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Experiencing Professional Identity of Vocational College Teachers

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Abstract

Background and Originality: The quality of the learning process in higher vocational schools is also influenced by the awareness of experiencing teachers' identity. It is important to be aware of how teachers' identity affects their personal identity and satisfaction with the chosen profession. The article aims to contribute to greater recognition of the teaching profession at a vocational college in Slovenia, identify different practices of experiencing the teaching profession, and gain insight into the possible gap between theory and practice. Not only sound education but also vigilance and commitment are needed. Most of the selected topics focused on the new perspective, recognising that by acknowledging the characteristics of teachers' identity and the teaching profession and its experiences, we contribute significantly to greater visibility of the teaching profession.

Method: We used different studies based on content analysis of various articles from the existing literature of foreign and domestic authors. We conducted semi-structured interviews and the moderator's diary entry, which we analysed based on a qualitative approach, using the definition of third-order concepts and thematic network.

Results: The study results showed that teachers are inexperienced at the beginning of their careers and pass through different stages, from sovereignty to competence, as their professional experience increases. Professional experience influences perceptions of the teaching profession and thus professional identity. In the latter, knowledge is most important for teachers, followed by communication and personality traits. Teachers believe that the environment influences them by valuing the role of the teacher. Initially, teachers are sceptical of the environment, but as they gain professional experience, they perceive the environment's support, which influences their professional identity.

Society: The teacher is first and foremost the one who gives value to one's profession by acknowledging one's identity, role, task, and experience with the environment and society. This increases the value of the educational process and, consequently, society's academic and cultural level.

Limitations / further research: We have limited our research from selective databases from a predetermined period. The study includes a small sample of teachers from southeastern Slovenia. Further research could be conducted on a larger sample using focus groups, where interaction between the participants themselves is possible and examined through the lens of the length of professional experience. As such, additional differences in the experience of the teaching profession in relation to professional experience can be revealed.

Keywords: teacher, personality, identity, competencies, role, characteristics, recognition.

1 Introduction

In modern society, there are various views on the concept of identity that essentially have in common that identity is dynamic, ambiguous, and changeable. Jenkins (2014, p. 3) says that who we are and whom we appear to be are extremely important. Identity always includes the individual, but we must not forget that it also consists of the collective and history. He also says (p. 200) that identity and identification are general aspects of human life everywhere that it is a strategic concept to understand the relationship between individuality and collectively.

Identity is formed in the relationship between the external and internal environment and the experience of the individual's environment in daily life. Identity shows the individual who one is, what ideas they have about who they are and their desires about whom they want to be. Canrinusa et al.'s (2011, p. 593) study show that professional identity should not be viewed as a composite variable with a unified structure. The study on teacher identity concludes that it is necessary to consider teachers' satisfaction with their work, effectiveness and professional commitment, and their level of motivation as indicators of teacher identity.

In the present study, we are primarily interested in how teachers in higher vocational schools experience their professional identity. We are interested in the role of their work in shaping their own identity, how group identity influences the teacher, their personal identity, and consequently, the profession or task chosen.

Based on interviews and diaries of college teachers who have been teaching for varying lengths of time, we attempt to highlight the elements of identity change that teachers experience in their professional lives and how this affects them and their work with young adults entering education.

The purpose of the article is to contribute to greater visibility of the teaching profession at a vocational college in Slovenia, identify different practices of experiencing the teaching profession, and gain insight into the possible gap between theory and practice. Not only a sound education but also vigilance and commitment are most needed. By recognising the characteristics of teachers' identity and the teaching profession, as well as their experiences, we contribute to the enhancement of the teaching profession. By recognising the teachers' identity, role, task and experiences, the teacher also increases the value of their work to the environment and society. This increases the value of the educational process and consequently raises society's educational and cultural levels. Thus, the research will help improve the quality of the learning process, and it will also shed light on the experience of professional identity of higher education teachers and help them experience themselves based on empirical material.

2   Theoretical framework

Each teacher perceives identity in their own way. Teachers view identity as a set of different factors. According to a study conducted among secondary teachers, it is primarily their previous perceptions of teacher identity that they perceived and experienced at the beginning of their career that has the most significant influence on teacher identity (Beijaard, Verloop, & Vermunt, 2000, p. 749). This study shows that most teachers perceive identity differently today than when they were novice teachers. Maclure (1993, p. 311) understands identity as a type of argument or resource that people use to explain, justify, and frame feelings about themselves in relation to others and the world in general. Junior teacher identity is also addressed in the study by Skotta (2019, p. 469), who notes the interdependence of identity with the environment, i.e., colleagues and management that changes a junior teacher's identity from being a teacher to becoming a teacher.

For a society for which knowledge is one of the most important foundations, it is important to identify the current and future skill needs of educational participants and teachers. Identifying needs allows society to respond appropriately. It is important to choose strategies to mitigate the possible negative consequences of a teacher's professional development in a given period (Javrh, 2011, p. 8). However, identifying a teacher's needs is undeniably linked to understanding their mission and identity.

Ideas of what a teacher should be are formed at a very early stage of child development: as good, kind, fair, fun, and playful. Research among elementary school teachers has shown that children's ideas of what a teacher should be like in the first two years of elementary school are unrealistic, as children expect versatility and perfection from teachers. This can be very stressful for teachers (Planinc, 2016, p. 49).

Teachers' impact on the environment depends on how they perceive their identity and how they manifest it in the environment in which they operate. Maclure (1993, p. 311) defined the concept of identity as an organising principle in the work and lives of teachers. She sees identity as a resource that people use to explain and justify their sense of self in relation to others and the world at large. She understands identity as a place of constant struggle for all, particularly highlighting teachers who are experiencing a crisis of identity due to the disintegration of old teaching models under the influence of modern society and economic pressures.

The work of teachers extends beyond the classroom as teachers incorporate the knowledge they gain from networking with each other, pursuing innovation, and gaining experience in their teaching process. Finally, there is support within the teaching staff. In this way, they also strengthen their relationship with students. Shapiro (2010, p. 616) states that increasing awareness of emotional experiences improves the strength of relationships among teachers and prevents the continued dehumanisation of the teaching profession in our current socio-political environment. The author also states that emotional identity must be better recognised in schools to become an integral part of learning practice (p. 620).

In constructing identity, it is essential on the one hand to shape and secure the state of identity itself, and on the other hand to explore the emotional components of a teacher's identity, which allows for a better understanding of the teacher about oneself. A teacher's identity is embedded in the context of power relations, ideology, and culture (Zembylas, 2003, p. 213).

Teachers who are satisfied in their professional environment and work have found meaning and purpose in their work. Klampfer (2012) says that finding purpose is not easy, but we certainly look for reasons to do what we do (p. 7), what goals we want to achieve, what makes us happy, where we are good at, and what we can offer to the environment. On the other hand, the search for meaning is open to everyone (p. 1). Meaningful pursuits give meaning, provide sense to life. They become so when doing something or contributing to a goal is worthwhile.

A study examining teachers' identity in elementary schools in Slovenia (Dragovič, 2010) concluded that teachers who have taken a neurolinguistic programming course are more confident and positive about their work than teachers who have not. She also found that teachers who have taken the neurolinguistic programming course are more likely to maintain their professional identity, regardless of personal, social, or political changes/critical events. Therefore, the study considers the development of professional development courses with neurolinguistic programming content that focus less on skills and knowledge and more on beliefs, values, and identity, which may be a more effective approach (pp. 9-10).

Fullan and Hargreaves (2012, p. 1) embrace the passion and purpose of teaching that is quickly overlooked in the standards but give teaching its own rhythm that invites everyone to work. They emphasise that the teacher must be respected as a personality and someone who educates, not measured only by measurable outcomes. With this awareness, all teachers and leaders in every school can achieve a collective transformation of public education.

In Makovec's (2018, p. 33) study, she found two conclusions: teachers with many years of professional experience feel better qualified for their jobs than teachers with less professional experience. She also found that teachers define their professional identity, and thus their role, through personality traits, which should not be ignored as they influence teachers' perceptions of their identity. Similar to Makovec (2018), Haghighi Irani, Chalak, and Heidari Tabrizi (2020) also noted that building a teacher's identity is a process that develops over a long period. The study examined perceptions of teacher identity among teachers with different lengths of service from the beginning before they were hired. Three significant changes in participants' identities were found: (1) from a commitment to evaluation to a commitment to modality, (2) from unidimensional to multidimensional perceptions, (3) from problem analysis to problem-solving (p. 1).

According to a study by Canrinus et al. (2011), teachers' job satisfaction, efficiency, professional commitment, and motivation are indicators of teacher identity. Here, the authors state that a teacher's professional identity is primarily related to how teachers see themselves, perceive themselves, and interpret themselves in the context in which they find themselves (p.

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593). Their research findings highlighted (p. 594) that interaction is reflected in teachers' job satisfaction, professional commitment, self-efficacy, and changing motivation. These are elements that testify to teachers seeing themselves as experts in their work. The study also concluded (pp. 596, 604) that professional identity cannot be attributed to all teachers in the same way, which is justified by several different profiles of professional identity according to the indicators of teachers' perceptions of professional identity: (1) dissatisfied and demotivated identity profile (these are teachers who evaluate the indicators negatively); (2) motivated and emotionally engaged identity profile (these are teachers who evaluate the indicators positively); (3) doubting competence identity profile (these are teachers who evaluate the indicators differently).

According to Tantawy (2020, p. 181), the relationship between the school environment and teachers, their readiness for professional development, consideration of personality traits, considering student achievement, teacher promotion, and workplace engagement are just some of the factors that explain teachers' perceptions and their impact on teachers' professional development. The study results showed the positive impact of professional development on job performance, personality traits, student outcomes, career, promotion, and commitment to the profession. The study found that a positive, supportive school culture encourages teachers to develop professionally and be aware of their importance to the teaching profession (p. 191). This also strengthens professional identity.

According to Tapani and Salonen (2019, p. 255), teachers must also adapt to societal changes and take this into account when managing competencies. They acknowledge that competencies are becoming increasingly fragmented, affecting a teacher's identity. The teacher in the traditional role, as we used to know it, has to master other competencies, so that instead of the term teacher, we increasingly use terms such as coach, mentor, facilitator. The word teacher in the traditional sense best describes the person as an expert who uses a set of specific competencies in the classroom. The fragmented nature of teachers' work means that they must share their expertise every day. Not every individual can master all the competencies, so the work is often done in pairs or groups. Sharing expertise allows everyone to focus on their strengths. It is a way of working that promotes well-being, community and social capital in the workplace.

According to Fullan and Hargreaves (2012, pp. 31-35), occupational capital consists of three components: Human capital, social capital, and decision-making capital. They mention that human capital, an attribute of the individual, must be complemented by social capital. The person's individuality is important, but the authors also emphasise the importance of the social component, which they consider even more important for the learning process. They note that if only a few teachers are exceptional, it does not detract from the uniqueness of the entire collective. With this awareness, all teachers and leaders in every school can achieve collective change in public education. They also emphasise that it is necessary for most teachers to possess the power of professional capital, as this means that they will then become wise and talented, collegial and prudent, thoughtful and wise. Their moral purpose manifests itself in a

tireless and professional effort to serve students while learning for themselves how to do even better.

Makovec (2018, p. 148) stated, "Teachers need to be made aware of the factors that impact their professional identity and development. It is important to pay attention to the changes that occur, not to be afraid of them, but to be aware of them and reflect on them to both improve their performance and reflect on their professional development." Her study also noted that teachers, as individuals, must take responsibility for their learning and personal development. It is about a teacher's ability to take charge of their work, plan for the development of their career, and monitor what needs to happen in the context of the organisation in which they work (p. 134). The author further stated that the role of a teacher is not clearly defined because various factors influence it.

Moreover, teachers do not always perceive a particular role in the same way but change their role and perception of identity during their career. Therefore, factors are divided into two groups, namely (1) internal factors, which influence the teacher's perception of the role, and (2) external factors, which indicate the teacher's view of the role and the expectations of students, colleagues, management, and the public). However, both internal and external factors influence the teacher's professional identity. The internal factors that originate with teachers themselves fall into two categories: their own beliefs about the importance of a role and the teacher's expectations about their role. Beliefs about their role are often worldly and not professionally based, but this does not mean that they are not important, for they usually have a strong emotional and evaluative component and influence teachers' teaching independently of knowledge-based perceptions. We must also not forget teachers' expectations, which are essential in understanding their role. How teachers experience themselves at work may also depend on how they experience themselves as professionals. A teacher's expectations are also influenced by experience and knowledge, where teachers build their professional self-image. Thus, teachers' expectations are also directly related to their professional identity (p. 135).

According to Al-Mahdi (2019, p. 37), a single teacher's value depends on the teacher's competencies. The author explained that this is only possible through the teacher's continuous professional development. However, a teacher's professional development is influenced by the continuous professional development mentioned by Li (2016) and by the mentorship that a teacher may receive, especially at the beginning of their career. Li (2016) also discussed teachers' identity crisis resolved by continuing education in terms of the institution's influence where teachers have been. They are studying or have already been trained in a particular field and have continued their professional journey until they obtain a doctorate (pp. 258-259). The results of Kutsyuruba et al.'s (2019, p. 2) study showed a strong relationship between the experience that the mentor has and passed on to the novice teacher and the consequent well-being of the teachers. Teachers who did not have a mentor felt worse about their role as a teacher than those who had experienced their role as a teacher with a mentor. Therefore, the study recommends increased mentor involvement as a strategy and support for beginning

teachers. This will help novice teachers overcome the negative experiences or challenges that novice teachers face early in their careers (p. 4).

A study by Colognesi, Van Nieuwenhoven, and Beausaert (2020, p. 258) showed the importance of mentoring in helping novice teachers persevere in their profession and not give up on it. This paper highlighted the importance of the role of mentoring, emphasising not only the aspect of formal mentoring but also the extent of knowledge sharing. The primary role is played by the mentor, who is often seen as a mechanism of monitoring or evaluation. The teacher prefers not to choose a more senior staff member as a mentor but a staff member who is trusted to teach the same content in the same year. When there is a good learning environment, it is easiest to share knowledge.

To more easily keep up with the changes that are a regular part of the teaching profession, teachers must engage in lifelong learning, noted Cai (2019, pp. 26-27), to meet the demands of their profession. Work experience or length of service should not be a change. Cai's study also identified the impact of non-formal learning on experienced teachers, focusing on non-formal learning activities in the age of the Internet and emerging technologies. It recognises non-formal learning as a significant form of professional self-development for teachers because other teachers do not receive it at later stages of their careers, except for early-career teachers who receive specialised training. The responsibility for academic development is placed on the teachers themselves, emphasising ICT training. However, research has also shown that teachers still value external encouragement from colleagues and attend in-service training and workshops regulated by the teachers' agency (p. 37).

Most of the selected topics in the research are dedicated to a new point of view, namely to try to answer the research question: what are the elements of teacher identity and the teaching profession and do their experiences contribute significantly to a greater visibility of the teaching profession?

Based on the presented theoretical starting points and the research question, we developed the following theses:

1) Teachers' perception of professional experience influences their perception and experience of the teaching profession.

2) For teachers, knowledge is paramount to their professional identity.

3) Teachers believe that the environment influences them by evaluating their role, which affects their professional identity as teachers.

The purpose of our study was to determine how teachers in higher vocational colleges experience their identity. We were interested in how teachers' group identity and environment affect their personal identity and, consequently, their satisfaction with their chosen profession.

By searching for answers, we aimed to contribute to a greater recognition of the teaching profession in a vocational college in Slovenia, identify different practices of experiencing the teaching profession, and gain insight into the possible gap between theory and practice. In addition, we wanted to shed light on the experience of professional identity of higher education teachers and sensitise teachers to their self-knowledge about their professional identity. In this way, teachers can continuously develop and progress.

3 Method

A qualitative approach was used using semi-structured interviews and diary entries. We reviewed the literature related to our topic area published after 2010 for the semi-structured interviews. The literature review was conducted using Google Scholar, SpringerLink, and COBISS (a Slovenian library information system). In addition, primary data were obtained through interviews and diary entries.

We used several methods in the study: collecting and studying literature, the method of comparison, in which we examined the literature related to our research on professional identity; the method of semi-structured interviews (with five higher education teachers from vocational colleges); the method of diary entry (the first author, who is both a moderator and a researcher due to her own experience as a vocational college higher education teacher) and empirical qualitative analysis of the obtained results - content analysis through the definition of third-order concepts (Mesec & Lamovec, 1998, pp. 101-102) for each individual and thematic network (Roblek, 2009, pp. 56-60). Coding leads us from open to relational coding, as Kordeš and Smrdu write (2015, pp. 52-58), thus a paradigmatic research model. As mentioned, the moderator has experience as a vocational college higher education teacher and is also the first author of this article. Her knowledge of working in education helped her to navigate questions and moderate. Semi-structured interviews were conducted with five higher education teachers from vocational college, the largest in Slovenia. We also considered the criteria of years of service (up to 8 years, up to 16 years, up to 24 years, up to 32 years, up to 40 years) and willingness to participate in research. We chose the largest vocational college to make the circumstances of teachers related to professional life as similar as possible.

The moderator asked questions based on her experience. Vogrinc (2008) points out that the researcher's influence on the research cannot be negated entirely (p. 158), as the moderator was often in the same role as the respondents. She is a teacher at a vocational college. This is an added value of the research because the questions are more comprehensive due to the knowledge of the topic with several aspects being covered. Bjekić (2012) mentions observing social relations during one's activity as one of the elements of the communication competencies model (p. 164). The moderator in our research also kept a diary of her professional knowledge acquired as a teacher.

The moderator conducted the interview with five vocational college teachers from southeastern Slovenia who have been teaching for different lengths of time and have different

professional experiences. Teachers from vocational colleges of southeast Slovenia were invited to participate. The criteria for participation included consent to participate in the study and the number of years of service. According to the national legislation of 40 years of service, we divided the participants into equal sections, namely eight years. The selection was completed when enough teachers came forward who met the selection criteria. The interviews were semi-structured. All interviews were recorded, then the moderator transcribed the text, which she analysed according to the definition of third-order concepts and thematic networks. She applied the same approach to the analysis of her diary entries. Interview transcripts and coding were sent to participants for a second review to ensure the reliability and validity of the transcripts and coding.

Triangulation of methods was used to test the theses; the model used is paradigmatic. We identified codes and categories from the data, selected those consistent with the research objectives, and assigned them meaning. As Vogrinc (2008, 65-66) stipulated, we linked them to causal or other contexts. Quotes from participants support the themes. The research was conducted in 4 steps: (1) data collection, (2) development of the theoretical model and measurement instruments, (3) reliability and interpretation of the data, (4) reliability and validity of the construct and data, as shown in the research design in Figure 1.
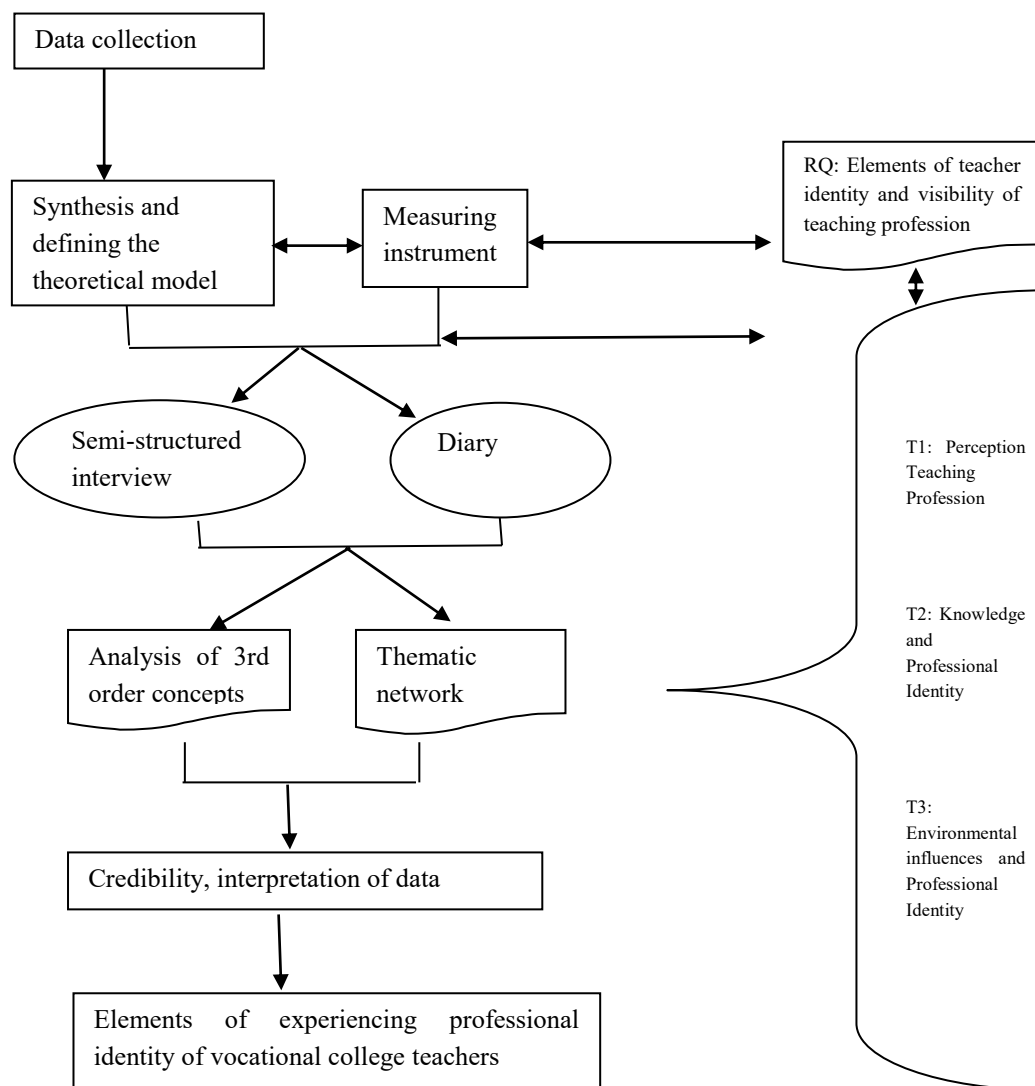
Figure 1. Research design

Qualitative research makes it possible to investigate phenomena and appearances in a way that we cannot yet measure with quantitative methods. Qualitative research is suitable for capturing, describing, and interpreting patterns of behaviour, experience, and communication and are the most appropriate method, especially in the case of the human experience (Kordeš & Smrdu, 2015, p. 11). Validity and reliability were determined using Kordeš and Smrdu's (pp. 71-72) guidelines. These are: 1. construct validity (thesis is developed on relevant literature); 2. internal validity (given causally supported relationships); 3. external validity (research results can be transferred or generalised to the broader environment); 4. conceptual validity (data from interviews and diary entries were combined into a new construct); 5. intercoder validity (verification of recorded interviews); 6. ecological validity (school environment with living conditions); 7. consensual validity (verification of interpretation of data with feedback to participants). This study also ensured greater reliability of results through triangulation of methods (semi-structured interviews, diary, an additional researcher

to code, collect and examine the literature), determining the thesis, research question, participants, and analysis of collected data

4 Results

4.1 Interview Results

4.1.1 Demographic Data

All college teachers from southeastern Slovenia were invited to participate in the study. According to the selection criteria (consent to participate, different professional experience, number of years of service), college teachers were included in the study, all of them employed at the largest vocational college. Each of them covered a different subject area, namely the field of technical terminology in a foreign language, business communication, computer science, cosmetology and mechanical engineering. The results of the research are presented on the basis of the outlined theses.

4.1.2 Thesis 1 Results – Professional experience influencing perception and experience of the teaching profession

Interviewee 1 (I1), who has four years of professional experience, admits that she does not consider herself a teacher due to a lack of experience. Stating:

"Well, I feel that I'm not autonomous enough. I know I have a lot to learn to gain the experience that additional years of teaching brings."

Interviewee 2 (I2) and interviewee 3 (I3), who have 10 and 25 years of professional experience, respectively, experience themselves as confident; being a teacher is a way of life for them. As interviewee 4 (I4) and interviewee 5 (I5), who have 32 and 36 years of professional experience, respectively, gain more experience, the experience becomes more intensely associated with a sense of competence based on mastery and transmission of knowledge. I5 explains:

"I experience myself as a competent teacher, I have a lot of experience and I have continued my education throughout my life."

I4 also recognises:

"I believe in teaching the profession; I enjoy passing on my knowledge to people. I enjoy it most when I can be an expert and when I can inspire young people to do the work."

The results show that the years of work experience impact what the respondents consider essential in the teaching profession. I1 and I4 emphasised the importance of imparting knowledge, with I1 highlighting the importance of teaching the subject to young people, while I4 already understands why she wants to impart knowledge to young people because

her work experience is much greater. In addition to safety, I2 also highlighted the advantage of flexibility at work:

> "I see the advantage of teaching with a flexible schedule. I have young children, and the time off for us teachers coincides with the children's holidays, which means a lot to me. Either way, for me, being a teacher means, also…a steady income, which gives me a sense of security."

The acceptance of work as a way of life (I3) and the awareness that the teacher influences and changes society (I5) were highlighted by the other respondents. I5, who has the most professional experience of the respondents, said:

> "What's important to me is the opportunity to work with young people so I can help them, advise them and change society for the better."

The synthesised results or constructs are also shown in Table 1 at the end of the interview results.

4.1.3 Thesis 2 Results - Knowledge is paramount to their professional identity

An important characteristic of the teacher mentioned by all respondents except I5 was knowledge, to which I1, I2, and I3 also added emotional experiences such as empathy, warmth, honesty, patience, and consistency. As an example, I1 highlights:

> "I want to influence students with empathy because I want to awaken it in them. I think that for the profession they are studying, they must have developed empathy, without which it simply cannot be done. Empathy seems, to me, to be a necessary skill for me as a teacher as well, but objectivity, honesty and professionalism are also needed."

The respondent with the most professional experience, I5, mentioned versatility, determination, and strength as important qualities of the teacher personality. I5 said:

> "The teaching profession is a big part of my mission. I consider a teacher ... Hmm, as a versatile person who is extremely broad when it comes to accepting young people, but at the same time determined and firm when it comes to guiding them. He needs to know what's good for young people before they know it themselves."

As a result, the respondents also experience their professional purpose as the transmission of knowledge (I1, I2), which is expressed as knowledge for life for teachers with more professional experience (I3, I4). I3 also emphasises awareness of changes in an individual's purpose, saying:

> "The purpose of a teacher changes. At first, I had the desire and need to survive, but now I have to show students that knowledge is often related to life in a very practical way."

The interviewee (I5), who has the most professional experience and defines the purpose of the teacher by fostering the thirst for knowledge, sees a change in the purpose of the individual, as does I3:

> "I notice in myself that the purpose at the beginning of my career has changed a lot compared to today. I feel it as a tireless transmission of knowledge to young people because they are curious about life and are happy to discover new things."

All respondents expressed that knowledge is the most important competence for a teacher. I1 added communication. Respondents I2 and I3 mentioned the importance of acquiring new competencies, such as setting limits (I3) or differentiating content. Regarding the latter, I2 stated that as a novice, he did not know how to:

> "I also want to emphasise the competency to differentiate content- it depends on the students' abilities. As a beginner, I really didn't know how to do that."

The synthesised results or constructs are also shown in Table 1 at the end of the interview results.

4.1.4 Thesis 3 Results - Teachers believe that the environment influences them by evaluating their role affecting their professional identity

In addition, all respondents expressed that the teacher's role affects other roles in the teacher's life, which depends on the teacher's personality traits. For example, I4 said:

> "The teaching profession has a strong influence on my other roles. What can I say ... There is less time for family. This causes me to feel guilty. Therefore, I consciously try to devote as much time as possible to the family."

The respondent with the most work experience (I5) explains the interaction of the roles, all working simultaneously, as follows:

> "I'm convinced that the roles that a person performs all influence each other. It is impossible for the role of a teacher not to influence the other roles and for the other roles to influence my role as a teacher. That also seems to me to be the only acceptable way, because otherwise it would mean that we are only playing within a role, that we are only allowing a part of ourselves to be, or that I am something that I want to portray. If I am a complete personality, the roles are always present at the same time."

Respondents I4 and I5, who have a great deal of professional experience, believe that being a teacher is a way of life and that one cannot work anywhere without being in the role of a

teacher. Other respondents, I1, I2, I3, pointed out that they are not in a teacher's role in their personal relationships. As an example, they mentioned their relationships with friends and relatives. The influence of today's society (I1) was additionally highlighted as an important element for the teacher, namely that the teaching profession is underestimated in terms of responsibility. Awareness of personality traits is also important for a teacher, as two respondents emphasised (I2, I4). Because the teaching profession is not just a profession, as I5 believes, but a way of life, teacher collaboration is another essential element for a teacher (I3). I3 illustrates this by saying:

> "It's important for teachers ... Well, to be aware that they must stick together in relation to students. They do this by helping and supporting each other. When teachers work well together, they set the best example for students."

All of the interviewees believe that teachers first influence the environment themselves. I1 expressed that she affects the environment by example and emphasised the importance of actions rather than words. I4 also emphasised influence by example. I1 stated:

> "I think that as a teacher, I also influence the environment. I believe that each individual can positively impact society and, therefore, on the environment in which they live. In doing so, everyone educates and sets a good example. I myself do the same. It is not the words that are important, but the actions of how each individual does something. it's important how I do something."

Both I2 and I5 believe that the teacher influences today's society. I3 acknowledges the fear of influence and emphasises the importance of responsibility:

> "I'm aware that I can influence the environment. Sometimes I'm afraid of it because the responsibility is big. As far as the profession is concerned, I am sovereign; in the relationships that I feel are particularly important to me and seem comfortable to me. I'm precise. I'm well aware that misunderstandings and misjudgements can occur. That kind of fills me with awe, I have to admit."

In addition to the teacher's influence on the environment, the environment also influences the teachers. I1 and I3 emphasise the importance of contemporary society's influence on the teacher. This is also considered by I2, who perceives the influence of supporting young people:

> "I think that the teaching profession is not appreciated; the environment is always on the side of young people and often opposes the teacher without anyone checking the objective circumstances."

The impact of the environment on teachers is also evident with I4, who perceives the impact as resentment of the environment of teachers, and complements it with her perception as a person. I5 also gives importance to the influence of the environment on her and her attitude

towards work, but I5 perceives this influence as positive. On the impact of the environment on I4, she said:

"The environment is not supportive of the teachers. They criticise the teachers and their work... Certainly, if they knew the system, I'm sure they would be more bothered by the system than we teachers are. I think the environment resents teachers for not teaching young people and being inconsistent and unfair. I'm well received by my environment because honesty and objective evaluation are high on the value scale for me."

External influences also contributed to shaping the sense of belonging expressed by respondents. I1 emphasised the motivation of belonging to a professional cohort; I4 expressed belonging more broadly as belonging to an organisation. I3 and I5 emphasised belonging to the teaching profession over belonging to the organisation. I5 said:

"I'm aware that I belong to an organisation, but I believe that the role of a teacher is above belonging to an institution. A greater certainty gives me the inner strength to continue being a teacher, more than a particular organisation. If the inner desire to continue teaching dies, it is worse than losing a job. At least for me."

I2 stands out, who places belonging to the family above belonging to an organisation or profession:

"The fact that I belong to an organisation that offers me social security reassures me and partially obliges me to be committed. But family always comes first."

The synthesised results or constructs are also shown in Table 1 at the end of the interview results.

Table 1. Synthesised results of all three theses

Thesis 1: *Teachers perception of professional experience influences their perception and experience of the teaching profession.*

Elements	Level 3	Relationship coding
- experiencing oneself as a teacher	- uncertainty - sovereignty - way of life/lifestyle - one is determined by knowledge - a sense of competence	Less work experience brings uncertain feelings about the perception of the teaching profession; teachers need to transfer knowledge with little emotional experience, the purpose is felt in the transfer of knowledge, which leads to **uncertainty** in the perception of the teaching profession.
- the importance of being a teacher	- knowledge transfer - flexibility of work - way of life/lifestyle - change of society/impact on society	More work experience brings more **sovereignty**, **lifestyle** and reflection of **knowledge** in the perception of the teaching
- important characteristics of the teacher	- knowledge and emotional experience - knowledge - personality traits	

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»continued«

-	teacher's purpose	- knowledge for life - encouraging the desire for knowledge		profession. **Work flexibility** is important; it **is a way of life** and **knowledge transfer** with more **emotional experience**. The purpose is perceived as knowledge transfer, including knowledge for life, leading to a more sovereign and knowledge-driven perception of the teaching profession or as **a way of life**. A lot of work experience brings **a sense of competence** in the perception of the teaching profession, the impact on society is important along with **personality traits**, the purpose feels like **encouraging the desire for knowledge**, which leads to a more competent perception of the teaching profession.

Thesis 2: *For teachers, knowledge is paramount to their professional identity.*

Elements	Level 3	Relationship coding
- teacher competencies	- knowledge and communication - new teacher competencies - setting boundaries/new competencies - knowledge	Due to personality traits, according to most teachers, each teacher has several roles, and these, especially according to teachers with more work experience, influence each other. In the role of teacher, all teachers recognise **knowledge** as a key competence in professional identity. At the beginning of their professional path with less experience as teachers, they emphasised **communication** and acquiring **new competencies**. In addition to knowledge, most teachers mention the impact of a **personal relationship based on traits**, which is supposed to affect professional identity. Teachers with more work experience point out that the perception of professional identity is **a way of life**. In particular, teachers mention the **influence of modern society** on them at the beginning of their professional path and, consequently, their influence on their perception of professional identity, which is based on knowledge and the **influence of personality traits**. Some teachers with medium work experience recognise the impact of teacher participation, which complements the competence of **knowledge** and
- the impact of the teacher's role on other roles	- roles according to personality traits - role interaction	
- not to be in the role of a teacher	- private relationship based on personality traits - lifestyle	
- additional importance of the teacher	- the influence of modern society - the influence of personality traits - teacher participation - lifestyle	

»to be continued«

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| »continued« | | affects their **perception of professional identity**, while teachers with the most work experience believe that their professional identity is influenced by their **lifestyle** in addition to **knowledge**. With a **private relationship**, lifestyle, communication, **social influence**, teacher participation and personality traits, knowledge of professional identity is paramount. |

Thesis 3: *Teachers believe that the environment influences them by evaluating their role, which affects their professional identity as teachers.*

Elements	Level 3	Relationship coding
- teachers' impact on the environment	- example - the influence of modern society - awareness of responsibility/following changes - impact on society	Teachers with little work experience set an **example** by influencing the environment, which is very much expected of teachers, and because of little work experience, it is sometimes sceptical. Teachers feel a sense of belonging to a professional cohort, motivating them to offer solutions to solve dilemmas that they face due to lack of experience. As a result, teachers experience the **influence of modern society** on them and thus on their professional identity. By increasing their work experience, teachers are aware of **the impact on today's society**, they are **aware of their responsibilities** and their example. They belong to the family, they belong to the teacher, and also to the organisation. Some teachers feel that the **environment supports** young people, others feel the **influence of modern society**, some already feel the support of the environment - with all this, the **environment affects** the teacher's identity. Teachers with a lot of work experience are aware of their **impact on society**, **their affiliation to be a teacher** is great, greater than **belonging to an organisation**, it is a **way of life**, so the teacher feels that the environment supports him because of his work, perception of the profession.
- the impact of the environment on the teacher	- the influence of modern society - the environment supports young people - the environment supports it	
- affiliation to the organisation	- affiliation and motivation - family affiliation - belonging to be a teacher - affiliation to the organisation - belonging to be a teacher	

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4.2 Diary Results

After 22 years of professional experience, the moderator considers herself competent. She notes that her view of teaching has changed depending on her professional experience:

> "Over the years, I have learned a lot and changed my view of teaching in general as well as my teaching. Life experiences have made me who I am today; I have become more competent. Looking back, I'm pleased with my progress. I'm less disappointed in the profession than when I started when I was too idealistic. I am more realistic now. That's important for a teacher. I feel less like I'm failing at work. I'm more competent and, therefore, calmer. The experience affects my perception of professional identity because I am more satisfied with my job after so many years."

The moderator also points out that it is important for her to be competent in teaching. She also mentions satisfaction as the most important quality of a teacher, which she justifies with inner satisfaction and a positive attitude. This is also reflected in the understanding of the teacher's purpose, which is based on the desire to teach students the importance of lifelong learning in addition to the profession and personal satisfaction.

The most important competence of a teacher is knowledge, which determines the teacher and thus influences the professional identity. Immediately following is communication. The moderator explains:

> "In my opinion, to feel good as a teacher, to be sovereign and happy in the end, the most important thing is first to be an expert in your field. /... / Regardless of the professional field, the teacher must have a high level of communication competencies."

She mentions communication as present in all roles and coincides with the teacher's role. She also states that there is no situation in which one is not a teacher and points out the importance of communication. She recognises the added value of a teacher in the joy of teaching, which many miss.

The moderator is aware that as a teacher, she is making changes in the environment; she emphasises responsibility. The environment also affects the teacher and therefore on professional identity, which is reflected in respect, especially towards oneself. Stating:

> "Just as I influence others, so does the environment. When generalising findings about teachers, I sometimes get sad because not all teachers are like that, especially when it comes to generalising negative things. I am aware of my influence, so I handle my work responsibly. I try to take into account the constructive comments of my peers as much as possible so that I can continue to improve in my work. Then I am even more competent. I find the energy for this in the desire to work on myself to strengthen my self-esteem."

She emphasises the sadness of the general disapproval of teachers, but also the possibility of self-improvement and self-respect. At the same time, she emphasises her affiliation with the organisation because of her sense of security.

5 Discussion

5.1 Thesis 1 Discussion

In analysing the interviews and diary entries, we found that even if teachers have little professional experience, as I1 puts it, they experience uncertainty, sovereignty increases with professional experience, to the point of feeling competent (I5 and moderator). Other respondents emphasised the experience of experiencing themselves as teachers and the realisation that knowledge makes a teacher.

Respondents consider the transmission of knowledge important for the teacher (I1, I4), I2 expressed the flexibility of the work; otherwise, it is a way of life (I3) or awareness of the changing society (I5) and competence of the moderator.

The respondents perceive the teacher's important characteristics as knowledge and emotional experience, for I4 only as knowledge, I5 as personality traits, and the moderator as satisfaction.

Also, the purpose of teachers I1 and I2 see as knowledge transfer, I3 and I4 as knowledge for life, the moderator as lifelong learning, and I5 as promoting knowledge for life.

Teachers with little professional experience are insecure because of the lack of professional experience. Sovereignty increases with professional experience, from the experience of feeling like a teacher to the realisation that teachers determine knowledge to a sense of competence. A different perception of one's professional identity is also shown in a study by Douwe Beijaard, Verloop, and Vermunt (2000, p. 749), who found that most teachers' perceptions of their professional identity today differ from those of teachers at the beginning of their careers. Makovec (2018, p. 33) also found that teachers with many years of professional experience feel more qualified for their jobs than teachers with less professional experience. Weinberg, Balgopal, and McMeeking (2021) also highlighted the identities of novice teachers, noting that despite their qualifications, they must step out of their comfort zone and into the field of innovation (p. 99).

A third of the teachers consider the transfer of knowledge necessary; some expressed the flexibility of the work, while others believe that it is a way of life, a matter of awareness of the changing society or a matter of competence. Canrinus et al. (2011, p. 593) wrote that a teacher's professional identity is primarily related to how teachers see themselves, perceive themselves, and interpret themselves in context. On this basis, it is possible to experience competence in your work.

The opinion of all teachers about the quality of the teacher, which is important, is perceived as knowledge and emotional experience, for a single teacher only as knowledge, personality traits and satisfaction. Shapiro (2010, p. 620) also speaks of emotional experiences and the emotional identity associated with them, noting that emotional identity needs to be more widely recognised in schools to become an integral part of learning practices. Understanding the emotional components of a teacher's identity also allows teachers to understand themselves better, noted Zembylas (2003, p. 213). Jiang et al. (2021) also examined the connections between teachers' emotions and their professional identity and emphasised the importance of understanding emotions for teachers' professional identity (p. 1). Understanding the link between identity and emotions is influenced by three processes: (1) the educational process changes, (2) new or multiple professional identities are created, and (3) teachers' emotions within a generation influence the identity itself (p. 17).

One-third of teachers perceive the purpose as the transfer of knowledge, one-third as knowledge for life, individuals as lifelong learning or promoting knowledge for life. What the teacher experiences as purpose is not easy to find, stated Klampfer (2012, p. 7); we certainly have to find reasons why we want to do something the way we do it.

Thesis 1, which states that teachers' perceptions of their professional experience influence their teaching profession's perceptions and experiences, was analysed using interviews and diary entries. In analysing the interviews, we found that less professional experience leads to uneasy feelings about perceptions of the teaching profession. Teachers need to transfer knowledge with little emotional experience; the purpose is felt in the transfer of knowledge, which leads to insecurity in the perception of the teaching profession. More work experience brings more sovereignty, lifestyle and reflection of knowledge in the perception of the teaching profession. Work flexibility is important; it is a way of life and knowledge transfer with more emotional experience. The purpose is perceived as knowledge transfer, including knowledge for life, leading to a more sovereign and knowledge-driven perception of the teaching profession or as a way of life. Much professional experience brings a sense of competence in the perception of the teaching profession, the effect on society along with personality traits is important, the purpose is perceived as promoting the desire for knowledge, leading to a more competent perception of the teaching profession.

Analysing the diary entry, we found that a good one-half of the working life brings a sense of competence with the perception of the teaching profession, competence is vital for the teacher, as well as satisfaction with teaching, which the teacher perceives in the context of lifelong learning. This leads the teacher to a competent experience of the teaching profession.

Based on the interviews and the diary entry analysis, we can say that the teachers in this study believe that their professional experience influences their perception and experience of the teaching profession.

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5.2 Thesis 2 Discussion

Competencies that are important for the teacher are identified as knowledge by all respondents and the moderator, new competencies by respondents I2 and I3, and communication by the moderator.

According to the respondents, the role of the teacher influences other roles according to the personality traits; I5 emphasises the interaction of roles, and the moderator emphasises communication. A personal relationship based on personality traits is when a teacher is not in the role of teacher - this is how I1, I2, I3 see it, while I4, I5 and the moderator think that this is not possible because it is a way of life.

The competencies relevant to the teacher are recognised as knowledge by all respondents. Makovec (2018, p. 135) also found that teachers' expectations are influenced by experience and knowledge and build their professional self-concept on these two elements. The perceived value of an individual teacher depends on their competencies that enable them to provide high-quality knowledge (Al-Mahdi, 2019, p. 37). Two out of five teachers in our research found to have new competencies in addition to knowledge, and individual teachers were found to have new competencies in the area of communication. New competencies result from adapting to societal changes, to which teachers must also adapt (Tapani & Salonen, 2019, p. 255).

According to teachers, the role of the teacher influences other roles depending on personality traits. Makovec (2018, p. 33) also stated that teachers define their professional identity and consequently their role through personality traits. Some of the teachers in our study emphasised role interaction, while others emphasised communication. A personal relationship based on personality traits is when a teacher is not in the role of teacher - this is perceived by one-half of the interviewed teachers in our research, while the other half believe that this is not possible because it is a way of life.

Also, when asked what is important for a teacher, two out of five teachers in our study stated personality traits. These are only one of the factors that understand a teacher's perceptions and influence a teacher's professional development, Tantawy noted (2020, p. 181). Individual teachers emphasised awareness of the impact of society, teacher commitment that this is a way of life, and enjoyment of teaching. The latter is based on teacher job satisfaction, which along with teacher effectiveness, professional engagement, and level of motivation, are indicators of teacher identity (Canrinus et al., 2011, p. 593). Dempsey, Mansfield, and MacCallum (2021) also discussed teacher engagement and suggested that teacher collaboration strongly influences teacher identity, especially early in their careers. Although novice teachers need collaboration the most, they receive it less than they would like (p. 211).

Thesis 2 explored that knowledge is paramount to a teacher's professional identity. In analysing the interviews, we found that due to personality traits, most of the teachers (respondents) hold multiple roles, and they interact with each other, especially the teachers

with more professional experience. All teachers recognised knowledge as a key competency for their professional identity in a teacher's role. Early in their careers and with less teaching experience, teachers also emphasise communication and acquiring new competencies. In addition to knowledge, most teachers mentioned the influence of a personal relationship based on personality traits on professional identity, and teachers with more professional experience point out that the perception of professional identity is a way of life. Teachers specifically mention the influence of contemporary society on them at the beginning of their professional career and consequently the influence on their perception of professional identity based on knowledge as well as the effect of personality traits. Some teachers with mid-career experience recognised the impact of teacher collaboration, which complements knowledge competence and affects their perception of professional identity. In contrast, the teachers with the most professional experience believe that their lifestyle influences their professional identity in addition to knowledge. Knowledge ranks first in professional identity and then with personal relationships, lifestyle, communication, social influence, teacher collaboration, and personality traits.

However, in analysing the diary entry, we found that the teacher has multiple roles interacting with each other because of communication. In addition to communication, the teacher acknowledges the key competence of knowledge, which the moderator believes is the most crucial in a teacher's professional identity. She never perceives that she is not a teacher; she associates the role of a teacher with the pleasure of teaching.

Based on the interviews and the diary entry analysis, we can confirm the second thesis that teachers believe that knowledge is the most important thing for their professional identity.

5.3 Thesis 3 Discussion

Respondents are aware of their influence on society, with I1, I4 and the moderator specifying this by example). All respondents talked about the influence of the environment on the teacher; I2 understands it indirectly as a support for young people, I4 and I5 as a support for the respondent, and as respect by the moderator.

All respondents feel committed to an organisation or organisational work (I1, I3, I4); it also gives the moderator security. I2 stands out from these feelings and places commitment to the organisation second to family, and I5, places commitment to the organisation secondary to being a teacher. Additionally important to the teacher is awareness of the influence of society (I1), personality traits (I2, I4), teacher cooperation (I3), that it is a way of life (I5), and enjoyment of teaching (moderator).

Teachers are aware of their influence on society, with half of the teachers (i.e., three) recognising their influence primarily by example. All teachers in our study confirmed the influence of the environment on them, although this is understood indirectly as support for the young people and not for the teachers. A similar influence of society is also spoken by Maclure (1993, p. 311), who views identity as a place of constant struggle for all, with a

particular focus on teachers, who are experiencing an identity crisis due to the disintegration of the old models of teaching under the pressure of modern society and the economy. Two out of five teachers in our study indirectly understood the influence of the environment as support for them personally, and some recognise it as respect for the individual as a teacher. Fullan and Hargreaves (2012, p. 1) also emphasised that the teacher must be respected as a person and as someone who educates, and not measured only by measurable outcomes.

Most teachers feel a commitment to an organisation or organisational work that provides security for the individual. For some teachers, commitment to an organisation is secondary to family; for others, commitment to an organisation is secondary to being a teacher.

Thesis 3 explored whether teachers believe that the environment influences them by evaluating their role, which affects their professional identity as teachers. In analysing the interviews, we found that teachers with little professional experience influence the environment by example, but the environment expects a great deal and is somewhat hesitant with teachers of little work experience. Teachers feel a sense of commitment to a professional cohort, which motivates them to solve dilemmas they face due to lack of experience. As a result, teachers experience the impact of modern society on themselves and thus on their professional identity. As teachers gain professional experience, they become aware of the impact of contemporary society and are conscious of their responsibilities and their role as role models. They are committed to their family, committed to being a teacher, and committed to the organisation. Some teachers feel that the environment supports young people, others feel the influence of modern society, others already feel supported by the environment - with all this, the environment influences the teacher's identity. Teachers with much professional experience are aware of their influence on society, their commitment to the teaching profession is great, more significant than their commitment to an organisation, it is a way of life, so the teacher feels that the environment supports them because of their work, perception of the profession.

Analysing the diary entries, we found that the teacher is aware that she influences and changes the environment; the environment also influences the teacher, often generalises and is negative. The teacher improves her work and respects herself. She works on herself and feels obligated and belonging to everyone, including the organisation providing her security. The influence of the environment causes changes in the teacher and affects her professional identity.

Based on the analysis of the interviews and the diary entries, we can say that the teachers in our study perceive that the environment influences them by evaluating the role of the teacher, which affects their professional identity.

Awareness of the needs of society brings constant changes that teachers must perceive, recognise, and respond to in the first place. At the same time, it is necessary to choose appropriate strategies to mitigate possible negative consequences, as already pointed out by

Javrh (2011, p. 8). In relation to this study, we can say that each teacher must be aware of their responsibility for professional development, which must be in line with the organisation's strategy in which they are employed. Because change is constantly present, every teacher has to become part of lifelong learning by acquiring formal and non-formal knowledge.

The study's goal on how teachers in higher vocational schools experience their identity was achieved by analysing interviews and diary entries with an exploration of all three theses. Namely, teachers believe that their professional experience influences their perception and experience of the teaching profession. They also believe that knowledge is the most important element for professional identity and that the environment influences them by evaluating the teacher's role, which in turn affects the teacher's professional identity. This is visually represented in Figure 2.

Figure 2. Teacher identity
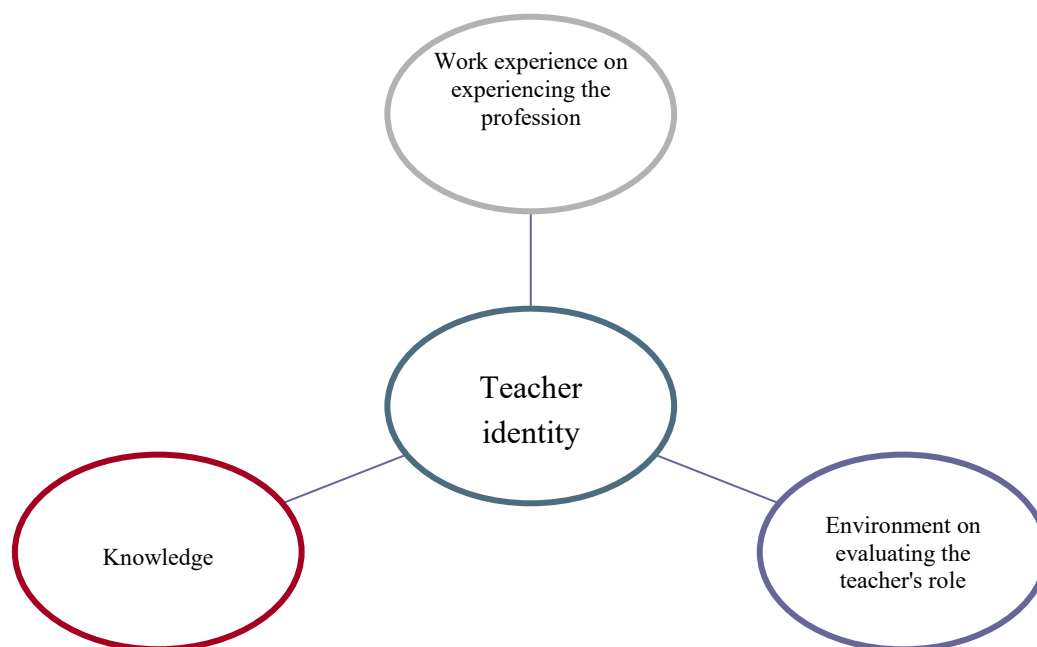
6 Conclusion

The study provides a more in-depth view of the experience of teachers' identity at a vocational college in Slovenia. The study results show that at the beginning of their professional career, with little professional experience, teachers feel inexperienced, which changes from sovereignty to competence as their professional experience increases. Thus, professional

experience has different effects on perceptions of the teaching profession, and thus on professional identity, depending on how many years of professional experience they have. In terms of professional identity, knowledge is most important to teachers, followed by communication and personality traits. Teachers believe that the environment influences them by evaluating the role of the teacher, with teachers initially feeling scepticism about the environment and perceiving support of the environment as their professional experience increases, which affects their professional identity.

The study contributes to the recognition of the teaching profession at a vocational college in Slovenia and identified different practices of experiencing the teaching profession. It also highlighted the importance of not only getting to know teachers but also self-knowledge, through which teachers can constantly grow and develop. As a result, the quality of the educational process and the cultural and educational level of society also increase. In this way, the study contributes to universal excellence.

This study sheds light on a teacher's experience of professional identity in a higher vocational school and the self-recognition or appreciation of the profession. Experiencing the teaching profession provides guidance for educational organisations to improve the situation and provide academic guidelines for teachers to increase the profession's visibility and contribute to a better educational process. Namely, one of the most critical assets of organisations is their employees. The teacher is first and foremost the one who, through recognising their identity, role, purpose and experience, informs the environment and society about the value of their profession. This increases the value of the educational process and, consequently, society's educational and cultural level. The study is limited to literature research conducted in this field since 2010 and accessed databases. The research covers a smaller sample of teachers in the southeast of Slovenia but at the same time opens the possibility of conducting further research on a larger sample covering the entire Slovenian territory. The higher education teachers from vocational colleges included in the study cover different professional fields to cover the broadest possible view of the topic, to take into account different experiences, personality traits, different approaches, opinions of the teachers themselves about the role of teachers in relation to the professional field they cover; each professional field has its own characteristics in teaching.

It is possible to further explore a particular topic in a larger sample through focus groups where interaction among the participants themselves is possible. If these are informed by years of professional experience, additional differences in the experience of teaching relative to professional experience may be revealed.

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Povzetek:
Doživljanje poklicne identitete pri učiteljih na višji strokovni šoli

Ozadje in izvirnost: Na kakovost učnega procesa na višjih strokovnih šolah vpliva tudi zavest doživljanja učiteljeve identitete. Pomembno je ozavestiti, kako identiteta učitelja vpliva na njihovo osebno identiteto in posledično na zadovoljstvo z izbranim poklicem. Namen članka je prispevati k večji prepoznavnosti poklica učitelj na višji strokovni šoli v Sloveniji, prepoznati različne prakse doživljanja učiteljskega poklica in dobiti vpogled v morebitni razkorak med teorijo in prakso. Pomembno ni le spoznavanje učiteljev, ampak tudi samospoznavanje, s pomočjo katerega učitelji lahko nenehno rastejo in napredujejo. Večina izbrane tematike se je posvetila novemu zornemu kotu, in sicer se je osredotočila na zavedanje, da s prepoznavanjem značilnosti identitete učitelja in učiteljskega poklica ter njegovega doživljanja pomembno prispevamo k večji prepoznavnosti poklica učitelj.

Metoda: Za raziskavo smo uporabili različne študije, ki temeljijo na vsebinski analizi različnih člankov iz obstoječe literature tujih in domačih avtorjev. Opravili smo polstrukturirane intervjuje in dnevniški zapis, na temelju kvalitativnega pristopa smo naredili analizo le-teh, pri tem smo uporabili določanje pojmov 3. reda in tematsko mrežo.

Rezultati: Ugotovljeni rezultati raziskave kažejo, da učitelji na začetku svoje profesionalne poti doživljajo neizkušenost, ki s pridobivanjem delovnih izkušenj prehaja od suverenosti do kompetentnosti. Delovne izkušnje vplivajo na dojemanje učiteljskega poklica in s tem poklicne identitete. Pri slednji je učiteljem najpomembnejše znanje, nato komunikacija in osebnostne lastnosti. Učitelji so prepričani, da okolje vpliva nanje z vrednotenjem učiteljeve vloge, pri čemer učitelji na začetku zaznavajo skeptičnost okolja, z večanjem delovnih izkušenj zaznavajo podporo okolja, kar vpliva na njihovo poklicno identiteto.

Družba: Učitelj je v prvi vrsti tisti, ki s prepoznavanjem svoje identitete, vloge, poslanstva in svojega doživljanja okolju in družbi daje vrednost svojemu poklicu. S tem dviguje vrednost izobraževalnemu procesu in posledično dviguje izobraževalni in kulturni nivo družbe.

Omejitve/nadaljnje raziskovanje: Omejili smo se na domače in tuje raziskave, ki so bile že izvedene na tem področju. Raziskava zajema manjši vzorec učiteljev jugovzhodne Slovenije. Ponuja nadaljnje raziskovanje dane tematike na širšem vzorcu v okviru fokusnih skupin, kjer je omogočena interakcija med samimi udeleženci; če se jih oblikuje glede na leta delovnih izkušenj, se lahko pokažejo dodatne razlike v doživljanju učiteljskega poklica glede na delovne izkušnje.

Ključne besede: učitelj, osebnost, identiteta, kompetence, učiteljeva vloga, samospoznavanje poklica, značilnosti in cenjenost poklica, prepoznanost poklica.

Advantages and Disadvantages of Principles of Scientific Management and Lean Organisation

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Abstract

Background and Originality: In this study, I would like to present the advantages and disadvantages of scientific management and lean organisation. I have chosen four factors as the basis for my analysis of the advantages and disadvantages of scientific management and lean organisation: Standardisation of work, training of workers, division of labour, and cooperation between management and workers. From this point of view, the following research questions were developed: How do authors in organisational science view the principles of a lean organisation and the principles of scientific management? And, which of the principles is more useful/valuable for organisations - the principles of lean organisation or the principles of scientific management?

Method: I used text analysis, which involves a critical analysis of different or conflicting perspectives on scientific management and lean organisation principles. The following databases were used: Google Scholar, Springer, and Taylor and Francis databases.

Results: Based on the literature studied, I have found that scientific management was successful because it satisfied most of the needs of the industrial society of the time. On the other hand, scientific management has its limitations and slows down the innovation function in modern industrial society. The principles of lean organisation were supposed to eliminate the shortcomings of scientific management such as lack of motivation, monotonous work, considering people as machines and disregarding human nature. However, our research has shown that standardisation of work, authorisation of workers, lean management, teamwork, and other factors of lean organisation attract similar criticisms to scientific management.

Society: The findings of this article may have theoretical and practical implications for those involved in organisational leadership.

Limitations/ further research: I have covered only the behaviourist aspect in this article. Another limitation was the choice of principles by which I observed the advantages and disadvantages of scientific management and lean organisation. It would be interesting to extend the observation to other aspects and principles.

Keywords: scientific management, lean organisation, standardisation, workers' training, division of labour.

1 Introduction

In the late twentieth century, a global environment developed that fundamentally changed the role of all business organisations. Financial capital gains the main role in the economy, and physical capital is no longer the focus - the goal of the owners of private companies and later public corporations is to invest in any organisation, regardless of its location, that creates added value - a profit. At the level of an organisation, this means that the organisation is designed to

function successfully and create new value even in a complex and global environment that is changing rapidly (Nordström & Riddersträle, 2004, p. 205). Customers' individual needs and desires are changing rapidly, which requires a transformation of the organisation. The focus on production is replaced by a focus on the customer (Ambrož, 2009, p. 53).

At the beginning of the 21st century, human society is increasingly confronted with various crisis states. Possible solutions are revealed in multiple forms of organisation in all fields that are not based on the principles of scientific management. (Ishii, 2013, p. 7314) Soon after World War II, it became clear that an organisation based on the principles of scientific management that promoted mass production was no longer appropriate. Therefore, various organisational concepts emerged that considered the consumer society and focused primarily on the consumer. In the 1960s, Toyota Motor Corporation developed an important new management system implemented by top managers in several manufacturing and service companies. In the early 1970s, the lean organisation concept spread to U.S. organisations and later around the globe (Emiliani, 2006, pp. 167-169). Other authors developed similar organisational concepts. Krafcik (1988, p. 41), for example, introduced a similar concept, which he called the lean concept.

The purpose of this article is to find out which authors from the field of organisational science think that the principles of lean organisation or the principles of scientific management are more useful for organisations. It is interesting that in the global scientific literature, we find authors such as Tang (2017, p. 119), Corbacioglu (2017, p. 81), Ribeiro, (2015, p. 77), Liker (2004, p. 158), Bartezzaghi, (1999, pp. 245-246), Charron, Harrington,Voehl & Wiggin (2015, p. 66) who claim that the management methods based on the concept of scientific management are still strongly present in contemporary postmodern organisations. Therefore, the advantages and disadvantages of one or the other concept are similar. Other authors, such as Ballé (1999, p. 198), Duguid (2015, pp. 6-7), Naruse (1991, p. 41), Jenner (1998, p. 402), and Roser (2017, p. 234), claim that the lean organisation is an independent concept and is not based on scientific management.

I want to create a reference field for future research on organisational approaches in the industry. I have selected only the central principles of scientific management and lean organisation and presented the disadvantages and advantages of these principles. Therefore, it is obligatory to carefully study the principles of both approaches in future research and conduct a detailed comparative analysis. As a basis for the analysis of the advantages and disadvantages of scientific management and lean organisation, I selected four principles of scientific management (Locke, 1982):
- Standardisation of work
- Training of workers
- Division of labour
- Cooperation between management and workers. (p. 15-17)

2 Theoretical framework

2.1   Theory of Scientific Management

At the height of the Industrial Revolution, in the late 20th century, it was difficult for factory owners to monitor the rapidly evolving organisations of modern society. Social conflicts and conflicts within organisations, which erupted in violent confrontations, increased. Some theorists, such as Marx, Weber, and Durkheim, attempted to capture the functioning at the social level with the development of grand theories about society. The organisational theories and models that Durkheim, Toennies, Weber, Fayol, and Taylor developed started from the organisations themselves. F.W. Taylor, the "father of scientific management," was an engineer who contributed significantly to the development of organisational thinking (Locke, 1982, p. 14). He claimed that he could systematically examine each workplace and prepare a set of procedures that would increase worker productivity and satisfaction (Hill & Van Buren, 2018, p. 266; Vijai, Somayaji, Swamy, & Aital 2017, p. 447). He advocated simplification, time study, systematic tests to identify more efficient work performance, and control systems to measure efficiency and rewards (Dalcher, 2017, pp. 2–3; Unterlechner, Meško Štok, & Markič 2009, p. 22). At the beginning of the 20th century, the theory of scientific management was one of the most widely used in Western industrialised countries. It includes scientific methods and theoretical bases for standardising and rationalising production activities (Grachev & Rakitsky, 2013, p. 520).

In developing his scientific management, Taylor assumed that the problem of poor labour efficiency and low wages could be solved for the common good of workers and owners. He established four main principles of organisational efficiency as new guidelines for the work of managers, whom he required to assume certain responsibilities and tasks to understand scientific management fully:

- A scientific study of every movement (including process, operation) of the work, replacing the old rule-of-thumb method
- A systematic selection, training, education and development of each worker,
- Honest cooperation between workers to ensure that the work is done in the best possible way.
- Managers are responsible for how the job gets done, and workers are responsible for getting the job done. (Hodgetts & Greenwood, 1995, p. 218; Turan, 2015, p. 1103)

Kemp (2013, p. 350) noted that scientific management was developed in modern times and perfected in factories until it reached its peak in the 21st century. Thus, Taylor's principles not only fit modern management today, but his principles are a part of it (Bartezzaghi, 1999, p. 232; Naruse, 1991, pp. 34-35). Although Taylor contributed much to management as a science, he was also heavily criticised. The main criticism was related to the fact that he put the human factor in the background (Dalcher, 2017, p. 7; Turan, 2015, p. 1102).

2.2   Lean organisation

The oil crisis and the high imports of Japanese cars to the West have raised the question of the efficiency of car production in the West and the question of the adaptability of this industry to the new circumstances created by the crisis. The testing of the concept of lean organisation in the Western automotive industry has shown that it is more efficient than the methods used by the automotive industry at the time (Holweg, 2007, p. 432).

In the West, J. F. Krafcik was the first to use the term "lean" in its current context in the Sloan Management Review article "Triumph of Lean Production Systems." In the late 1980s, James Womack, founder of the Lean Enterprise Institute and author of "Lean Thinking" and "The Machine that Changed the World," was instrumental in further popularising and eventually establishing the term lean production, which later evolved into the term lean organisation. He was the leader of a research group that created the term "Lean Organisation" to describe the Toyota production concept. According to Bateman, Esain, Massey, Rich and Samuel (2006), the lean organisation is based on the following principles:
- The customer determines the value of the product or service,
- Processes function without downtime,
- Material and information flow without distraction,
- Production is based on customer needs,
- Continuous improvement. (p. 432)

Womack, Jones and Roos (1990, p. 13) and Paez et al. (2004, p. 288) stated that compared to mass production, a lean organisation consumes less of everything: half the human effort in factories, half the production space, half the investment in tools, half the engineering hours to develop a new product, and half the team. Liker (2004, p. 20) stated that the lean organisation was born out of the need for fast, flexible processes that deliver what customers want, when they want it, at the highest quality, and at affordable prices. According to Chauhan & Singh (2012, p. 59), the lean concept emphasises teamwork, continuous training and learning, customised production, mass customisation and batch size reduction, flowing production cells, rapid tool changes, shared productive maintenance, and other techniques. The lean concept describes a modern organisation subject to constant change at all levels. Therefore, Pearce & Pons (2017, p. 10) emphasise that the ultimate goal of the lean concept is a developed learning organisation. Paez et al. (2004, p. 288) described the main characteristics of lean manufacturing based on Womack's appearance before a U.S. Congressional commission in 1994. In his presentation, Womack identified three main characteristics of lean manufacturing that lead to better results. First, lean manufacturing involves a new production philosophy emphasising customer satisfaction and continuous improvement. Second, lean manufacturing involves new organisational techniques for product development, supply chain relationships, production operations, and enterprise-wide coordination. Third, lean manufacturing employs timely, concurrent development and inventory management systems. Jenner (1998, p. 397) viewed the lean organisation as a self-organising dynamic system, which research has shown to be the most

straightforward, creative, and adaptive structure that has emerged in various physical and biological domains.

Critics of the concept of lean organisation claim that the definition of lean organisation itself is vague and confusing and is used to describe very different experiences, even based on conflicting principles and models. A pure lean organisation is more a myth than an accurate representation of actual change processes. According to this view, lean production should not be seen as a break with the previous paradigm, but as a renewal and reinforcement of its characteristic features, such as rigid standardisation, excessive division of labour, the definition of limited roles, short work cycles and hierarchical organisation (Bartezzaghi, 1999, p. 232).

In reviewing the literature, I found that authors attribute both advantages and disadvantages to scientific management and lean organisation. As such, the following research questions were developed:

- How do authors in the field of organisational sciences view the principles of lean organisation and the principles of scientific management? and
- Which of the principles are more useful/valuable to organisations - the principles of lean organisation or the principles of scientific management?

3　Method

An integrative review of the literature from academic databases in Taylor's lean organisation and scientific management was conducted to answer the research questions. I focused on the literature discussing the advantages and disadvantages of scientific management and lean organisation. I then evaluated the advantages and disadvantages of scientific management and lean organisation. An integrative literature review was conducted (see Figure 1) to offer a new perspective on an already known issue (Pautasso, 2013, p. 1; Torraco, 2016, p. 19). Google Scholar, Taylor & Francies, and SpringerLink were used to access relevant literature. The following keywords were used as a starting point for selecting literature:

- Advantages and Disadvantages of Lean Organisation, and
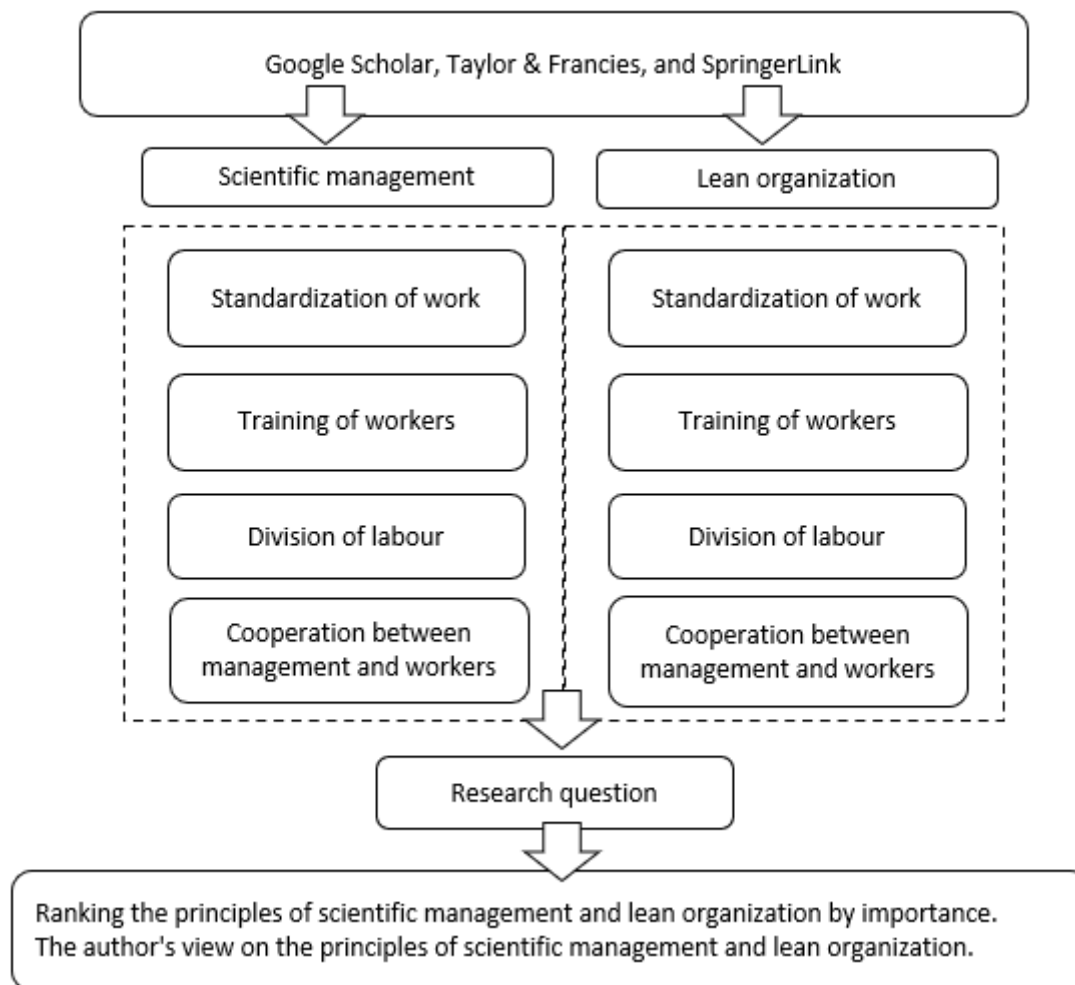- Advantages and Disadvantages of Scientific Management.

Figure 1. Research model

Using the first set of keywords, I searched for articles dealing with the concept of lean organisation and received 24,395 hits. Using the second set of keywords, I focused on articles dealing with the principles of scientific management, and the search yielded 23,322 hits (see Table 1).

Table 1. Results of the literature review by keywords

Database	Keywords	Number of results	Selected results
Taylor & Francis	advantages and disadvantages of a lean organisation	1,082	5
	advantages and disadvantages of scientific management	3,941	9
Google Scholar	advantages and disadvantages of a lean organisation	20,600	26
	advantages and disadvantages of scientific management	17,800	21
SpringerLink	advantages and disadvantages of a lean organisation	2,713	7
	advantages and disadvantages of scientific management	1,581	8

As there were many results (Table 1), I continued the selection based on the following categories: standardisation of work, training of workers, division of labour, cooperation between management and workers. In this way, I was able to narrow down the selection of literature considerably. Then I decided to include the literature in the analysis based on the extent to which the author agreed or disagreed with scientific management and lean organisation principles. As such, 76 units were included in the analysis (see Table 1, column Selected results). See Table 2 for a list of exclusion criteria.

Table 2. Exclusion criteria

Number	Exclusion criterion
1	The article deals with only one of our search terms and not all terms: standardisation of work, training of workers, division of labour, cooperation between management and workers.
2	The abstract does not contain both views: scientific management and lean manufacturing.
3	The article does not offer a comprehensive and clear division of the categories considered: standardisation of work, training of workers, division of labour, cooperation between management and workers.

In the Results section, I present my rating scale (see Table 4 and Table 5) for the importance of each principle, which is based on the literature we analysed and also depended on how much importance the authors themselves attach to each principle. Finally, in the radar chart (see Figure 3), I depict which principles are most important and which are less important for scientific management and lean organisation. I limited my search to the period 1980-2020. I limited the number of materials to 76 units. I was guided by Hammond's (2018, p. 8) argument that the author of the article must find key elements in the literature searched, based on which they then offer the reader new perspectives on the research problem. I used the content analysis

method for a comparative analysis of scientific management and lean organisation principles (Miles & Huberman, 1994).

The validity of the results of this paper is based on our interpretation of secondary data and analysis of previous research and literature. The coded data were checked by three intra-rater checks of the researcher's coding. First, immediately after the completion of the initial coding; second, two months after the initial coding; and the final intra-rater check was done before I started making the radar chart diagram, about three months after the initial coding of the data. We calculated the consistency between the three encodings – reliability. Intra-rater reliability was calculated using the Miles & Huberman intercoder reliability method (Miles & Huberman, 1994, p. 64). Reliability estimates were 92,13%, 91,19% and 97,45, respectively %.

4   Results

As a basis for analysing the advantages and disadvantages of scientific management and lean organisation, the following four principles of scientific management was chosen (Locke, 1982):

- Standardisation of work,
- Training of workers,
- Division of labour,
- Cooperation between management and workers. (p. 15-17)

The abstracts (see Table 3) present the views of various authors on the advantages and disadvantages of scientific management and lean organisation.

Table 3. Evaluation of categories of scientific management and lean organisation

Principles	Approach	Advantages	Disadvantages
Work standardisation	Scientific management	Locke (1982), Carney & Williams (1997), Rossler & Beruvidis, (1994) note that work was not standardised before the introduction of scientific management. Bluedorn (1986), Braverman (1998), Bartezzaghi (1999) & Casey (2002) find that standardisation of work eliminates all irrational ways of working.	Braverman (1998) finds that the standardisation of work is dull and uncreative. Locke (1982), Pruijt (2000) & Adler (1992) believe that extreme specialisation leads to dullness reduces motivation for work and creativity. Koumparoulis & Vlachopoulioti (2012) find that standardised work is not innovative because strict rules constrain it. Simha & Lemak (2010) find that standardised work subordinates the worker and reduces his creative potential.
	Lean organisation	Dennis (2015) believes that standardisation of work is only a starting point for working in the workplace and improves standardised procedures. Liker & Meier (2006) agree with this view but believe that the supervision of the manager is necessary for the first phase of this process.	Forza (1996) finds that the continuous improvement of standardised procedures in lean organisations creates stressful situations that negatively affect work ability. Hasle, Limborg, Kallehave, Klitgaard, & Andersen (2012), Vallas (1999), Prechel (1994) emphasise that

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»continued«		Nicholas (2018) sees standard work as a starting point for process stabilisation. Standard work is further combined into standard combinations that allow the production of each product during the cycle (Monden, 2004).	standardisation of work in lean organisation reduces work autonomy and strengthens centralised decision-making at the top of the organisation.
Training of workers	Scientific management	Bluedorn (1986) claims that scientific management has systematically selected the best workers for a particular job. Hodgetts and Greenwood (1995) think that scientific management is the selection mechanism for choosing the most capable workers. Ambrož (2009) finds that the selection of a worker by a direct manager was an effective way of choosing the best worker.	Dalcher (2017) & Casey (2002) find that scientific management does not consider the worker's personality characteristics. Dalcher (2017) believes that such a way of selecting workers triggered a dropout of professionals. Derksen (2014) believes that scientific management did not pay much attention to worker selection, as it focused primarily on eliminating poor workers.
	Lean organisation	Honold (1997) emphasises the benefits of empowering employees in lean organisations: personal responsibility for success, work autonomy, control over decisions directly related to work, work enrichment and a decentralised organisational structure. Baird & Wang (2010) find that empowered employee performance is an important factor for success in an organisation. Koberg, Boss, Senjem, & Goodman (1999) link empowered employee performance with workplace satisfaction.	Vidal (2007) claims that new responsibilities and empowered performance of employees cause stressful situations. Employees experience this as a burden and not as a challenge that does not contribute to job satisfaction. Vallas (1999) finds that modern organisations prioritise top professionals, which neglects other employees in the organisation. Knowledge is centralised due to this way of choosing (Bouville & Alis, 2014). Vidal (2006) find that teamwork and direct responsibility increase employee stress.
Division of labor	Scientific management	Simha and Lemak (2010) find that according to the principles of scientific management, the worker is responsible for the work done by the goals of the organisation. Professionals and other support staff are responsible for planning and preparing work, thus enabling less-skilled workers to do their job efficiently and successfully. Unterlechner, Meško Štok & Markič (2009) emphasise the importance of taking into account the ideas, concepts and experiences of employees in the process of preparing work in scientific management.	Adler and Borys (1996) believe that scientific management stifles creativity, encourages dissatisfaction, and demotivates employees. Braverman (1998) finds that the division of work between planning and implementation hinders the understanding of processes in an organisation. Ambrož (2009) warns that the division of labour in scientific management often indicates a slave relationship between the management and workers.
»continued«	Lean organisation	Styhre (2001) notes that Kaizen strengthens trust between the management and employees. Kaizen is a method by which new	Boje and Winsor (1993) find that teamwork and employee empowerment and participation are TQM and Kaizen, only a

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		ideas and views on how to work in production can be created. It encourages the creative functioning of the individual and continuous improvement and ensures the achievement of the organisation's goals at the group level and at the organisation level Ambrož (2009). Vo, Kongar & Suárez Barraza (2019) believe that Kaizen is a philosophy that can significantly improve. Powell (1995) attributes the impact on customer and stakeholder satisfaction, on the quality of internal communication, on problem-solving, on greater commitment and motivation of employees and on reducing costs to the Total Quality Management method.	subtle method of employee supervision that is no different from supervision in scientific management. Kaizen consistently pursues the meticulous task execution based on rules set by the management. Coriot (1980) thinks that the concept of lean organisation envisages only a different, a group way of controlling the employees compared to scientific management, which controls the individual. Fallah Ebrahimi, Wei Chong & Hosseini Rad (2014) find that the employees' level of stress boosts with increasing level of involvement in decision-making. Powell (1995) warns that the use of the TQM model is based on a large financial investment for education, a large expenditure of time, requires more administration and more formal procedures. TQM works effectively if employees are above-averagely committed to work and focus more on the process than on the results.
Cooperation between the management and workers	Scientific management	Ferleger and Lavallee (2015) find that scientific management reduces the conflict that arises from payment relationships in an organisation by linking the payment to the effort a worker puts into his work. Another advantage of scientific management is the support staff that helps the worker to operate at the highest possible level (Tadajewski & Jones, 2012). Brogan (2011) also emphasise the importance of assistance of a superior manager to a worker in performing his tasks. Turan (2015) also positively assesses the principle of scientific management, which stems from the finding that the employer must link his long-term existence with the well-being of the workers.	Duguid (2015) finds that the help of an operational manager means that people in scientific management system are just one of the resources equivalent to machines and equipment and nothing more. Braverman (1998) believes that sincere participation is questionable because the worker was not allowed to participate in planning his work process. Wagner-Tsukamoto (2008) adds that sincere cooperation between the management and the employees is not possible even at the behavioural, organisational, and psychological level, as the system operates in one-way according to the principles of bureaucratic organisation.

»to be continued«

»continued«

		Forrester (1995), Dibia, Nath & Onuh (2014) find that collaboration at the group level connects the goals of the organisation. Forza (1996) finds that leadership that operates on the principles of lean organisation involves workers in problem solving, which has a positive impact on organisation's business.	Chason (2005) finds that a lean organisation does not allow workers to participate properly in decision-making because it is more apparent. Barker (1993), Smith (1996) link only group organisation to coordinated supervision, which is more subtle but powerful form than a traditional bureaucratic oversight.
	Lean organisation		

I developed a scale to rate the strengths and weaknesses of scientific management and lean organisation (see Table 4). The scale in Table 4 shows the value of each evaluation category to facilitate ranking the importance of each principle by scientific management and lean organisation. Based on the analysis of the texts read, ratings were given to each principle to then compare scientific management and lean organisation.

Table 4. Evaluation scale of advantages and disadvantages of scientific management and lean organisation

Scale	Category	Category
1	Very low advantage	Very low disadvantage
2	Low advantage	Low disadvantage
3	Medium advantage	Medium disadvantage
4	High advantage	High disadvantage
5	Very high advantage	Very high disadvantage

The ratings for each principle are shown in Table 5. The radar chart would look slightly different and would depend on the rating of another author of the literature studied.

Table 5. Weights of advantages and disadvantages of scientific management and lean organisation

Categories	Scientific management		Lean organisation	
	Advantages	Disadvantages	Advantages	Disadvantages
Work standardisation	5	3	3	4
Training of workers	5	2	4	2
Division of labour	4	1	3	3
Cooperation between management and workers	3	2	5	1

Based on the results, a radar diagram was created (see Figure 3) showing the dimensions of the strengths and weaknesses of scientific management and lean organisation. In this diagram, each principle is ranked according to the ratings given on the basis of the literature examined. In scientific management, there are four principles, selected according to their importance and ordered as follows: standardisation, training of workers, division of labour, cooperation between management and workers. In a lean organisation, the four selected principles are

ordered in terms of their advantages and disadvantages as follows: cooperation between management and workers, training of workers, division of labour, standardisation
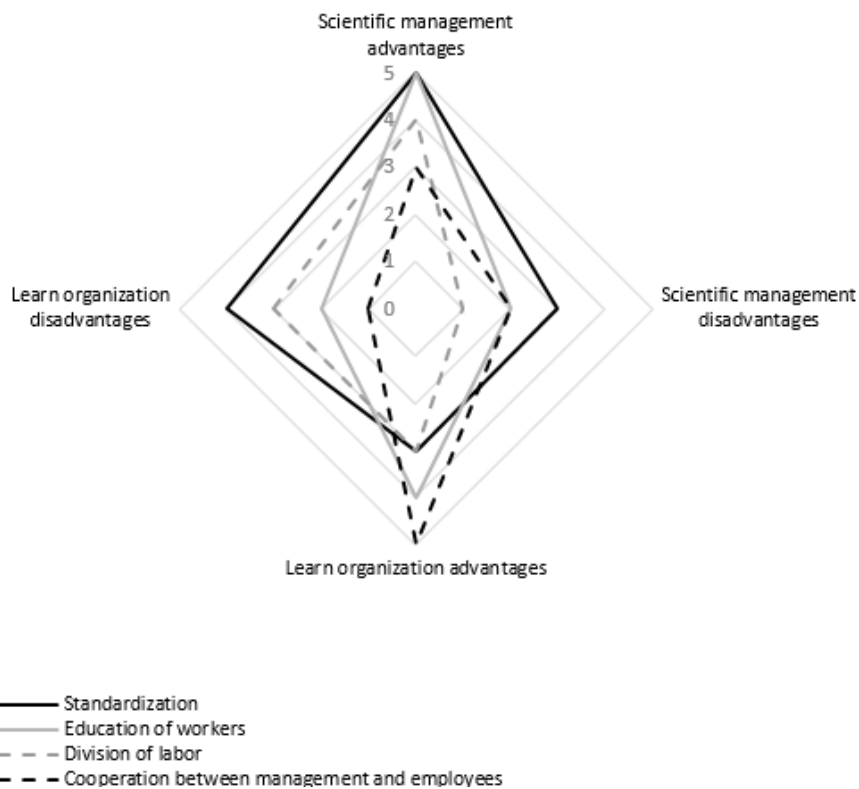

Figure 3. The dimensions of advantages and disadvantages of scientific management and lean organisation.

5   Discussion and Conlusion

In scientific management, there are four principles (see Figure 3), selected according to their importance and ordered as follows:
1. Standardisation, training of workers
2. Division of labour
3. Cooperation between management and workers.

In a lean organisation, the four selected principles (see Figure 3) are ordered in terms of their advantages and disadvantages as follows.
1. Cooperation between management and workers
2. Training of workers
3. Division of labour, standardisation

In the graph (Figure 3), the main advantages of scientific management are standardisation and worker training. This stems from the fact that at the time of the emergence of scientific management in the United States in the late nineteenth century, the workforce was largely made up of newcomers from Europe who did not speak English well (Olson, 2016, p. 10). Each had his own tools and used them in their own way. In lean organisations, however, excessive standardisation kills employee creativity (Hasle et al., 2012, p. 635; Prechel, 1994, p. 723) Figure 3 shows that in lean organisations, collaboration between management and employees is most important. This is logical because one of the foundations of a lean organisation is decentralising decision making and empowering employees when it comes to operational issues (Forza, 1996; Forrester, 1995; Dibia, Nath & Onuh, 2014). Employees are the first to notice deviations from the norm and know best about common breakdowns and disruptions.

Based on the ranking of the individual principles in Figure 3, both scientific management and lean organisation have certain advantages and disadvantages. It follows that it is not possible to give preference to one concept or the other. To answer the research question, we cannot conclude from the analysed literature which of the principles most authors tend to. There are authors such as Ballé (1999, p. 198), Duguid (2015, pp. 6-7), Naruse (1991, p. 41), Jenner (1998, p. 402), and Roser (2017, p. 234) who emphasise the advantages of lean organisation principles and others such as Tang (2017, p. 119), Corbacioglu (2017, p. 81), Ribeiro, (2015, p. 77), Liker (2004, p. 158), Bartezzaghi, (1999, pp. 245-246), Charron, Harrington, Voehl, and Wiggin (2015, p. 66), who give priority to the principles of scientific management.

Scientific management was successful when it was introduced because it met most of the needs of the industrial society of the time (Hodgetts & Greenwood, 1995). It greatly improved the efficiency of hierarchy, reduced the abuse of power, and developed a rational way of organising work that simplified tasks to the point where anyone could perform them (Pinchot & Pinchot, 1993). Modern times require a new way of thinking and perfecting the old way of thinking.

Environments are becoming more complex and, as a result, organisations are becoming flatter, stratified, networked, flexible, and with fuzzy boundaries.

Standardisation of work, training of workers, division of labour, and cooperation between management and workers are factors present in scientific management and lean organisation. However, the contribution of each factor to the success of one concept or the other varies. The extent to which each of the above factors has influenced the success of scientific management and the lean organisation concept depends largely on when both concepts were developed. At the time of the emergence of scientific management in the late 19th century, the social situation was different than it is today. The vast majority of workers were illiterate and production workers were more familiar with work processes than managers (Tailor, 1996). Given this social condition, the application of standardisation of work, division of labour, training of workers, and cooperation between management and workers had led to a remarkable improvement of results in organisations (Hodgetts & Greenwood, 2017, p. 218). Throughout history and up to the present day, the social environment has changed and so has the influence of each of these factors on the organisation's success. In the present time we have a different social situation than when scientific management was born. We have a regulated legislation, which regulates the relations between employers and employees (OECD), there is practically no illiteracy (World Population Review), the market is very demanding and oversaturated with universal goods (Füller& Matzler, 2008, p. 116). As we can see, the situation at the time of the emergence of scientific management and lean organisation was very different, so the impact and importance of the factors of standardisation of work, training of workers, division of labour and cooperation between management and workers on the success of one or the other concept are different (Hodgetts & Greenwood, 2017, p. 218) .

The four principles of scientific management, i.e. standardisation of work, training of workers, division of labour, cooperation between management and workers, which are also included in a lean organisation, have never been an obstacle or an advantage to the economic success of an organisation. The problem lies in the actual implementation and application of the principles of one concept or another in practise. For example, Taylor's principle of standardisation is no different from the standardisation of work in a lean organisation. Both principles, when applied judiciously as explained in one concept or the other, will lead to similar success. From the perspective of the four principles mentioned above, against which we have evaluated both concepts, it follows that it does not matter which concept is used for the organisation's success. What is important is the correct implementation of these principles in both concepts. The differences between the two concepts arise mainly from the historical context in which they both emerged. The social, political, and societal conditions at the end of the nineteenth century, when scientific management emerged, and those at the end of the twentieth century, when lean organisation began to spread, differ significantly.

The contribution of the findings to the science and profession of management is the synthesis of the advantages and disadvantages of scientific management and lean organisation. In this

study, I limited myself to four selected factors, and it would be interesting to extend the analysis to other important factors. It would be interesting to conduct a similar study in reverse, that is, to compare the weaknesses and strengths of scientific management and lean organisation using the principles of lean organisation. I am aware that the assessment of the views of the studied authors is subjective and that this is an important limitation of my research. An important aspect that influenced the research results are selected databases in which I searched for articles. Expanding the databases would probably give different results. I have tried to overcome the above limitations by using intra-rater reliability and by including as many studies from three databases as possible. The study could be replicated and would yield similar results if the author used the rating scale as shown in Table 4.

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Povzetek:
Prednosti in slabosti znanstvenega menedžmenta in vitke organizacije

Ozadje in izvirnost: V tej študiji bi rad predstavil prednosti in slabosti znanstvenega menedžmenta in vitke organizacije. Za osnovo za analizo prednosti in slabosti znanstvenega vodenja in vitke organizacije sem izbral štiri dejavnike: standardizacijo dela, usposabljanje delavcev, delitev dela ter sodelovanje med vodstvom in delavci. S tega vidika so se razvila naslednja raziskovalna vprašanja: Kako avtorji v organizacijski znanosti gledajo na načela vitke organizacije in načela znanstvenega menedžmenta? Katera od načel je bolj uporabna/dragocena za organizacije – načela vitke organizacije ali načela znanstvenega menedžmenta?

Metoda: Uporabil sem analizo besedila, ki vključuje kritično analizo različnih ali nasprotujočih si pogledov na znanstveno upravljanje in načela vitke organizacije. Uporabljene so bile naslednje baze podatkov: baze podatkov Google Scholar, Springer ter Taylor in Francis.

Rezultati: Na podlagi preučene literature smo ugotovili, da je bilo znanstveno upravljanje uspešno, saj je zadovoljevalo večino potreb takratne industrijske družbe. Po drugi strani ima znanstveno upravljanje omejitve in upočasnjuje inovativno funkcijo v sodobni industrijski družbi. Načela vitke organizacije naj bi zavrnila pomanjkljivosti znanstvenega menedžmenta, kot so pomanjkanje motivacije, monotono delo, opazovanje človeka kot stroja in neskladnost s človekovo naravo. Izkazalo pa se je, da so tudi standardizacija dela, avtorizacija delavcev, vitko upravljanje, timsko delo in drugi dejavniki vitke organizacije poželi podobne kritike kot znanstveni menedžment.

Družba: Ugotovitve tega članka imajo lahko teoretične in praktične posledice za tiste, ki so vključeni v vodenje organizacij.

Omejitve/nadaljnje raziskovanje: V članku smo obravnavali le vedenjski vidik. Druga omejitev so izbrana načela, s katerimi smo opazovali prednosti in slabosti znanstvenega menedžmenta in vitke organizacije. Zanimivo bi bilo opazovanje razširiti na druge vidike in načela.

Ključne besede: znanstveno vodenje, vitka organizacija, standardizacija, izobraževanje delavcev, delitev dela.

Pregled značilnosti in analiza razlik med generacijskimi skupinami

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Povzetek

Ozadje in izvirnost: Namen raziskave je poiskati in pregledati literaturo s področja razlikovanja, dela in motivacije različnih generacijskih skupin. Zanimajo nas mnenja in rezultati različnih študij po posameznih interesnih področjih. Osredotočili se bomo na značilnosti posameznih generacijskih skupin ter na delo in motivacijo posameznikov znotraj posameznih generacijskih skupin. Zanima nas, ali dejansko obstajajo razlike med posamezniki znotraj generacijskih skupin, ali pa so to le posplošene značilnosti oz. stereotipi. Članek ponuja vpogled v raziskave različnih avtorjev; v pregledu literature predstavi mnenja in izsledke preteklih raziskav, v rezultatih pa predstavi ugotovitve nedavnih raziskav ter opredeli raziskovalna vprašanja za nadaljnje raziskovanje povezav med značilnostmi, delom in motivacijo članov posameznih generacijskih skupin. V pregledu je bila zajeta literatura preteklih deset let. Študija ponuja okvir vzorca iskanja, analize in pregleda literature, ki temelji na obstoječih raziskavah ter formiranja raziskovalnih vprašanj na temo raziskave.

Metoda: Raziskava temelji na sistematičnem pregledu člankov, ki smo jih iskali po različnih bazah Scopus, SpringerLink in ScienceDirect. Za iskanje smo uporabili ključne besede in različne kombinacije med njimi. Pregledali smo obstoječo svetovno literaturo od leta 2011 dalje. Uporabili smo samo znanstvene, strokovne članke, ki vsebujejo rezultate raziskav značilnosti, dela in motivacije generacijskih skupin. Za analizo in primerjavo izsledkov smo uporabili 37 člankov različnih avtorjev. Rezultate smo tabelarično prikazali glede na zastavljeno raziskovalno vprašanje, zanesljivost rezultatov pa preverili z intra ocenjevanjem avtorja, torej z izvedbo dveh ločenih časovnih točk v razmiku štirinajst dni. Z deduktivno metodo smo iz zaznanih teoretičnih osnov oblikovali posamezne sklepe, ki pa smo jih z induktivnim sklepanjem poskušali potrditi oz. ovreči.

Rezultati: Rezultati posameznih študij avtorjev potrjujejo, da se ugotovitve v veliki meri skladajo s teoretičnimi osnovami, ki opisujejo značilnosti in vrednote posameznih generacijskih skupin. Za posamezne generacijske skupine so nekatere značilnosti in vrednote različne, obstajajo pa tudi take, ki so značilne za vse generacijske skupine. Raziskava je pokazala, da obstajajo tako razlike med generacijskimi skupinami, kot tudi med posamezniki znotraj generacijskih skupin. Nekateri raziskovalci so dokazali, da obstajajo razlike povezane z generacijskimi skupinami, medtem ko drugi trdijo, da so te, če že obstajajo, posledica okoliščin in drugih dejavnikov. Tako je pri vrednotenju rezultatov potrebno biti zelo previden, da vrednotimo le tisto, kar je dejansko značilno za posamezne generacijske skupine in ne zapademo stereotipom o generacijskih skupinah.

Družba: Članek prinaša povzetek rezultatov in dognanj avtorjev s področja raziskovanja značilnosti in motiviranja generacijskih skupin. V članku smo skušali združiti dognanja in pripraviti osnovo za razumevanje značilnosti ter ravnanja posameznikov znotraj generacijskih skupin. Tako bi organizacije in širša družba dobili vpogled v značilnosti zaposlenih ter morebitne razlike med posamezniki različnih generacijskih skupin.

Omejitve/nadaljnje raziskovanje: Raziskava je omejena na rezultate tujih avtorjev, ki prikazujejo stanje v svojem okolju. Ker se okolja in države med seboj razlikujejo, prihaja do različnih rezultatov, ki so plod različnih obdobij in razvoja v posamezni državi. Smiselno bi bilo raziskati, kako so stili vodenja povezani z različnimi generacijskimi skupinami in osebnostnimi lastnosti pri nas v Sloveniji

oz. v ožji regiji, kako vplivajo na motivacijo zaposlenih iz posameznih skupin in ali so rezultati primerljivi s tistimi, ki smo jih prikazali v članku.

Ključne besede: vodenje, generacijska skupina, delovne vrednote, motivacija, stereotip.

1   Uvod

Današnje delovno okolje se zaradi globalizacije, digitalizacije in ostalih trendov nenehno spreminja in se intenzivno prilagaja okolju delovanja organizacije. Medtem pa se člani različnih generacijskih skupin vse bolj mešajo, kar povzroča velike izzive vodjem organizacij. Številna vprašanja in izzivi, ki se porajajo ob tem so, kako se spopadati z ljudmi, ki imajo različne vrednote oz. poglede na svet, kako voditi ljudi, ki imajo drugačne poglede na življenje in nenazadnje kako uspešno voditi organizacijo, ne da bi ob tem pozabili na edinstvenost ljudi v organizaciji. (Suomaki, Kianto, & Vanhala, 2019, str. 1)

Generacije so opredeljene kot skupine ljudi, rojene znotraj določenega časovnega obdobja in odraščajo v istem zgodovinskem ter družbeno kulturnem obdobju. Deležni so istih gospodarskih razmer, svetovnih dogodkov, naravnih nesreč, tehnologije, kulture ter tako razvijejo temeljne vrednote, ki se razlikujejo od vrednot drugih generacij. (De Wall, Peters, & Broekhuizen, 2016, str. 86)

Vrednote so pomembne pri usmerjanju vedenja in izboljšanju motivacije za delo. Organizacijske vrednote morajo biti sposobne zadovoljiti potrebe različnih zaposlenih in organizacije morajo zaposlenim pojasniti svoje delovne vrednote in pričakovanja. (Cennamo & Gardner, 2008, str. 904).

V literaturi je zaslediti, da razlike med generacijami vplivajo na vse vidike upravljanja z ljudmi, tako na zaposlovanje, usposabljanje, razvoj kariere, nagrajevanje in dogovore pri delu, kot tudi na stile vodenja ter konflikte na delovnem mestu (Parry & Urwin, 2011, str. 80).

Raziskave generacijskih razlik so priljubljena tema za pridobivanje medijske pozornosti, zato so dovzetne za pretiravanje in redukcionizem. Prizadevati si moramo za uravnotežen in kritičen pristop k razlagi in interpretaciji ter prenehati ohranjati neutemeljene stereotipe. (Lyons & Kuron, 2014, str. 153)

Namen naloge je kritično pregledati literaturo s področja razlikovanja generacij. Naš cilj je dokumentirati teoretične osnove in empirične dokaze obstoja medgeneracijskih razlik, ki bi pojasnile oz. ovrgle okvire za generacijsko segmentacijo ljudi.

2   Teoretična izhodišča

2.1 Generacijske skupine

Ažman, Ruzzier in Škerlavaj (2014, str. 34) v svojem delu navajajo, da je generacije opredelil že Karl Manheim, Opredelil jih je kot skupine posameznikov, ki imajo podoben pogled na svet, kar pa je posledica življenja, odraščanja, izpostavljenosti istim zgodovinskim in socialnim

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dogodkom v enakem časovnem obdobju. Ko se spreminjajo zgodovinski in socialni dogodki, tako se pojavljajo in spreminjajo tudi generacijske meje.

V slovarju slovenskega knjižnega jezika je pojem Generacija opisan kot »ljudje približno iste starosti, ki živijo v istem času in imajo podobne interese ali nazore, rod«.

Pripadnike posamezne generacijske skupine opredeljuje, da cenijo in se zavedajo dogodkov, ki so skupni generaciji (Crumpacker & Crumpacker, 2007, str. 351). Različne raziskave so pokazale, da vrednote in stališča posameznikov znotraj generacije vplivajo na generacijsko vedenje pri delu (King, Murillo, & Lee, 2017, str. 94).

Generacije delimo na (Zemke, Raines, & Filipczak, 1999, str. 30):
- Generacija veteranov, rojeni med 1922 in 1943 (vplivi in spomini so povezani z 2. svetovno vojno).
- Generacija otrok blaginje, rojeni med 1943 in 1960 (baby boom generacija, vzgojeni v času priložnosti, napredka in optimizma).
- Generacija X, rojeni med 1960 in 1980 (generacija postarana v senci baby boom generacije in vzponu azijskih tigrov).
- Generacija Y, rojeni med 1980 in 1995 (rojeni v času visoke tehnologije in modernega optimizma).

Tang (2019, str. 22) navaja, da se v ameriškem kontekstu generacije delijo na tiho generacijo (rojeni med 1928 in 1945), baby boom generacijo (rojeni med 1944 in 1964), generacijo X (rojeni med 1965 in 1980), generacijo Y (rojeni med 1981 in 1995) ter generacijo Z (rojeni po letu 1995).

V Sloveniji so generacije opredeljene kot: generacija otrok blaginje, rojeni med 1943 in 1960, generacija X, rojeni med 1961 in 1980 in generacija Y, rojeni med 1981 in 2000 (Erjavšek, 2005, str. 58-59). Novak (2007, str. 32) dodaja, da rojstne letnice, ki opredeljujejo generacije lahko nihajo, da pa se pri nas v Sloveniji uporablja podobna sistematizacija, kot so jo v svojem delu opredelili Zemke, Raines in Filipczak (1999).

Pojmovanje »generacija« se uporablja v zgodovinskih, družbenih vedah, kot so demografija, sociologija, politologija, medtem ko izraz »kohorta« pogosteje uporabljajo demografi, z njim pa označujejo člane določene populacije v določenem časovnem obdobju (Cavalli, 2004, str. 156). Generacija je opredeljena kot skupina, kateri je skupna letnica rojstva, lokacija in pomembni življenjski dogodki, med začetkom in koncem generacije pa je med 5 – 7 let (Kupperschmidt, 2000, str. 66). Generacijska skupina, ki jo pogosto imenujemo kohorta, vključuje tiste posameznike, ki si delijo iste zgodovinske ali družbene življenjske izkušnje in so razmeroma stabilne v času njihovega življenja (Smola & Sutton, 2002, str. 364). Kohorto lahko ustvari kakršenkoli dogodek, če je ta dogodek rojstvo, potem govorimo o rojstnih kohortah, torej o posameznikih rojenih v istem letu (Cavalli, 2004, str. 156). Vendar pa se lahko

izraz kohorta uporablja tudi za bolj splošno označevanje generacijskih razlik, ki v isto skupino vključuje večje število rojstnih letnikov (Twenge & Campbell, 2001, str. 322).

Parry & Urwin (2011, str. 81) v svojem delu opisujeta, da je pomen generacij v tem, da jih jemljemo kot vodilo za razumevanje strukture družbenih in intelektualnih gibanj.

Kultura je niz skupnih vrednot, prepričanj, stališč in logičnih procesov, ki se nenehno razvijajo in zagotavljajo ljudem določene družbene skupine, da razmišljajo, delujejo, zaznavajo, sklepajo in komunicirajo. Kulturna sprememba je stalen evolucijski proces, ki vključuje spremembe prioritet vrednot, tako na ravni posameznika, kot tudi družbe (Egri & Ralston, 2004, str. 210).

Obstoj generacij po Mannheimu (1952) je možen preko petih družbenih značilnosti (Parry & Urwin, 2011, str. 81):
- nastajanje novih udeležencev v kulturnem procesu,
- stalno izginjanje nekdanjih udeležencev,
- člani generacije lahko delujejo samo v časovno omejenem zgodovinskem procesu,
- kulturna dediščina se mora prenašati,
- prehod iz generacije v generacijo je stalen.

2.2 Značilnosti generacijskih skupin

Generacija veteranov, rojeni med 1922 in 1943:

Pripadniki so disciplinirani in požrtvovalni, saj so odraščali v času ekonomske krize. Dolžnost jim pomeni več kot pa užitek in verjamejo, da je vztrajnost njihova nagrada. So delavni, zvesti, na delo pa gledajo kot na obveznost in so mu maksimalno posvečeni. Vzgojeni so bili v strogosti in disciplini, razvajenosti pa niso poznali. V otroštvu jih je zaznamovala druga svetovna vojna. Za pomembno vrednoto imajo veliko in močno družino, saj je bilo njihovo obdobje zaznamovano z močno pripadnostjo državi, vojski in družini. (AARP, 2007, str. 7)

Ob tem Zemke, Raines in Filipczak (1999, str. 30) v svojem delu navajajo, da so trdo delo, spoštovanje avtoritete, spoštovanje pravil, predanost, nagrada za delo, žrtvovanje in čast glavne vrednote veteranov. Goldman in Schmalz (2006, str. 160) pa poleg omenjenih, dodata še varčnost in hitro delo, kot pomembni vrednoti generacije veteranov. Novak (2007, str. 31) pa doda, da sta bila za generacijo pomembna solidarnost in timsko delo, ki sta bila pogoj za preživetje v tistem času.

Generacija otrok blaginje, rojeni med 1943 in 1960:

Člani generacije so odraščali v obdobju po 2. svetovni vojni, v močnih družinah in z materami, ki so ostajale doma. To je bilo obdobje ekonomskega razcveta, priložnosti, napredka in močnega optimizma. (Ažman, Ruzzier, & Škerlavaj, 2014, str. 36)

Novak (2007, str. 31) dodaja, da je bilo to obdobje ekonomske stabilnosti in blaginje. Krediti so bili dosegljivi vsakomur, ekonomski standard pa se je zvišal. Obdobje je zaznamovala

televizija, študentski upori, ameriški filmi in nadaljevanke, na domačem območju pa je, v času socializma, življenje potekalo mirno in pod nadzorom. Prisoten je bil avtoritativen način vzgoje, ki pa je iz leta v leto slabel.

Člani generacije se osredotočajo na osebne dosežke, so optimistični in tekmovalni ter se radi počutijo cenjene in potrebne. So deloholiki, delo pogosto nosijo domov in nimajo ravnotežja med delom ter privatnim življenjem, mnogi od njih pa so za kariero pripravljeni žrtvovati svoje privatno življenje. (Ažman, Ruzzier, & Škerlavaj, 2014, str. 36)

Obdobje je zaznamovala izredno visoka rodnost, kar se lahko pripiše tudi razvoju medicine, saj je le ta poskrbela za zmanjšanje umrljivosti pri porodih. Otroci niso bili samo neizbežno dejstvo in bodoča delovna sila, temveč je bila vzgoja otrok dejansko užitek. (Zemke, Raines & Filipczak, 1999, str. 30)

Vrednote, ki so pomembne tej generaciji so optimizem, osebna zadovoljitev in izpolnitev, vključenost in timska naravnanost, učinkovito delovanje ter kupi zdaj in plačaj kasneje (Goldman & Schmalz, 2006, str. 160). Zemke, Raines in Filipczak (1999, str. 30) dodajo, da med pomembne vrednote te generacije sodijo še zdravje in zdrav način dela, osebna rast ter udeležba pri upravljanju.

Generacija X, rojeni med 1960 in 1980:

Člani te generacije so se rodili in živeli v času, ko je vladala recesija, inflacija in stagflacija. Kot otroci so se učili in poslušali svoje starše, ki so bili zaskrbljeni zaradi stanja v katerem so živeli. Vloga žensk se je spremenila in mnoge so pričele z delom zunaj doma. Skoraj vsi v generaciji X so bili prizadeti oz. povezani z ločitvami v družinah, če se niso ločili starši pa se je nekdo od sorodstva oz. prijateljev. Člani te generacije so bili prisiljeni poskrbeti zase in so previdni pri obljubljanju na vseh področjih. (AARP, 2007, str. 12)

V Sloveniji je generacijo X zaznamovala tranzicija, torej prehod iz socializma v otroštvu, v kapitalizem v dobi odraščanja. V tem času so propadala velika socialistična podjetja in zaposlitev kar naenkrat ni bila več varna. S prihodom osebnega računalnika se je spremenila narava dela, internet pa je že nakazoval globalni vpliv. (Novak, 2007, str. 31)

Vrednote pripadnikov generacije X so negotovost, zaupanje vase, osredotočanje in zanašanje nase, tehnična pismenost, raznolikost, vtikanje v druge zadeve, zabava, živi za danes, neformalnost ter varčevanje (Goldman & Schmalz, 2006, str. 161). Poleg naštetih pa Zemke, Raines in Filipczak (1999, str. 31), kot glavne vrednote opredelijo še globalno razmišljanje, pragmatizem, uravnoteženost in tehnološko izobraženost.

Generacija Y, rojeni med 1980 in 1995:

Člani te generacije so otroci baby boom generacije in je zato največja generacija po generaciji otrok blaginje. Starši so jim namenjali veliko pozornosti in jim popuščali, kar se odraža v njihovi samozavesti. (Ažman, Ruzzier, & Škerlavaj, 2014, str. 38)

Otroci generacije Y so bili od vseh generacij najbolj zaposleni, odraščali so skupaj s tehnologijo, starši pa so jih postavljali na prvo mesto in igrali njihove zastopnike (AARP, 2007, str. 13). Novak (2007, str. 32) opisuje, da so zaradi stika s sodobno tehnologijo miselno fleksibilnejši od starejših generacij, označuje pa jih radovednost, učinkovitost, učljivost, ustvarjalnost, prilagodljivost, odprtost do drugačnih ter sposobnost početi več stvari naenkrat. Imajo pa nekatere slabosti kot so nepotrpežljivost, zdolgočasenost, apatičnost, neobčutljivost ter nenehno potrebo po dogajanju in zabavi.

Zemke, Raines in Filipczak (1999, str. 31), kot glavne vrednote generacije Y opredelijo samozavest, optimizem, dosežke, družabnost, raznolikost, etiko in civilno dolžnost. Ob naštetih pa Goldman in Schmalz (2006, str. 161) dodata še naslednje vrednote: zaupanje, narediti točno tisto kar zahtevajo in zaslužiti, da lahko potem trošiš.

Generacija Z, rojeni po letu 1995:

Tang (2019, str. 23) ugotavlja, da veljajo za bolj samozavestne, samo promocijsko naravnane in poklicno individualistične kot katera koli druga generacija pred njimi.

So praktični, prej inteligentni kot modri in radi prevzamejo vodstvo, saj so pogumni. So bolj nestrpni in okretnejši od njihovih predhodnikov in nenehno iščejo nove izzive in impulze. Ne bojijo se nenehnih sprememb in imajo zaradi internetnega sveta, veliko informacij, a samo za določene namene. Raje pošiljajo sporočila kot pa verbalno komunicirajo, timsko delo pa jim odgovarja, če je v virtualnem formatu. (Bencsik, Horváth-Csikós, & Juhász, 2016, str. 93)

Generacija Z je močno individualistična, s pomanjkanjem komunikacije iz oči v oči ter s pomanjkanjem strpnosti do togih hierarhičnih struktur (Turner, 2015, str. 109-110).

Tapscott (2009, str. 16) poleg omenjenih delitev generacij, ponuja še eno priljubljeno generacijsko delitev in sicer:
- Baby boom generacija, rojeni med 1946 in 1964.
- Generacija X, rojeni med 1965 in 1976.
- Generacija Y (mrežna generacija, milenijci), rojeni med 1977 in 1997.
- Generacija Z (naslednja generacija), rojeni po letu 1998.

Ob tem Suomaki, Kianto in Vanhala (2019, str. 2) v svojem delu opozarjajo, da je v različni literaturi moč zaslediti več različnih tolmačenj, kar ponazarja dvoumnost oz. različne poglede generacijskih delitev.

Kljub vsemu pa je časovna opredelitev posamezne generacije tista, ki loči eno generacijo od druge. Vsaka od generacij se oblikuje skozi dogodke, ki se dogajajo v času oblikovanja generacije. (Ažman, Ruzzier, & Škerlavaj, 2014, str. 33)

Generacije so neka vrsta nacionalnih subkultur, ki odražajo poudarjene prioritete vrednot v določenem zgodovinskem obdobju države in so pomembne za razumevanje evolucijskega procesa kulturnih sprememb. Pri generacijskih skupinah odražajo vrednote, ki so bile poudarjene v določenem zgodovinskem obdobju ter zajemajo naravo kulturnih sprememb, ki so se zgodile. (Egri & Ralston, 2004, str. 210)

2.3 Stereotipi o generacijskih skupinah

Pojem stereotip je že leta 1922 opredelil Walter Lippman v svojem delu »Public Opinion« in ga uvrstil v socialno psihologijo. Stereotip je označil kot etnocentrično, samo izpolnjujočo in selektivno sodbo, ki vodi v nepopolno, zoženo in pristransko opredelitev. (Ažman, Ruzzier, & Škerlavaj, 2014, str. 33)

Poznavanje vrednot in stališč pripadnikov posameznih generacijskih skupin ima lahko pozitiven učinek, saj ponazarja različne informacije o prioritetah posameznih skupin. Le te pa niso nujno povezane oz. uporabne za vsakega posameznika znotraj posamezne generacijske skupine. (Crumpacker & Crumpacker, 2007, str. 356)

V organizacijskem kontekstu ostaja v literaturi neraziskano področje, ki bi obravnavalo posledice stereotipnih opredelitev generacij. Prav tako ni dovolj raziskano področje, ki razlikuje med generacijami in generacijskimi raznolikostmi oz. stereotipih o tem. (Ažman, Ruzzier, & Škerlavaj, 2014, str. 33)

Generacije imajo različne poglede na vprašanja, kot so delovna etika, vodstvo in avtoriteta. Če te razlike niso dobro obvladovane, lahko pripeljejo do konfliktov, nerazumevanja in frustracij. (AARP, 2007, str. 18)

Prepoznavanje stereotipov v delovni organizaciji in zavedanje posledic le teh je lahko izjemno koristno. Pomembno pa je zavedanje, da so značilnosti posamezne generacije posplošeni zaključki o generacijah, ki so jih raziskovalci pridobili s pomočjo raziskav. Dejstvo je, da se pri generacijski delitvi, lastnosti posameznikom pripisuje na osnovi njihove skupinske pripadnosti, torej lahko rečemo, da so generacijski stereotipi pravzaprav posplošene značilnosti o generacijah. (Ažman, Ruzzier, & Škerlavaj, 2014, str. 43-44) Zastarelih predstav in negativnih stereotipov o generacijah je veliko, vendar jih je potrebno obravnavati na vseh ravneh, da se lahko ustvari produktivna medgeneracijska organizacija (AARP, 2007, str. 19).

2.4 Raziskovalna vprašanja

RV 1: Katere značilnosti in delovne vrednote bi lahko pripisali posameznim generacijskih skupinah?

RV 2: Ali obstajajo razlike in kakšne so le te med pripadniki različnih generacij, v smislu njihovih delovnih stališč, vrednot, vedenja in motivacije?

3 Metoda

Zbiranje podatkov je potekalo s sistematičnim pregledom literature po bazah podatkov Scopus, ScienceDirect in SpringerLink. Za iskanje smo uporabili ključne besede (tabela 1) ter različne kombinacije med njimi, ki smo jih določili na osnovi ključnih tem.

Tabela 1. Ključne besede pri iskanju literature

Ključne besede
»generations«
»generations+motivation«
»baby+boom+generation«
»generation+X«
»generation+Y«
»generation+Z«
»generations+at+work«

Z iskanjem po ključnih besedah smo poiskali 37 člankov, ki smo jih selekcionirali po posameznih temah in sicer značilnostih, motivaciji in delovanju. Vključitveni kriteriji so bili sledeči:

- Ali študija preučuje značilnosti posameznih generacijskih skupin?
- Ali študija obravnava primerjavo značilnosti med vsaj dvema generacijskima skupinama?
- Ali študija obravnava načine motiviranja po posameznih generacijskih skupinah?

Uporabili smo kvalitativno metodo, ki je temeljila na zbiranju, pregledu in analizi obstoječe svetovne literature. Omejili smo se na strokovno literaturo zadnjih desetih let, torej od leta 2011 dalje, da smo s tem zajeli raziskave starejših generacij, kot tudi generacije Z, ki se sedaj priključuje delovnim procesom. Izključili smo vse članke, ki so bili starejši od deset let, kakor tudi vse članke, ki niso obravnavali razlik med posameznimi generacijami v povezavi z delom in delovnimi vrednotami oz. v povezavi z motivacijo pri delu. Z deduktivno metodo smo, iz zaznanih teoretičnih osnov, oblikovali posamezne sklepe, ki pa smo jih z induktivno metodo poskušali potrditi oz. ovreči. Rezultate smo prikazali v obliki posameznih tabel, osnovanih glede na raziskovalno vprašanje.

Slika 1. Model raziskave

V teoretičnem delu so bile opisane osnovne teorije in značilnosti generacijskih skupin. V raziskovalnem delu smo se omejili samo na strokovne, znanstvene članke in navajamo samo rezultate raziskav posameznih avtorjev in ne subjektivnih sklepanj. Veljavnost raziskave je zanesljiva zaradi pregleda in povzemanja izključno strokovne, znanstvene literature, izključena pa so vsa posploševanja in subjektivna mnenja. Pregled in vrednotenje je avtor izvedel dvakrat v časovni periodi štirinajstih dni, vendar razlik med ocenjevanjem ni bilo.

4   Rezultati

4.1 Pregled značilnosti in opredelitev do delovnih vrednot, ki bi jih lahko pripisali posameznim generacijskih skupinam

V tabeli 2 so zbrani in prikazani rezultati avtorjev glede na opredelitev do delovnih vrednot, ki bi jih lahko pripisali posameznim generacijskim skupinam. Predstavljeni so pogledi avtorjev iz 22 člankov. V nadaljevanju so pod tabelo 2 podane ključne ugotovitve po posameznih generacijah.

Tabela 2. Opredelitev do delovnih vrednot

Avtorji	Opredelitev do delovnih vrednot
Singh, Verna, & Chaurasia (2020)	**Integriteta, iskrenost in delovna predanost** so najpomembnejše delovne vrednote generacije baby boom. **Spoštovanje in disciplina** sta pomembni delovni vrednoti baby boom generacije. Generacija Y meni, da imajo **visoko raven integritete in etike.**

»se nadaljuje«

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»nadaljevanje«

Avtorji	Opredelitev do delovnih vrednot
Hoole & Bonnema (2015)	Baby boom generacija podpira **poštenost in predanost**, kar se odraža v njihovih odločitvah. Predstavniki generacije baby boom so **ambiciozni** in **delovno usmerjeni**. Generacija X je zelo **neodvisna** in **prilagodljiva**, saj so v času otroštva njihovi starši veliko delali. Generacija Y kaže veliko potrebo po **pripadnosti skupini.** Baby boomerji kažejo visoko raven **angažiranosti** in **smisla pri delu.**
Yang, Yu, & Wu (2018)	**Varnost zaposlitve** je delovna vrednota, ki je skupna vsem generacijam.
Lyons & Kuron (2014)	**Zadovoljstvo pri delu** in **organizacijska predanost** sta manjši med mlajšimi generacijami. Vsaka naslednja generacija je bolj **nevrotična in ekstrovertirana.**
Statnicke, Savanevičiene, & Šakys (2019)	Generacija Z je nagnjena k mobilnem **učenju na delovnem mestu.**
Coetzee, Ferreira, & Shunmugum (2017)	Baby boomerji kažejo visok nivo **delovne angažiranosti.**
Hernausom & Vokic (2014)	Baby boomerji svojo identiteto uveljavljajo z **delom** in v njem **iščejo smisel.** Baby boomerji cenijo **denarne oblike priznanja.** Za baby boomerje je moteče pomanjkanje **nadzora nad delom** in ne marajo **avtoritete** in **pravil.** Baby boomerji si močno želijo **avtonomije** pri delu. Predstavniki generacije X si želijo **fleksibilne ureditve dela**, kot npr. **delo na daljavo.** Predstavniki generacije Y so iskalci **sodelovanja**, tako s sodelavci, kot z voditelji.
Suomaki, Kianto, & Vanhala (2019)	Baby boomerji predstavljajo močno mešanico **avtonomije** in **altruizma.** Generacija Y je pokazala močno željo po **skupinskem delovanju.** Generacija X išče **spoštovanje** in **odprto sodelovanje** s sodelavci.
Weber (2015)	Generacija Y je bolj **povezana** z drugimi in družbo ter so pripravljeni prispevati k **izboljšanju** sveta.
Baum (2019)	Generacija Y se pri delu osredotoča na svojo **pozitivnost**, **energijo**, **ukrepanje** in **zaupanje,** tako v sodelavce, kot vodstvo.
Papavasileiou & Lyons (2015)	Vrednote **prestiža** in **statusa** so med najnižjimi pri anketirancih generacije Y v različnih državah.
Tang (2019)	Generacija Z kaže močno **predanost** družbeno odgovornim podjetjem, je nagnjena k **prostovoljstvu**, je zelo **individualistična**, **prilagodljiva** ter tehnologijo uporablja veliko pogosteje kot druge generacijske skupine.
Sobayeni (2017)	Pomembne vrednote za generacijo Y so **avtoriteta**, **ustvarjalnost**, **kulturna identiteta**, **tveganje**, **ekonomska varnost** in **družbeni odnosi.**
Urick (2017)	Za mlajše generacije obstaja veliko večja verjetnost, da so zadovoljni s pobudami za usposabljanje, kjer **uporabljajo tehnologijo.**
Cogin (2012)	Najpomembnejša delovna vrednota generacije baby boom je **trdo delo**, medtem ko je **asketizem** najpomembnejši za generacijo X in generacijo Y.
De Waal, Peters, & Broekhuizen (2016)	Nisem prepričan, da se je generacija Y pripravljena **potruditi**, da bi podjetje preoblikovala v visoko zmogljivo organizacijo.

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Avtorji	Opredelitev do delovnih vrednot
Lissitsa & Kol (2019)	Najbolj **vestni** so predstavniki generacije baby boom, medtem ko generacija Z kaže najvišjo stopnjo **nevrotizma**.
Twenge & Donnelly (2016)	Generacijsko povečanje **zunanjih vrednot** se je začelo pri generaciji X in nadaljevalo pri generaciji Y kar kaže na to, da so nove generacije pri svojih odločitvah bolj naklonjene zunanjim vrednotam.
Heyns & Kerr (2018)	Vse generacijske skupine (baby boom, X in Y) so enako **notranje** in **zunanje motivirane**.
Costanza, Badge, Fraser, Severt, & Gade (2012)	Starejše generacije so nekoliko bolj **zadovoljne s svojim delom** kot mlajše generacije. **Pripadnost** podjetju je nekoliko višja pri starejših generacijah, pri katerih je nekoliko manj verjetno, da zapustijo svoje službe, kot pripadniki mlajših generacij.
Rudolph, Rauvola, & Zacher (2017)	Vse generacijske skupine so **poštenost** opredelile kot najpomembnejšo vrednoto.
Mahmoud, Fuxman, Mohr, Reisel, & Grigoriou (2020)	Pripadniki generacije Y so **samozavestni** in **ne prestrašeni** pred nadrejenimi, zato z veseljem **dajejo predloge in ideje** vodstvu, kar jim daje občutek **pripadnosti**. Čeprav si morda želijo **biti vodeni**, ne marajo, da bi jih **nadzorovali**.

Ključne ugotovitve:

Vrednote, ki jih lahko pripišemo **generaciji otrok blaginje (baby boom)** so integriteta, iskrenost in delovna predanost (Coetzee, Ferreira, & Shunmugum, 2017; Singh, Verna, & Chaurasia, 2020). Njim je pomembno trdo delo, poštenost, spoštovanje in disciplina (Hoole, & Bonnema, 2015; Singh, Verna, & Chaurasia, 2020). So vestni, ambiciozni in delovno usmerjeni, z visoko ravnjo altruizma, angažiranosti in smisla pri delu (Hoole & Bonnema, 2015; Lissitsa & Kol, 2019, Suomaki, Kianto, & Vanhala, 2019). Cenijo denarne oblike priznanja in varnost zaposlitve, svojo identiteto pa uveljavljajo z delom in v njem iščejo smisel (Hernausom & Vokic, 2014; Yang, Yu, & Wu, 2018). Za njih je moteče pomanjkanje nadzora nad delom, ne marajo avtoritete in pravil ter si želijo avtonomije pri delu (Hernausom & Vokic, 2014; Suomaki, Kianto, & Vanhala, 2019).

Generacija X išče spoštovanje in odprto sodelovanje s sodelavci (Suomaki, Kianto, & Vanhala, 2019). Opredeljuje jih poštenost in asketizem ter so tako notranje, kot zunanje motivirani za delo (Cogin, 2012; Heyns & Kerr, 2018). So neodvisni in prilagodljivi, zadovoljni s svojim delom ter pripadni podjetju (Costanza, Badge, Fraser, Severt, & Gade, 2012; Hoole & Bonnema, 2015; Lyons & Kuron, 2014). Zelo pomembna jim je varnost zaposlitve, želijo pa si fleksibilne ureditve dela, kot npr. delo na daljavo (Hernausom & Vokic, 2014).

Za **generacijo Y** so pomembne vrednote avtoriteta, ustvarjalnost, kulturna identiteta, tveganje, ekonomska varnost in družbeni odnosi (Sobayeni, 2017). Pomemben jim je asketizem, medtem ko jim vrednote prestiža in statusa ne pomenijo veliko (Cogin, 2012; Papavasileiou & Lyons,

2015). Za njih je značilno, da imajo visoko raven integritete in etike ter kažejo veliko potrebo po pripadnosti skupini (Hoole & Bonnema, 2015; Singh, Verna, & Chaurasia, 2020). So samozavestni iskalci sodelovanja, tako s sodelavci, kot z voditelji, so bolj povezani z drugimi in družbo ter so pripravljeni prispevati k izboljšanju sveta (Hernausom & Vokic, 2014; Mahmoud, Fuxman, Mohr, Reisel, & Grigoriou, 2020; Suomaki, Kianto, & Vanhala, 2019; Weber, 2015). Pri delu se osredotočajo na svojo pozitivnost, energijo, ukrepanje in zaupanje, tako v sodelavce, kot vodstvo (Baum, 2019). Z veseljem dajejo predloge in ideje vodstvu, kar jim daje občutek pripadnosti kljub temu, da si morda želijo biti vodeni pa ne marajo, da bi jih nadzorovali (Mahmoud, Fuxman, Mohr, Reisel, & Grigoriou, 2020).

Generacija Z kaže močno predanost družbeno odgovornim podjetjem, je nagnjena k prostovoljstvu, zelo individualistična in z visoko stopnjo nevrotizma (Lissitsa & Kol, 2019; Lyons & Kuron, 2014; Tang, 2019). So prilagodljivi ter tehnologijo uporabljajo veliko pogosteje kot druge generacijske skupine (Tang, 2019). Nagnjeni so k mobilnem učenju na delovnem mestu in za njih obstaja veliko večja verjetnost, da so zadovoljni s pobudami za usposabljanje, kjer lahko uporabljajo tehnologijo (Statnicke, Savanevičiene, & Šakys, 2019; Urick, 2017).

4.2 Pregled opredelitev do obstoja razlik med posameznimi generacijskimi skupinami

V tabeli 3 so zbrani in prikazani rezultati avtorjev glede na opredelitev do obstoja razlik med pripadniki različnih generacij v smislu njihovih delovnih stališč, vrednot, vedenja in motivacije. Predstavljeni so pogledi avtorjev iz 29 člankov. Ključne ugotovitve glede obstoja razlik so podane pod tabelo 3.

Tabela 3. Opredelitev do delovnih vrednot

Avtorji	Opredelitev do razlik med posameznimi generacijami
Singh, Verna, & Chaurasia (2020)	Baby boomerji podpirajo in izkazujejo večje spoštovanje do starejših ter do znanja teh oseb, v primerjava z milenijci. Generacija X in generacija Y so se strinjali, da so baby boomerji bolj naravnani k spoštovanju.
Hoole & Bonnema (2015)	Generacija baby boom je v primerjavi z njihovi kolegi, zelo angažirana pri svojem delu in bolj cenijo smiselno delo. Generacija Y je odraščala v svetu kibernetike in družbenih medijev ter je tehnološko bolj podkovana kot prejšnji generaciji (baby boom in generacija X). Baby boom generacija dosega najvišjo raven angažiranosti pri delu in se bistveno razlikuje od generacije X in generacije Y. Med generacijo X in generacijo Y razlike niso bile ugotovljene.
Hite, Daspit, & Dong (2015)	Delovne vrednote se z generacijami zmanjšujejo in generacija Y kaže neustrezno delovno etiko in delovno okolje v primerjavi z baby boomerji.
Yang, Yu, & Wu (2018)	Čeprav obstajajo generacijske razlike v vrednostnem sistemu, obstajajo tudi podobnosti. Na primer, varnost zaposlitve je bila skupna delovna vrednota, ki si jo delijo vse generacije.

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Avtorji	Opredelitev do razlik med posameznimi generacijami
Campbell, Twenge, & Campbell (2017)	Raziskava kaže, da generacija Y kaže šibkejšo delovno etiko v primerjavi z baby boomerji, vrednosti pa so se z vsako generacijo zmanjšale. Generacija Y podpira družbene vrednote (sklepanje prijateljstev pri delu) v manjši meri in bolj podpira vrednote prostega časa (počitnice), kot generacija baby boom in generacija X pri isti starosti. Generacija Y daje manjšo možnost ustanovitvi lastnega podjetja ali delu za veliko korporacijo kot generacija X in manjšo verjetnost kot generacija baby boom, da bi radi delali v organizaciji socialnih storitev.
Brown (2012)	Baby boomerji kažejo večjo intenzivnost in osredotočenost na svoje delo, raven nezadovoljstva z delom pa je nižja, v primerjavi z generacijo X.
Lyons & Kuron (2014)	Zdi se, da so naslednje generacije bolj nevrotične, ekstrovertirane in vestne ter se obravnavajo kot vedno bolj pozitivne. Zadovoljstvo pri delu in organizacijska predanost sta manjši med mlajšimi generacijami, poklicna mobilnost pa večja. Želja po vodenju, individualnost, tekmovalnost in samozavest se pri mlajših generacijah veča, medtem ko se privlačnost timskega dela manjša. Izziv, ki je specifičen za generacijsko perspektivo, je »zmeda starost–obdobje–generacija«, pri kateri bi lahko domnevne generacijske razlike verjetno razložili s starostnimi učinki (tj. zorenje), generacijski učinki (tj. formativni kontekst) ali pogoji zgodovinskega obdobja, v katerem so podatki zbrani. To pomeni, da je potrebna večja pozornost z upoštevanjem vzorcev variabilnosti znotraj generacij, kot pomembnimi spremenljivkami.
Statnicke, Savanevičiene, & Šakys (2019)	Generacija baby boom, generacija X in generacija Y so bolj angažirane na delovnem mestu kot generacija Z. Generacija Z pa je bolj nagnjena k uporabi mobilnega učenja na delovnem mestu kot generacija X in generacija Y. V primerjavi z drugimi generacijami so baby boomerji najmanj nagnjeni k uporabi mobilnega učenja na delovnem mestu.
Coetzee, Ferreira, & Shunmugum (2017)	Baby boomerji so pokazali višjo raven delovne angažiranost kot generacija X in generacija Y. Posamezniki iz generacije Y so imeli višjo stopnjo kariernih preferenc in vrednot, medtem ko so posamezniki generacije X pokazali večje zanimanje za delo.
Adilah, Fadhiha, & Kalsitinoor (2019)	Baby boomerji so od vseh generacij najmanj nagnjeni k uporabi novih tehnologij, vključno z aktivno uporabo mobilnih telefonov.
Schroth (2019)	Vodje se soočajo s posebnimi izzivi z novo generacijo zaposlenih, ker generacija Z ni tako pripravljena na realnost na delovnem mestu, kot pretekle generacije.

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Avtorji	Opredelitev do razlik med posameznimi generacijami
Suomaki, Kianto, & Vanhala (2019)	Študija je pokazala, da so baby boomerji najbolj željni avtonomije od vseh generacij, čeprav je bila ta lastnost prepoznana kot osrednji element pri vseh preučenih generacijah. Pripadniki generacije X niso prikazovali stereotipov, niso bili videti individualistični in neodvisni ter niso poročali o zadrževanju informacij v lastno korist. Trenutna raziskava potrjuje trditve, da se ena generacija pri delu preprosto bolj potrudi (baby boom), druga ima boljšo sposobnost odločanja (generacija X) in tretja se lažje uči in sprejema nove stvari (generacija Y).
Weber (2015)	Glede na pretekle generacije, je raven spoštovanja v primeru generacije Y močno upadla, kar negativno vpliva na komunikacijsko učinkovitost.
Lyons, Schweitzer, Ng, & Kuron (2012)	Za naslednje generacije je manj verjetno, da bodo sledile »tradicionalni« vertikalni karierni poti in so, kljub želji po stabilnosti, vedno bolj mobilni v svoji karieri.
Baum (2019)	Dominantno in populistično stališče je, da imajo generacije skupne značilnosti na podlagi skupnih izkušenj in da ta opredeljujejo predpostavke in vrednote, ki jih vsaka generacija (baby boomerji, generacija X, generacija Y. generacija Z) kaže na delovnem mestu. Raziskovalna osnova za tako posplošene trditve je vprašljiva in bi bilo napačno neselektivno vsem pripisati takšne lastnosti.
Tang (2019)	Generacijske skupine v študijah pogosto niso jasno opredeljene. Pomembno je, da vse generacije ostanejo v celoti vključene in razumljene. Čeprav trenutne študije kažejo, da je generacija Z verjetno bolj individualistična kot starejše generacije, se zdi, da še vedno obstajajo nekatere težave z zasnovo in metodologijo raziskav.
Urick (2017)	Raziskave so pokazale, da je vsak človek znotraj generacije tudi posameznik, ki morda ne ustreza splošnim prototipnim značilnostim svoje generacije.
Cogin (2012)	V zvezi s trdim delom se je izkazalo, da obstaja bistvena razlika med generacijo Y, generacijo X in baby boomerji. Vrednosti z mlajšimi generacijami padajo. V zvezi z asketizmom se je izkazalo, da obstaja pomembna razlika med generacijo Y, generacijo X in baby boomerji. Vrednosti z mlajšimi generacijami naraščajo.
De Waal, Peters, & Broekhuizen (2016)	Rezultati raziskave jasno kažejo, da za generaciji X in Y ni bilo bistvenih razlik v njihovih pogledih na vrednote visoko zmogljive organizacije, zato se zdi, da v tem primeru podpirajo nasprotnike obstoja generacijskih razlik na delovnem mestu.
Costanza, Darrow, Yost, & Severt (2017)	Pri analizi generacijskih učinkov iz istega nabora podatkov ter uporabi treh različnih analitskih metod, rezultati posameznih metod niso potrdili istih zaključkov. Se pravi, običajnih analitskih metod za preučevanje generacij ni mogoče triangulirati med seboj.

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Avtorji	Opredelitev do razlik med posameznimi generacijami
Lissitsa & Kol (2019)	Baby boom, generacija m-nakupovanje dojema kot revolucionarno inovacijo in le tisti z določenimi osebnostnimi lastnostmi lahko premagajo tveganje in ovire za uporabo m-nakupovanja. Med generacijo X, ki so tehnološko bolj podkovani kot baby boomerji, je bil ugotovljen podoben vzorec, vendar manj izrazit. V nasprotju s tem, za mlajše generacije (generaciji Y in Z), ti dejavniki tveganja niso prepoznani.
Campbell, Campbell, Siedor, & Twenge (2015)	Skratka, generacije so mehki družbeni konstrukti, tako kot rasa, spol, etnična pripadnost in življenje samo. Razlike v osebnostnih lastnostih so po navadi majhne do zmerne. Problem predstavlja določanje generacijskih meja. Za začetek ali konec generacij ni dogovorjenih meja, namesto tega so leta navadno vezana na razpon. Izziv pa je ločiti različne variance, ki temeljijo na generacijskih razlikah in lahko izhajajo iz starosti, časovnega obdobja in/ali dejavnikov generacije.
Twenge & Donnelly (2016)	Na splošno sta se generaciji X in Y opredelili bolj ekstrinzično do razlogov za obisk na kolidžu v primerjavi z baby boomerji, katerim so bližje intrinzične vrednote pri isti starosti.
Costanza, Badge, Fraser, Severt, & Gade (2012)	Kjer obstajajo generacijske razlike povezane z delom, so le te razmeroma majhne in imajo nedosleden vzorec, rezultati pa ne podpirajo hipoteze o sistematičnih razlikah. Metaanaliza študij ni našla nobenih pomembnih dokazov za generacijske razlike pri organizacijski zavezanosti, zadovoljstvu pri delu in namenih menjave službe.
Rudolph, Rauvola, & Zacher (2017)	Kritični pregled literature kaže, da generacijske razlike nimajo pomembnega vpliva na delovne procese in rezultate. Trdimo, da bi prihodnje raziskave vodenja morale opustiti koncept generacij in bi se morali izogibati pojmu »generacijske razlike« kot osnovi za bodoče teorije, raziskave in prakso vodenja. Generacijsko razmišljanje je nevarno, ker predpisuje resignacijo usodi in je deterministična v predpostavljanju, da članstvo v kategoriji določa posameznikove lastnosti.
Rudolph & Zacher (2017)	Treba je priznati, da se lahko stališča, vrednote, prepričanja, motivi in vedenje s starostjo predvidljivo spreminjajo in ne kot funkcija generacijskih učinkov.
Bennett, Beehr, & Ivanitskaya (2017)	Ugotovljene so bile generacijske razlike v obeh smereh. Generacija X je poročala o največ konfliktih med delom in družino, sledi ji generacija Y in nato generacija baby boom, medtem ko so baby boomerji poročali o največ konfliktih med družino in delom, sledila je generacija X in nato generacija Y, kar je presenetljiva ugotovitev glede na generacijske stereotipe. Kar zadeva konflikt med družino in službo, so bile generacijske razlike ravno nasprotne kot je bilo predvideno. Ugotovitve podpirajo stališče, da so baby boomerji bolj osredotočeni na delo kot generacija Y, generacija X pa pade nekam v sredino.

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Avtorji	Opredelitev do razlik med posameznimi generacijami
Mahmoud, Fuxman, Mohr, Reisel, & Grigoriou (2020)	Zaposleni generacije Z so bolj občutljivi in reaktivni na neprijetne situacije kot generacija X in generacija Y. Za razliko od generacije X in generacijo Y, zaposleni iz generacije Z bolj cenijo materialno, zunanjo regulacijo kot vir njihove delovne motivacije. Zaposleni iz generacije Z so bolj občutljivi na demotivacijo, kot negativni vir delovne motivacije, v primerjavi z generacijo X in generacijo Y.
Mahmoud, Reisel, Grigoriou, Fuxman, & Mohr (2020)	Socialna in introjektirana regulacija zunanje motivacije sta bili bistveno manj pomembni za motivacijsko miselnost generacije Y v primerjavi s starejšimi generacijami. In obratno, materialno regulacijo zunanje motivacije je generacija Y bistveno bolj cenila kot starejše generacije.

Ključne ugotovitve:

Generacija baby boom je bolj usmerjena k spoštovanju, kot druge generacije (Singh, Verna, & Chaurasia, 2020; Weber, 2015). Generacija baby boom dosega najvišjo raven angažiranosti za delo med vsemi generacijami oz. se pri delu bolj potrudi (Brown, 2012; Coetzee, Ferreira, & Shunmugum, 2017; Cogin, 2012; Hoole & Bonnema, 2015; Suomaki, Kianto, & Vanhala, 2019; Statnicke, Savanevičiene, & Šakys, 2019).

Generacija Y podpira družbene vrednote (sklepanje prijateljstev pri delu) v manjši meri in bolj podpira vrednote prostega časa (počitnice), kot generacija baby boom in generacija X v isti starosti (Campbell, Twenge, & Campbell, 2017). Generacija Y je tehnološko bolj podkovana kot generacija baby boom in generacija X (Hoole & Bonnema, 2015; Lissitsa & Kol, 2019). Generacija Y kaže nižjo delovno etiko v primerjavi s predhodnimi generacijami (Bennett, Beehr, & Ivanitskaya, 2017; Campbell, Twenge, & Campbell, 2017; Hite, Daspit, & Dong, 2015).

Generacija Z je bolj nagnjena k uporabi mobilnega učenja na delovnem mestu kot generacija X in generacija Y. Generacija baby boom je najmanj nagnjena k uporabi mobilnega učenja na delovnem mestu. (Adilah, Fadhiha, & Kalsitinoor, 2019; Statnicke, Savanevičiene, & Šakys, 2019)

Zaposleni generacije Z so bolj občutljivi in reaktivni na neprijetne situacije kot generacija X in generacija Y (Mahmoud, Fuxman, Mohr, Reisel, & Grigoriou, 2020).

Zadovoljstvo pri delu in organizacijska predanost sta manjši med mlajšimi generacijami, poklicna mobilnost pa večja (Lyons & Kuron, 2014; Lyons, Schweitzer, Ng, & Kuron, 2012). Delovne vrednote se z generacijami zmanjšujejo (Hite, Daspit, & Dong, 2015).

Ena generacija se pri delu preprosto bolj potrudi (baby boom), druga ima boljšo sposobnost odločanja (generacija X) in tretja (generacija Y) se lažje uči in sprejema nove stvari (Suomaki, Kianto, & Vanhala, 2019). V zvezi z asketizmom se je izkazalo, da obstaja pomembna razlika

med generacijo Y, generacijo X in generacijo baby boom, vrednosti pa z mlajšimi generacijami naraščajo. (Cogin, 2012)

Generacije so mehki družbeni konstrukti, tako kot rasa, spol, etnična pripadnost in življenje samo. Razlike v osebnostnih lastnostih so po navadi majhne do zmerne (Campbell, Campbell, Siedor, & Twenge, 2015; Costanza, Badge, Fraser, Severt, & Gade, 2012). Generacijske skupine v študijah pogosto niso jasno opredeljene (Campbell, Campbell, Siedor, & Twenge, 2015; Tang, 2019).

Vsak človek znotraj generacije je tudi posameznik, ki morda ne ustreza splošnim prototipnim značilnostim svoje generacije (Baum, 2019; Urick, 2017). Izziv je ločiti različne variance, ki temeljijo na generacijskih razlikah in lahko izhajajo iz starosti, časovnega obdobja in/ali dejavnikov generacije (Campbell, Campbell, Siedor, & Twenge, 2015). Kritični pregled literature kaže, da generacijske razlike nimajo pomembnega vpliva na delovne procese in rezultate (Rudolph, Rauvola, & Zacher, 2017). Metaanaliza študij ni našla nobenih pomembnih dokazov za generacijske razlike pri organizacijski zavezanosti, zadovoljstvu pri delu in namenih menjave službe (Costanza, Badge, Fraser, Severt, & Gade, 2012).

Pri analizi generacijskih učinkov iz istega nabora podatkov ter uporabi treh različnih analitskih metod, rezultati posameznih metod niso potrdili istih zaključkov (Costanza, Darrow, Yost, & Severt, 2017). Stališča, vrednote, prepričanja, motivi in vedenje se lahko s starostjo predvidljivo spreminjajo in ne kot funkcija generacijskih učinkov (Rudolph & Zacher, 2017).

5   Razprava

Za odgovore na prvo raziskovalno vprašanje pogledamo rezultate zbrane v tabeli 4.1, kjer so opisane značilnosti posameznih generacijskih skupin. Različni avtorji raziskav so se opredelili, da generacijo otrok blaginje (baby boom) opisuje visoka angažiranost in usmerjenost v delo (Coetzee, Ferreira, & Shunmugum, 2017; Cogin, 2012; Hernausom & Vokic, 2014; Hoole & Bonnema, 2015; Singh, Verna, & Chaurasia, 2020). Singh, Verna in Chaurasia (2020) ugotavljajo, da so baby boomerji izrazili, da so integriteta, iskrenost in delovna predanost najpomembnejše osrednje delovne vrednote, ki so temelj njihovega delovnega vedenja, kar potrjuje tudi študija avtorjev Yang, Yu in Wu (2018). Nekateri avtorji v svojih študijah ugotavljajo, da so baby boomerji ambiciozni in si želijo avtonomije pri delu (Hernausom & Vokic, 2014; Hoole & Bonnema, 2015; Suomaki, Kianto, & Vanhala, 2019). Generaciji baby boom je pomembno spoštovanje in disciplina (Hoole & Bonnema, 2015; Lissitsa & Kol, 2019; Singh, Verna, & Chaurasia, 2020) ter cenijo denarne oblike priznanja (Hernausom & Vokic, 2014). Ažman, Ruzzier in Škerlavaj (2014) so generacijo baby boom opisali, da so to deloholiki in za kariero pripravljeni žrtvovati privatno življenje, da se radi počutijo cenjene in potrebne, kar se sklada z ugotovitvami avtorjev v tej študiji.

Kot v svoji študiji ugotavljata Goldman in Schmalz (2006), so negotovost, zaupanje vase, osredotočanje in zanašanje nase, tehnična pismenost ter raznolikost, tiste vrednote, ki opisujejo

generacijo X. Rezultati iz tabele 4.1 razkrivajo, da generacija X išče spoštovanje in odprto sodelovanje s sodelavci, da jih opredeljuje poštenost in asketizem, da so neodvisni in prilagodljivi, zadovoljni s svojim delom ter pripadni podjetju (Cogin, 2012; Hernausom & Vokic, 2014; Hoole & Bonnema, 2015; Suomaki, Kianto, & Vanhala, 2019), kar potrjuje teoretična izhodišča pri opredeljevanju generacije X. Kot ugotavlja Novak (2007), s propadom velikih socialističnih podjetij, zaposlitev kar naenkrat ni bila več varna, zato je generaciji X varnost zaposlitve zelo pomembna, želijo pa si fleksibilne ureditve dela, kot npr. delo na daljavo (Hernausom & Vokic, 2014; Yang, Yu, & Wu, 2018).

Pripadniki generacije Y so samozavestni iskalci sodelovanja, tako s sodelavci, kot z voditelji, so bolj povezani z drugimi in družbo ter so pripravljeni prispevati k izboljšanju sveta, pri delu se osredotočajo na svojo pozitivnost, energijo, ukrepanje in zaupanje, tako v sodelavce, kot vodstvo (Baum 2019; Hernausom & Vokic, 2014; Hoole & Bonnema, 2015; Singh, Verna, & Chaurasia, 2020; Suomaki, Kianto, & Vanhala, 2019), kar se sklada z opisom generacije, ki so jo podali Zemke, Raines in Filipczak (1999). Novak (2007) jih opisuje kot radovedne, učinkovite, učljive, ustvarjalne, prilagodljive in odprte do drugačnih, kar so potrdili tudi različni avtorji v svojih raziskavah, ki ugotavljajo, da so jim pomembne vrednote avtoriteta, ustvarjalnost, kulturna identiteta, tveganje, ekonomska varnost in družbeni odnosi ter z veseljem dajejo predloge in ideje vodstvu, kar jim daje občutek pripadnosti (Hernausom & Vokic, 2014; Hoole & Bonnema, 2015; Mahmoud, Fuxman, Mohr, Reisel, & Grigoriou, 2020; Sobayeni, 2017; Suomaki, Kianto, & Vanhala, 2019; Weber, 2015).

Generacijo Z opisujejo, da so individualistični, samozavestni, pogumni, praktični, inteligentni in radi prevzamejo vodstvo, so bolj nestrpni in okretnejši od njihovih predhodnikov ter nenehno iščejo nove izzive in impulze (Bencsik, Horváth-Csikós, & Juhász, 2016; Tang, 2019; Turner, 2015). Rezultati iz tabele 4.1 kažejo, da je generacija Z zelo individualistična in z visoko stopnjo nevrotizma, da so prilagodljivi, tehnologijo uporabljajo veliko pogosteje kot druge generacijske skupine ter se ne bojijo nenehnih sprememb (Lissitsa & Kol, 2019; Statnicke, Savanevičiene, & Šakys, 2019; Tang, 2019; Urick, 2017).

Ko pogledamo rezultate posameznih študij avtorjev, lahko potrdimo, da se ugotovitve v veliki meri skladajo s teoretičnimi osnovami, ki opisujejo značilnosti in vrednote posameznih generacijskih skupin (slika 5.1). Ugotovimo lahko, da so za posamezne generacijske skupine, nekatere značilnosti in vrednote različne. Obstajajo pa tudi take, ki so značilne za vse generacijske skupine. Raziskave so potrdile, da je tako za vse generacijske skupine enak zunanji in notranji vir motivacije, varnost zaposlitve ter poštenost (Heyns & Kerr, 2018; Rudolph, Rauvola, & Zacher, 2017; Yang, Yu, & Wu, 2018).

Generacija Baby boom
• visoka angažiranost in usmerjenost v delo
• iskrenost, delovna predanost in integriteta pri delu
• ambicioznost in želja po avtonomiji pri delu
• spoštovanje in disciplina
• cenijo denarne oblike priznanja

Generacija X
• negotovost, osredotočanje in zaupanje vase
• tehnična pismenost in raznolikost
• iščejo spoštovanje in odprto sodelovanje s sodelavci
• poštenost in asketizem
• neodvisni in prilagodljivi
• zadovoljni s svojim delom ter pripadni podjetju
• želja po fleksibilni ureditvi dela
• varnost zaposlitve je zelo pomembna

Generacija Y
• samozavestni iskalci sodelovanja, tako s sodelavci, kot z voditelji
• bolj povezani z drugimi in družbo ter pripravljeni prispevati k izboljšanju sveta
• osredotočeni na svojo pozitivnost, energijo in ukrepanje
• zaupanje v sodelavce in v vodstvo
• avtoriteta, ustvarjalnost, kulturna identiteta, tveganje
• pomembna ekonomska varnost in družbeni odnosi
• z veseljem dajejo predloge in ideje vodstvu, kar jim daje občutek pripadnosti

Generacija Z
• individualistični, samozavestni, pogumni
• praktični, inteligentni
• radi prevzamejo vodstvo, so bolj nestrpni in okretnejši od njihovih predhodnikov
• nenehno iščejo nove izzive in impulze
• visoka stopnja nevrotizma
• prilagodljivi in tehnologijo uporabljajo veliko pogosteje kot druge generacijske skupine
• ne bojijo se nenehnih sprememb

Slika 2. Značilnosti generacijskih skupin

Pri drugem raziskovalnem vprašanju smo se spraševali ali obstajajo razlike in kakšne so le te med pripadniki različnih generacij. V tabeli 3 so zbrane ugotovitve avtorjev raziskav. Tu so stvari nekoliko bolj kompleksne in zapletene, saj nekateri avtorji pravijo, da je težko izvajati raziskave, ker generacijske skupine v študijah pogosto niso jasno opredeljene (Campbell, Campbell, Siedor, & Twenge, 2015; Tang, 2019) ter da znotraj generacijskih skupin obstajajo posamezniki, ki morda ne ustrezajo splošnim prototipnim značilnostim svoje generacije (Urick, 2017).

Tako nekateri avtorji ugotavljajo, da je generacija otrok blaginje (baby boom) najbolj željna avtonomije, najbolj angažirana za delo, da izkazuje večjo intenzivnost in osredotočenost na delo, imajo večje spoštovanje do znanja in starejših ter ravnajo bolj etično od generacij, ki jim sledijo (Brown, 2012; Campbell, Twenge, & Campbell, 2017; Coetzee, Ferreira, & Shunmugum, 2017; Hoole & Bonnema, 2015; Singh, Verna, & Chaurasia, 2020; Suomaki, Kianto, & Vanhala, 2019), po drugi strani pa so baby boomerji najmanj nagnjeni k uporabi

novih tehnologij in mobilnega učenja na delovnem mestu (Adilah, Fadhiha, & Kalsitinoor, 2019; Statnicke, Savanevičiene, & Šakys, 2019).

Posamezni avtorji v svojih študijah ugotavljajo, da se delovne vrednote z novimi generacijami zmanjšujejo (Hite, Daspit, & Dong, 2015), da z nastajanjem novih generacij upada raven spoštovanja (Weber, 2015), da se z vsako generacijo znižuje delovna etika (Campbell, Twenge, & Campbell, 2017), da so naslednje generacije bolj nevrotične, ekstrovertirane in vestne ter se obravnavajo kot vedno bolj pozitivne (Lyons & Kuron, 2014). Prav tako sta zadovoljstvo pri delu in organizacijska predanost manjši med mlajšimi generacijami, poklicna mobilnost pa večja, medtem ko se želja po vodenju, individualnost, tekmovalnost in samozavest, pri mlajših generacijah veča, privlačnost timskega dela pa manjša (Lyons & Kuron, 2014).

Tako za generacijo Z ugotavljajo, da je verjetno bolj individualistična kot starejše generacije in se na delovnem mestu bistveno razlikuje od drugih generacij, so pa najbolj nagnjeni k uporabi mobilnega učenja na delovnem mestu (Baum, 2019; Statnicke, Savanevičiene, & Šakys, 2019). Predstavniki so bolj občutljivi na demotivacijo, so bolj reaktivni na neprijetne situacije kot predhodne generacije in bolj cenijo materialno zunanjo regulacijo kot vir njihove delovne motivacije (Mahmoud, Fuxman, Mohr, Reisel, & Grigoriou, 2020), medtem ko Schroth (2019) ugotavlja, da generacija Z ni tako pripravljena na realnost na delovnem mestu kot pretekle generacije, Statnicke, Savanevičiene in Šakys (2019) pa dodajajo, da je generacija Z na delovnem mestu najmanj angažirana.

Nekatere študije navajajo, da med posameznimi generacijskimi skupinami ni bilo zaznanih razlik. Hoole in Bonnema (2015) ugotavljata, da pri angažiranosti za delo, razlik med generacijo X in generacijo Y ni bilo zaznati, Yang, Yu in Wu (2018) pa ugotavljajo, da je varnost zaposlitve skupna delovna vrednota, ki si jo delijo vse generacije. Prav tako ni bilo zaznati razlik med tema dvema generacijama v njihovih pogledih na vrednote visoko zmogljive organizacije (De Waal, Peters, & Broekhuizen, 2016), kot tudi pri opredelitvi do vrednot povezanih z obiskom kolidžev (Twenge & Donnelly, 2016).

Nekateri avtorji so v svojih študijah dokazali razlike med generacijskimi skupinami, medtem ko drugi trdijo, da teh ni (Baum, 2019; Rudolph, Rauvola, & Zacher, 2017; Rudolph & Zacher, 2017) oz. razlike med njimi obstajajo zaradi drugih dejavnikov in ne zaradi vpliva različnih generacij (Costanza, Badge, Fraser, Severt, & Gade, 2012; Campbell, Campbell, Siedor, & Twenge, 2015).

Hoole in Bonnema (2015) ugotavljata, da se je običajno prepričanje, da so starejši manj angažirani in ne najdejo smisla v svojem delu, izkazalo za napačnega, kar izpostavlja nevarnost stereotipnih prepričanj. Generacija baby boom je v primerjavi z njihovi kolegi zelo angažirana pri svojem delu in raje cenijo smiselno delo.

Prav tako so Suomaki, Kianto in Vanhala (2019) ugotovili, da pripadniki generacije X niso prikazovali stereotipov in niso bili videti individualistični ter neodvisni, kot tudi niso poročali o zadržanju informacij v lastno korist.

Lyons in Kuron (2014) izpostavljata, da je specifičen izziv za generacijsko perspektivo, »zmeda starost–obdobje–generacija«, pri kateri bi lahko domnevne generacijske razlike verjetno razložili s starostnimi učinki (tj. zorenjem), generacijskimi učinki (tj. formativnim kontekstom) ali s pogoji zgodovinskega obdobja v katerem so podatki zbrani. To pomeni, da je potrebna večja pozornost z upoštevanjem vzorcev variabilnosti znotraj generacij, kot pomembnimi spremenljivkami.

Naša raziskava je odkrila, da obstajajo tako razlike med generacijskimi skupinami, kot tudi med posamezniki znotraj generacijskih skupin. Nekateri raziskovalci so dokazali, da obstajajo razlike povezane z generacijskimi skupinami, medtem ko drugi trdijo, da so te, če že obstajajo, posledica okoliščin in drugih dejavnikov. Naše mnenje je, da nekatere razlike med generacijskimi skupinami obstajajo, nekatere razlike med skupinami so majhne, medtem ko so nekatere značilnosti enake in značilne za vse generacijske skupine. Tako je pri vrednotenju rezultatov potrebno biti zelo previden, da vrednotimo le tisto, kar je dejansko značilno za posamezne generacijske skupine in ne zapademo stereotipom o generacijskih skupinah. Pozornost je potrebno posvetiti dejanski drugačnosti, ki pa je lahko posledica lastnosti, tako posameznih generacij, kot osebnostih značilnosti posameznikov.

6 Zaključek

Socializacija, v povezavi s kolektivnimi spomini, tvori osnovo generacijskih značilnosti, kar vodi v oblikovanje generacijskih delovnih vrednot. (Singh, Verna, & Chaurasia, 2020, str. 13). V nalogi smo želeli preučiti ali obstajajo razlike v značilnostih in vrednotah po posameznih generacijskih skupinah. Kajti, če razlike obstajajo, potem bi se, na njihovih osnovah, lahko napravil model ocenjevanja in vrednotenja posameznikov, ki bi lahko služil motivaciji posameznikov pri delu.

Rezultati so pokazali, da obstajajo specifične značilnosti, ki označujejo in opredeljujejo posamezno generacijsko skupino. Prav tako obstajajo tudi razlike v dojemanju, razmišljanju in delovanju med posameznimi generacijskimi skupinami. Študije so pokazale, da so v nekaterih primerih te razlike občutne, medtem ko so v nekaterih primerih te zanemarljive ali pa jih sploh ni. Če povzamemo rezultate raziskave, lahko ugotovimo, da se težko opredelimo, da obstajajo nedvoumne razlike med značilnostmi posameznih generacij na katerih bi bilo mogoče napraviti model vrednotenja, ki bi nam lahko služil kot okvir za vodenje in motivacijo posameznikov pri delu.

Namen članka je bil ovrednotiti značilnosti in vrednote posameznikov različnih generacijskih skupin. Z zbranimi rezultati članek prispeva tako stroki, kot znanosti, saj so na enem mestu zbrane ugotovitve avtorjev različnih študij. Da bi dobili bolj relevantne rezultate značilnosti po posameznih skupinah, bi morali v raziskavo vključiti tudi študije s področja raziskovanja življenjske dobe oz. cikla zaposlenih, kot tudi raziskave s področja osebnostih tipov ljudi. Nekateri avtorji namreč trdijo, da tako življenjski cikel, kot osebnosti tip človeka zaznamuje posameznika in vpliva na njegove delovne vrednote in da je vrednotenje, na osnovi značilnosti

generacijskih skupin, nevarno in lahko vodi k popolnoma posplošenim in napačnim zaključkom.

Predstavljeni rezultati prikazujejo značilnosti posameznikov različnih generacijskih skupin. Avtorji različnih študij so vsak na svoj način prišli do ugotovitev, v tem članku pa so zbrane ključne ugotovitve iz posameznih študij. Rezultati zbrani v članku so lahko v pomoč menedžmentu v posameznih organizacijah, tako pri izbiri kadra, kot tudi pri motiviranju le tega za doseganje boljših poslovnih rezultatov. Prav tako so lahko rezultati raziskave koristni za širšo družbi, saj so v njej zbrane značilnosti oseb posameznih generacijskih skupin. Skratka, če poznamo značilnosti posameznikov ter jih znamo upoštevati, lahko tako neposredno vplivamo na medsebojne odnose v družbi.

Velika večina raziskav s področja generacijskih skupin je narejenih presečno, torej s trenutnim ocenjevanjem, ki ne odraža vpliva osebnostnega razvoja in spreminjanja vrednot posameznikov, ko se le ti starajo. Longitudinalnih študij vpliva generacijskih skupin je bilo v zgodovini izvedenih zelo malo, kar pa je povezano z zelo dolgo periodo raziskovanja in velikimi denarnimi vložki za raziskave. V nadaljevanju bi bilo smiselno raziskovati v smeri sledenja in spreminjanja vrednot posameznih generacijskih skupin skozi daljše periode (10 let), kajti le tako bi lahko dobili odgovor, ali se vrednote spreminjajo z leti in zorenjem posameznikov, ali pa so le te določene z obstojem generacijske skupine.

Raziskava je omejena na rezultate tujih avtorjev, ki prikazujejo stanje v svojem okolju. Ker se okolja in države med seboj razlikujejo, prihaja do različnih rezultatov, ki so plod različnih obdobij in razvoja v posamezni državi. Generacijske skupine so svoje vrednote razvijale zaradi vpliva zgodovinskih, socialnih in kulturnih dogodkov v katerih so generacije odraščale, le ti pa so bili na različnih celinah in državah drugačni. Tako se pričakuje, da so vrednote med posameznimi generacijskimi skupinami po različnih celinah in državah drugačne, kar pa bi bilo smiselno raziskati. Raziskave v bodoče bi bilo smiselno usmeriti na domače okolje, torej raziskati, kako so stili vodenja povezani z različnimi generacijskimi skupinami in osebnostnimi lastnosti pri nas v Sloveniji oz. v ožji regiji, kako vplivajo na motivacijo zaposlenih iz posameznih skupin in ali so rezultati primerljivi s tistimi, ki smo jih prikazali v članku.

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Abstract
Overview of Characteristics and Analysis of Differences Between Generational Cohorts

Background and Originality: The research aims to find and review the literature in the field of differentiation, work and motivation of different generational groups. We are interested in the opinions and results of various studies in individual areas of interest. We will focus on the characteristics of individual generation groups and on the work and motivation of individuals within individual generation groups. We are interested in whether there are actually differences between individuals within generational groups or whether these are just generalised characteristics or stereotypes. The article offers an insight into the research of various authors; in the literature review it presents the opinions and results of past research, and in the results, it presents the findings of recent research and defines research questions for further research of connections between characteristics, work and motivation of members of individual generation groups. The review covered the literature of the past ten years. The study provides a framework for a sample search, analysis, and literature review based on existing research and the formation of research questions on the research topic.
Method: The research is based on a systematic review of articles we searched through various databases, Scopus, SpringerLink, and ScienceDirect. We used keywords and multiple combinations between them. We have reviewed the existing world literature since 2011. We used only scientific, professional articles that contain the research results on the characteristics, work and motivation of generational groups. We used 37 articles by different authors to analyse and compare the results. The results were tabulated according to the research question, and the reliability of the results was checked by the author's intra-evaluation, so by performing two separate time points fourteen days apart. We formed individual conclusions from the perceived theoretical bases with the deductive method, but we tried to confirm or refute them by inductive reasoning.
Results: The results of individual studies of the authors confirm that the findings are broadly consistent with the theoretical foundations that describe the characteristics and values of individual generation groups. Some characteristics and values are different for individual generation groups, but some are specific to all. Research has shown that there are differences between generational groups as well as between individuals within generational groups. Some researchers have shown differences associated with generational groups, while others argue that these, if they already exist, are due to circumstances and other factors. Thus, when evaluating results, it is necessary to be very careful to consider only what is actually characteristic of individual generation groups and not to fall into stereotypes about generation groups.
Society: The article summarises the results and findings of the authors in the field of researching the characteristics and motivation of generational groups. In this article, we tried to combine the findings and prepare a basis for understanding the characteristics and behaviour of individuals within generational groups. In this way, organisations and the wider society would gain insight into the characteristics of employees and possible differences between individuals of different generation groups.
Limitations / further research: The research is limited to foreign authors who present the situation in their environment. As environments and countries differ from one another, different results emerge from different periods and developments in each country. It would make sense to explore how leadership styles are related to different generational groups and personality traits in Slovenia or in the narrower region, how they affect the motivation of employees from individual groups and whether the results are comparable to those presented in the article.

Keywords: leadership, generation group, work values, motivation, stereotype.