



Master thesis Human Resource Studies

Welcoming a new generation into the workforce: a new interpretation of the psychological contract?

*A study on the work values of the new employee and
how this is related to employee development and
violation of the psychological contract*

Esther Kloet (267256)
Boschveldweg 27 F
5211 VH 's-Hertogenbosch
estherkloet@hotmail.com

Master Thesis Human Resource studies
University of Tilburg
Faculty of Social and Behavioural Sciences

Supervisor: Dr. C. Freese
Second assessor: Dr. T.A.M. Kooij
Period: February 2010 – December 2010
Project Theme: Psychological Contract

Voorwoord

Deze scriptie is geschreven ter afsluiting van de Master Human Resource Studies aan de Universiteit van Tilburg. Toen ik begon aan mijn Pre-Master HRS had ik niet kunnen denken dat er ruim 2 jaar later een scriptie voor u op tafel zou kunnen liggen. Een scriptie over een onderwerp waarvan ik 2 jaar geleden nog nooit gehoord had, het psychologisch contract. De afgelopen 2 jaar hebben mij veel moeite, tijd en energie gekost, maar het heeft me ook veel opgeleverd. Naast het klaargestoomd zijn voor een professionele carrière, ben ik ook persoonlijk gegroeid en ontwikkeld. Het schrijven van deze scriptie heb ik als een plezierige en leerzame tijd ervaren, daarom ben ik des te trotser op het resultaat dat ik nu bereikt heb.

Graag wil ik van deze gelegenheid gebruik maken om een aantal mensen te bedanken. In het bijzonder wil ik Charissa Freese bedanken voor haar begeleiding. Ik mocht altijd gebruik maken van haar gedetailleerde kennis. Ook bedank ik haar voor haar bruikbare feedback en haar enthousiaste begeleiding. Charissa, heel erg bedankt! Dit resultaat had ik nooit kunnen bereiken zonder gebruik te mogen maken van de kennis van Ad Vossen over het methodologische- en statistische aspect van mijn scriptie en de moeite die hij voor mij gedaan heeft. Daarnaast wil ik ook Dorien Kooij bedanken voor haar kritische blik die zij op mijn scriptie heeft geworpen.

Ook zou ik graag mijn ouders willen bedanken voor alle steun die zij mij hebben gegeven in de afgelopen jaren. Mam en Pap, bedankt!

Een speciaal dankwoord gaat uit naar mijn vriend Dirk, die tijdens het schrijven van deze scriptie steeds weer op allerlei manieren liefdevol voor mij klaar heeft gestaan, De afgelopen periode deelde hij mijn enthousiasme als ik weer een 'doorbraakje' had gehad, maar steunde me ook wanneer ik het niet meer goed zag komen. Dirk, bedankt voor je geduld en je onvoorwaardelijke vertrouwen in mij.

Esther Kloet

Abstract

The relationship between the employer and the employee is changing. The expectations of the employer from the employee are shifting to expectations regarding organizational commitment and a have an orientation to achievement. Following, the expectations of the employee are changing as well in the last years. The employee expects flexible working arrangements and opportunities to develop. These new expectations are a part of the new psychological contract. In addition to the changing employment relationship, the work values of the employees are changing as well. This means also for the generation that is entering the labour market at this moment, this generation is called 'the new employee'. The work values of the new employee differ from the traditional employee. This difference could be explained by generational differences. Important work values of the new employee are individualism, self direction and a high importance for private life. Another work value which is important for the new employee is lifelong learning. The new employee wants to develop professional- and personal skills and knowledge to perform better in the organization and in his job. The above can be captured in the following research question: Which characteristics describe the new employee and how is this related to generations? What is the relation between the new employee and employee development? And when there is a violation of the psychological contract what is the effect on employee development? What is the role of the new employee in this relation?

This explorative and testing study was conducted and consisted of 163 respondents. The data was gathered by existing questionnaires and adapted questionnaires. The analysis indicated that the work values of the new employee cannot be explained by generational differences. In line with previous studies, the work values of the new employee predict a strong intention to employee development. A negative relation between violation of the psychological contract and employee development is not found and there is no mediated effect of the values of new employee on this relation. After describing the alternative explanations, limitations and possible interesting entries for future research, the theoretical and practical implications of his research are discussed.

Keywords: psychological contract, violation, work values, new employee, generations, generation Y, employee development.

Samenvatting

De relatie tussen de werkgever en de werknemer is aan het veranderen. De verwachtingen van de werkgever ten opzichte van de werknemer zijn aan het verschuiven naar betrokkenheid met de organisatie en het hebben van een focus op succes. Vervolgens, de verwachtingen van de werknemers zijn de laatste jaren ook aan het veranderen. De werknemer verwacht van de werkgever flexibele arbeidsarrangementen en mogelijkheden om zichzelf te verbeteren. Deze verandering van verwachtingen zijn onderdeel van het 'nieuw psychologische contract'. Naast het veranderen van arbeidsrelatie, de arbeidswaarden van de medewerkers veranderen ook. Dit geldt ook voor de generatie die op dit moment gaan deelnemen aan de arbeidsmarkt, deze generatie wordt ook wel 'de nieuwe werknemer' genoemd. De arbeidswaarden van de nieuwe werknemers zijn verschillend dan van de traditionele werknemer. Dit verschil kan worden verklaard door generatieverschillen. Belangrijke arbeidswaarden voor de nieuwe werknemer zijn individualisme, zelf controle en waarde hechten aan het privé leven. Een andere arbeidswaarde die belangrijk is voor de nieuwe werknemer is het 'levenslang leren'. De nieuwe werknemer wil zijn/haar professionele en persoonlijke vaardigheden en kennis verbeteren om het werk in de organisatie beter uit te kunnen voeren. Bovenstaande kan gebundeld worden de volgende onderzoeksvraag: Welke karakteristieken beschrijven de nieuwe werknemer en hoe is dit gerelateerd aan generaties? Hoe is de relatie tussen de nieuwe werknemer en de ontwikkeling van werknemers? En wanneer er een schending is van het psychologische contract, wat is dan het effect op de ontwikkeling van werknemer? Wat is de rol van de nieuwe werknemer in deze relatie?

Een verkennende en testend onderzoek is gedaan en dit onderzoek bestond uit 163 respondenten. De gegevens zijn verzameld met behulp van een bestaande en een aangepaste vragenlijst. The analyse laat zien dat de arbeidswaarde van de nieuwe werknemer niet verklaard kan worden door verschillen in generaties. In lijn met voorafgaande onderzoeken; de arbeidswaarde van de nieuwe werknemer zorgen voor een hogere intentie voor het ontwikkelen van medewerkers. Een negatieve relatie tussen een schending van het psychologisch contract en de ontwikkeling van medewerkers is in dit onderzoek niet gevonden en er is ook geen bemiddelend effect van de arbeidswaarde van nieuwe medewerker op deze relatie. Na het beschrijven van de alternatieve verklaringen, beperkingen van het onderzoek en aanbevelingen voor volgend onderzoek, zullen de theoretische en praktische implicaties worden besproken.

Sleutelwoorden: psychologisch contract, schending, arbeidswaarde, nieuwe werknemer, generaties, generatie Y, ontwikkeling van werknemers

Table of contents

Chapter 1: Introduction	6
Chapter 2: Theoretical Framework	8
2.1 Generations	8
2.2 Work values of the new employee	8
2.3 Employee development	11
2.4 The new employee and employee development	11
2.5 Psychological contract	12
2.6 The new employee, employee development and violation of the psychological contract	13
Chapter 3: Method	15
3.1 Research set-up	15
3.2 Description of test subjects	15
3.3 Instruments	16
3.4 Procedure	20
Chapter 4: Results	21
4.1 Descriptive analyses	21
4.2 Analyses of hypotheses	23
4.3 Conceptual model: A summary	26
Chapter 5: Conclusion and Discussion	26
5.1 Discussion of the results	26
5.2 Limitations	29
5.3 Future research	30
5.4 Theoretical implications	31
5.5 Practical Implications	31
Chapter 6: References	33
Appendix A: Scales	40
Appendix B: Indicators and characteristics of the new employee	42
Appendix C: Factor Analyses	43
Appendix D: Additional sample descriptive	49

Chapter 1: Introduction

The current workforce has to deal with an increasingly competitive work environment (Sharkie, 2005), a changing workplace (Nadin & Cassell, 2007), and organizational change, like reorganizations, downsizing and new strategic initiatives (Sims, 1994). This causes the breakdown of the traditional employment relation (Sharkie, 2005). The expectations of the traditional employment relation between the employee and employer are changing, and there are more factors involved in the employment relation than rewards and performance (Baker, 2005; Collins, 2001). These factors became clear in the election of the best Dutch employer. This election is won by organisations that offer flexible working hours, a better balance between home and work and continuous learning and personal development opportunities (Intermediair 2009). Employees expect these issues from their employers. On the other hand, employers have high expectations of their employees as well. The employees must be committed to the organization, develop their knowledge and skills and have an orientation to achievement (Foreman, 2006). These expectations are part of a new psychological contract.

There have been many attempts to develop and refine the concept of the psychological contract. "The psychological contract is an employee's perception regarding mutual obligations in the context of his relationship with the organization, which shape this relationship and govern employee's behaviour" (Freese, 2007, p. 13). When aspects of the psychological contract are broken, a violated psychological contract is made. Consequences of a violated psychological contract are a decrease of employee's trust in the organisation and can have a negative impact in employee behaviour, for example less commitment and less intention to development (Morrison & Robinson, 1997; Pate, Martin & McGoldrick, 2003). Previous research has shown that a violated psychological contract leads to less intention to development.

In addition to the above mentioned changing employment relationship, the work values of the employee are changing as well. The definition of work values is very comprehensive and can be interpreted in different ways. The definition for this study that will be used is: "Work values are the evaluative standards relating to work or the work environment by which individuals (...) assesses the importance of preferences" (Dose, 1997, p. 227). Nowadays, the characteristics of the workforce are moving from a traditional employee towards the new employee (Baker, 2009). In other words; the work values of the new employee are different from the work values of the traditional employee.

The difference in work values could be an effect of generations; the new and the traditional employee belong to two different generations. Generational differences are differences in attitudes, views and values, caused by the time the person is born (Zemke, Raines, & Filipczak, 2000). (Bontekoning, 2008; Eisner, 2005; De Korte & Bolweg, 1994) the new employee takes more risks in his working life and sets non material objectives towards his job. Flexibility, challenges and a balance between work and personal life are important factors of the job of the new employee (Baker, 2005; Warr, 2008; Cennamo & Gardner, 2008). For traditional workers,

the biggest influence in life is work (Eisner, 2005), but the new employee searches for work that connects with his goals of life, which are not mainly connected to work. To understand the difference between the new and traditional employee, both groups of employees need to be investigated. There are a lot of descriptions and terms to describe the characteristics of the new employee, and every researcher makes an own definition (e.g. Baker, 2005; Bontekoning, 2008; De Korte & Bolweg, 1994). At this moment there is not enough scientific research to describe who the new employee is, what the characteristics are and this makes it difficult to draw clear conclusions about the new employee. New employees take more risks and the duration of their contract is much shorter (Broadbridge, Maxwell, & Ogden 2007). The new employee in the workforce has a different relationship with their employer than the traditional employee. And at the same time, the relation between employer and employee is still changing. The new employee is one of the largest groups of people who are entering the job market, therefore the recruitment of this generation is a constant theme in the popular press and a top priority for human resource departments (Erickson, 2008; Mitra, 2008; Tapscott, 1998). As mentioned above, the work values of generations differ. A work value which is important for the new employee is lifelong learning (Baker, 2005). The new employee wants to develop professional and personal skills and knowledge to perform better in the organization and in his job. And the new employee has a higher intention to develop their own competences and knowledge (Tsui, Pearce, Porter, & Tripoli, 1997). So the new employee has more internal motivation and intention to motivate themselves to become a better and developed employee, compared to the traditional employee. However there is not much scientific literature that describes the new employee and it remains scientifically unclear who the new employee is. So the first research question that rises from the above literature is: Who is the new employee? After defining the characteristics of the new employee, empirical evidence will be sought. Does the new employee have a higher intention to employee development than the traditional employee? And does violation of psychological contract lead to less employee development than a fulfilled psychological contract? And what will happen with the effect of violation of the psychological contract when the new employee is involved in this relation? The research question that will be addressed is:

Which characteristics describe the new employee and how is this related to generations? What is the relation between the new employee and employee development? And when there is a violation of the psychological contract what is the effect on employee development? What is the role of the new employee in this relation?

This is interesting to know because it gives organizations and in specific managers more insight to the work values of the new employee. Limited research is done about the new employee and his interests and attitudes towards his relationship with the organisation and their own development (Baker, 2009). The expectations of the employee from their employer are related to

different generations; therefore is it interesting for the employer that the differences between those expectations are clear. When those expectations are clear, employers can anticipate. There is also growing interest of organisations in understanding the new employee. Through the upcoming retirement of many older workers, there is also a challenge for organisations in recruiting and retaining young talent (Twenge, Campbell, Hoffman, & Lance, 2010). It is important for organizations to know and anticipate on these changes to become a better performer.

Chapter 2: Theoretical Framework

2.1 Generations

According to the generation theory (Becker, 1992), individuals and their age members make a generation and feel connected with other generation members through shared circumstances and shared mental, emotional and physical adjustment. All the members of different generations bring some influence in an organization through characteristics of this generation that are different from other generations (Bontekoning, 2008). Individual employees in organisations form a subculture and this subculture varies from other subcultures (Hofstede, 2001). One of these subcultures will be formed by generations, because they have shared values, views and practices. In addition to the year of birth, generations are also defined by commons tastes, attitudes, experiences and history. According to Bontekoning (2008), all generations can distinguish by different values and behavioral characteristics. Employees, who are born in the same period of time and belong to a particular generation, have the same values and views (Zemke et al., 2000). One of the youngest generations in the workforce are the employees who are born from 1981 and the first employees of this generation are now entering the labour market (Bontekoning, 2008). This generation is called differently by different researchers, for example; 'the new employee' (Baker, 2009; De Korte & Bolweg, 1994), the internet generation (Van Steensel, 2000), Generation Einstein (Boschma & Groen, 2006), 'Screenagers' (Bontekoning, 2008), 'Nexters' (Zemke et al., 2000; Hicks & Hicks, 1999) and 'generation Y' (Broadbridge, Maxwell, & Ogden 2007; Eisner, 2005),

2.2 Work values of the new employee

In the previous section, generations and the forming of generations is discussed. A value is one aspect that forms a generation and is sharing aspect of a generation. Therefore the following part is about the work values of Generation Y and the new employee.

There is a lot of literature research about the difference in work values. A distinction can be made between general values and work values. It can be assumed that work values do derive from general values, but the causal nature of this relation is not clear (Selmer & Littrell, 2010).

According to Rokeach (1973), values are 'an enduring belief'. Other terms that are used are values in terms of preferences for behaviors or value systems in terms of the relative importance of any given value relative to others in the system. Work values have powerful influences on work behavior (Selmer & Littrell, 2010) and shape employees perception in their workplace. Work

values have a direct influence on employee attitudes, job decisions and problem solving (Twenge et al., 2010). Work values of employees, regardless which generation, are changing through career stages and life stages (Rhodes, 1983) and this is an important issue in today's organizational environment (Smola & Sutton, 2002). As managers respond to the changing values of the employees, this affects organization values as well. At the same time, this influences the corporate culture of the organization and has an effect on the ethical issues and HR initiatives (Smola & Sutton, 2002). In this study, work values are work characteristics and values of a specific person, group or generation. This paper specialised in the work values of the new employee and there is a lot of literature research present (e.g. Baker, 2009; e.g. Broadbridge et al., 2007; e.g. Foreman, 2006; e.g. Kerslake, 2005; e.g. Jamrog, 2002). Many articles are mainly theoretical and not or not well (empirical) tested. There are a number of studies involved that displayed some problems and therefore a small comment must be made: a small sample size (e.g. Baker, 2005; e.g. Baker, 2009; e.g. Broadbridge, Maxwell & Ogden, 2006; e.g. Broadbridge et al., 2007), the extent of the research design to make generalizations within and outside the organizational case (e.g. Baker, 2005; e.g. Baker, 2009), self developed and not tested in the research and the use of non valid scales to measure the research variables (e.g. Bontekoning, 2008), the publisher of the article is not a scientific journal (e.g. Foreman, 2006; e.g. Kerslake, 2005; e.g. Morton, 2002) and the sample and the research focus were not matching or the effects of the relations are small (e.g. Eisner, 2005). Empirical research about the work values of the new employee is lacking and therefore more research is needed on this subject. However all of the above studies use the same characteristics to describe the work values and characteristics of the new employee: (among other things) individualism, results focus, achievement orientation and self directed, but also a high importance for their private lives, friends and family (Bontekoning, 2008). The work values of the new employee are also visual in the workforce, they thrive on change and uncertainty (Broadbridge et al., 2007), challenging work and creative expression (Martin, 2005), job security is not a motivator and they do not expect long-term employment (Broadbridge et al., 2007). The characteristics of the new employee can be subdivided in groups, namely communication, personality, professional characteristics and core values. This division is done to make the different characteristics clear and well organized and is based on the view of the author and on the existing literature of the new employee (Eisner, 2005; Bontekoning, 2009, Zemke et al., 2000). But how is the new employee defined? What are the criteria to describe whether the new employee is really the new employee? There are six indicators used to divide the different characteristics of the new employee. More characteristics are mentioned in literature, but only the characteristics that are mentioned in more than one study are included this study and divided in the six groups of indicators.

Communication: The new employee is active in social networks (Van Steensel, 2000), prefers to have meaningful contacts and work constructive and critical. They communicate very fast and

effective, but with an interaction from others (Bontekoning, 2008; Zemke et al., 2000). They like to develop an own opinion and like to work and communicate with bright and creative people (Zemke et al., 2000). The new employee is active on social networking sites and builds relationships through social media (Friedman, 2009).

Personality: The new employee is optimistic, independent and self centered (Bontekoning, 2008). This employee wants to have fun in what they do, thinks that personal relationships are very important (Zemke et al., 2000) and are used to having many options (Hicks & Hicks, 1999). The new employee describes itself as happy, responsible, trustful and very intelligent (Hicks & Hicks, 1999).

Professional characteristics: According to Zemke et al. (2000) and Hicks and Hicks (1999) the new employee wants to have trust in central authority, have a clear image of how work needs to be done, fulfill their dreams by working hard, is goal oriented, authentic, very demanding, want structure and freedom both and is responsible. The new employee thinks that knowledge is transitory and is self-fulfillment in interaction with others (Van Steensel, 2000). According to Baker (2009) and Bontekoning (2008), the new employee has multitask capabilities, prefers authentic development and is a lifelong learner. This employee thinks that to be successful is up to themselves and wants to learn from the wisdom of others, but in a way that fits them. Other professional characteristics of the new employee are that they see networking as a part of the deal, are ambitious but not at any costs and they think that an employer has to offer flexible working arrangement (Bontekoning, 2008).

Values: According to Bontekoning (2008) and Van Steensel (2000), the new employee has the following values: authentic, freedom, self-development, joy, sustainable environment, achievement orientation, realistic, self-respecting, teamwork and living in a peaceful atmosphere.

Age: The new employee is born in the period: 1981-2000 (Bontekoning, 2008).

Education: The new employee is highly educated (Van Steensel, 2000; Bontekoning, 2008), According to the above literature and the different characteristics, the new employee is a combination of the six indicators of the new employee. Table 1 (appendix B), shows the different characteristics, used for this study. There is not a standard definition of the new employee, because there are too many aspects that describe this employee. Therefore, there it can be said that the new employee is an employee who has similar characteristics and values as the new employee has (Appendix B). These characteristics are connected to the members of generation Y.

The above characteristics and values of the new employees are the description of the new employee. These values are the values of the new employee; the new employee is linked to generation Y. To conclude, the values of the new employee are the values of the employees who belong to generation Y and the values of an employee group (the new employee) can be explained by generational differences.

Hypothesis 1: The difference in work values of the new employee can be explained by generational differences.

2.3 Employee development

Kuvaas & Dysvik (2009) describe employee development:

Employee development is a joint, on-going effort on the part of an employee and the organization for which he or she works to upgrade the employee's knowledge, skills, and abilities. Successful employee development requires a balance between an individual's career needs and goals and the organization's need to get work done. (p. 220) Employee

development refers to long-term personal and professional growth of individuals, which will be possible, among other things, when the employer provides organisational learning tools and methods (Tansky & Cohen, 2001). An employee has grown as he or she becomes more competent in the interaction with the organizational environments and feels more competent and confident (Tansky & Cohen, 2001). From an organizational perspective, the focus on employee development will become more important. When an organization provides support for employee development, this creates a mindset in employees that is positive towards the organization (Maurer & Lippstreu, 2008). Research suggests that the presence of employee development systems and support is positively associated with organizational commitment by employees (Tansky & Cohen, 2001). Lee and Bruvold (2003) proposed that investing in the development of employees and the willingness of the organisations to support their development, can contribute to positive perceptions of employees. Employee development programs make positive contributions to organizational performance. A more highly-skilled workforce can accomplish more and a supervisor's group can accomplish more as employees gain in experience and knowledge (Huselid, 1995).

Employee development will be measured in this paper with a scale of the concept of employability. Employee development is a part of the concept employability. Employability means increased investments in company-financed employee development to guarantee that employees' skills are up to date (Benson, 2006). Employability depends on knowledge, skills and attitudes of the employees and the way employers participate on those intentions. The employer has a psychological contract with the employee and has the expectation that the employee offers employee development opportunities in exchange for obligations. The employee must make use of this opportunity to develop own skills and knowledge.

To summarize, to measure employee development, employability will be taken into account, because a part of this concept is employee development and that will be a variable in this study.

2.4 The new employee and employee development

There is a growing interest in "lifelong learning". This is often accompanied by a suggestion that individuals should accept greater responsibility for their own development (Birdi, Allan & Warr,

1997). On the other hand, the responsibility of organizations to offer and support employee development will be larger as well (Baker, 2009). The work values of different generations or groups of employees differ from each other. The new employee has other demands towards the organization than the traditional employee (Broadbridge et al., 2007) and has high expectations of employers towards employee development (Foreman, 2006). The new employee takes personal responsibility for career development (Broadbridge et al., 2006) and strives to make a difference (Eisner, 2005). To summarize, new employees might have clear expectations as to what they do and do not expect of their future careers and will do a lot to achieve these expectations. Nowadays, there is a general increase in demand for training and this has less to do with different employees, but more to do with employee driven demand, so the intention to employee development is initiated by employees and not only by the organization (Broadbridge et al., 2007). The new employees proactively manage their careers and control their professional development by seeking jobs that meet specific criteria important to them and develop their skills to perform good (Hall, 2002). Other specific criteria are challenging work (Martin 2005), creative expression (Morton, 2002) and intellectual challenge and freedom to perform (Eisner 2005). As concluded above, the new employee has different characteristics and different work values than the traditional employee. The work values of the new employee have a greater effect on employee development than the work values of the traditional employee. Previous studies show that a lifelong learning is an important value for the new employee and that they have clear expectations about personal growth. But are these values indicators for the intention to employee development? This leads to the following hypothesis

Hypothesis 2: There is a positive relationship between a higher level of work values of the new employee and a higher level of employee development.

2.5 Psychological contract

Psychological contracts consist of employees' expectations about what they owe their employers and about what their employers owe them in return (Rousseau, 1995). The importance of the acceptance and/or violation of psychological contracts have an impact on the quality of employment relationships (Ng & Feldman, 2009). According to Rousseau (1998) the influences on the psychological contract and the outcomes of the psychological contract on the employment relation are different for every employee and employer. In terms of developing the psychological contract, individuals form the expectations that comprise their psychological contract from two sources, their interactions with organizational representatives and their perceptions of the organizational culture (Turnley & Feldman, 1999). Those expectations are influenced by pre-employment factors, on the job experiences and broader societal context (Dabos & Rousseau, 2004). During this process, there could be a violation of the psychological contract.

Violation of the psychological contract is a combination of disappointment emotions and anger emotions. Feelings of anger, resentment, bitterness, indignation and even outrage that emanate from the perception that one has been betrayed or mistreated. Violation is an emotional experience, yet it arises from an interpretation process that is cognitive in nature (Morrison & Robinson, 1997). (p.230)

There is a difference between violation and perceived breach. Perceived breach refers to the cognition that one's organization has failed to meet obligations within the psychological contract in a way that is comparable with the made contributions, so a cognitive perception of the psychological contract (Morrison & Robinson, 1997). Violation of the psychological contract is more an emotional reaction that might appear to a perceived failure to comply with the terms of a psychological contract (Freese, 2007). A violation of the psychological contract is not the end of the relationship with the organization (Robinson & Rousseau, 1994), but can have a lot of consequences. The impact of the violation depends on how the employee experiences the violation (Freese, 2007). The reaction to the violation depends on the circumstances and the actual perception of the employee, employees may not perceive violation if they do not recognize this as violation (Grimmer & Oddy, 2007). The consequences of contract violation for the employees have been described by different researchers. Morrison and Robinson (1997) found that psychological contract violation can lead to a reduced employees trust, job satisfaction, intentions to remain with the organization and a lower fulfillment of the extra role obligations, for example the personal development of employees. Violation of the psychological contract will also result in a number of behavioural changes, like less commitment and reduced effort (Pate, Martin and McGoldrick, 2003). This reduced effort is not only to the organisational goals but there is also growing a negative attitude to personal and professional development. In according of above, the following hypothesis can be performed:

Hypothesis 3: There is a negative relationship between violation of the psychological contract and employee development.

2.6 The new employee, employee development and violation of the psychological contract.

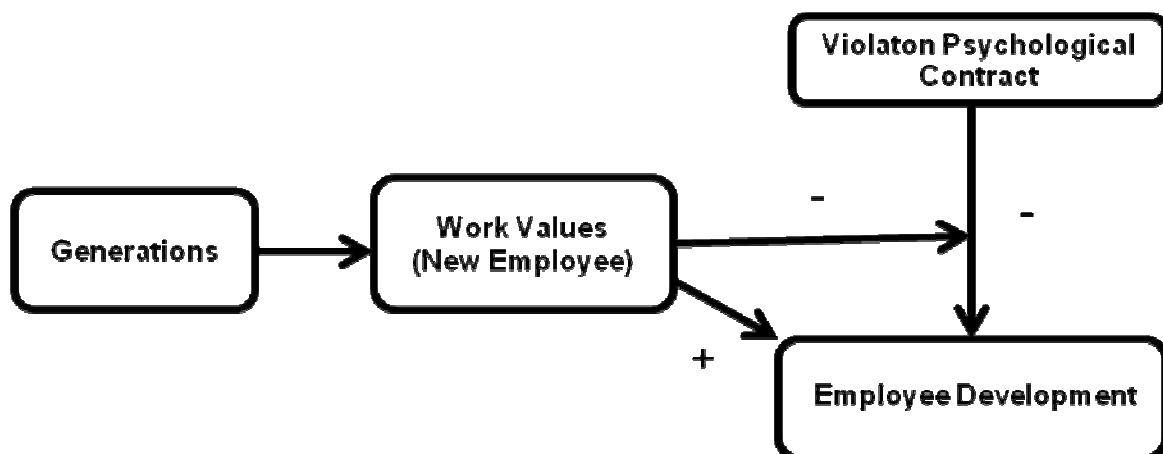
The work values of the new employees contain of giving and receiving loyalty based on honesty and respect from their employer. They want to show their employers their loyalty and dedication as they are achieving their goals (Kerslake, 2005). The new employees try to develop their own skills to become better and after that, make the organization better (Tsui et al., 1997; Baker, 2009). This causes a shift in the relationship between the employer and employee. As result of this shift, employers develop effective strategies for the new employee such as flexible work arrangements that provide a balance in work-life responsibilities, professional development opportunities, and interaction among cohorts enhance employee commitment (Jamrog, 2002).

Organisations are implementing those actions because the workforce and the employees are expecting this from their employer. The new employees are still in their formative years, and this is important to make time to develop appropriate work-related habits and skills (Jamrog, 2002). The new employee is more devoted to personal development, but expects flexibility and support from the organization (Baker, 2005). This new employee is dying for responsibility and career opportunities, and expecting offers like, challenging assignments, career development training, and opportunities for advancement from the employer (Martin, 2005). The new employee wants to develop their personal skills and has a high intention to employee development, but also expects an acceptable and good psychological contract from their employer. But when there is a violation of the psychological contract, is the intention to development their personal skills also high? According to Schalk and Roe (2007), emotional and behavioural reactions (conflicts, increased absenteeism, putting less effort into work) are consequences of violation of the psychological contract. Therefore it could be possible violation of the psychological contract interferes with the relation between the work values of the new employee and employee development. Researchers have confirmed that violated psychological contracts negatively influence employee's role behaviours while fulfilled psychological contracts have positive influences (Uen, Chien & Yen, 2009), but is this theory also counting for the new employee with a high (intrinsic) intention to employee development.

To conclude, there can be assumed that the new employee wants to develop its personal skills, but when there is a violation of the psychological contract, the intention to develop personal skills will be less.

Hypothesis 4: Violation of the psychological contract has a smaller effect on the employee development for the work values of the new employees than for the work values of the traditional employee.

Figure 1: Conceptual model



Chapter 3: Methods

3.1 Research set-up

This study consists of two parts. The first part defines the new employee, which was an explorative study with as result a questionnaire that measured the values of the new employee. In the second part of this study, the hypotheses were tested, so this study contains an explorative and a testing study. This study investigates who the new employee is and what the important values are of the new employee. The effect of the new employee on the other variables and relations was also tested. The variables of the conceptual model were measured by a survey, composited to existing surveys and scales from previous studies.

3.2 Description of test subjects

The new employee was the focus group of this study. The study took place in different kinds of organisations and the the unit of analysis that was investigated is the new employee. The questionnaire was distributed by Deloitte. This is a service rendering company in the areas of accountancy, consulting, financial advising, risk management and tax advising. The questionnaire was also distributed in the personal network of the author; the result of this is that the sample is a convenience sample. A disadvantage of this method is the impossibility to calculate a response rate. The sample consists of 163 respondents. There were 43,6% women and 56,4% men included in the sample. The average age of the women was 31 years with a standard deviation of 7.67. The men were slightly older; their average age was 33, with a standard deviation of 8.75. 35% of the sample were working in the industry 'Services', 13% in the industry 'Financial' and 23% in other industries, like 'Recruitment/HR' and 'Management Consulting'. The job level of the sample was less varied, 58% of the sample was an upper white collar worker or middle management/executive staff. 20% was intermediate with white collar worker or supervisor of white collar workers. The educational level was less varied as well. 50% of all respondents had a university degree and 62 (38%) respondents had HBO as their highest educational level, which makes this sample highly educated. The family situation of the sample was also measured, the majority doesn't have children (79,2%) and almost 20% live together or is married with children, this could indicate that a big part of the sample is in the starting phase of their career. Overall there could be indicated that the sample is very varied in education, job level and family situation the demographic information is presented in table 1.

Table1: Sample descriptives

Gender	
Male	56,4% (N=92)
Female	43,6% (N=71)
Education	
Primary/Secondary Education	4,3 % (N=7)

Vocational Education	4,3 % (N=7)
Bachelor Degree/HBO	38,0% (N=62)
Master Degree/University	50,3% (N=82)
PhD, Post doc or similar	3,1% (N=5)
Working hours according contract	
< 20 hours	3,7% (N=6)
20-30 hours	3,7% (N=6)
30-40 hours	81,6% (N=133)
>40 hours	11% (N=18)

3.3 Instruments

To measure the violation of the psychological contract, the TPCQ (Freese, 2007) was used. This questionnaire consisted of eight scales which measured the psychological contract. However, one scale of this questionnaire was used in this study: ‘violation of the psychological contract’. This scale contained of six items and the Cronbach’s α of this scale was 0,86. An example item was ‘Consider how your employer generally held to his promises. To what extent do you agree with the following statements; I feel disappointed’. Violation was measured by a 5-point Likert-type scale ranging from 1 (totally disagree) to 5 (completely agree).

Another scale that was used for this study was ‘fulfillment of the psychological contract’. This question was used in this study as a control variable. The questions were assessed by a 5-point Likert-type scale ranging from 1 (not at all) to 5 (to a great extent) and had a Cronbach’s α of 0,80. All of above scales applied the criteria (criteria that was applied for the reliability of each scale was a Cronbach’s α of 0,7).

Employee development was measured by the scale named: Anticipation and Optimization (Van der Heijde & Van der Heijden, 2006). This scale was a part of a questionnaire “Employability”. This scale measured the intention to personal development to prepare for the future of the employee and preparation for future work changes in a personal and creative way (Van der Heijde & Van der Heijden, 2006). The respondents had indicated to what extent they agreed with the propositions with respect to their personal situation. The answer categories varied from 1 (never) to 6 (very often). An example item was ‘I consciously devote attention to applying my newly acquired knowledge and skills’. The Cronbach’s α of this scale was 0,8.

Generations were measured by groups of age. At this moment the workforce contains four generational groups, therefore these groups are lasted in this study. The dividing of the generations and the year of birth is done based on the research of Bontekoning (2008) (see table 2). This scales was measured by the question; “In which year were you born?” Table 2 shows the sample divided over the four generations.

Table 2: Generations in the sample

Generation	N	Percentage
silent generation (1930-1942)	1	0,6%
babyboomers (1943-1960)	9	5,5%
generation X (1961-1980)	76	46,6%
generation Y/the new employee (1981-2000)	77	47,2%

The questionnaire that was used to measure the work values of the new employee is the Organizational Culture Profile (OCP) of Ostroff, Shin and Kinicki (2005). The OCP was used because a lot of the items were measured or linked to the characteristics of the new employee. The motive of using this questionnaire were to clarify the important work values of the new employee and the traditional employee with as result new scales that measured different generations and groups of employees. The questionnaire consists of 18 items/values and was assessed by a 5-point Likert-type scale ranging from 1 (totally not important) to 5 (very important). 12 items were added to this questionnaire. The reason for this was to complete the questionnaire with values that measured the new employee or the traditional employee. The added items were existing items of the extended OCP (O'Reilly, Chatman & Caldwell, 1991) (10 items) and items developed by the author (4 items). The explanation and the underlying frameworks are explained in table 3.

Table 3, the items of the OCP of Ostroff et al. (2005), added values of the OCP of O'Reilly et al. (1991) and items that are developed by the author, are linked to the characteristics of the new employee or the traditional employee, which are described in the literature and are summed up in Appendix A.

Table 3: Questionnaire OCP

OCP Item Ostroff et al. (2005)	Underlying framework/explanation of the new employee according to literature
Being team oriented	Working in teams is important to me
Sharing information freely	Knowledge is transitory
Being supportive	Working in teams is important to me & knowledge is transitory
Flexibility	Thrive on change, not expecting long term employment
Adaptability	Thrive on uncertainty
Being innovative	(Not a specific characteristic of the new employee or traditional employee)
Having a good reputation	(Not a specific characteristic of the new employee or traditional employee)

Professionalism	Achievement orientation
Providing client convenience	(Not a specific characteristic of the new employee or traditional employee)
Providing excellence in client service	(Not a specific characteristic of the new employee or traditional employee)
Honesty	Trustful
Integrity	(Not a specific characteristic of the new employee or traditional employee)
Continuous improving	Self development, lifelong learners, personal growth
Self –directed	Success is up to myself, fulfill dreams by working hard
Taking initiatives	Demanding, success is up to myself, want to learn from the wisdom of others, but in a way that fits to them
Results focus	Goal oriented
Taking individual responsibility	Describe themselves as responsible and independent
Having high expectations for performance	Have clear image of how work needs to be done
OCP item O'Reilly et al. (1991)	Underlying framework/explanation of the new employee according to literature
Informality	Hierarchy, centralized management
Demanding	Instant gratification, demanding,
Achievement orientation	Lifelong learning, importance of achievement
Stability	Thrive on change and uncertainty, not expecting long term employment
Rule Oriented	Flexibility, pragmatic
Autonomy	Fulfil dream by working hard, success is up to yourself, rely on yourself
High pay for good performance	Goal oriented, self confidence
Job security	Security of employment is not a motivator
Low levels of conflict	Living in a peaceful/harmonious atmosphere
Social responsibility	Responsible, sustainable environment,
Items/Values developed by the author	Underlying framework/explanation of the new employee according to literature

Individualism	Self-centred, treated as an individual,
Work life balance	Flexible working arrangements, personal relationships, working long hours, ambitious but not at all costs
React fast on incoming information and messages	Use of social media, fast communication
Build relationship through social media	Use of social media

Principal Factor Analysis was done to find underlying scales and different concepts in the OCP. The reliability analysis was done to ensure that the reliability of the scales was high enough, to ensure that items in the questionnaire actually measured the new employee and the other generation(s). In this study, explorative factor analysis (FA) was done. Because of the explorative character of the instrument to measure the work values of employee, there was an unknown amount of concepts and it was unknown which items measured which concepts. Therefore there was done a factor analysis with two, three, four, five and six factors, all with a Varimax- and Oblimin Rotations. Those two rotations are the most common and used in previous studies. According to the amount of items that loaded on more than one component and the absence of the simple structure, there has been chosen to drop the Varimax- and Oblimin Rotation with four, five and six factors and the Varimax Rotation with two and three factors. The study continued with the Oblimin Rotation with two en three factors. After investigated those rotations (see Appendix C), the Oblimin Rotation with three factors was chosen. The first factor consisted of 10 items, the second 10 and the third factor had 5 items. The proportion of variance explained by the three factors was 0,42. The Kaiser-Meyer-Olkin test was 0,794 and the Bartlett's Test was significant with strength of 0.000 by a p-value of 0.01. The first factor consisted of 10 items after removing four items that loaded on more than one factor. The reliability of this factor was 0,815 and all the items of this factor had a good correlation with this factor. The second factor had 10 items that only loaded on factor 2 and one item that load on factor one as well. This item was removed. The reliability of this factor was 0,814 and all the items of this factor had a good correlation with this factor. The third factor had five items, all the items had a good correlation with this factor and the reliability of this factor was 0,705. The first factor was labelled as 'the traditional employee', the second was labelled as 'the new employee' and the third was the 'security searching employee'. See the complete analysis of this factor analysis in Appendix C. The correlations between the factors are displayed in table 4.

Table 4: Component Correlation Matrix, three components

Component	1 (traditional employee)	2 (new employee)	3 (security searching employee)
1 (traditional employee)	1	-0,336	0,233

2 (new employee)	-0,336	1	-,091
3 (security searching employee)	0,233	-,091	1

The factors were obvious and therefore easily named and labelled. Those variables, with those labels were exclusively categories. An exclusive category in this study means that a respondent should score high on one of the components and needed to score low on the other components (high negative correlation). The combination between the above labels (traditional employee, new employee and security searching employee) and a low correlation between the components, led to an inconsistent issue in this study.

The correlation between component one and three and two and three were too low (<(-)0.30) to use in this study. However, the relation between component one and two was reliable, the negative correlation between those components is high. Therefore, those components were chosen for this study.

Table 5: The items of the scales of the traditional and new employee

Items of component 1: The traditional employee:	Items of component 2: The new employee:
Being team oriented	Individualism
Being innovative	Self directed
Having a good reputation	Achievement orientation
Professionalism	Having high expectations for performance
Providing client convenience	High pay for good performance
Providing excellence in client service	Demanding
Honesty	Result focus
Integrity	Informality
Autonomy	Sharing information freely
Social responsibility	Build relation through social media

To control the above variables, control variables included to estimate the extent of spuriousness of the findings. The first control variable was age. In the research of Turnley and Feldman (1999) age had an effect on the relationship between psychological contract violation and employee outcomes. Also Van der Heijde and Van der Heijden (2006) found an effect of age and job level on employee development. Educational level and gender also affected employee development in previous studies (Slattery, Selvarajan & Anderson, 2006).

3.4 Procedure

Employees of the participating organizations received an email with a link to the electronic questionnaire, together with a cover letter with instructions and the assurance of confidentiality.

Two weeks after distributing the questionnaires, a reminder for filling in the questionnaires was sent. The outcomes of the questionnaires were collected and edited in SPSS.

Chapter 4: Results

4.1 Descriptive analyses

Correlation coefficients between all research variables that are relevant for the conceptual model can be found in table 6, together with the means and standard deviations of these variables. The control variables are also added to the correlation table. The results in this table show that employee development is positively correlated to the work values of the new employee ($r=.405$, $p<.01$), but even strongly correlated are the values of the traditional employee to employee development ($r=.468$, $p<.01$). This means that an increase in similarities of the work values of the new employee is related to a higher level of employee development. However the effect of the values of the traditional employee is stronger. The remaining correlations between the variables of the conceptual model are small and insignificant. However there are large and significant correlations between the control variables and the variables of the conceptual model. As shown in this table there is also an expected correlation between generational X and babyboomers and age ($r=.311$, $p<.01$ and $r=.619$, $p<.01$). Another correlation in this study is the correlation between the work values of the traditional employee and education ($r=.160$, $p<.05$). In other words, the higher the education of the employee, the more similarities the employee with the values of the traditional employee has. Fulfillment of the psychological contract does not have a significant correlation with other variables in this study.

There are two correlations in this table that are quite high (between age and babyboom generation and between fulfillment of the psychological contract and violation of the psychological contract); normally a test for multicollinearity must be performed. However, these variables are not a part of the analyses and the correlations are logic correlations, so the analysis to detect multicollinearity is not necessary to perform. Other correlations can be found in table 6.

Table 6: Means, standard deviations and Pearson correlation

	M	SD	1	2	3	4	5	6	7	8	9	10	11
1 Dummy generation: generation X (1)													
2 Dummy generation: babyboomers (1)			-.226**										
3 Work values new employee	3.79	0.51	.026	-.116									
4 Work values traditional employee	4.17	0.42	-.035	-.004	.413**								
5 Violation of p.c.	2.57	0.81	.075	.066	-.100	-.002							
6 Employee development	4.04	0.83	.011	.009	.405**	.468**	.031						
7 Age	32.55	8.36	.311**	.619**	-.23	.078	.052	-.007					
8 Education	4.43	0.83	-.039	-.028	-.22	.160*	.071	.028	-.068				
9 Fulfillment of p.c.	3.14	0.64	-.085	-.101	.63	.062	-.649**	-.018	-.151	-.018			
10 Dummy gender: female (2)			-.151	.004	-.80	.078	-.029	-.062	-.144	.007	-.046		
11 Dummy employment contract: temporary/fixed contract (3)			-.230**	-.106	-.84	.099	-.035	.009	-.282**	-.014	.051	.139	
12 Job level			.119	-.027	.014	.007	-.103	-.131	.033	.077	.078	-.098	-.123

*p<.05/ **p<.01

(1) Generation Y = 0

(2) Male = 0

(3) Permanent contract = 0

4.2 Analyses of hypotheses

The conceptual model proposed that the difference in work values of the new employee can be explained by generational differences and that the work values of the new employee have a moderating effect on the relation between violation of the psychological contract and employee development. Table 6 shows that the control variables had no effect on the concepts of this study, therefore no control variables are included in the analyses.

Hypothesis 1: The difference in work values for the new employee can be explained by generational differences.

The test that must be performed to test this hypothesis is the Tukey's HSD (Honestly Significant Difference) test. This is an analysis of variance that compares the variance between the different groups with the variability within each of the groups (Pallant, 2007). The results of this test are shown in table 7. The results of these tests are not significant, so that means that there is not a difference in work values of the new employee for the different generations. The scale, 'work values of the new employee' is not a scale that differentiates between the three generations. This analysis is also performed with the scale 'work values of the traditional employee', but the outcome of this test is also not significant and cannot differentiate generations. The first hypothesis is rejected. In the following analysis the new employee is a part of the models. This variable is not linked to generation Y. The same applies for the traditional employee to generation X.

Table 7: Post-hoc Test (Tukey): generations and work values of the new employee

Generations		Work Values Mean differences
Babyboomers	generation X	0,258
	generation Y/the new employee	0,000
generation X	babyboomers	-0,258
	generation Y/the new employee	-0,258
generation Y/the new employee	babyboomers	-0,000
	generation X	0,258

* $p < .05$ / ** $p < .01$

Hypothesis 2: There is a positive relationship between a higher level of the work values of new employee and a higher level of employee development.

This hypothesis is tested with a hierarchical multiple regression analysis. The work values of the new employee are entered in the model as an independent variable in the model and employee development as the dependent variable. This model explained 1,59 % variance in employee development and indicated a significant (positive) relationship, $F = 31,605$, $p < .001$ (Table 8). These results confirm hypothesis 1.

Table 8: Multiple regression predicting employee development, standardized coefficients

	Model 1
Work Values of the N.E.	.405**
R2	.164**
R2 Change	.164**
F	31.605

*p<.05/ **p<.01

Hypothesis 3: This hypothesis predicted that there is a negative relationship between violation of the psychological contract and employee development. This relation is tested with a hierarchical multiple regression analysis. The results are shown in table 9.

Violation of the psychological contract explained a small variance in employee development. The relation with employee development is also not significant, therefore this hypothesis is rejected.

Table 9: Multiple regression predicting employee development, standardized coefficients

	Model 1
Violation of P.C.	0.031
R2	-0.005
R2 Change	0.001
F	0.159

*p<.05/ **p<.01

Hypothesis 4: Violation of the psychological contract has a smaller effect on the employee development for the work values of the new employee than for work values of the traditional employee. To test above hypothesis, a hierarchical multiple regression analysis must be performed inclusive an interaction effect of work values and violation of psychological contract. The first model is the relation of violation of the psychological contract and the work values of the new employee with employee development (hypothesis 2 and 3), the second model is the interaction effect added in the model. The results show that the work values of the new employee do not affect the relation between violation of the psychological contract and employee development (table 10). The work values of the new employee do not have an influence on this relation, and therefore hypothesis four is rejected. This model is also tested with the work values of the traditional employee, and the outcomes are in conclusion similar to the outcomes of hypothesis four. The work values of the traditional employee do not influence the relation between the psychological contract and employee development (table 11).

Table 10: Multiple regression predicting employee development, standardized coefficients (New Employee)

	Model	1	2
Violation of P.C.		.073	.964
Work values N.E.		.412**	.077**
Violation of P.C. * Work Values N.E.			-.936
R2		.411**	.428
R2 Change		.169**	.014
F		16.306	11.912

*p<.05/ **p<.01

Table 11: Multiple regression predicting employee development, standardized coefficients (Traditional Employee)

	Model	1	2
Violation of P.C.		.032	1.126
Work values T.E.		.468**	.807**
Violation of P.C. * Work Values T.E.			-1.150
R2		.469**	.481
R2 Change		.220**	.011
F		22.539	15.020

*p<.05/ **p<.01

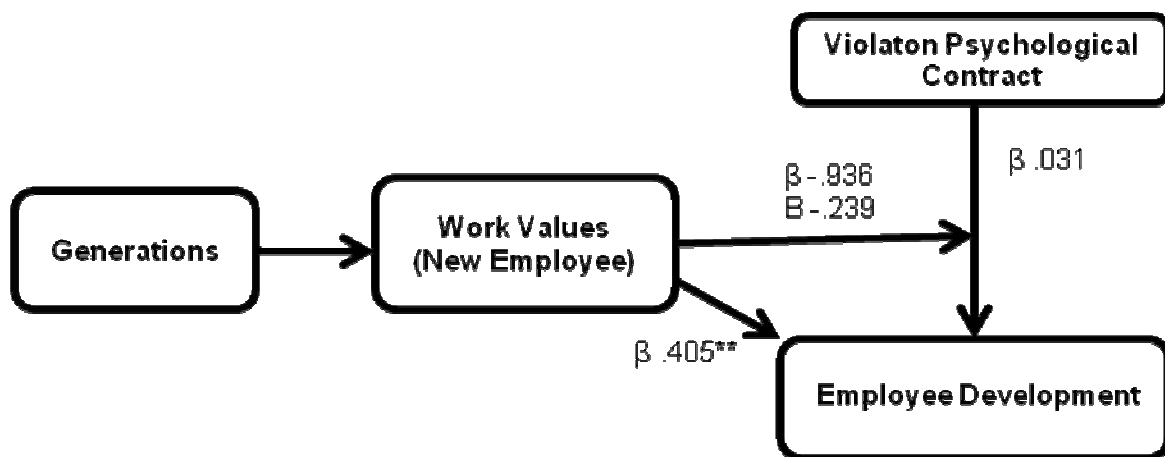
According to the analyses of hypotheses two, there is not a large difference between the new employee and the traditional employee with regard to employee development. There is also not a difference in the interaction effect between the work values of the new employee and the work values of the traditional employee, the work values of both groups do not affect the relation between violation of the psychological contract and employee development. It could be that the work values of the new employee are not different from the work values of the traditional employee. To test this a t-test was performed to analyse what the difference are between the work values of the new employees (see Appendix D), who are linked to the generation Y and the work values of the traditional employees who are linked to generation X. This tests show that there is not a significant difference between generation X en Y on the work values of the new employee or on the work values of the traditional employee. There was also made a table that shows what the scores were of those generations on the values of the new employee scale and the values of the traditional employee scale (see table 5). This table shows that there is a minimal difference in importance of work values between generation Y and generation X. The largest difference between those generations is the mean score at the items 'low levels of conflict' and 'building relationships through social media'. This table is also specified in the items of the scales for the new employee and the traditional employee (see Appendix D). According to predictions of this study, generation X must score higher on the scale 'traditional employee' then generation Y.

This cannot be confirmed. Generation Y scores on seven of the ten items higher than generation X. In reverse order is this the same case. Generation X scores higher on the items of the scale 'the new employee' than the generation Y. To summarize, there is not a difference between generation X and Y in importance of work values.

4.3 Conceptual model: A summary

A summary of the findings is depicted in Figure 2. The conceptual model that guided this study is shown in figure 2. Beta-values are given for the direct relationships and the B-values for the interaction effects

Figure 2: Conceptual model, inclusive Beta- and B values



Chapter 5: Conclusion and Discussion

5.1 Discussion of the results

The purpose of this study was to explore what the characteristics are of the new employee. This study tried to explain the difference between the new employee and the traditional employee. The other purpose was to examine what the relation is of the new employee and their intention to employee development and what the impact is of a violated psychological contract. The data were collected by a questionnaire and consisted of 163 respondents.

The first purpose: 'who is the new employee?' can be explained through this research. According to this study, the new employee cannot be linked to the generation Y. Generation Y are employees who are born between 1981 and 2000, but these employees are not automatically a new employee. The new employee can be specified through work values and not with age or education. According to the factor analysis, there are ten work values that describe the new employee and distinguish this group of employees from the traditional employee. The valuable work values for the new employee are individualism, self directed and achievement orientation. An important result of this study is that there are different values that describe the new employee, but that age is not a predictor of those work values.

The first hypothesis, 'the difference in work values for the new employee can be explained by generational differences' is rejected. There is not a difference in work values for the different generations. Generations are formed by age but also by matching history and work ethos. The work values of the new employee are, according to this study, are not shaped by generational differences, but have other explanations. By forming work values of employees, there are a lot of factors involved (Warr, 2008). These factors can be distinguished in two levels. The first factor is demographic influences, e.g. education, family situation, career stage or life stage. The second factor is role evaluations, e.g. employment commitment and satisfaction, well being of the employee and work home balance (Warr, 2008; Cennamo & Gardner, 2008). The formula of the above factors to form work values is different for each employee. Another issue that must take into account is the division of the year of birth of the generations. For this study, the division of Bontekoning (2008) is chosen (generation Y: 1981-2000 and generation X: 1961-1980). But this division is not a standard, because other researchers using other divisions; Zemke et al. (2000): Generation Nexters: 1980-2000 and Generation Xers: 1960-1980; Twenge et al. (2010): GenY; 1982-1999 and Generation X: 1965-1981; Van Steensel (2000) Schreenagers 1985-2000 and Generation X 1955-1970. This could be a factor that has an influence on the outcome of this study. Another alternative explanation for the missing relation between generational differences and the values of the new employee is the missing division in work values. There is a difference in work values that are extrinsic (job security, salary) and intrinsic (intellectual stimulation, challenge) (Cennamo & Gardner, 2008; Twenge et al., 2010). According to previous research (Cennamo & Gardner, 2008; Twenge et al., 2010), different work values (intrinsic and extrinsic) are found for several different generations. This difference in work values is not taken into account in this study. Another possible reason which could elucidate why generational differences could not be related to the work values of the new employee is the changing workforce. Employment relations are being influenced by fundamental changes in work or employees (Rousseau & Benzoni, 1995). Lifestyle changes and demographic trends influence employees' values, skills and expectations (Zuboff, 1988) while factors in the business environment (e.g. increased competition, downsizing etc.) influence the needs and expectations of the employers. The research of Smola and Sutton (2002) shown that work values of different generations and within groups of generations are changing, as a result of the societal environment or the maturation process of individuals. It could be that those changes in the workforce are not related to generations, but are affecting the whole workforce. In short, the changing workforce and changing values of the employees is not an effect of generations, but could be an effect of the general changing workforce. This could be a reason for not confirming this assumption.

As was expected, the results of this study show that there is a positive relationship between a higher level of the work values of new employee and a higher level of employee development.

This result supports existing research (Baker, 2009; Broadbridge et al., 2006). This relation suggests that an employee with the work values of the new employee has a significant high intention to employee development. However, the effect of the traditional employee on the variable employee development is stronger than the new employee. This can mean that there are other factors influencing the intention to employee development of the new but also the traditional employees. Another factor that has a high effect on employee development is organizational commitment (Maurer & Lippstreu, 2008). When employees have a high organisational commitment and they get supported by the organisation, their intention to employee development will be higher, in spite of if the employee is a new or traditional employee. Employees (new or traditional) who are committed to an organization display other positive behaviors that are valuable to an organization; an example of this is intention to employee development. Another important factor that influences the intention to employee development is organizational support (Hall, 1976; Tansky & Cohen, 2001). An employee can be supported by the organization (facilitation employee development) or by the supervisor (try to make the person believe that he/she is capable for development). Both of these dimensions have an effect of the intention of the employee to development (Maurer & Lippstreu, 2008). It could be that in this research the organizational commitment and organizational support is high to such an extent, that there is a high intention to employee development for the new employee and traditional employee, despite the other work values of these groups. It could be that the effect of organizational commitment and support on employee development is stronger than the work values of the employees. Another explanation of the missing difference between the work values of the employee and the work values of the traditional employee on employee development are demographic factors (Ellinger, Ketchen, Hult, Elmadag & Richey, 2008). Employees who are just entering the labour market and employees with a high education, affect the intention to develop themselves. In this study the average age is 32, this is relatively young and the amount of working years is small as well (Mean: 9,5 years, SD: 9,65). The level of education can be of affect as well, more than 90% of the respondents is high educated (HBO/Bachelor or higher).

Although violation of the psychological contract has a lot of consequences for the employee and employer, the effect of violation of psychological contract on employee development is not confirmed in this study. One possible explanation for the absence of support for this assumption is a reversed explanation; violation of the psychological contract could have a positive relation to employee development. Violation of the psychological contract can be a drive for employee to develop their self strongly, to increase the chances to get another job in an organization where they don't experience a violation of the psychological contract. This is consistent with the theory of Stoner and Galagher (2010), that turnover intention has an effect of the relation between employee development and violation of the psychological contract. This could be an explanation for the missing support for this hypothesis.

According to different studies (Stoner & Galagher, 2010; Turnley & Feldman, 1998) there are a lot of strong variables that effect employee development and the relation to violation of the psychological contract. Job involvement is a strong moderator in this relation, because employees with high job involvement will react differently to psychological contract violation than employees who have low job involvement. Job involvement has a strong relation with employee development as well, according to Kuvaas and Dysvik (2009); employees with a high involvement have a higher intention to develop them. Therefore it could be that job involvement is the main variable in a spurious relationship between employee development and violation of the psychological contract. Above factors can be an explanation of the absence of support for this assumption

The results of the fourth hypotheses shown that, work values of the new employee and the work values of the traditional employee does not have an influence on the relation between violation of the psychological contract and employee development. The work values of the new employee aren't strong enough to affect this relation. Remarkable is that the new employee and the traditional employee have the same effect on this relation, according to this analysis. There is not a difference between the traditional employee and the new employee in the results of this study. As above mentioned the new employee cannot be linked to generation Y or linked to a group that is made out of the same ages. However those two variables (work values new and traditional employees) differ not much in this sample. There is almost no variance in demographic aspects of generation X (born: 1961-1980 and generation Y (born: 1981:2000). There is a lack of difference in education and job level, because the majority of both generations has obtained a university/master degree and is working on an upper white collar level or middle management level. There is also a little difference between the average age of generation X (35 years) and generation Y (27 years). A result of a lack in variance is that the connection with the scales of the values of the new employee and the traditional employee is difficult to make. Therefore there can be concluded that the scale 'work values of the new employee' not measuring another concept than the scale 'work values of the traditional employee'. The overall conclusion that can be draw is that there is not a difference between generation X and Y and between the respondents on the scale 'new employee' and 'traditional employee'. There is not a significant difference in age, generation and work values of employees in this study.

5.2 Limitations

There are some limitations to the present study that should be considered when interpreting the results. There are two limitations about the used questionnaire. First, and immediately the biggest limitation is the conceptualization of the new employee and traditional employee. The scales are a part of an existing questionnaire, the OCP. This questionnaire is completed with extra items from an extended OCP and self made items. The underlying scales and concepts (work values of

the new employee and traditional employee) are composed with help of the PFA, used literature about the new and traditional employee and the view of the author. A part of this questionnaire was already tested and used in previous studies, but the questionnaire used in this study was not tested or validated. This is a limitation for the results of this study. The study of Nenkov, Morrin, Ward, Schwartz and Hulland (2008) involved the development of a new, valid and reliable scale. The conclusion they drew from this process is that developing a scale is a lot of work and that this takes more than one data set to make a good reliable self-developed scale. Therefore, it was a risk to work with a partly self developed scale without further investigations. The risk that is taken has not turned out completely positively. In connection with the results, the developed scales need to be investigated and reconsidered further. The scale (work values of the new employee), used in this study, does not measure the new employee who is linked to generation Y. And therefore all the analyses that are made with this scale must be seen in this context. Next, the scale violation of the psychological contract. This study had a cross-sectional design, which can be less suitable for testing violation. Robinson and Morrison (2000) found that the timing of violation measurement has a great influence on the results. The emotional feelings will be strongest at the moment a violation is involved in their situation. Therefore it is better to test violation over a longer period of time. The following limitations have a connection with the used method. This study is done with two types of data collection, namely convenience sample and snowball sample. A limitation of convenience sample is that not every individual has an equal chance to be a part of the sample, besides the chance to be or not to be in this sample is unknown. This can deliver a systematic selection error and this is happen in this study. The sample that is used in this study is an important limitation. The sample is overrepresented with highly educated respondents with an age around 30 years, and this makes generalizations problematic. Another disadvantage of this data collection method is that friends of the author were used as respondents. The risk of self-reported data, especially when friends are involved, is that the respondents manipulate the data by giving socially desirable answers (Hales, Sridharan, Radhakrishnan, Chakravorty & Siha, 2008).

5.3 Future research

The first set of suggestions for future research is based on the limitations mentioned in the above section. First, future research should investigate the conceptualization of the new employee. In the last year, there is done more and more empirical research about the new employee and the relation with generations (e.g. Twenge et al., 2010 and Treuren & Anderson, 2010). But to the knowledge of the author, there is not yet a questionnaire how to measure the new employee and there is not yet an unambiguous profile of the new employee. This is a recommendation to research the new employee more.

Methodological recommendations for future research can be divided in two parts, the explorative study to the new employee and the confirmative study to the remaining concepts. To measure the new employee and their work values, the concept of the new employee and the characteristics of

generation Y must be more investigated. The first recommendation towards the method is the use of focus groups. A focus group is a form of qualitative research which a group of respondents are asked about their opinions, beliefs and perceptions towards, in this case, e.g. work values. This methodology can be a good design in an explorative study to the values of the new employee, because it is useful to assessing how opinions converge or diverge in a particular group, and the reasons why this is the case. It can also be used to explore the differences between groups (Chambers, Lobb, Butler & Traill 2008). Furthermore, a recommendation for future research to improve the confirmative part of this study is to use random sampling. With this method there is a better variance between individual results within the sample and within the overall population which make it less hard to generalize.

In addition to these methodological recommendations, some theoretical implications can be given. Based on the results of this research it would be interesting to test more concepts that influence the intention to employee development as well. Preliminary studies have shown that there are a lot of factors involved in the concept of intention to employee development (Maurer & Lippstreu, 2008; Tansky & Cohen, 2001). Therefore, in future research, factors like organizational support and commitment can be taken into account to perform a complete analysis. This can provide additional evidence that the values of the new employee are predictors of intention to employee development.

5.4 Theoretical implications

The results of this study do not provide a lot of theoretical implications. Because of the lack of significant results, the theoretical implications are also small. A result of this study is that it is clear that the new employee must be a research subject in other studies more often. This employee group is not clearly described and defined. This study has a contribution to the scientific literature of collecting all the descriptions, characteristics and values of the new employee. This research was started to broaden the research that already existed on the topic of the new employee.

5.5 Practical Implications

Besides the recommendations for future research, there are practical implications to be drawn according to this study. There are several results that provide interesting insights for organizations. Important is that organizations face the changing workforce. The difference in generations is not found in this study, but this can be an effect of a shift in general work values and attitudes for all the employees, despite generation. Important is that you cannot lump them together as one generation. Every employee is different, but all the work values are changing. The management techniques that were effective for young workers 20 years ago may not work now. In addition, the same old recruiting techniques outlining the same old jobs may not be effective for each new generation as it enters the workforce. According to this research, there are

no significant outcomes found towards violation of the psychological contract. But previous studies found that violation of the psychological contract most certainly has an effect on the values and behavior of the employees. Therefore it is still very important for organizations to learn more about the concept of violation of the psychological contract and its consequences. According to previous research, understanding the generational differences in organizations can create more employee productivity and innovation. (Kupperschidt, 2000). To maximize the organizations and organization profit, understand and anticipate on generational differences. According to this research, the focus must be not on the generational differences, but on the individual employee who is changing through the changing workforce. A focus on the individual employee could have the same organizational outcomes, same as a focus on generational differences. Perhaps most important, management research should consider the most effective strategies for attracting, assimilating, and ultimately retaining the incoming generation of workers, the new employee.

Chapter 6: References

- Baker, T. (2005). *Towards a new employment relationship model: Merging changing needs and interests of organization and individual*. Queensland: Queensland University of Technology.
- Baker, T. (2009). The new employee-employer relationship model. *Organization Development Journal*, 27(1), 10.
- Becker, H. A. (1992). *Generaties en hun kansen*. Amsterdam: Meulenhoff.
- Benson, G.S. (2006). Employee development, commitment and intention to turnover: a test of 'employability' policies in action. *Human Resource Management Journal*, 16(2), 173–192.
- Birdi, K., Allan, C., & Warr, P. (1997). Correlates and outcomes of four types of employee development activity. *Journal of Applied Psychology*, 82(6), 13.
- Bontekoning, A. (2008). Generatiegolven als vernieuwingsimpulsen. Over de verborgen kracht van generaties. *M & O: tijdschrift voor organisatiekunde en sociaal beleid*, 62(1), 15.
- Boschma, J., & Groen, I. (2006). *Generatie Einstein. Slimmer, sneller en socialer*. Amsterdam: Pearson Education.
- Broadbridge, A. M., Maxwell, G. A., & Ogden, S. M. (2006). Perceptions and expectations of graduate entrants in UK retailing: initiating a longitudinal study. *Career Development International*, 10(6), 21.
- Broadbridge, A. M., Maxwell, G. A., & Ogden, S. M. (2007). Experiences, perceptions and expectations of retail employment for retail employment for generation Y. *Career Development International*, 12(6), 23.
- Cennamo, L., & Gardner, D. (2008). Generational differences in work values, outcomes and person-organization values fit. *Journal of Managerial Psychology*, 23(8), 891-906.
- Chambers, S., Lobb, A., Butler, L.T., & Traill, W.B. (2008). The influence of age and gender on food choice: a focus group exploration. *International Journal of Consumer Studies*, 32, 356–365.

- Collins, H. (2001). Regulating the employment relation for competitiveness. *The Industrial Law Journal*, 30(1), 32.
- Dabos, G. E., & Rousseau, D. M. (2004). Mutuality and reciprocity in the psychological contracts of employees and employers. *Journal of Applied Psychology*, 89(1), 21.
- De Korte, A. W., & Bolweg, J. F. (1994). *De nieuwe werknemer?! Een verkenning naar veranderingen in werknemerswensen en de managementconsequenties daarvan*. Assen: Van Gorcum.
- Dose, J. (1997). Work values: an integrative framework and illustrative application to organizational socialization. *Journal of Occupational and Organizational Psychology* 70, 219–241.
- Eisner, S. P. (2005). Managing generation Y. *Advanced Management Journal*, 70(4), 12.
- Ellinger, A. E., Ketchen, D. J., Hult, T. M., Elmadag, A. B., Richey, R. G. (2008). Market orientation, employee development practices, and performance in logistics service provider firms. *Industrial Marketing Management*, 37, 353-366.
- Erickson, T. (2008). *Don't treat them like baby boomers*. Retrieved from http://www.businessweek.com/magazine/content/08_34/b4097064809209.htm
- Foreman, H. (2006). Understand gen Y employees. *Credit Union Magazine*, 72(4), 2.
- Freese, C. (2007). *Organizational change and the dynamics of psychological contracts: A longitudinal study*. Dissertation. Tilburg: Tilburg University.
- Friedman, S. (2009). Social Media: buzzing your annual gathering. *Franchising World*, 41(11), 10-11.
- Grimmer, M., & Oddy, M. (2007). Violation of the psychological contract: the mediating effect of relational versus transactional beliefs. *Australian Journal of Management*, 32, 1, 153-174.
- Hales, D. N., Sridharan, V., Radhakrishnan, A., Chakravorty, S. S., & Siha, S. M. (2008). Testing the accuracy of employee-reported data: An inexpensive alternative approach to traditional methods. *European Journal of Operational Research*, 3(9), 583-593.

- Hall, D. T. (1976). *Careers in organizations*. Pacific Palisades, CA: Goodyear.
- Hall, D. T. (2002). *Careers in and out of organizations*. Thousand Oaks, CA: Sage.
- Hicks, R., & Hicks, K. (1999). *Boomers, Xers and other strangers*. Tyndale House Publishers, IL: Wheaton.
- Hofstede, G. (2001). *Culture's consequences: comparing values, behaviors, institutions and organizations across nations*. Thousand Oaks CA: Sage Publications.
- Huselid, M. A. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management Journal*, 38(3), 38.
- Intermediair magazine: Rabobank Beste Werkgever 2009, (2009). *Rabobank Beste Werkgever 2009*. Retrieved from <http://www.intermediair.nl/artikel/beste-werkgevers-onderzoek/127878/rabobank-beste-werkgever-2009.html>
- Jamrog, J. J. (2002). Current practices: The coming decade of the employee. *Human Resource Planning Society*, 25(3), 7.
- Kerslake, P. (2005). Words from the Ys - Leading the demanding dot-coms: Competitive advantage will increasingly accrue to those organizations that best motivate and engage their staff. *New Zealand Management*, 5(4), 3
- Kupperschmidt, B. R. (2000). Multigeneration employees: strategies for effective management. *The Health Care Manager*, 19, 65–76.
- Kuvaas, B., & Dysvik, A. (2009). Perceived investment in employee development, intrinsic motivation and work performance. *Human Resource Management Journal*, 19(3), 20.
- Lee, C. H., & Bruvold, N. T. (2003). Creating value for employees: investment in employee development. *International Journal of Human Resource Management*, 14(6), 20.
- Martin, C. A. (2005). From high maintenance to high productivity: what managers need to know about Generation Y. *Industries and Commerce Training*, 37(1), 6.

- Maurer, T. J., & Lippstreu, M. (2008). Who will be committed to an organization that provides support for employee development? *Journal of Management Development*, 27(3), 21.
- Mitra, S. (2008). *Recruiting and retaining Generation Y*. Retrieved from http://www.cpa2biz.com/Content/media/PRODUCER_CONTENT/Newsletters/Articles_2008/CorpFin/Y.jsp#
- Morrison, E. W., & Robinson, S. L. (1997). When employees feel betrayed: A model of how psychological contract violation develops. *Academy of Management Review*, 22(1), 31.
- Morton, L. P. (2002). Targeting generation Y. *Public Relations Quarterly* 47(2), 3.
- Nadin, S., & Cassell, C. (2007). New Deal for Old? Exploring the psychological contract in a small firm environment. *International Small Business Journal*, 25(4), 417-443.
- Nenkov, G. Y., Morrin, M., Ward, A., Schwartz, B., & Hulland, J. (2008). A short form of the maximization scale: factor structure, reliability and validity studies. *Judgment and Decision Making*, 3(5), 371-388.
- Ng, T. W. H., & Feldman, D. C. (2009). Age, work experience, and the psychological contract. *Journal of Organizational Behavior*, 30, 23.
- Ostroff, C., Shin, Y., Kinicki, A. J. (2005). relationships between value congruence and employee attitudes. *Journal of Organizational Behavior*, 26, 591-623.
- O'Reilly, C. A., Chatman, J., Caldwell, D. F. (1994). People and organizational culture: a profile comparison approach to assessing person-organization fit. *Academy of Management Journal*, 34(3), 487-516.
- Pallant, J. (2007). *SPSS survival manual: A step by step guide to data analysis using SPSS version 15 (3rd Edition)*. Berkshire: Open University Press.
- Pate, J., Martin, G., & McGoldrick, J. (2003). The impact of psychological contract violation on employee attitudes and behaviour. *Employee Relations*, 25(6), 17.
- Robinson, S.L & Rousseau, D.M. (1994b). Violating the psychological contract: Not the exception but the norm. *Journal of Organizational Behavior*, 15, 245-259.

- Rokeach, M. (1973). *The nature of human values*. New York, NY: Free Press.
- Rousseau, D. M. (1995). *Psychological contracts in organizations : understanding written and unwritten agreements*. Thousand Oaks, CA: Sage.
- Rousseau, D. M. (1998). Invited Essay: Why worker still identify with organizations. *Journal of Organizational Behavior*, 19(3), 17.
- Rousseau, D. M., & Wade-Benzoni, K. A. (1995). *The changing nature of work*. San Francisco, CA: Jossey-Bass.
- Schaie, K. W. (1965). A general model for the study of developmental problems. *Psychological Bulletin*, 64, 92-107.
- Schalk, R., & Roe, R. E. (2007). Towards a dynamic model of the psychological contract. *Journal for the Theory of Social Behaviour*, 37(2), 16.
- Selmer, J., & Littrell, R. (2010). Business managers' work value changes through down economies. *Journal of Chinese Human Resource*, 1(1), 31-48.
- Sharkie, R. (2005). Precariousness under the new psychological contract: the effect on trust and the willingness to converse and share knowledge. *Knowledge Management Research & Practice*, 3, 37-44.
- Sims, R. R. (1994). Human resource management's role in clarifying the new psychological contract. *Human Resource Management*, 33(3), 373-383.
- Slattery, J. P., Selvarajan, T. T., & Anderson, J. E. (2006). influences of new employee development practices on temporary employee work-related attitudes. *Human Resource Development Quarterly*, 17(3), 279-303.
- Smola, K. W., & Sutton, C. D. (2002). Generational differences: revisiting generational work values for the new millennium. *Journal of Organizational Behavior*, 23, 363-382.
- Stoner, J. S., & Gallagher, V. C. (2010). Who Cares? the role of job involvement in psychological contract violation. *Journal of Applied Social Psychology*, 40(6), 1490-1514.

- Tansky, J. W., & Cohen, D. J. (2001). The relationship between organizational support, employee development, and organizational commitment: An empirical study. *Human Resource Development Quarterly*, 12(3), 16.
- Tapscott, D. (1998). *Growing up digital: The rise of the net generation*. New York: McGraw Hill.
- Treuren, G., & Anderson, K. (2010). The employment expectations of different age cohorts: Is generation Y really that different?. *Australian Journal of Career Development*, 19(2), 49-61.
- Tsui, A., Pearce, J., Porter, L., & Tripoli, A. (1997). Alternative approaches to the employee–organization relationship: does investment in employees pay off? *Academy of Management Journal*, 40(5), 32.
- Turnley, W. H. & Feldman, D. C. (1998). Psychological contract violations during corporate restructuring. *Human Resource Management*, 37(1), 71-83.
- Turnley, W. H., & Feldman, D. C. (1999). The impact of psychological contract violations on exit, voice, loyalty, and neglect. *Human Relations*, 52(7), 28.
- Twenge, J. M., Campbell, S. M., Hoffman, B. J. & Lance, C. E. (2010). Generational differences in work values: *leisure and extrinsic values increasing, social and intrinsic values decreasing*. *Journal of Management*, 36(5), 1117-1142.
- Rhodes, S. (1983). Age-related differences in work attitudes and behavior: a review and conceptual analysis. *Psychological Bulletin*, 93, 328–367.
- Uen, J., Chien, M. S., & Yen, Y. (2009). The mediating effects of psychological contracts on the relationship between human resource systems and role behaviors: A multilevel analysis. *Journal of Business Psychology*, 24, 9.
- Van der Heijde, C. M., & Van der Heijden, B. I. J. M. (2006). A competence-based and multidimensional operationalisation and measurement of employability. *Human Resource Management*, 45(3), 449–476.
- Van Steensel, K. M. (2000). *Internetgeneratie, de broncode ontcijfert*. Den Haag: SMO.

Warr, P. (2008). Work values: Some demographic and cultural correlates. *Journal of occupational and organizational psychology*, 81, 751-775.

Zemke, R., Raines, C., Filipczak, B. (2000). *Generations at work*. New York, NY: Amacom.

Zuboff, S. (1988). *In the age of the smart machine: The future of work and power*. New York, NY: Basic Books.

Appendix A: Scales

Scale OCP:

The following questions are about the values in your life. Please answer to what extent these values are important to you:

1. Being team oriented (Ostroff, Shin, Kinicki, 2005)
2. Sharing information freely (Ostroff, Shin, Kinicki, 2005)
3. Being supportive(Ostroff, Shin, Kinicki, 2005)
4. Flexibility (Ostroff, Shin, Kinicki, 2005)
5. Adaptability (Ostroff, Shin, Kinicki, 2005)
6. Innovation (Ostroff, Shin, Kinicki, 2005)
7. Having a good reputation (Ostroff, Shin, Kinicki, 2005)
8. Professionalism (Ostroff, Shin, Kinicki, 2005)
9. Providing client convenience (Ostroff, Shin, Kinicki, 2005)
10. Providing excellence in client service (Ostroff, Shin, Kinicki, 2005)
11. Honesty (Ostroff, Shin, Kinicki, 2005)
12. Integrity (Ostroff, Shin, Kinicki, 2005)
13. Continuous improving (Ostroff, Shin, Kinicki, 2005)
14. Self –directed (Ostroff, Shin, Kinicki, 2005)
15. Taking initiatives (Ostroff, Shin, Kinicki, 2005)
16. Results focus (Ostroff, Shin, Kinicki, 2005)
17. Taking individual responsibility(Ostroff, Shin, Kinicki, 2005)
18. Having high expectations for performance (Ostroff, Shin, Kinicki, 2005)
19. Individualism (developed by the author)
20. Informality (O'Reilly,Chatman, Caldwell, 1991)
21. Work life balance (developed by the author)
22. Demanding (O'Reilly,Chatman, Caldwell, 1991)
23. Achievement orientation (O'Reilly,Chatman, Caldwell, 1991)
24. Stability (O'Reilly,Chatman, Caldwell, 1991)
25. Rule Oriented (O'Reilly,Chatman, Caldwell, 1991)
26. Autonomy (O'Reilly,Chatman, Caldwell, 1991)
27. High pay for good performance (O'Reilly,Chatman, Caldwell, 1991)
28. Job security (O'Reilly,Chatman, Caldwell, 1991)
29. Low levels of conflict (O'Reilly,Chatman, Caldwell, 1991)
30. Social responsibility (O'Reilly,Chatman, Caldwell, 1991)

A 1 to 5 scale was used where 1= Totally not important and 5= Very important.

Extra:

31. I react fast on incoming information and messages (developed by the author)

32. I build relationships through social media tools build relationships through social media tools (e.g. Facebook, LinkedIn, Discussion Forums, etc) (developed by the author)

This scale assesses the importance of work values of employees. A 1 to 5 scale was used where 1= Totally disagree and 5= Totally agree.

Scale: Violation of the psychological contract

Consider how your employer generally held to its promises. To what extent do you agree with the following statements? I feel:

1. Satisfied
2. Frustrated
3. Happy
4. Betrayed
5. Appreciated
6. Disappointed

This scale assesses the experience of a violated psychological contract. A 1 to 5 scale was used where 1= Totally disagree and 5= Totally agree.

Scale: Anticipation and Optimization

The following 8 questions are about your personal development. Please indicate how often you perform those actions

1. I spend time to improve the knowledge and skills that will be valuable in my work.
2. I take responsibility for keeping my job opportunities up to standard.
3. I improve my weaknesses in a systematic way.
4. I am focused on continuously developing myself.
5. I take external market demands into account when formulating my career goals.
6. I consciously devote attention to applying my newly acquired knowledge and skills.
7. During the past year, I was actively engaged in investigating adjacent job areas to see where success could be achieved.
8. During the past year, I associated myself with the latest developments in my job domain.

This scale assesses the intention to personal development. A 1 to 6 scale was used where 1= Never and 5= Very often.

Appendix B: Indicators and characteristics of the new employee

Table 1: Indicators and characteristics of the new employee

Indicator:	Characteristic:
Age	Born from 1981 (Bontekoning, 2008)
Education	High education (HBO or WO) (Bontekoning, 2008)
Communication	Active in social networks (Van Steensel, 2000); fast communication (fast reactions and feedback); think networking as a part of the deal; meaningful contacts (Bontekoning, 2008); like to work and communicate with bright creative people (Zemke, Raines and Filipczak, 2000) and develop own opinions (Zemke, Raines and Filipczak, 2000); Active on social networking sites; building relationship through social media (Friedman, 2009).
Personality	Optimistic; independent; self centered (Bontekoning, 2008); they want to have fun in what they do; personal relationships are very important (Zemke, Raines and Filipczak, 2000); they are used to have many options; describe themselves as happy, responsible, trustful and very intelligent (Hicks and Hicks, 1999).
Professional characteristics	Trust central authority; have clear image of how work needs to be; fulfill dreams by working hard; goal oriented; very demanding; want structure and freedom; responsible (Zemke, Raines and Filipczak, 2000; Hicks and Hicks, 1999); knowledge is transitory, (Van Steensel, 2000); multitask capabilities; lifelong learners; to be successful is up to themselves; want to learn from the wisdom of others, but in a way that fits to them (Baker, 2009; Bontekoning, 2008); thrive on change and uncertainty (Broadbridge, Maxwell & Ogden, 2007); job security is not a motivator and they do not expect long-term employment (Broadbridge, Maxwell & Ogden, 2007); ambitious but not at any costs; employer has to offer flexible working arrangement (Bontekoning, 2008).
Values	authentic, freedom, self-development, joy, sustainable environment, Achievement orientation, realistic, self-respect, teamwork and living in a peaceful atmosphere

Appendix C: Factor Analyses

OCP Work Values: Oblimin rotations three factors:

Table 2: Pattern Matrix, 3 components

	Component		
	1	2	3
G12 Integrity	,831	,323	
G11 Honesty	,750		
G1 Team Oriented	,614		
G8 Professionalism	,589		
G6 Innovation	,575		
G4 Flexibility	,556	-,312	
G30 Social Responsibility	,555		
G13 Continuous Improving	,548	-,397	
G10 Excellence Client Convenience	,548		
G17 Individual Responsibility	,523	-,363	
G9 Client Convenience	,488		
G5 Adaptability	,437	-,315	
G7 Good Reputation	,386		
G26 Autonomy	,319		
G19 Individualism		-,754	
G14 Self Directed		-,740	
G23 Achievement Orientation		-,700	
G18 High Expectations Performance		-,637	
G27 High Pay Good Performance		-,618	
G15 Taking Initiatives	,387	-,589	
G22 Demanding		-,588	
G16 Result Focus		-,554	
G20 Informality		-,503	
G17 Build relationships through social media		-,409	
G2 Sharing info freely		-,335	
G16 react fast on incoming messages and information			
G29 Low Levels Conflict			,771
G28 Job Security			,756

G25 Rule Oriented			,640
G24 Stability			,616
G21 Work Life Balance			,357
G3 Being Supportive			

Component 1: The traditional employee

Table 3: Item-Total Statistics Component 1

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
G1 Team Oriented	37,67	15,445	,490	,300	,800
G6 Innovation	37,66	14,906	,481	,287	,800
G7 Good Reputation	37,56	15,298	,404	,232	,809
G8 Professionalism	37,45	14,792	,599	,398	,789
G9 Client Convenience	37,58	15,220	,503	,420	,799
G10 Excellence Client Convenience	37,55	14,336	,602	,463	,787
G11 Honesty	37,21	15,380	,470	,494	,802
G12 Integrity	37,23	14,390	,593	,574	,788
G26 Autonomy	37,93	14,989	,348	,189	,820
G30 Social Responsibility	37,79	14,120	,541	,314	,794

Eigenvalues	8,341
Total variance explained	26,064%
Cronbachs alpha	0,815

Component 2: The new employee

Table 4: Item-Total Statistics Component 2

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
G19 Individualism	34,58	20,233	,592	,463	,785
G14 Self Directed	34,42	20,516	,571	,434	,788

G23 Achievement Orientation	33,93	21,044	,626	,574	,784
G18 High Expectations Performance	33,88	21,059	,648	,513	,782
G27 High Pay Good Performance	33,85	20,501	,576	,391	,787
G22 Demanding	34,30	21,730	,477	,319	,799
G16 Result Focus	33,70	22,335	,494	,397	,798
G20 Informality	34,07	23,143	,331	,153	,812
G2 Sharing info freely	34,05	22,775	,382	,196	,808
G17 Build relation through social media	34,18	21,768	,316	,151	,823

Eigenvalues	2,974
Total variance explained	9,292%
Cronbachs alpha	0,814

Component 3: The security searching employee

Table 5: Item-Total Statistics Component 3

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
G21 Work Life Balance	14,75	7,091	,311	,108	,710
G24 Stability	15,04	6,103	,527	,302	,632
G25 Rule Oriented	15,47	5,966	,411	,206	,682
G28 Job Security	14,97	5,771	,547	,344	,620
G29 Low Levels Conflict	15,13	5,648	,528	,305	,627

Eigenvalues	2,082
Total variance explained	6,507%
Cronbachs alpha	0,705

OCP Work Values: Oblimin rotations two factors:

Table 6: Pattern Matrix, 2 components

	Component
--	-----------

	1	2
G15 Taking Initiatives	,749	
G23 Achievement Orientation	,748	
G18 High Expectations Performance	,727	
G14 Self Directed	,695	
G19 Individualism	,657	
G27 High Pay Good Performance	,625	
G22 Demanding	,599	
G13 Cont Improving	,598	
G16 Result Focus	,584	
G17 Individual Responsibility	,556	
G4 Flexibility	,515	
G6 Innovation	,510	
G20 Informality	,464	
G5 Adaptability	,457	
G2 Sharing info freely	,421	
G17 Build relationships through social media	,410	
G16 React fast on incoming messages and information	,323	
G12 Integrity		,714
G30 Social Responsibility		,647
G24 Stability		,618
G1 Team Oriented		,617
G11 Honesty		,599
G8 Professionalism	,309	,504
G10 Excellence Client Convenience		,500
G28 Job Security		,500
G9 Client Convenience		,490
G25 Rule Oriented		,462
G29 Low Levels Conflict		,431
G21 Work Life Balance		,416
G3 Being Supportive		,393
G7 Good Reputation		,367

G26 Autonomy		
--------------	--	--

Component 1: The new employee

Table 7: Item-Total Statistics Component 1

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
G17 Build relationships through social media	62,88	53,560	,307	,282	,879
G16 React fast on incoming messages and information	63,10	50,805	,405	,403	,878
G2 Sharing info freely	62,96	52,776	,440	,301	,873
G4 Flexibility	62,63	52,643	,575	,624	,869
G5 Adaptability	62,63	53,137	,516	,616	,871
G6 Innovation	62,72	52,142	,534	,518	,870
G13 Cont Improving	62,58	51,862	,621	,524	,867
G14 Self Directed	63,33	50,025	,563	,478	,868
G15 Taking Initiatives	62,64	51,329	,708	,628	,864
G16 Result Focus	62,61	52,424	,518	,491	,870
G17 Individual Responsibility	62,59	52,379	,565	,494	,869
G18 High Expectations Performance	62,79	50,549	,660	,586	,865
G19 Individualism	63,49	50,511	,508	,488	,871
G20 Informality	62,99	53,642	,360	,281	,876
G22 Demanding	63,21	52,268	,434	,381	,874
G23 Achievement Orientation	62,84	50,863	,606	,608	,867
G27 High Pay Good Performance	62,76	49,973	,570	,421	,868

Cronbachs alpha	0,877
-----------------	-------

Component 2: The traditional employee

Table 8: Item-Total Statistics Component 2

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
G1 Team Oriented	52,64	29,342	,480	,345	,806
G3 Being Supportive	52,69	29,560	,404	,290	,810
G7 Good Reputation	52,53	29,275	,384	,281	,811
G8 Professionalism	52,42	28,925	,511	,402	,804
G9 Client Convenience	52,56	29,112	,482	,424	,806
G10 Excellence Client Convenience	52,52	28,510	,494	,476	,804
G11 Honesty	52,19	29,488	,425	,534	,809
G12 Integrity	52,21	28,376	,515	,646	,803
G21 Work Life Balance	52,62	29,385	,336	,198	,815
G24 Stability	52,91	27,363	,544	,434	,799
G25 Rule Oriented	53,34	28,237	,334	,273	,820
G28 Job Security	52,84	27,567	,463	,387	,806
G29 Low Levels Conflict	53,01	27,426	,443	,408	,809
G30 Social Responsibility	52,76	27,529	,539	,334	,800

Cronbachs alpha	0,819
-----------------	-------

Appendix D: Additional sample descriptives

Table 9: Mean scores on OCP scale for generation Y and X

	Mean scores		Difference between Gen Y and X (X-Y)	Average Sample
	Generation Y	Generation X		
OCP Values:				
Being team oriented	4,08	4,04	0,04	4,07
Sharing information freely	3,87	3,76	0,11	3,83
Being supportive	3,97	4,04	-0,07	4,02
Flexibility	4,22	4,14	0,08	4,17
Adaptability	4,29	4,08	0,21	4,17
Innovation	4,10	4,05	0,05	4,08
Having a good reputation	4,22	4,17	0,05	4,18
Professionalism	4,29	4,28	0,01	4,29
Providing client convenience	4,21	4,09	0,12	4,15
Providing excellence in client service	4,26	4,12	0,14	4,19
Honesty	4,42	4,59	-0,17	4,52
Integrity	4,38	4,59	-0,21	4,50
Continuous improving	4,18	4,26	-0,08	4,21
Self –directed	3,44	3,47	-0,03	3,47
Taking initiatives	4,14	4,16	-0,02	4,15
Results focus	4,12	4,28	-0,16	4,18
Taking individual responsibility	4,21	4,24	-0,03	4,21
Having high expectations for performance	3,97	4,05	-0,08	4,01
Individualism	3,27	3,36	-0,09	3,31
Informality	3,96	3,68	0,28	3,81
Work life balance	4,16	4,05	0,11	4,09
Demanding	3,49	3,64	-0,15	3,58
Achievement orientation	3,78	4,14	-0,36	3,96
Stability	3,78	3,82	-0,04	3,80
Rule Oriented	3,43	3,29	0,14	3,37
Autonomy	3,79	3,82	-0,03	3,80
High pay for good performance	4,00	4,11	-0,11	4,04
Job security	4,01	3,80	0,21	3,87
Low levels of conflict	3,95	3,46	0,49	3,71
Social responsibility	4,08	3,83	0,25	3,95
I react fast on incoming information.	3,97	3,92	0,05	3,91
I build relationships through social media	3,97	3,53	0,44	3,70

Table 10: Mean scores on 'work values of traditional employee' scale for generation Y and X

Items of the scale "work values of the traditional employee"	Mean scores			
	Generation Y	Generation X	Difference between Gen Y and X (X-Y)	Average
Being team oriented	4,08	4,04	0,04	4,07
Innovation	4,10	4,05	0,05	4,08
Having a good reputation	4,22	4,17	0,05	4,18
Professionalism	4,29	4,28	0,01	4,29
Providing client convenience	4,21	4,09	0,12	4,15
Providing excellence in client service	4,26	4,12	0,14	4,19
Honesty	4,42	4,59	-0,17	4,52
Integrity	4,38	4,59	-0,21	4,5
Autonomy	3,79	3,82	-0,03	3,8
Social responsibility	4,08	3,83	0,25	3,95

Table 11: Mean scores on 'work values of new employee' scale for generation Y and X

Items of the scale "work values of the new employee"	Mean scores			
	Generation Y	Generation X	Difference between Gen Y and X (X-Y)	Average
Individualism	3,27	3,36	-0,09	3,31
Self –directed	3,44	3,47	-0,03	3,47
Achievement orientation	3,78	4,14	-0,36	3,96
Having high expectations for performance	3,97	4,05	-0,08	4,01
High pay for good performance	4,00	4,11	-0,11	4,04
Demanding	3,49	3,64	-0,15	3,58
Results focus	4,12	4,28	-0,16	4,18
Informality	3,96	3,68	0,28	3,81
Sharing information freely	3,87	3,76	0,11	3,83
I build relationships through social media	3,97	3,53	0,44	3,70