotojų organizaciniam įsitraukimui statistiškai reikšmingą didžiausią iš visų kartų tiesioginį teigiamą poveikį turi

lyderystės kokybė, karjeros galimybės, santykiai su bendradarbiais, kolegų socialinė parama; X kartai – teisingumas ir pagarba, apdovanojimas, informuotumas, vertikalus pasitikėjimas, vadovų socialinė parama, karjeros galimybės, socialinė įtrauktis ir atsakomybė, įtaka darbe; Kūdikių bumo kartai – socialinė įtrauktis ir atsakomybė, tobulėjimo galimybės, vaidmenų aiškumas, horizontalus pasitikėjimas.

✓ Empiriškai ištyrus *darbo reikalavimų poveikį skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui*, nustatyta, kad iš darbo reikalavimų tik kognityviniai reikalavimai (tiesioginis teigiamas poveikis) ir darbo-šeimos konfliktas (tiesioginis neigiamas poveikis) turi statistiškai reikšmingą tiesioginį poveikį visų kartų darbuotojų įsitraukimui į darbą; kitų darbo reikalavimų tiesioginis poveikis statistiškai reikšmingas tik kai kurioms kartoms:

- Darbo apimtis turi statistiškai reikšmingą tiesioginį neigiamą poveikį tik X kartos darbuotojų įsitraukimui į darbą.

- Darbo tempas turi statistiškai reikšmingą tiesioginį teigiamą poveikį Y kartos, X kartos, Kūdikių bumo kartos darbuotojų įsitraukimui į darbą.

- Emociniai reikalavimai turi statistiškai reikšmingą tiesioginį neigiamą poveikį Z kartos, Y kartos ir X kartos darbuotojų įsitraukimui į darbą; emocijų nedemonstravimas – X kartos ir Kūdikių bumo kartos darbuotojų įsitraukimui į darbą; vaidmenų konfliktai – Y kartos ir X kartos darbuotojų įsitraukimui į darbą.

- Visų darbo reikalavimų tiesioginis poveikis Kūdikių bumo kartos darbuotojų organizaciniam įsitraukimui yra statistiškai nereikšmingas.

- Z kartos darbuotojų organizaciniam įsitraukimui iš darbo reikalavimų statistiškai reikšmingą tiesioginį neigiamą poveikį daro tik darbo tempas ir kognityviniai reikalavimai.

- Y kartos ir X kartos darbuotojų organizaciniam įsitraukimui visi darbo reikalavimai turi statistiškai reikšmingą tiesioginį poveikį, išskyrus statistiškai nereikšmingą darbo apimties tiesioginį poveikį X kartos darbuotojų organizaciniam įsitraukimui (iš visų kartų darbo apimtis turi statistiškai reikšmingą tiesioginį poveikį tik Y kartos darbuotojų organizaciniam įsitraukimui).

- Visų darbo reikalavimų statistiškai reikšmingas tiesioginis poveikis darbuotojų organizaciniam įsitraukimui yra labai silpnas ir neigiamas.

- Darbo išteklių ir darbo reikalavimų tiesioginis poveikis skirtingų kartų darbuotojų įsitraukimui į darbą stipresnis negu darbo išteklių ir darbo reikalavimų tiesioginis poveikis skirtingų kartų darbuotojų organizaciniam įsitraukimui.

✓ Empiriškai ištyrus skirtingų kartų darbuotojų *įsitraukimo į darbą poveikį darbuotojų organizaciniam* įsitraukimui, nustatytas visų keturių tyrime dalyvavusių kartų darbuotojų įsitraukimo į darbą statistiškai reikšmingas tiesioginis teigiamas poveikis organizaciniam įsitraukimui:

- Identifikuota, kad kuo jaunesnė karta, tuo įsitraukimo į darbą tiesioginis teigiamas poveikis organizaciniam įsitraukimui stipresnis.
- Stipriausiai išreikštas Z kartos darbuotojų įsitraukimo į darbą tiesioginis teigiamas poveikis organizaciniam įsitraukimui (stiprus poveikis Z kartos, Y kartos, X kartos darbuotojų organizaciniam įsitraukimui), silpniausiai – Kūdikių bumo kartos darbuotojų (poveikis vidutinio stiprumo).

## Rekomendacijos

Siekiant didinti skirtingų kartų darbuotojų įsitraukimo į darbą ir organizacinio įsitraukimo lygį, rekomenduojama:

- Siekiant aukštesnio Z kartos darbuotojų įsitraukimo į darbą lygio, vadovams ir ŽIV specialistams rekomenduojama užtikrinti šios kartos darbuotojams organizacijos socialinę paramą, palaikyti aukštą informuotumo lygį, užtikrinti pastovų asmeninį vadovo grįžtamąjį ryšį, palaikyti teisingumo ir pagarbos atmosferą organizacijoje bei sudaryti karjeros galimybes. Užaugę su naujausiomis išmaniosiomis technologijomis bei socialiniais tinklais, Z kartos darbuotojai yra orientuoti į skaitmeninį gyvenimą, intuityviai naudojami IT, bet jiems sunku virtualų gyvenimą perkelti į realybę, todėl kaip vienas galimas sprendimas didinti Z kartos darbuotojų organizacinį įsitraukimą – organizacijai išnaudoti šią kartos stiprybę, nes daugelis įprastų darbo aplinkos veiksmų statistiškai reikšmingo poveikio šios kartos darbuotojų organizaciniam įsitraukimui nedaro.

- Vadovai ir ŽIV specialistai organizacijose turėtų daugiau dėmesio atkreipti į Y kartos darbuotojų asmeninius išteklius ir sudaryti galimybes juos plėtoti, padedant šios kartos darbuotojams rasti darbo ir asmeninio gyvenimo pusiausvyrą bei didinti asmeninį efektyvumą, o tuo pačiu ir labiau įsitraukti į darbą, naudojant tokias priemones, kaip lankstus darbo grafikas, nuotolinis darbas, kai kurių darbo funkcijų sužaidybinimas, poilsio zonų darbe įrengimas ar pan. Siekiant aukštesnio Y kartos darbuotojų įsitraukimo į darbą lygio, rekomenduojama šios kartos darbuotojams sudaryti nuolatinio tobulėjimo galimybes (pvz., individualius mokymosi planus); akcentuoti atliekamo darbo prasmę, ją apibrėžiant ne tik asmeniniais darbuotojo ar organizacijos tikslais, bet išryškinant globalų požiūrį; suteikti sprendimo laisvę darbe, sudaryti galimybes pasirinkti kolegas bei aktyviai dalyvauti komandinėje veikloje, daryti įtaką skiriamo darbo apimčiai ir darbo užduotims; apsvarstyti darbo vietos rotaciją tarp skirtingų departamentų ir / ar komandų, užtikrinti nuolatinį grįžtamąjį ryšį. Siekiant aukštesnio Y kartos organizacinio įsitraukimo lygio, rekomenduojama užtikrinti karjeros galimybes, socialinę paramą organizacijoje ir užtikrinti

lyderystės kokybę; iš esmės peržiūrėti šiai kartai keliamus darbo reikalavimus, nes tai vienintelė karta, kurios darbuotojų organizaciniam įsitraukimui tiesioginį neigiamą poveikį daro visi disertacijos tyrime nagrinėti darbo reikalavimai.

- Siekiant aukštesnio X kartos įsitraukimo į darbą lygio, rekomenduojama formuluoti aiškius darbo tikslus, plėtoti bendradarbiavimo atmosferą, užtikrinti abipusį pasitikėjimą su vadovybe. Siekiant aukštesnio X kartos darbuotojų organizacinio įsitraukimo lygio, rekomenduojama stiprinti šios kartos darbuotojų įtaką organizacijoje, didinti informuotumą, peržiūrėti apdovanojimo sistemą, užtikrinti vadovų socialinę paramą, puoselėti tokias organizacijos vertybes, kaip pasitikėjimas, teisingumas ir pagarba, socialinė įtrauktis ir atsakomybė; iš darbo reikalavimų rekomenduojama didesnę dėmesį skirti emocinėms būsenoms organizacijoje – emociniai reikalavimai ir emocijų nedemonstravimas šios kartos darbuotojų organizaciniam įsitraukimui daro didžiausią tiesioginį neigiamą poveikį iš visų kartų.

- Siekiant palaikyti aukščiausią iš visų kartų Kūdikių bumo kartos darbuotojų įsitraukimo į darbą lygį, rekomenduojama aktyviai šią kartą įtraukti į komandinį darbą, panaudojant jau turimą jų patirtį ir padedant jiems įsisavinti naujausias technologijas; suteikti aiškius lūkesčius darbe, saugumo ir reikalingumo jausmą, sudaryti galimybes saviraiškos ir meistriškumo demonstravimui. Siekiant palaikyti Kūdikių bumo kartos organizacinį įsitraukimą, rekomenduojama suteikti tobulėjimo galimybes, aiškiai apibrėžti atliekamą vaidmenį organizacijoje ir palaikyti horizontalaus pasitikėjimo atmosferą.

### **Tolimesnės tyrimų kryptys**

Ateityje plėtoti disertacijos tematiką galima keliomis kryptimis:

1) Tyrimai, skirti atskleisti įsitraukimo į darbą ir organizacinio įsitraukimo raišką skirtingais konteksto pjūviais:

- socialiai, ekonomiškai, kultūriškai, technologiškai ir kt. panašių regionų skirtingų kartų darbuotojų įsitraukimo modelių kūrimo kryptis;
- atskirų profesinės aplinkos ar sektoriaus darbuotojų įsitraukimo į darbą ir organizacinį įsitraukimo modelių kūrimo kryptis.

2) Kitų aktualizuotų darbo aplinkos veiksnių ir jų derinių poveikio įsitraukimui į darbą bei organizaciniam įsitraukimui modelių kūrimo kryptis.

3) Darbuotojų įsitraukimo poveikio darbo aplinkos veiksniams modelių kūrimo kryptis.

4) Pasaulinio lygio krizių įtakos skirtingų kartų darbuotojų įsitraukimui į darbą ir organizaciniam įsitraukimui modelių kūrimo kryptis.

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