

MASTER THESIS

*Work-Values Differences
within Generation Y:
Recommendations for HR
Management in the
Hospitality Industry.*

"TALKING 'BOUT MY GENERATION".

(THE WHO, 1965)

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Abstract

Generation Y (also known as Yers) has started to take a prominent position in today's workforce. With this new position comes a new territory of research. The research about this generation has increased over the past years, with most of this research focusing on characteristics of Generation Y (Sheahan (2005), Martin (2005), Armour (2005)) and the differences between generations (Smola and Sutton (2002), Cennamo and Gardner (2008)).

The aim of this research was to provide HR Management with insights on Generation Y (born between 1982 and 2002) and differences in work related values between the members of this generation within the Hospitality industry. Generation Y has started to take place in the workforce and comes with new needs and demands. This generation lives in a time where everything is changing more rapidly than ever before. This research is interested in finding if there are therefore differences within the generation. Wong et al. (2008) states that there are characteristic differences in work values which are defining for a group that forms a generation. When this is not understood correctly by organizations it can lead to conflicts, issues in communication or influence productivity negatively (Wong et al., 2008). This is in line with this research, of which the main research question is:

"Do Generation Y Students and Professionals show intra-Gen Y differences in work-related values, and what does this mean for HR Management?"

The first step taken in this research was the literature review. The core concepts of the research question were clearly defined and existing literature on work related values were researched. The literature review resulted in clear concepts which were used to outline the structure of the exploratory interviews held with members of Generation Y. These interviews were used to get a clear understanding of the perceptions of Generation Y and to better understand the subject of this research. The exploratory interview analysis formed the basis of the questionnaire, together with the literature review. The literature review revealed two main theories which were combined with the interview analysis to develop the questionnaire. The first theory was by Wong et al. (2008), who described seven dimensions of work-related values, namely; achieving, affiliate, optimistic, variety-seeking, independent-minded and conscientious. The values discussed by Kalleberg (1977) can be considered to be included by Wong et al. (2008). The second theory was by Shacklock & Brunetto (2005), which named three factors, namely; financial factors, intrinsic factors and organizational policies and practices.

Eleven dimensions were developed. Ambition measured the level of ambition of the respondent. Social was there to see how important working in a team was. Optimism measured the positivity of the respondent. Variety looked at the need the respondents had to have variety in their tasks. Independence focused on how much the respondent had their own ideas, instead of following the ideas of others. Time Management discussed how capable the respondent was of managing tasks in time. Motivation looked at the drive of the respondent. The Finance dimension researched the importance of rewards. Work-Life, measured how much the respondents value their personal live in relation to work. Organizational Practices and Policies focused on how much these were desired by the respondent and Internet and Social Media measured the role these two factors play in the life of the respondents.

The eleven dimensions were measured by developing a total of 36 statements, which were to be answered (online) by Hospitality Professionals and Hospitality Students from either the

Netherlands or the People's Republic of China and were born between 1982 and 2002. The Netherlands was chosen to represent the developed economy, while the People's Republic of China was chosen to represent the emerging economy. These countries were chosen since both have hospitality professionals and schools present and the members of Generation Y in these two countries are expected to understand English. A total of 121 people responded, of which 116 were found to fit the criteria described above and completed the questionnaire. These 116 questionnaires were used to analyse five hypotheses, in which each of the hypotheses was tested by dividing the 116 respondents up into different sample groups per nationality (Dutch/Chinese), occupation (Hospitality Professional/Hospitality Student), Hospitality Professionals (Dutch/Chinese), Hospitality Students (Dutch/Chinese) and Gender (Male/Female). This division was made to get a clear understanding of differences between the sample groups within Generation Y. A limitation of this research is that the sample is not representative and thus further research is needed to be able to generalise the results. However this research could serve as a basis to form hypotheses or this research could be expanded worldwide.

The results of this research are mostly applicable for HR management in the Hospitality Industry. The results showed that HR management does not have to consider differences based on gender, since no significant results were found on differences on perceptions of work values between male and female respondents. Next to that the Dimension Independence did not show any significant results, indicating this does not have to be considered as being different between any of the sample groups. Overall, the Chinese respondents indicated that Finance and Rewards are a more important work value to them than the Dutch respondents. The Dutch respondents on the other hand ranked Ambition higher, which indicates career prospects and opportunities are more important to them. Having variety in their tasks was also more important to the Dutch respondents. The Dutch respondents also demonstrated to be more optimistic than the Chinese respondents, indicating a more positive outlook on life. The Chinese respondents indicated that work plays a bigger role of importance in their live than the Dutch respondents, whose responses indicated more of a "Work to life, not life to work" mentality. The Chinese respondents also indicated that the Internet and Social Media play a bigger role in their professional and personal lives than the Dutch respondents.

The findings showed that there are significant differences between the different samples groups researched. This could help HR management in identifying which work-related values are considered the same and which are considered differently by their target group. This can help HR in the way they recruit students, by anticipating on their wants and needs in the recruitment process. HR can also use this research to determine which work-related values are important to their employees (Hospitality Professionals sample) and use this information when developing policies. This research helps in understanding that Human Resources should not just focus on differences between generations, but also on differences within a generation to be able to answer the wants and needs of their people.

Keywords: Generation Y; HRM; work-related values; generational differences; hospitality industry.

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1. Introduction

1.1 Research Background, Relevance and Aim

Generation Y (also known as Yers) has started to take a prominent position in today's workforce. With this new position comes a new territory of research. The research about this generation has increased over the past years, with most of this research focusing on characteristics of Generation Y (Sheahan (2005), Martin (2005), Armour (2005)) and the differences between generations (Smola and Sutton (2002), Cennamo and Gardner (2008)).

The aim of this research is to look for an answer to the Research Question and to contribute to the Human Resources research field. This Generation appears different from previous generations and the expectations are that there are differences within Generation Y. The justification and scientific relevance for this research is that there does not seem to be research on differences within Generation Y, while this generation has already entered today's workforce. Therefore this research will be relevant for (HR) management. The objective for this research is to help Human Resource Management in the identification of possible differences within Generation Y based on work-related values. This would be relevant to them, since this could also indicate the need for different needs within Generation Y and thus help in identifying the different needs and wants. Wong et al. (2008) states that there are characteristic differences in work values and beliefs which are defining for a group that forms a generation. When this is not understood correctly by organizations it can lead to conflicts, issues in communication or influence productivity negatively (Wong et al., 2008).

The concept followed in this research is that the fast-moving changes in today's society are resulting in a more rapid pace and more diversity than ever witnessed before, which means that not only differences between generations, but also within a generation should be taken into consideration. Therefore the relevance for this research would be as it is for the research on generational differences. Not understanding these differences could result in "misunderstandings, miscommunications and mixed signals" (Fyock, 1999, as cited by Smola and Sutton, 2002, p.363). Kopperschmidt (2000) states that understanding the differences could be used by management "to create more employee productivity, innovation and corporate citizenship" (Kopperschmidt, 2000, as cited by Smola and Sutton, 2002, p.363). This research will help in understanding differences within Generation Y, which can divide this generation and thus ask for different Human Resources activities. This research will have the most value to the HR research field, by clarifying whether there are differences within a generation on work values and what these differences are, as well as recommendations of how to deal with this. The value is that this research increases the knowledge there is on Generation Y and can serve as a preliminary study for a large scale research on differences within Generation Y. This research can also be a basis for a large-scale HR, cross-cultural or generational research in the future by serving as a basis to form hypotheses and as a starting point for HR theory building. There could also be value to a smaller degree for cross-cultural research and generational research, but the focus in this research is on the added (scientific) value for the HR field.

1.2 Research Question

“Do Generation Y Students and Professionals show intra-Gen Y differences in work-related values, and what does this mean for HR Management?”

To support the research of this question five hypotheses were developed, which includes different combinations of the sample groups included in this research. These hypotheses are discussed in the Methodology Chapter.

1.3 Structure of this Research

In the first chapter of this research the literature is discussed, which gives a clear understanding of the concepts used in this research. This is followed by the Methodology chapter, in which the type of research and methods used are explained in detail. The next chapter discusses the analysis of exploratory interviews, as well as the analysis of the questionnaires. This is followed by the Chapter Summary and Conclusions, in which the research question and possible answer(s) is discussed, while at the end the limitations and future possible research possibilities are described.

2. Theoretical Framework

This theoretical framework is developed to give a better understanding of the concepts in this research. This literature review is used as a theoretical basis for the exploratory interviews and questionnaires discussed further on in this research. In the first part of this chapter the core concepts of the research question are discussed to clarify what concepts are being researched. In the second part of the theoretical framework Generation Y is researched further to give a clear understanding of what is already known about this generation.

2.1 Core Concepts of the Research Question

2.1.1 Generation

To understand what this research is about it is essential to fully understand what a generation entails. According to McCrindle (2002) there are three aspects that define a generation; age, conditions and experiences. Age differs one generation from another and is a defining factor in categorising a generation. Conditions such as the economic conditions, political events as well as social conditions (the external environment) are defining the characteristics of a generation. The last aspect mentioned by McCrindle (2002) is that experiences, especially during the childhood and adolescent period influence a generation greatly. According to Ng, Schweitzer & Lyons (2010, p. 282) a generation nowadays is defined by “globalization, rapid technological advancement and increasing demographic diversity”.

Spiro (2006) states that a generation is shaped by its history and that this works through to the workforce. This makes understanding a generation important for organisations, since this will influence their workforce. Not understanding a generation will thus result in not understanding the workforce according to Spiro (2006). Spiro (2006) states that a generation is established by; “set of values, view of authority, orientation to the world, loyalty, expectations of their leadership, and ideal work environment” (Spiro, 2006, p.16).

Wong et al. (2008) states that there are characteristic differences in work values and beliefs which are defining for a group that forms a generation. When this is not understood correctly by organizations this can lead to conflicts, issues in communication or influence productivity negatively (Wong et al., 2008). Kupperschmidt (2000, as cited by Wong et al., 2008, p. 879) defines a generation as “an identifiable group, which shares years of birth and hence significant life events at critical stages of development. Wong et al. (2008) states that “A generational group shares historical and social life experiences, which affect the way people in that generation develop and distinguish one generational group from another” (Wong et al., 2008, p.879).

2.1.2 Students

Oxforddictionaries.com (2014) has defined a student as “A person who is studying at a university or other place of higher education”. Dictionary.reference.com (2014) defines a student as “a person formally engaged in learning, especially one enrolled in a school or college”. A student is thus a person who is studying a topic or profession at a school, college or university and who is engaged in learning. The topic of interest in this research is hospitality. This research focuses on students that study Hospitality and are either Dutch or Chinese, as will explained further in the Methodology chapter.

2.1.3 Professionals

Oxforddictionaries.com (2014) defines a professional as “engaged in a specified activity as one’s main paid occupation rather than as an amateur”. Businessdictionary.com (2014) describes a professional as a “person formally certified by a professional body of belonging to a specific profession by virtue of having completed a required course of studies and/or practice. And whose competence can usually be measured against an established set of standards”.

A professional is thus a person who is paid for a specific job for which he or she is found to be qualified. In this research the specific job has to be in the hospitality industry, thus the person is a hospitality professional who is either Dutch or Chinese. This is explained more in detail in the Methodology Chapter.

2.1.4 Work-related Values

Wong et al. (2008) describe work values as what employees consider being “right” and what attitudes are considered to be appropriate. Wong et al. (2008) established that generations have different personalities, which influence the work-related values they uphold. Kalleberg (1977) defines work-related values as “the conceptions of what is desirable that individuals hold with respect to their work activity, they reflect the individual’s awareness of the conditions he or she seeks from the work situation, and they regulate his or her actions in pursuit of that condition” (Kalleberg, 1977, p. 129). Work-related values are thus what people see as desirable values and behaviour in relation to work. These work-related values influence the behaviour of that person and regulate their actions. Work-related values are important to HR management, since these values influence the management desired.

Wong et al. (2008) used six scales to measure the personality. These scales are related to work-related values and tell us how people feel about these values and what the differences are. These scales will be used as part of the basis of the interview and questionnaire later on in this research. Wong et al. (2008) considered these six scales to be related to personality traits which influence work-related values. These are; achieving, affiliate, optimistic, variety-seeking, independent-minded and conscientious. Achieving focuses on the ambition and the focus on the career, as well as the desired level of being handed challenges and goals. The second scale named as affiliate is concerned with the social level of the person, how much do the generation members like to be around other people and how much will they be missed when not around. Optimistic is the third scale discussed by Wong et al. (2008). This is concerned with the perspective of a person, how positive their outlook is. Variety-seeking has to do with the level of variety that a person is seeking for in their work. Being independent-minded measures how much a person has their own views and ideas and the degree to which the person is influenced by a group. The last scale is named as conscientious, the degree to which a person sees through tasks and the time management concerned with fulfilling these tasks.

Next to personality drivers, Wong et al. (2008) also investigated motivational differences of generations and found that these were in place. Together with the personality scales understanding these scales will help HR management in understanding what motivates their employees and what is needed from them. These motivational scales are also used as a basis for the interviews and questionnaires later on in this research. Again, six scales were chosen for measurement. These are; power, immersion, easy and security, progression, and personal growth (Wong et al., 2008 p. 883-884). The first scale known as power is concerned with the level of power and authority desired. The second scale of immersion looks at the level of motivation one has for work that requires more than the usual working hours. The third scale of ease and security looks at the motivation that contextual factors like the level of job security and

the work environment can contain. The scale of progression is concerned with the motivation that one has to progress (i.e. promotions). The fifth scale of personal growth looks at the motivation that is gained from offering training and development.

Shacklock & Brunetto (2005) researched the factors which motivate people to retire, which means that not all factors can be considered relevant for the research of Generation Y, since this generation is not even close to retiring. However, some of the factors discussed in by them are also applicable to working employees. Three categories are applicable to generation Y, namely; financial factors, intrinsic factors and organizational policies and practices (Shacklock & Brunetto, 2005). Financial factors include rewards and compensation. Intrinsic factors concentrate on the level of enjoyment in the work. Organizational policies and practices focuses on the policies and practices an organization has in place or should have in place to satisfy its employees. These factors will also be used as part of the measurement tool for this research.

2.1.5 HR Management

HR Management is an abbreviation for Human Resource Management. According to Businessdictionary.com (2014) Human Resource Management, also called HRM, is “The process of hiring and developing employees so that they become more valuable to the organization”. The tasks and responsibilities of the HR team can vary per organization. With some organization the selection and recruitment tasks are included, while other organizations outsource this or have a separate department for this. The same goes for the administrative tasks, as well as payout responsibilities. The size of the department and the amount of tasks this department has usually depends on the size of the organization. The smaller the organization, the more all responsibilities and tasks mentioned above are centralized within the HR department.

According to Storey (2007) the meaning of HR management can take two different directions. The broad definition is that HR management is “any system of people management” Storey, 2007, p.6). The more narrow definition given by Storey (2007) is that HR management is “a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce using an array of cultural, structural and personnel techniques” (Storey, 1995; as cited by Storey, 2007, p.7). The second dimension is most applicable. HR is often used to try to get a competitive advantage, by trying to get the right people on the right positions, developing and training employees, keeping them satisfied with their work and with rewarding and job opportunities. Often people are seen as the greatest asset an organization has, which needs to be treasured and developed.

Dowling, Festing & Engle (2008) state that there are several activities included in HR management, namely; recruitment and selection, coordination of human resources, performance management, rewarding, compensation as well as training and development (Dowling, Festing & Engle, 2008, p.2). These are general concepts usually integrated in HR management and form the basis.

2.2 Generation Y

McCrindle (2002, p. 1) states that “the biggest divide facing our society is not a gender divide, racial divide, income or technology divide but it is the generational divide”. He also states that there currently are six generations in place in today’s society, namely Seniors (before 1925), Builders (1926-1945), Boomers (1946-1964), Generation X (1965-1981), Generation Y (1982-2000) and already Generation Z (2001+). Generation Y has been given many different names throughout the years, such as “Millennials, Nexters, Generation www, the Digital Generation,

Generation E, Echo Boomers, N-Gens” (Martin, 2005, p. 40). However, Generation Y is the most widely accepted and used term and thus will be used in this research.

Armour (2005) states that Generation Y exists out of more than 70 million people, of which the first group is actively present in the workforce. According to Hewlett et al. (2009) Generation Y is double the size of Generation X, revealing the impact this generation will have on the workforce. Several authors (including Armour, 2005) state that this generation is unlike anything we have seen so far in relation to their characteristics and wants and needs. The exact birthdates included in Generation Y are not agreed upon by all researchers. The broadest range is from 1977 to 2002, while a more narrow range is from 1978 to 1989 (Armour, 2005). According to Martin (2005) Generation Yers are born between 1978 and 1988. Howe & Strauss (2009) describe Generation Y as Millennials and state that this generation is born between 1982 and 2002. Just like Armour (2005), Howe & Strauss (2009) describe the Millennials as the largest generation to date. Howe & Strauss (2000) also describe Millennials as the most educated generation to date, just as Brown et al. (2009) already stated. The range that Howe & Strauss (2009) have set for Generation Y from 1982 to 2002 has been widely accepted and will thus be used in this research as a guideline to determine who belongs to Generation Y.

2.3 Characteristics of Generation Y

Members of Generation Y carry their own characteristics of wants, needs and beliefs to the workforce that is quite different from previous generations. One of these characteristics is that members of Generation Y have high expectations of themselves, as well as of their employees (Armour, 2005). Members of Generation Y expect their supervisors to be engaged in their development and to be clear and honest managers. Members of generation Y also want to continue learning. Next to that they want to receive responsibility from the start and want goals to work towards (Armour, 2005). They request a higher level of flexibility and are less career-oriented than Generation X.

Martin (2005, p. 39) states that “Yers are the blunt, techno-savvy, contradictory children of Baby Boomers who believe education is a key to success, technology is as transparent as the air, diversity is a given, and social responsibility is a business imperative”. Next to that Martin (2005) emphasizes the independence and self-confidence that characterizes Generation Y, due to the independence in place from a young age. Also, Yers, want everything directly, the pace of this generation has increased together with the pace of society today. Martin (2005) also describes Generation Y as the most entrepreneurial generation to date, with many members already starting up a business while still in college. Next to that flexibility is desired, Yers want to be part of change and are not afraid of it.

Brown et al. (2009, p. 8-9) also describe four characteristics of Generation Y, namely; cultural acceptance, entitlement, volunteerism and technological impact. This generation is more culturally accepting of differences than previous generations. They are also considered entitled, since they are told by their environment from a young age how special they are. Volunteering is considered important by this generation, but technology has had the biggest impact on Generation Y so far. Howe & Strauss (2009) describe seven characteristics of Generation Y, namely; sheltered, team-oriented, special, pressured, conventional, achieving and confident.

2.4 Expectations of Generation Y

According to Ng, Schweitzer & Lyons (2010, p. 282) there has not been done a lot of research to find what it is that members of Generation Y expect of their employer. They identified five main

themes in what Generation Y expects from their career, namely; “work/life balance, good pay and benefits, opportunities for advancement, meaningful work experiences, and a nurturing work environment”. Generation Y has high expectations of themselves as well as of their (work) environment. Generation Y is impatient and does not want to wait for promotion. Next to that this generation does not just want to do their jobs, but they also want their jobs to offer fulfilment and have a meaning. The vision and mission of an organization are becoming increasingly important for this generation.

2.5 Influences on Generation Y

According to McCrindle (2002) there are several factors influencing Generation Y, including peers, pragmatism and preference. Brown et al. (2009) state that generations are influenced and shaped by major events in their lives. For Generation Y one of these influences has been being confronted with terrorist activities, such as the attacks on 09/11 as well as school shootings. Next to human attacks, nature events have also influenced Generation Y according to Brown et al (2009). Nature disasters such as the tsunami and hurricanes (Katrina) have also been witnessed by Generation Y. Brown et al. (2009) state that this may have left Generation Y more sceptic or sarcastic.

Next to the negative influences mentioned above, Brown et al. (2009) also found that there were positive influences. Social developments, such as more equality between genders as well as mothers going back to work have had a positive impact on the prospects of Generation Y. Next to that the fast development of both the Internet and technology also has had a positive influence on Generation Y.

2.6 Values of Generation Y

McCrindle (2002) also discusses several values that members of Generation Y hold. Not only do they want to have friendships, they want to be part of a community. They want to feel appreciated, understood, and respected. A second value discussed by McCrindle (2002) is that Generation Y wants there to be a “bigger meaning” in life. Next to that “trusted guidance” is wanted. A lot of advice is given these days, but Yers do not trust all, as with good reason. With the development of the Internet a lot more information has become available, however everyone can publish on it. This makes Generation Y wary of the advice that is available to them and makes them look for guidance that they trust.

Hewlett et al. (2009) also found six types of rewards that were valued more than monetary compensation. These are; “high-quality colleagues, flexible work arrangements, prospects for advancement, recognition from management or organization, advancement and promotion and access to new experiences and challenges” (Hewlett et al., 2009, p. 6).

2.7 The Workplace for Generation Y

Next to Generation Y there are three other generations present in the workplace, namely; “the Traditionalists (pre-1946), Baby Boomers (1946-1964), and Generation X (1964-1979)” (Spiro, 2006, p.16). According to Hewlett et al. (2009) there are five pointers for the workplace suitable for this generation, namely; modularity, flexibility, opportunity to give back, progressive policies and intergenerational mentoring (Hewlett et al., 2009, p. 6-7). This has to do with the view of Generation Y that they work to live and not the other way around. The workload needs to reflect this desire. As mentioned before, flexibility is of high importance to Generation Y. This generation wants to be recognized for the work results, not by the hours they work.

Brown et al. (2009) discussed the influence of technology on both personal lives as well as professional lives. This results in Yers having a more integrated personal and professional life than previous generations and boundaries fading. Work-life balance is an important factor for this generation. Another important factor for Generation Y is that they want to continuously keep learning. Brown et al. (2009) also state that both individualism and team orientation are desired in a work environment by Yers. Yers have worked in teams throughout their school period and feel comfortable in this work setting. However, when it comes to them being managed and their career, Yers desire individual attention (Brown et al., 2009).

3. Methodology

Within this chapter the methods used to research are explained, the tools that are being used, as well as the sample groups being researched. The hypotheses that are used are explained, as well as the conditions that are set for this research.

3.1 Research Question and Hypotheses

The research question that is for this research is:

“Do Generation Y Students and Professionals show intra-Gen Y differences in work-related values, and what does this mean for HR Management?”

The definitions and concepts in this Research Question have already been elaborated upon in the chapter Theoretical Framework, and do not require any further clarification. This question was developed to see if and what the differences within Generation Y are concerning work values. To support the research several hypotheses were developed based upon expectations of the researcher and the results of the Theoretical Framework chapter. These are:

H1: There is a difference of perception on work values between members from Generation Y in a developed economy and in an emerging economy.

H2: There is a difference of perception on work values between Hospitality Professionals and Hospitality students from Generation Y in general.

H3: There is a difference of perception on work values between Hospitality Professionals of Generation Y of a developed economy and an emerging economy.

H4: There is a difference of perception on work values between Hospitality students from Generation Y of a developed economy and an emerging economy.

H5: There is a difference of perception on work values between male and female members from Generation Y in general.

The Research Question and the hypotheses were developed to clearly outline the area of generational differences that is to be researched and to set clear boundaries.

3.2 Units of Analysis

The Research Question points out five main groups of research. These groups are:

Group 1: Hospitality Students of Generation Y in a developed economy

Group 2: Hospitality Professionals of Generation Y in a developed economy

Group 3: Hospitality Students of Generation Y in an emerging economy

Group 4: Hospitality Professionals of Generation Y in an emerging economy

Group 5: All four groups mentioned above divided per gender

These groups will also be used to compose the sample groups represented in the hypotheses. The groups will be discussed separately to clearly define the conditions that need to be met per group.

3.2.1 Clarification choice of Units of Analysis

The specific characteristics of the units of analysis selected were chosen in order to set clear boundaries for this research. The hospitality industry was chosen since this industry is actively present on a global level. This industry has an international character with a lot of different nationalities and generations working in one place. Therefore it would be relevant for this industry to get a better understanding of (possible) differences on work values within a generation. Next to that Generation Y is already represented in the workforce of the hospitality industry and can be researched from students to professionals. The choice for a specific industry was made to set clear borders for this research and to narrow it down to a researchable size.

China was chosen to represent the emerging economy, since this economy has a large hospitality industry and members of Generation Y usually speak and understand the English language. This means that for both the Dutch and Chinese respondents an English questionnaire can be used, which means that there are no differences in the questionnaire design influencing the results. The Netherlands was chosen to represent the developed economy, since this country also has a good understanding of the English language and a well-developed hospitality industry. Next to that both countries are known to have good international Hospitality educations present, which is important for the Hospitality Students samples.

Students and Professionals were chosen as units of analysis since these two groups of Generation Y are already present in the workforce, or are expected to become present in the workforce within years' time and therefore relevant for HR. Both have to be studying or working in the hospitality industry in order to fit between the set boundaries of this research. The total sample group was also divided per gender, to see if there are differences between male and female members of Generation Y on work values.

3.3 Conditions used to define Generation Y in this Research

As has been mentioned in the literature review, the range set by Howe & Strauss (2009) for Generation Y (1982 to 2002) has been widely accepted and will be used as a guideline to determine who belongs to Generation Y and who does not. The conditions set for participants in this research are as follows:

- The participant has to be a member of Generation Y as defined by Howe & Strauss (2009); he or she has to be born between 1982 and 2002.
- The participant has to be either a Hospitality Student or a Hospitality Professional.
- The participant needs to have the Dutch or Chinese Nationality.
- The participant needs to answer all questions in order for their questionnaire to be included in the analysis.

These conditions are self-identified due to the use of an online questionnaire.

3.3.1 Group 1

The first sample group exists of Hospitality Students of Generation Y in a developed economy. The developed economy chosen is the Netherlands, so the Hospitality Students needs to have the Dutch nationality. Next to that they have to study Hospitality Management and need to be a member of Generation Y.

3.3.2 Group 2

The second group exists of Hospitality Professionals of Generation Y in a developed economy. The developed economy chosen as a representative is the Netherlands. The professional has to

work in the Hospitality Industry and have a Dutch nationality to meet the conditions for this research. They also have to be within the age range of Generation Y as has been defined above.

3.3.3 Group 3

The third group exists of Hospitality Students of Generation Y in an emerging economy. The emerging economy chosen to represent is the People's Republic of China. The Hospitality Students need to be part of Generation Y as defined above, need to study Hospitality Management and have the Chinese nationality.

3.3.4 Group 4

The fourth group exists of Hospitality Professionals of Generation Y in an emerging economy. The People's Republic of China is chosen to represent the emerging economy. The professional needs to work in the Hospitality industry and have the Chinese nationality.

3.3.5 Group 5

Group five is a mixture of the groups above, which is divided based on gender, male or female.

3.4 Data Collection Methods

Two research methods are used, exploratory interviews and questionnaires. The preliminary research of the exploratory interviews has a qualitative nature. There was chosen to add this qualitative research method to give extra depth to the quantitative research discussed below and to get a better understanding of the subject of this research. The qualitative method offered an opportunity to go more into depth on the main topics of the research and will strengthen the basis of the quantitative research.

Quantitative Research was chosen, since it can be used to measure attitudes, opinions as well as behaviour from a larger population, which makes it also applicable to a larger population than when only using interviews. Questionnaires existing of 36 statements were used to be able to measure a larger group than when chosen for the qualitative method of interviews.

3.4.1 Interviews

Seven exploratory interviews were held with members of Generation Y to get a better understanding of what Generation Y entails and how they see themselves. This will help in developing questions which are relevant to Generation Y. These seven exploratory interviews were held with random members of Generation Y of either the Dutch or Chinese nationality. The interviews were structured, to make sure that the responses could be compared properly.

3.4.1.1 Definition of an Interview

According to Babbie (2010) an interview is "a data-collection encounter in which one person (an interviewer) asks questions of another (a respondent). It is a way to collect survey data from a sample. According to Tracy (2013) an interview is "a conversation with a purpose", while Turner (2010) states that "interviews provide in-depth information pertaining to participants' experiences and viewpoints of a particular topic".

For this research the structured interview method was used. Turner (2010) names this the Standardized Open-Ended Interviews. The questions asked by the interviewer are identical in all interviews held and questions are open-ended. This is a method commonly used in research. The following six guidelines for developing interview questions set by Tracy (2013) will be used:

1. Interview questions need to be clear and simple to understand.
2. The questions need to focus on one subject per question.
3. The questions should be open-ended.
4. The questions should not lead the interviewer.
5. The questions should not be threatening to the interviewee.
6. Probing and follow-up questions are used when necessary

The answers provided by the interviewees can be found in Appendix A. The answers will be discussed in detail in the next chapter.

3.4.2 Questionnaires

The example of the Questionnaire used can be found in Appendix B. The questionnaire was based on the findings of the interviews and the literature review. According to Babbie (2010) a questionnaire is; “a document containing questions and other types of items designed to solicit information appropriate for analysis” (Babbie, 2010, p. 256). The questionnaire is used to get information in a clear, organised way.

After the questionnaire was completed, a pre-test was held with a small sample of seven respondents to see whether there were issues with the questionnaire that need to be changed before sending it out to the target audience, as suggested by Babbie (2010).

The Likert Scale was used to measure the responses of the participants. “Likert scales are commonly used to measure attitude, providing a range of responses to a given question or statement. Typically, there are 5 categories of response, from 1 (strongly disagree) to 5 (strongly agree)” (Jamieson, 2004). This method was chosen since it is an established measurement method in social science which fits the measurement of statements well.

Some researchers, such as Lee et.al (2002) have suggested that cultural differences might influence the way someone responds to the Likert scale. It was found that there are some cultural differences in the responses, but no conclusion so far has been given that states that these differences influence conclusions that are drawn when compared. The biggest difference found in the way Chinese respond to the Likert Scale in comparison to Western cultures is that they are more likely to skip questions. However, when the questionnaire is incomplete, this questionnaire will be removed from this analysis. Chinese respondents could also feel more of a need to respond politely and thus rate higher. This is tried to be avoided by the anonymity of the questionnaire.

According to Andrews, Nonnecke & Preece (2003); “electronic surveys have distinctive technological, demographic and response rate characteristics that affect how they should be designed, when they can be used and how they can be implemented”(Sohn, 2001; as cited by Andrews, Nonnecke & Preece, 2003, p. 2). They name five components in the methodology of a web-design questionnaire that are crucial, namely; questionnaire design, the privacy and confidentiality of the respondent, the selection of the sample and subject, distribution and response management and survey piloting (Andrews, Nonnecke & Preece, 2003, p. 3). These components have been taken into consideration in this research design.

3.4.2.1 Design of the Questionnaire

The statements in the questionnaire are based on the seven scales of Wong et al. (2008), the three factors by Shacklock & Brunetto (2005) and the results of the literature review and exploratory interviews. These scales have not been used before and are not validated. The first two statements were used to measure the first scale of Wong et al. (2008), the achieving scale. This scale focuses on the ambition of the respondent, as well as how much the respondent wants to be challenged. The two statements used for this dimension are;

- I like to be challenged.
- I am ambitious when it comes to my career.

The second dimension of Wong et al. (2008) is the affiliative scale. This scale focuses on the social level of respondent, whether or not the respondent prefers to work as an individual or as part of a team and what role their social life plays in their life. The statements in the questionnaire used to measure this scale are;

- I prefer to work in a team.
- I prefer to work individually.
- My social contacts are important to me.

The third scale by Wong et al. (2008) is named as the optimistic scale. This scale concentrates on the perspective of the respondent. This scale looks at whether the respondent has a positive outlook on life and as to how much of a positive person they see their selves. The statements used in the questionnaire for this scale were based upon the Life Orientation Test Revised questions by Scheier et al. (1994). This was done since the test fits the description of the scale by Wong et al. (2008) Six statements were used to measure this scale, namely (Scheier et al., 1994);

- In uncertain times, I usually expect the best.
- If something can go wrong for me, it will.
- I am always optimistic about my future.
- I hardly ever expect things to go my way.
- I rarely count on good things happening to me.
- Overall, I expect more good things to happen to me than bad.

Wong et al. (2008) also discuss a fourth scale, known as the variety-seeking scale. This scale focuses on finding out how much variety in tasks is desired by the respondent. Two statements were used to measure this scale, namely;

- I like to get new tasks.
- I like to try new things.

The fifth scale known as the independent-minded scale looks at how much the respondent is influenced by a group in their thoughts and beliefs, and how much are their own ideas. To measure this scale the following two statements were used as a measurement;

- I like to follow the example set by others.
- I like to follow my own path.

The conscientious scale by Wong et al. (2008) is focusing on the time management of the respondent and how often these respondents finish their tasks. The statements used in the questionnaire for this scale were;

- I am able to manage my time well.
- I sometimes have trouble finishing my tasks due to lack of time.

Next to the six scales mentioned above which focused on the personality and the influences of this on the work-related values, Wong et al. (2008) also looked at motivational drivers. The six drivers focusing on motivation are; power, immersion, easy and security, progression, and personal growth (Wong et al.; 2008, p.883-884). Power looks at authority, while immersion looks at how motivated the respondent is to work longer than the usual hours. Easy and security looks at contextual factors like job security, as well as the work environment. Progression focuses on wanted promotions, while the scale of personal growth looks at motivation from training and development. The six statements used in the questionnaire to measure the personality features are;

- Being given responsibility is important to me.
- I do not mind working longer hours when this is required of me.
- Job security is an important factor when choosing an employer.
- A good working environment is important to me.
- I find it important to get promoted over the course of time.
- Training and development activities have a motivational effect on me.

Next to the scales of Wong et al. (2008), the three factors discussed by Shacklock & Brunetto (2005) are also measured. These three factors are; financial factors, intrinsic factors and organizational policies and practices. Financial factors focus on rewards and compensation. Intrinsic factors look at the enjoyment level of work. Organizational policies and practices focus on the policies and practices organizations have in place. To measure the Financial dimension the following two statements were used:

- Monetary rewards are important to me.
- Non-monetary rewards are important to me.

To measure the Intrinsic dimension the following statement will be used. This will be combined with the Role of Work dimension which was developed from the literature and interviews. This since this dimension fits within the definition of the intrinsic factors and thus makes the measurement of this dimension stronger. The three extra statements will be discussed later in this chapter.

- It is important for me to have fun at my work.

The dimension of Organizational Policies and Practices is measured with the statement below. This will be combined with the Flexibility and Guidance statements derived from the literature and interviews, since these factors derive from the practices and policies in place and thus make the measurement of the dimension stronger. These two statements are discussed later in the chapter.

- Organizational practices and policies in place at my employer are important to me.

The other factors measured in the questionnaire are based upon the literature review, as well as the results of the interviews held in the first part of the research. The factors are; Social Media, Internet, flexibility, guidance, family and friends, work and the need to work. These factors are

divided into dimensions. These were measured by using the following statements in the questionnaire.

The dimension of the importance of Internet and social media is measured by using the following statements:

- Social Media plays an important role in my PERSONAL life.
- Social Media plays an important role in my PROFESSIONAL life.
- Internet plays an important role in my PERSONAL life.
- Internet plays an important role in my PROFESSIONAL life.

The second dimension derived from the literature and interviews is focusing on the importance of flexibility and guidance as work factors.

- Flexibility plays a big role in my satisfaction with my job.
- Guidance from my supervisor is very important to me.

The last dimension focuses on the Role of Work, which is combined with Shacklock and Brunetto's (2005) intrinsic dimension. The three statements added are:

- Work is most important to me.
- I work to life, not life to work.
- Family and friends are most important to me.

3.5 Data Analysis Methods

The statements used in the questionnaire were scaled according to the dimensions mentioned above. After the collection of the data, the first part of the analysis existed of performing a frequency analysis, to see if the data within a dimension was mound-shaped, and to make sure there are no discrepancies in the data influencing the analysis. Next to that the direction of the data needed to be checked to confirm that this was all in the same (positive) direction of measurement according to Kendall's Tau, otherwise the direction of the data of that variable had to be adjusted (1 to 5, 2 to 4 etc.) This was necessary to make sure that the data that was combined had the same direction of measurement, to assure the quality of the data.

After all the data was scaled in accordance to the dimensions the tests could be performed. First of all, the means and standard deviations per selected group (depending on the hypothesis tested) were gathered. After this the T-test for Independent Samples and the Chi-Square calculating the Pearson correlation two-tailed were performed. There was chosen for two-tailed, since the hypotheses expect that there is a difference between the groups, but not the direction of the difference. The next chapter will discuss the process of this analysis in detail and explain the findings.

4. Analysis and Findings

4.1 Exploratory Interviews Findings

The first part of the research exists of exploratory interviews with members of Generation Y to get a better understanding of this generation. Seven exploratory interviews were held with random members of Generation Y. The decision was purposely made to not only look at Hospitality Students and Hospitality Professionals to get a more general picture of Generation Y. The demographics of the respondents can be found in the Appendix. The exploratory interviews will be used as an additional source for the development of the questionnaire next to the previously discussed literature review. Upon request from some of the interviewees the decision was made to keep all the interviewees identity anonymous, however the demographics are known. The questions and answers of the interviews can be found in Appendix B. The results will be discussed per question below.

4.1.2 Defining a Generation

The definitions given by the seven interviewees upon the question how they would define a generation are rather similar to the definitions given in literature. The aspects that were mentioned to define a generation are; age, year of birth, similar lifestyles, shared habits and shared experiences.

4.1.3 Characteristics of Generation Y

The interviewees had diverse views of what characteristics Generation Y has. Interviewee 1 states that Generation Y is working to life, not the other way around. They grew up in the 90's and do not like to think in borders, but believe everything is possible. Interviewee 3 points out that she considers Yers to be ambitious, as well as innovative, specifically in technology. Interviewee 4 believes that Yers are also somewhat arrogant, being told they are 'special' their whole lives. Next to that she states that in her opinion want everything to be perfect, such as work, life and relationships. What all respondents named as important is the influence of Internet and Social Media on their lives.

4.1.4 Differences Generation Y and previous generations

Interviewee 1 stated that this generation is more focused on finding themselves and their dreams, while previous generations were more forced to start their professional life immediately. Several respondents again named the internet. This has had such an influence on Generation Y, but has not played a role from such a young age for previous generations. Interviewee 4 states that Yers have different career paths, where they do not stay with one company for long periods of time as the previous generations did. Interviewee 5 states that Generation Y is more global than previous generations, with more willingness to move and work abroad and are more used to working in an international environment. Several interviewees state that due to the development of the Internet and Social Media this generation is communicating differently and less personal than previous generations.

4.1.5 Desired from an employer

Most interviewees indicated that a nice working environment stands high on their list of needs in their work. Next to that the interviewees find a good relationship with their colleagues important. Several interviewees also mentioned the desire to get opportunities to keep learning and to develop their career. Guidance in this process is an important factor as well, whereas none of the interviewees discussed compensation and benefits.

4.1.6 Individualistic or team work

All interviewees indicated a preference for team work, although some of them indicated that a combination is also desired. Most interviewees believe that teamwork will result in learning new things and in their development or advancement of their careers. None of the interviewees prefers to work individually.

4.1.7 The role of flexibility in the choice of employer

The interviewees were divided on this subject, ranging from very important to not important. Interviewee 2 indicated that flexibility from an employer is not important, since she sees herself as being flexible, and thus does not require that from an employer. Interviewee 6 also finds it more important to be flexible herself. Interviewee 1 finds flexibility from an employer somewhat important, but does not have a priority position. However, several interviewees named flexibility as a very important factor, to be able to enjoy life and work.

4.1.8 The role of monetary rewards in the choice of employer

The interviewees indicated that they find it important to have monetary rewards which are enough to be able to enjoy life, but in none of the interviews this was indicated as most important. A few of the interviewees indicated that they work to live, not the other way around. They want monetary rewards to provide this lifestyle, but do not see monetary rewards as a prime indicator when choosing an employer.

4.1.9 Major happenings which influenced Generation Y

Many interviewees named the Internet as a large influencer on Generation Y. This has resulted in new activities, such as Social Media, which has changed the way this generation thinks, feels and communicates. Another major influence named in the interviews is the terrorist attacks of 9/11. This was the first major terrorist attack in the lives of Yers in a range of terrorist attacks. The most recent influence named is the economic crises that are taking place around the world. The expectation is that the influence of this happening will become clear in years.

4.1.10 Globalization affecting Generation Y

All interviewees find that globalization is a large part of their life nowadays. They state that lives of Yers are more global than ever before and part of their daily activities. The amount of information available to them and communication worldwide has increased for them in comparison to previous generations. Globalization is no longer seen by the interviewees as something special, but has become part of their daily lives. This has some disadvantages, such as there being too much information, but is mostly seen as an advantage, for example being able to communicate with people all over the world.

4.1.11 Technology

All interviewees indicated the importance of technology in their daily life. All aspects of their life are influenced by technology, from their private life to their work. Life without technology is no longer imaginable for Generation Y. It has become a part of learning, communicating, relaxing, working etc. As interviewee 1 stated: "Everybody is just a click away".

4.1.12 Support desired from a supervisor

Named as important by several interviewees is getting (constructive) feedback. Next to that the interviewed Yers want the supervisor to create a nice working environment. Interviewee 2 named wanting to feel valued by your supervisor as an important factor. Next to that the interviewees want guidance in developing their skills as well as in performing their tasks.

4.1.13 The importance of family and friends

The interviewees were adamant and unanimous about this subject, namely that family and friends are very important in their life. Interviewee 1, 4 and 6 even stated that family and friends is the most important thing in their life.

4.1.14 The importance of work

The importance of work in the lives of the interviewees is lower compared to the importance that friends and family have. Only interviewee 3 names it as almost as important as family and friends. Even though the importance of work is not ranked as high as family and friends, the importance in the lives of Generation Y should not be underestimated. All interviewees still named work as important as part of their development as a person and for fulfilment purposes.

4.1.15 Characteristics of a fulfilling job

Interviewee 1 finds it important to have nice colleagues, and preferably wants to be able to contribute something positive. This relates to the responses of Interviewees 4, 5 and 6 who also outlined the importance of having a good working environment. Interviewee 2 wants to be able to enjoy the job and be challenged, which was also mentioned by Interviewee 3, 4 and 6. Next to that flexibility has been mentioned by several interviewees again as well.

4.1.16 Importance of social activities employer

There was variation in the responses of the interviewees on this subject, but most interviewees indicated that these activities of their employer are an important factor for them. Interviewee 7 says that it is not a deal breaker, but that social activities would be complementary, as Interviewees 2 and 3 also do not see the social activities of their employer as a priority. The other interviewees do see the social activities of employers as important. Named as important social activities by these interviewees are; people, animals and the environment.

4.1.17 Road to promotion

All interviewees had similar ideas about how long it would take them to make promotion, namely after one to two years.

4.1.18 Most important thing in life

Most interviewees named family and friends as most important in their life. Other important aspects to the interviewees are having fun as well as being healthy. Interviewee 1 also named travelling as one of the most important things in her life.

4.1.19 Grading the importance of characteristics and the reasons behind it

Several characteristics were mentioned and the interviewees graded them on a scale from 1 to 10, with 1 being not important at all and 10 being very important. The average score per characteristic was calculated and is given below along with a short clarification.

Finance	6.79
Flexibility	8.29
Career Opportunities	7.00
Free Time	8.29
Responsibility	7.00
Guidance from Supervisor	6.57
Teamwork	7.29
Organisational Practices and Policies	6.00
Social activity of the organisation	6.50

The main conclusion which can be drawn is that the interviewees indicated that Yers work to life, not the other way around. Flexibility is important in their lives, as well as being able to enjoy their spare time. Enjoying their job and having a nice work environment and colleagues is also important to them. The organizational policies and practices and social activities of the organization are less important to Yers, which might be linked to Yers moving more easily between organizations.

4.2 The interviews compared to the literature review

The interviewees had a clear understanding of what a generation entails and were thus able to understand and answer the questions asked. The interviews showed that the responses all seem to be in line with the existing literature. Especially the influence of the Internet and technology has come across several times, as well as the mention of Generation Y working to life, not the other way around. Next to that it was found that flexibility is very important to Generation Y, both from the interviews as well as the existing literature. However, the interviews took place with Western interviewees and the existing literature is also expected to be based on Western beliefs and understandings. This thus seems to be confirmed by the interviews. The next part of the research, the questionnaires, will research whether or not there are differences between members of Generation Y in order to be able to attend to the research question.

4.3 Questionnaire Findings

The questionnaire consists of 40 questions, of which 36 were statements based upon the literature review and interviews and 4 were used to determine whether or not the respondent belonged to the required sample groups. The total amount of respondents was 121, of which 5 were not usable due to incompleteness of the questionnaire or did not fit the targeted audience. Therefore these 5 results were dismissed from the data, which resulted in a complete data set. This means that a total of 116 complete questionnaires were received, which all fit the set criteria. A minimum of 24 respondents per group was desired to be able to make justified analyses.

These criteria were:

- The participant has to be a member of Generation Y (born between 1982 and 2002).
- The participant has to be either a Hospitality Student or a Hospitality Professional that is working in the Hospitality Industry.
- The participant needs to have either the Dutch or Chinese nationality.
- The participant needs to answer all questions in order to be used in the analysis.

The questionnaires were divided into five main groups, namely; Group 1 Dutch Hospitality Students, Group 2 Dutch Hospitality Professionals, Group 3 Chinese Hospitality Students and Group 4 Chinese Hospitality Professionals. A fifth group is named Group 5 Gender, in which the total amount of respondents is divided based in gender. The results of respondents per group can be found in Appendix D.

The questionnaire which was used online can be found in Appendix C. The statements were based on the literature review and the results of the interview. The statements needed to be ranked based on the Likert scale (1-5).

After the questionnaire was developed via www.thesistools.com a test-run was completed with seven respondents. These respondents were both from the Netherlands, as well as China, to make sure that the survey was functioning in both countries, as well as understood by both cultures. The respondents were asked to give feedback, after which the questionnaire was able to go online for the collection of the data.

Jamieson (2004) describes how the Likert scale is an ordinal scale. This means that there is an order in the ranking, but the steps between the different ranks cannot be considered equal. This means that the mean and the standard deviation should not be used for the measurement. According to Allen & Seaman (2007) the distribution free methods, such as tabulations, frequencies, contingency tables and chi-squared statistics can also be used. Normally, due to the Likert scale being considered ordinal data, as well as only having five possible answers, non-parametric analyses is needed and the T-test and chi-square cannot be performed. However, the scaling of the answers adds more options and makes it possible to perform the T-test. Therefore, as long as the data is mound-shaped, the normal distribution condition becomes irrelevant (van der Kaap, 2014).

Since the data in this research is being scaled, the T-test was used as an analysis tool, next to the means. The analysis will be used to confirm or reject the hypotheses as mentioned in the Methodology chapter. Kendall's Tau tells us if and what the correlation is between two coefficients (De Veaux, Velleman & Bock, 2012), as well as how strong the relationship between

these two coefficients is. The value lies between -1 and 1, the closer to positive, the more likely the coefficients are to increase together. When the direction is the same for all variables, they can be scaled together.

4.3.1 Scales

The data was divided into scales by the different dimensions as mentioned in the Methodology chapter. However, before making those scales, the data needed to be checked. The frequency table was used to see if the data was mound-shaped. Next to that the positive-negative relation between the questions and thus the responses needed to be checked to make sure that the direction of the scales was correctly used. The Kendall's Tau used for establishing the reliability can be found in Appendix C.

4.3.1.1. Dimension 1: Ambition

The first dimension focuses on the dimension of Ambition, with two questions. This dimension looks at ambitions the respondents have in their work. The frequency analysis showed that the distribution of responses seemed normal. Kendall's Tau is positive, which together with the frequency analysis shows that these two variables can be turned into a scale, which was done and renamed as Ambition.

4.3.1.2 Dimension 2: Social Life

The second dimension focuses on Social Life, including three questions. This focuses on the degree of social interaction the respondent desires at work. The frequency analysis and the negative Kendall's Tau showed that Question 4 Individualism seems to be opposite of the Teamwork Question and Social Life question, which seems logical, since individualism would not normally be associated with social behaviour like teamwork and the importance of social life. Therefore the values of this variable were changed (1 to 5, 2 to 4 etc.) and was renamed as Q4A. After this Kendall's Tau was found to be positive as well as the data being mound-shaped, this showed that the three variables could be transformed into a new scale.

4.3.1.3 Dimension 3: Optimism

For the third dimension the focus was on Optimism, existing of six questions. This dimension focuses on the positivity of the respondent. It was found that after analysis of Kendall's Tau, Question 7 was related negative to some of the questions, even when the direction was altered. This could be due to unclear formulation. This Question could thus not be used in the scale and was not included in the analysis anymore. Questions 9 and 10 are negative compared to Question 6, 8 and 11 and were therefore recoded from negative to positive (1 to 5, 2 to 4 etc.) to Question 9A and 10A. After this Kendall's Tau was positive and the data was mound-shaped, so these five variables were changed into a new Scale named Optimism.

4.3.1.4 Dimension 4: Variety

The fourth dimension focused on the Variety desired. This was measured with two variables, which both seemed to be positive. The frequency analysis did not show any discrepancies and Kendall's Tau was clearly positive. Therefore these two variables could be computed into a scale named Variety.

4.3.1.5 Dimension 5: Independence

The fifth dimension of Wong et al. (2008) focuses on the Independence, which was measured using two statements. Independence in this case means how much the respondent comes up with their own views, instead of following others. Question 14 is considered negative, while question 15 is positive. Therefore the values of question 14 were adjusted (1 to 5, 2 to 4 etc.).

Kendall's Tau was positive and there were no discrepancies in the frequency analysis, so the variables could be scaled.

4.3.1.6 Dimension 6: Time Management

For the sixth dimension the focus was on Time Management, of which the statement 16 is considered positive and question 17 negative, which was confirmed by Kendall's Tau. This dimension focuses on how well the respondent is able to finish tasks in time. After adjusting the values of question 17 (1 to 5, 2 to 4 etc.); Kendall's Tau became positive. The frequency analysis did not show any discrepancies as well, so the two variables could be scaled.

4.3.1.7 Dimension 7: Motivation

The seventh dimension was named Motivation. Six questions were used to measure this dimension, which were all considered positive. The data was mound-shaped and the frequency analysis did not show discrepancies. Kendall's Tau was positive, thus the new scale was developed.

4.3.1.8 Dimension 8: Finance

The first dimension by Shacklock & Brunetto (2005) focuses on financial factors and the importance of these factors to the respondents. Two statements were used for measurement. Kendall's Tau indicated a negative correlation, so the direction of the results of statement 25 was changed (1 to 5, 2 to 4 etc.). After this a positive correlation was indicated by Kendall's Tau. The frequency analysis did not show any other discrepancies, thus the two variables could be scaled.

4.3.1.9 Dimension 9: Work-Life

The second dimension by Shacklock & Brunetto (2005) focused on how other aspects, like friends and family are considered more important than work. One statement based on Shacklock & Brunetto (2005) was used, which was completed with three statements based on the literature and interviews. Statement 35 was expected to be negative in comparison to the other three variables, which was confirmed by Kendall's Tau. Therefore the direction of the data was changed for this variable (1 to 5, 2 to 4 etc.). After this adaption the data was checked with the frequency analysis and Kendall's Tau, which showed that the data could be scaled.

4.3.1.10 Dimension 10: Organizational Policies and Practices

The next dimension exists from three statements. The relationship was expected to be positive between all variables, however, statement 33 showed a negative correlation, which became positive after the adjustment of the values (1 to 5, 2 to 4 etc.). The frequency analysis seemed normal, so these questions could be scaled.

4.3.1.11 Dimension 11: Internet and Social Media

The last dimension was based on the interviews and literature review and was concerned with the role of Internet and Social Media in the lives of the respondents. All statements were expected to be positively correlated, which was confirmed by Kendall's Tau. The frequency analysis did not show any discrepancies either, so these variables could be scaled as well.

4.3.2 Analysis per Hypothesis

Below the analysis of the data is discussed per hypothesis. For the analysis both the mean and t-test for independent samples and the two-tailed Pearson correlation were used.

4.3.2.1 H1: *There is a difference of perception on work values between members of Generation Y in a developed economy and in an emerging economy.*

To represent the developed economy the Netherlands was chosen, while the People's Republic of China was used to represent the emerging economy. Both groups existed out of Hospitality Professionals and Hospitality students.

H0= There is no difference of perspective on work values (measured per dimension) between Hospitality members of Generation Y in the Netherlands and the People's Republic of China.

HA= There is a difference of perspective on work values (measured per dimension) between Hospitality members of Generation Y in the Netherlands and the People's Republic of China.

Based on our general hypothesis the expectation is for HA to be true. The independent two-sample t-test is performed across the 11 dimensions. The findings show that for six dimensions significant differences were found, while five dimensions did not show significant results.

The null hypothesis could not be rejected under the independent two-sample t-test with a 95% confidence interval for the following dimensions; Dimension 2 Social Life (sig.752), Dimension 5 Independence (sig.184), Dimension 6 Time Management (sig.566), Dimension 7 Motivation (sig.071) and Dimension 10 Organizational Policies and Practices (sig.147).

The null hypothesis is rejected under the independent two-sample t-test with a 95% confidence interval for the following dimensions; Dimension 1 Ambition (sig.001), Dimension 3 Optimism (sig.000), Dimension 4 Variety (sig.001), Dimension 8 Motivation (sig.044), Dimension 9 Work-Life (sig.001) and Dimension 11 Internet and Social Media (sig.000).

These results show that by a slight difference there is a difference of perspective on work values between members of the Hospitality Industry of Generation Y in the Netherlands compared to the People's Republic of China. The Dutch Respondents consider themselves to be more optimistic, ambitious and seek more variety in the tasks they perform than the Chinese Yers. The Chinese respondents value (financial) rewards more than the Dutch Respondents, but find the Work-Life Balance less important. Surprisingly the Chinese find that Internet and Social Media plays a bigger role in their lives, even though the Internet and Social Media in the People's Republic of China are more restricted. These six work values show that there is a difference in perspective on work values between members of a developed economy and an emerging economy of Generation Y and are thus important to HR management.

4.3.2.2 H2: *There is a difference of perception on work values between Hospitality Professionals and Hospitality students of Generation Y in general.*

The Hospitality Professionals group exists out of professionals from the sector which are member of Generation Y and are from both the Netherlands and the People's Republic of China.

H0= There is no difference of perspective on work values (measured per dimension) between Hospitality Professionals and Hospitality students of Generation Y in general.

HA= There is a difference of perspective on work values (measured per dimension) between Hospitality Professionals and Hospitality Students of Generation Y in general.

The analysis demonstrates that for eight dimensions significant results were found, three dimensions did not show significant results.

The null hypothesis could not be rejected under the independent two-sample t-test with a confidence interval of 95% for the following three dimensions; Dimension 3 Optimism (sig.056), Dimension 5 Independence (sig.313) and Dimension 9 Work-Life (sig.234).

The null hypothesis was rejected under the independent two-sample t-test with a confidence interval of 95% for eight dimensions, namely; Dimension 1 Ambition (sig. 006), Dimension 2 Social (sig. 000), Dimension 4 Variety (sig.014), Dimension 6 Time Management (sig.007), Dimension 7 Motivation (sig.000), Dimension 8 Finance (sig.001), Dimension 10 Organizational Policies and Practices (sig.008) and Dimension 11 Internet and Social Media (sig.015).

This hypothesis shows that there is a clear difference in perspective of work values between Hospitality Professionals and Hospitality Students of Generation Y, which is important for HR management to keep in mind when managing this generation. Hospitality Professionals are more ambitious, desire more variety in their work and find the social engagement more important than the Hospitality Students. Hospitality Students indicated that Internet and Social media play a bigger role in their lives, while they also value good organizational policies and practices more. They also indicated being better in managing their time, although neither showed very high results for this. The Professionals however showed a higher level of motivation. These results show that there is a clear difference between the group that is already active in the workforce (Hospitality Professionals) and the group that is about to enter the workforce (Hospitality Students). This is important for HR management, since they need to manage the professionals effectively, while also use this information when recruiting and selecting future students.

4.3.2.3 H3: There is a difference of perception on work values between Hospitality Professionals of Generation Y of a developed economy and an emerging economy.

Hospitality Professionals from the Netherlands and the People's Republic of China from Generation Y were selected to test this hypothesis.

H0= There is no difference of perspective on work values (measured per dimension) between Hospitality Professionals from the Netherlands and the People's Republic of China from Generation Y in general.

HA= There is a difference of perspective on work values (measured per dimension) between Hospitality Professionals from the Netherlands and the People's Republic of China from Generation Y in general.

For seven dimensions no significant results were found, while four dimensions did show significant results.

The null hypothesis could not be rejected under the independent two-sample t-test with a confidence interval of 95% for seven dimensions, namely; Dimension 1 Ambition (sig.065), Dimension 4 Variety (sig.458), Dimension 5 Independence (sig.411), Dimension 7 Motivation (sig.074), Dimension 9 Work-Life (sig.094), Dimension 10 Organizational Policies and Practices (sig.353) and Dimension 11 Internet and Social Media (sig.093).

The null hypothesis was rejected under the independent two-sample t-test with a confidence interval of 95% for four dimensions, namely; Dimension 2 Social (sig.000), Dimension 3 Optimism (sig.000), Dimension 6 (sig.001) and Dimension 8 Finance (sig.001).

This hypothesis shows that for the overall hypothesis, there is no significant difference between Hospitality Professionals from an emerging economy and a developed economy. Only four work values showed significant results, while seven did not. The work values that should be kept in mind when managing Hospitality Professionals from these two different types of economies are Social, Time Management, Optimism and Finance. The Professionals from the emerging economy value (Financial) rewards more than those from the developed economy, while the social aspect of work values is also more important to them. The Hospitality Professionals from the developed economy indicated their time management was better, which had a low score for the respondents from the emerging economy. The Hospitality Professionals from the developed economy are also more optimistic. Overall, the conclusion of this hypothesis is that there are a few work values that deserve the attention of HR management in managing Hospitality Professionals from different economies, but that most work values do not show significant differences between the two groups within Generation Y.

4.3.2.4 H4: There is a difference of perception on work values between Hospitality students of Generation Y of a developed economy and an emerging economy.

Hospitality Students from the Netherlands and the People's Republic of China from Generation Y were selected to test this hypothesis.

H0= There is no difference of perspective on work values (measured per dimension) between Hospitality Students from the Netherlands and the People's Republic of China from Generation Y in general.

HA= There is a difference of perspective on work values (measured per dimension) between Hospitality Students from the Netherlands and the People's Republic of China from Generation Y in general.

Significant results were found for 8 dimensions. The null hypothesis could not be rejected under the independent two-sample t-test with a confidence interval of 95% for the following dimensions; Dimension 5 Independence (sig.286), Dimension 6 Time Management (sig.065) and Dimension 8 Finance (sig.884).

The null hypothesis was rejected under the independent two-sample t-test with a confidence interval of 95% for the following dimensions; Dimension 1 Ambition (sig.004), Dimension 2 Social (sig.000), Dimension 3 Optimism (sig.001), Dimension 4 Variety (sig.000), Dimension 7 Motivation (sig.001), Dimension 9 Work-Life (sig.003), Dimension 10 Organizational Policies and Practices (sig.005) and Dimension 11 Internet and Social Media (sig. 000).

Unlike the Hospitality Professional Yers hypothesis, this hypothesis focusing on Hospitality Students of Generation Y and their work values does show to be significant. The students from the developed economy said to value Ambition, Social, Optimism, Motivation and Work-Life Balance more as work values than those from the emerging economy. This was the opposite for the work values Internet and Social Media and Organizational Policies and Practices. The overall hypothesis showed significant differences between Hospitality Students from Generation Y that are from a developed or an emerging economy. This means that these work values and their differences are relevant for HR management and their policies.

4.3.2.5 H5: There is a difference of perception on work values of the male and female members of Generation Y.

The groups exist of male and female respondents who are either Hospitality Professional or Hospitality Student from the Netherlands and the People’s Republic of China of Generation Y to test this hypothesis.

H0= There is no difference of perspective on work values (measured per dimension) between male and female members from the Netherlands and the People’s Republic of China from Generation Y in general.

HA= There is a difference of perspective on work values (measured per dimension) between male and female members from the Netherlands and the People’s Republic of China from Generation Y in general.

No significant results on differences between male and female responses were found, which means that for none of the 11 dimensions the null hypothesis could be rejected under the independent two-sample t-test with a Confidence Interval of 95%.

This means that there is no difference of perspective on work values between male and female members of Generation Y in the Hospitality Industry. This is thus not significant for HR management to focus on while managing Generation Y.

4.3.3 Overview Significance of Results

	Sample Nationality	Sample Occupation	Sample Hospitality Professionals	Sample Hospitality Students	Sample Gender
Dimension 1 Ambition	Significant	Significant	Non-Significant	Significant	Non-Significant
Dimension 2 Social	Non-Significant	Significant	Significant	Significant	Non-Significant
Dimension 3 Optimism	Significant	Non-Significant	Significant	Significant	Non-Significant
Dimension 4 Variety	Significant	Significant	Non-Significant	Significant	Non-Significant
Dimension 5 Independence	Non-Significant	Non-Significant	Non-Significant	Non-Significant	Non-Significant
Dimension 6 Time Management	Non-Significant	Significant	Significant	Non-Significant	Non-Significant
Dimension 7 Motivation	Non-Significant	Significant	Non-Significant	Significant	Non-Significant
Dimension 8 Finance	Significant	Significant	Significant	Non-Significant	Non-Significant
Dimension 9 Work-Life	Significant	Non-Significant	Non-Significant	Significant	Non-Significant
Dimension 10 Org. Practices and Policies	Non-Significant	Significant	Non-Significant	Significant	Non-Significant
Dimension 11 Internet and Social Media	Significant	Significant	Non-Significant	Significant	Non-Significant

5. Conclusion

This research was developed to find out if there are differences in perception of work-related values between members of Generation Y. The research was started with an extensive literature review, to form the theoretical framework and to serve as a basis for the rest of the research. This literature research brought up some useful research, of which the dimensions discussed by Wong et al. (2008) and the three factors discussed by Shacklock & Brunetto (2005) were used as a basis for the questionnaire later on in the research.

5.1 Interviews

After the literature research was finished and the method of research had been chosen, several interviews were held with members of Generation Y as part of the preliminary research. This research was performed to get a clear view of what is important to Generation Y and how they see themselves. The analysis of the interviews demonstrated some clear views shared by (most) interviewees. They categorised themselves as having a mind-set of “work to life, not life to work”. Next to that family and friends were named as being more important than work. They believe that everything is possible, and are therefore sometimes seen as overconfident or arrogant. The interviewees named as biggest influences on their generation several aspects, namely; 9/11, nature and economic disasters, but especially the rapid technological developments and the impact of the Internet and now Social Media. When looking at work, the interviewees named having nice colleagues and a good working environment as important factors, as well as working in a team. Career opportunities were considered more important than financial rewards, while organizational policies and practices were considered least important, together with the social role their organization has in society. This indicates that the personal opportunities are considered to be more important than the role an organization plays in a society when choosing an employer.

5.2 Questionnaire: Results & Theory

After the analysis of the interviews the most important values were chosen and combined with the seven dimensions of Wong et al. (2008) and the three factors by Shacklock & Brunetto (2005). Eleven dimensions were developed, namely; Ambition, Social, Optimism, Variety, Independence, Time Management, Motivation, Finance, Work-Life, Organizational Practices and Policies and Internet and Social Media. Ambition was there to measure the level of ambition of the respondent. Social was there to see how important working in a team was. Optimism measured the positivity of the outlook of the respondent. Variety looked at the need the respondents had to have variety in their tasks. Independence focused on how much the respondent had their own ideas, instead of following the ideas of others. Time Management discussed how capable the respondent was of managing tasks in time. Motivation looked at the drive of the respondent. The Finance dimension researched the importance of rewards. Work-Life, measured how much the respondent values their personal life in relation to work. Organizational Practices and Policies focused on how much these were desired by the respondent and Internet and Social Media measured the role these two factors play in the life of the respondents. To measure these dimensions a total of 36 statements were developed, which needed to be ranked based on the Likert Scale, (1 to 5). These statements were scaled based upon the eleven dimensions, after which it was found that Question 7 could not be scaled due to a negative Kendall's Tau in relation to the other statements and was thus removed from the

analysis. The rest met the conditions set and thus the 11 scales were formed, which each measured one of the eleven dimensions.

To answer the overall research question, five hypotheses were developed. The first hypothesis focused on the difference in perception on work-related values by members of Generation Y of a developed and an emerging economy. This hypothesis was found to be true for six out of five dimensions. The work values which showed significant differences between the samples were; Ambition, Optimism, Variety, Motivation, Work-Life and Internet and Social Media. The Dutch respondents saw themselves as very ambitious compared to the Chinese respondents. The Dutch respondents also gave higher scores on the Dimensions of Optimism, as well as seeking more variety in their work than the Chinese respondents. The Dutch respondents also find other aspects of their live more important than work, showed by the significant difference in the Work-Life Dimension. However, Chinese respondents gave a higher ranking for the Dimension Finance, as well as the Dimension of Internet and Social Media. The conclusion for this hypothesis is that there are significant differences between Dutch and Chinese respondents within the Hospitality industry, but that there are no significant differences in the work-related values of Time Management, the importance of Social Life, Independence, Motivation and Organizational Practices and Policies.

The second hypothesis focused on differences of perception on work-related values based on occupation (Hospitality Professional or Hospitality Student). Eight dimensions showed significant differences. Hospitality Professionals and Hospitality Students do not have significantly different perceptions on the Optimistic, Independence and the Work-Life dimensions. However, significant results were found for most dimensions. Hospitality Students ranked higher on three dimensions, namely; Time Management, Organisational Policies and Practices and Internet and Social Media. Hospitality Professionals ranked the other dimensions higher, ranking their Ambition higher, as well as the importance of Social interaction at work and their Motivation. Finance and rewards were ranked higher by Hospitality Professionals than Hospitality Students, as well as the need for Variety in tasks. Most of the dimensions showed significant results for this hypothesis, showing that there are differences on work-related values between Hospitality Professionals and Hospitality Students.

The third hypothesis focuses on differences of perception on work-related values between Hospitality Professionals from the Netherlands and the People's Republic of China. This hypothesis only showed significant results for four dimensions. The dimensions of Social at work, Optimism, Time Management and Finance showed significant differences. The Dutch Hospitality Professionals ranked their Optimism and Time Management dimensions higher, while the Chinese Hospitality Professionals ranked Social and Finance higher. This hypothesis showed that the differences between Hospitality Professionals are a lot less significant than for the other sample groups.

The fourth hypothesis looked at differences of perception on work-related values between Hospitality Students from the Netherlands and the People's Republic of China. Contrary to the hypothesis of the Hospitality Professionals there were more significant results found for the Hospitality Students. Eight dimensions showed significant differences. The Dutch Hospitality Students ranked the following dimension higher; Ambition, Social, Optimism, Variety, Motivation and Work-Life. The Chinese Hospitality Students ranked Organizational Practices and Policies higher, as well as Internet and Social Media. This hypothesis demonstrated that there are a lot of

significant differences between Hospitality Students from the Netherlands and the People's Republic of China.

The fifth hypothesis which focused on differences on perceptions of work-related values between males and females showed no significant results on any of the dimensions. This results in a clear conclusion that there are no significant differences between male and female members of Generation Y within the Hospitality Industry.

The overall research question to be answered was:

“Do Generation Y Students and Professionals show intra-Gen Y differences in work-related values, and what does this mean for HR Management?”

There can be concluded that three out of five hypotheses which were used to research this question showed significant results, which indicates that there are differences between Students and Professionals within Generation Y when it comes to work values. This means that HR management should become aware of these differences, since differences in work values could require differences in management needs and wants. Recommendations for HR Management are discussed in the specific chapter for this subject later on in this thesis.

6. Limitations

There are some limitations to the use of structured interviews as well as questionnaires. The use of structured interviews limits the ability to elaborate on subjects further. The questions are set and the interviewer is not supposed to add questions. Another limitation of the use of interviews is that the attitude of the interviewer can influence the interview, which can have a negative effect on the outcomes (Tracy, 2013).

A limitation of using a questionnaire is that the structuring of the relevant answers in closed-ended questions might overlook some possible responses (Babbie, 2010). Some also say that observation is more accurately in capturing behaviour of those being studied (Andrews, Nonnecke & Preece, 2003), which is not possible in anonymous, internet questionnaires. The flexibility of the Internet and the ease with which false identities are created can implicate results according to Andrews, Nonnecke & Preece (2003).

The use of Likert Scales can also result in limitations, in which respondents try to avoid using the most extreme answers, also known as the central tendency bias or feel the need to agree with statements, because they believe this is what is being expected.

Another limitation is that for this research only the Netherlands was used to represent the developed economy and the People's Republic of China to represent the emerging economy. Next to that there is a discussion among researchers and economists whether or not China should still be considered an emerging economy. Next to that the questionnaire was in English, which could result in misinterpretation and limited the group of possible respondents. The limitation of using the Hospitality Industry might restrict making generalizations in general. The fact that a large part of Generation Y is still too young to participate in the workforce is also limiting this research.

The sample size is too small to be able to generalise conclusions. This research is exploratory and further research is needed to be able to generalise conclusions to the sample groups, countries etc. Another limitation is that the scales used have not been validated. This is the first time that the scales are used in this way in a research. This could be a reason why the result for the Ambition dimension in the comparison Dutch/Chinese shows that Chinese ranked their ambition lower than the Dutch respondents, even though both sample groups have high means.

7. Recommendations for Future Research

Since there has not been performed a lot of research on the topic of differences within a generation there are several options for future research. For instance, the research could be applied to other generations to see if the same differences or other differences are present. Another research option is to not look at work values, but to look at social or personal values.

This research was limited to one industry and two countries; one could also choose to expand on or both of these research areas. One could compare if there are differences within generation members of different developed economies or emerging economies. Another option is to look at the influence of religion, education or upbringing and to see if this results in differences between members of a generation.

Since this research was one small scale, the research could also be performed on a larger scale, where all areas of the People's Republic of China are represented, making it representative for the entire country. Another option is to include more countries. Next to that this research could be used as basis to form hypotheses for a larger scale research.

The biggest recommendation for future research would be not to look at a generation as one and the same. There are a lot of similarities that connect a generation, but one should not forget to consider the differences as well, which can be just as crucial as the similarities. A lot of the research that has focused on differences between generations could also be applied on a different scale within one generation.

8. Recommendations for Human Resource Management

The main research questions aimed to be answered in this research was;

“Do Generation Y Students and Professionals show intra-Gen Y differences in work-related values, and what does this mean for HR Management?”

The results showed that HR management does not have to consider differences between males and females on their perceptions of work-related values, since no significant results were found to support this hypothesis.

The findings show that there are significant differences between the different samples groups researched. This could help HR management in identifying which work-related values are considered the same and which are considered differently by their target group. This can help HR in the way they recruit students, by anticipating on their wants and needs in the recruitment process. HR can also use this research to determine which work-related values are important to their employees (Hospitality Professionals sample) and use this information when developing policies. This research helps in understanding that Human Resources should not just focus on differences between generations, but also on differences within a generation to be able to answer the wants and needs of their people.

This research has five sample groups, for which the results on the 11 dimensions are all different. Therefore HR management should take a careful look at the groups they are managing and compare the groups and the results. For instance, the analysis shows that the Hospitality Students from the developed economy scored Ambition higher than the Hospitality Students from the emerging economy. This means that these students could want a different career path as well as more challenges in their role. HR management could also use the questionnaire of this research and let their staff fill this in to find out the opinions on work values from their employees.

The biggest recommendation for HR management is to realise that members from a generation cannot always be considered as one group in shared wants, beliefs and needs. Within a group there are differences, which required different management (techniques) and are crucial in the satisfaction an employee has with their job. HR should make sure that they understand their group of employees and take a more specific look at their employees' wants and needs.

9. Appendices

Appendix A: Exploratory Interviews Responses

Interview 1

Demographics:

Year of Birth: 1989
Gender: Female
Nationality: Dutch
Occupation: Student
Education: WO

Interview 2

Demographics:

Year of Birth: 1990
Gender: Female
Nationality: Dutch
Occupation: Assistant Account manager ING Bank
Education: University (Master of Business Administration)

Interview 3

Demographics:

Year of Birth: 1986
Gender: Female
Nationality: Dutch
Occupation: FO Supervisor
Education: HBO

Interview 4

Demographics:

Year of Birth: 01-06-1989
Gender: Female
Nationality: Dutch
Occupation: Student
Education: MSc BA Organizational and Management Control

Interview 5

Demographics:

Year of birth: 1989
Gender: Female
Nationality: Dutch
Occupation: Student
Education: MBA

Interview 6

Demographics:

Year of Birth: 1987
Gender: Female
Nationality: Dutch
Occupation: Commercial Coordinator Global Hotels
Education: Master degree in Business Studies

Interview 7

Demographics:

Year of Birth: 1991
Gender: Male
Nationality: Dutch
Occupation: Student
Education: Technical Business Administration Bachelor

How would you define a generation?

A group of people in the same age category, with a maximum 10 years of difference between the oldest and youngest, who have a similar lifestyle and similar memories about their youth (say TV-shows, music etc.).

As a group of people of approximately the same age.

According to year of birth.

Group of people who were born in a specific period.

A group that shares characteristics, such as being born within a certain range of years, going through the same experiences etc.

A generation is a group of people that share similar age, habits, and lifestyle.

A group of people within an age range.

How would you characterize Generation Y? Please name at least five characteristics.

- Grew up in the 90s/00s.
- Work is not the most important factor in their identity formation; work to make money but doesn't really influence their self-image.
- Exploring yourself, your abilities, the world etc. by extracurricular activities, traveling etc. is very important.
- Grew up with Bassie & Adriaan, Pokemon, Spice Girls/Backstreet Boys/N Sync
- Think the world has no limits, don't think in borders. The world is one and you can go and work where ever you like.

Social media, interaction, born in the 90ties, computer, internet

Characteristics are; Internet, social media (addicted to stay in touch with friends/family), ambitious (personal growth), Innovative (technology), protective of the environment.

Ambitious, arrogant, successful, easy going, worldwide oriented, everything must be perfect (relation with partner must be perfect, beautiful house, big social life, children, career etc.).

Characteristics would be; Social Media, ambitious, global, confident and work to life, not the other way around.

Individual, career minded, straightforward, social, competitive, and selfish

Internet, video games, self-confident, universal and selfish.

What are in your eyes the main differences between your generation (Generation Y) and previous generations?

Self-exploration through traveling is very common and highly valued. Generation Y wants to know themselves and the world before thinking about starting a career, where previous generations felt the pressure to start working and have a serious lifestyle much earlier.

We have more interaction through the internet, computers, more 'familiar' with what happens in the world.

To be dependent on internet & less actual contact with friends/family because of social media / computer games

We are more ambitious and are more willing to take risks regarding their careers. For example, our generation does not work for 20 years within one company as our previous generation did. We are more switching from one job to another. Furthermore it is for us important to learn from our employer/boss. We are almost so arrogant to ask for the CV of the employer to see what he/she can offer us.

This generation seems more global than ever before, with a change in way of working for example by working flexible times and flexible places, communicating in different ways (through the internet) and the most information about what is going on in the world at the moment, which in combination with terrorism and economic woes has made them maybe a bit more pessimistic than previous generations.

More individualism and selfishness is present in this generation. My generation is very much focused on technology (smartphones, iPads, etc.) and social networks, whereas previous generations use the more traditional ways of communicating though phone and by post. My generation always wants more, whereas previous generations are quicker satisfied with what they have since they are not used to all these technical developments.

This generation has other ways of working and thinking due to the Internet and Social networks. They have a lot of information available; have more knowledge of what is going on in the world and have seen terrorism develop and nature strike. Communication is less personal and more through internet.

What do you find most important to get from a (future) employer? (E.g. career opportunities, flexibility etc.) Why?

The atmosphere at work. Good relations between colleagues, a boss who values your work etc.

Certainty about your job, because you want to make steps. But also learning opportunities, to come further.

Career opportunities to be able to develop and recognition.

For me it is very important to start with a career where there are possibilities to grow, where I can learn from my employer and colleagues, because I would like to develop myself and continue growing. Furthermore flexibility and genuine interest from my boss is very important for me, because that creates for me a nice working environment in where I feel comfortable and appreciated.

I find it important to get guidance, appreciation, constructive feedback and opportunities to grow.

From a future employer, I would like to get the opportunity to develop my skills and be able to grow within the company. Furthermore, I would like to work in a company, where teamwork plays a central role, and there is a pleasant working atmosphere.

I want flexibility, freedom and guidance.

Do you prefer to work individually or in a team? Why?

I prefer to work in a team, to inspire each other and to share the workload.

I prefer to work in a team, to learn from each other.

A combination of both is desired. Individually since at these moments I am developing new skills and within in a team since I like to have contact to colleagues/guests.

In a team, because I think one and one is three. I believe in synergy. With a team you will reach more than as an individual.

I prefer a combination, to set things up in a team, since I believe we can learn from each other and the best ideas come from a team. However, executing some of these plans is sometimes done more effectively individual.

I enjoy working in a team better, since it's more social and you get to learn from others. Sometimes I like to be responsible for my own work and work by myself, because you are not dependent on anyone else. This can be challenging if you work with people that you can't count on. But in general, I'm really a team player.

I like to work in a team, to have fun together and to be able to help each other out. I find it important to have nice colleagues and a nice atmosphere at work.

How important is flexibility (working hours etc.) in your choice of employer? Why?

This is somewhat important. It is not the most important thing, and on a daily basis I don't mind to not have that much flexibility, but taking on holidays etc. is important.

Not that important, I am flexible myself.

Flexibility is a requirement to be able to work in the hospitality industry. Of course the work must always be carried out at work and not at home.

Very important, because working in a flexible working environment will create rest.

I find flexibility important; however it comes two ways, so I also need to be flexible.

During my studies, I worked during inflexible working hours. I didn't mind to work morning shifts or evening shifts. However, since I work fulltime, I really appreciate a fixed working schedule. This allows me to plan social- and sport activities. I'm always flexible to overwork if necessary.

Flexibility is important, since I want to be able to enjoy life and have flexibility to be able to do this.

How important are monetary rewards in your choice of employer? Why?

Not the most important but definitely important. For me the atmosphere at work and the non-monetary reward I get out of my job (liking it, feeling useful, feeling like doing something important) are the most important, but money does play a role off course.

It is nice to have a good salary, but having fun is more important.

It is important to me to feel comfortable in my position and enjoy the work I carry out, however it is important to me to earn a salary of which I can live comfortable and still save some money for the future. 50/50

Important, but not more important than the factors I mentioned above. For me it is more important to work in a learning and flexible environment than have a huge salary.

It is somehow important, in the case that I want it to be enough to live a nice life, but I find pleasure and fulfillment of my job more important than salary.

Monetary rewards are not important in the choice of my employer since I value rewards in person more than by a monetary reward. In case a company does provide monetary rewards, I would definitely see it as a benefit. It would motivate me more to work harder and reach my targets.

I like to have a nice salary, to be able to provide for my lifestyle, but money is not the most important thing in life.

Which major happenings in the world do you feel have influenced your generation, Generation Y? (E.g. technological developments, nature events, economic events or political events)

The attacks on the twin towers and the following war have in my eyes influences generation Y by not seeing the USA as the absolute power and amazing continent, it has made us skeptical towards the USA.

The technical developments such as smartphones and tablets influenced us. Everyone is reachable anywhere, there are no boundaries. The world is small; you can have contact with anybody anywhere.

The economic development that has influences us is the economic crisis of the last years. We realize the economic market can really affect people's lives and jobs aren't always easy to get, you have to differentiate yourself from others in order to have a career. However, we also realize you shouldn't take out all your self-value out of work, because you can easily lose it.

Influences are the Internet, durability and financial crisis.

Internet.

The internet has the most influence on our generation, because internet allowed us to share information very fast. That has a huge influence on our generation.

Internet, economic crisis, terrorist attacks such as 9/11, nature disasters such as the tsunamis and hurricanes. Next to that the rapid change in technology has had a major influence.

Smart phones: more texting and chatting instead of talking.
Social media: Talking through social media instead of by mouth.
In general, the technological development of smart phones and social media has influenced our generation most. People are more communicating through texting than through actually talking. People tend to meet in person less, since they can communicate through social media on smart phones.

The events of 9/11, the development of Internet and the economic crisis have had a large impact on Generation Y.

Do you feel globalization affects your life? If so, in what way?

There are no boundaries, the world is ours. We can go anywhere and work and life wherever we like.

Off course, courses at school are in English, companies move to whatever region in the world, you know what happens around the world.

Yes, it seems that the places/experiences/dreams/ambitions become more reachable since the internet made it possible to bring everything closer to me. Before Generation Y, you were reliable on books/agents/offices/experiences from others.

Yes, I feel globalization affects my life in a positive way. Since, my knowledge of products, ideas and other aspects of other cultures increases, my view on the world changes. I am more open towards people from other cultures; I can easily work with people from other cultures, since I know more about their culture and know the habits etc.

Yes, globalization has become a part of our daily life. We can stay in contact with the entire world in a second and we have knowledge of everything around the world.

In some way it does influence my life. I do spend a lot of time with internationals during my work but also outside work. This leads to the fact that I speak more English than Dutch (different language than my native language). I value different types of food, habits, and also interests. I also like to learn how different cultures deal with different problems, or how they celebrate certain special occasions. It opens my eyes, and has led to me being more interested to visit other countries with other cultures. Furthermore, I notice myself taking over habits from certain cultures like the language, way of cooking, etc.

Yes, I am able to look live at houses on the other side of the world, I can connect easily with people all around the world and I believe that the world is becoming more global every day and thus influencing my life.

How does technology affect your life?

Again, it makes the world so small. Everybody is a mouse click away.

We use it every day for social media and the Internet. It is a lot different than without all those possibilities.

Technology affects my life every day every single moment at work and in my private life.

At the moment I can say that I can hardly live without technology like smartphone and laptop. I used them every day to stay in contact with my family and friends. Furthermore I use it for school, but also to stay up to date by checking newspapers on the internet on regular basis. The only exception is when I am on holiday, than all the technology will be switched off. Overall I can say that technology affects my life in a positive way, since I have the feeling I can stay in contact with my loved ones, I can use it for information purposes (school), and I know what is happening around me.

Technology affects our entire life, personal life, social life the work environment, everything.

Since the smart phone is implemented, I usually text people instead of calling. I'm emailing, chatting, and checking out information on the internet everywhere I am. This means that I sometimes pay less attention to my surrounding. Example, in the train, I used to read a book or talk to people, now I'm pretty much distracted by messages and social media on my phone. Even though it's really easy to make a quick appointment or stay updated about everything that happens in the world, it is sometimes really enjoying.

Technology is a part of every aspect of my life, when I work, when I study and when I when I relax for example by playing games. I cannot imagine my life without technology.

What kind of support do you want from your supervisor?

Positive feedback/constructive criticism.

Feeling valuable for the company, knowing what I do well or wrong.

I want recognition and motivation.

Positive support, I like to work with an enthusiastic supervisor who stimulates me to get the most out of what's inside. And I would like to have a supervisor who is critical, so I can learn from him or her. I would like to growth and develop myself. Furthermore I would appreciate if my supervisor is flexible towards me.

To get constructive feedback, stimulation of a nice work environment and supervision and guidance.

I want support in developing my skills and helping me to grow within the organization. I also expect feedback about my performance and ways how to improve this. I also expect guidance in fulfilling my job tasks and open conversations about anything work related.

I want to get the necessary information to do my work, get useful feedback and an open environment where ideas can be shared.

How important are friends and family to you?

Very important, they are the most important thing in life.

Very! Without them I would not be anywhere.

Very important.

Very important! They are more important than anything else in the world.

Very important, they are the basis in my life.

Family and friends are very important to me. My family gives me mental support. I can always count on them in good and bad times, and they give me confidence and support whenever I need this. Friends play a crucial role in the fun part of my life. I like to go out with them and enjoy things which my generation likes, like going to bars, playing sports, shopping, holiday, etc...Even though, they are also important when I'm sick or when I need any support.

The most important thing in life.

How important is work to you?

Not so important, I need work to have money and be able to live, but it doesn't matter that much to me what kind of job it is.

Important, it gives content to your life.

This is very important, almost equally important to family and friends since we spend a great amount of time at work.

This is important, but not the most important thing in my life. My family & friends and my health are the most important in my life. I do believe work is important, but there is more in the world, as I would say in Dutch.

Work is important, for my personal development and satisfaction as well as supplying me with the opportunities to do nice things. However, I work to live, not the other way around.

Work is very important to me. It's the place where you spend most of your time. The most important at work for me are the job tasks, the working atmosphere, and the opportunities to grow. I also value social activities after work, like social gatherings, sport events, etc...If these aspects are satisfactory, I can put my fullest efforts to succeed my job.

It is important to be able to live, but not the most important thing in life. I find friends and family and being able to enjoy myself more important.

What characteristics does your job have to entail in order for you to experience this as fulfilling?

Nice colleagues, ideally also contributing something good to the world.

I would like diversity in the job, career opportunities, and fun in doing it.

Being Challenged

Teaching/tutoring colleagues

Contact with guests/colleagues

I would like to have a job in where I have to work with other people, it should be challenging, have a flexible working environment, and I like companies with an open culture. Humor on the work floor is also very important for me.

Nice work environment and colleagues, fulfilling, challenging and flexible.

- Challenging tasks
- Diversity of tasks
- Working in a team
- International environment
- Growing opportunities
- Commercial
- Working with deadlines
- Pleasant work environment
- Social activities

I want flexibility, freedom, variety of tasks and fun.

How important is it to you that your organization is socially involved?

It is very important, I wouldn't want to work for an organization that only focuses on money and don't care about any harm they bring to the environment or society.

Not very important, it will not affect me that much.

I feel it is more important to have colleagues who are socially involved than the organization.

Yes, that is important for me. I live with respect for the nature, animals, people and I expect that also from the organization.

I find it important that an organization is aware of their social responsibility.

It is very important to me. This makes the work relationship with colleagues stronger and better understandable since you get to know people outside of work as well in a different setting. It's vital to create a good team spirit and understand better how to work with each individual, especially in an international organization. This might be one of my most important criteria's of selecting an organization to work for.

It is a nice if this is the case, but it would not be a deal breaker for me. I find it more important that the organization can offer me good circumstances and a nice job.

After how much time on the job would you expect career advancement? (E.g. promotion, increase in responsibilities)

After approximately 2 years.

After 1 or 2 years.

6 months.

After approximately two years.

1 to 2 years.

After one year.

After one or two years.

What do you value most in life?

Family and friends, and travelling.

I value family and friends, and having fun with them while being healthy.

Spend time with my partner, friends & family.

I value family and friends most.

Family, friends, fun, being healthy.

I value friends & family most, so the social part of life.

I value freedom, friends and family.

Please rank the characteristics mentioned below based on how important they are to you. (1=most important, 10=least important).

Money	7
Flexibility	9
Career opportunities	6
Free time	10
Responsibility	5
Guidance from supervisor	4

Teamwork	8
Organization policies and practices	3
Social activity of organization	6

Money	6
Flexibility	7
Career opportunities	6
Free time	6
Responsibility	7
Guidance from supervisor	6
Teamwork	7
Organization policies and practices	8
Social activity of organization	8

Money	8
Flexibility	8
Career opportunities	8
Free time	8
Responsibility	8
Guidance from supervisor	8
Teamwork	8
Organization policies and practices	6
Social activity of organization	6

Money	6.5
Flexibility	9
Career opportunities	8
Free time	9
Responsibility	8
Guidance from supervisor	7
Teamwork	9
Organization policies and practices	6
Social activity of organization	7.5

Money	7
Flexibility	8
Career opportunities	9
Free time	9
Responsibility	8
Guidance from supervisor	8
Teamwork	7
Organization policies and practices	6
Social activity of organization	6

Money	6
Flexibility	8
Career opportunities	6
Free time	8
Responsibility	7
Guidance from supervisor	6
Teamwork	6
Organization policies and practices	7
Social activity of organization	6

Money	7
Flexibility	9
Career opportunities	6
Free time	8
Responsibility	6
Guidance from supervisor	7
Teamwork	6
Organization policies and practices	6
Social activity of organization	6

Shortly explain the ranking.

My free time, flexibility to go traveling/on holiday, and money to be able to pay for this are the most important. Team work, having a good relation with colleagues, makes the job fun or not on daily basis so is another very important factor. The job characteristics; career opportunities, responsibility and guidance from supervisor, are less important to me. If after a while I don't like those characteristics anymore, I'll easily look for another job and go to another firm where those characteristics are better for me, on top of the 4 most important things that will always stay the most important. The organizations characteristics and social activity are important, but not the most important factor for me to look for in a job/company.

I work to live, and not the other way around. So that's why free time is important. But to get everything out of myself it is also important to have career opportunities. What the organization does is not that important for me because it is not affecting me that much.

Maybe I am unreasonable but there needs to be a good balance between work and private life in which I both feel happy.

For me it is very important to work in a flexible environment, since I am very fond of my freedom (weet niet of dit goed vertaald is, maar ik bedoel dat ik erg gesteld ben op mijn vrijheid). Free time is very important for me, since I like to spend a lot of time with my family and friends. Furthermore I like to work in a team, because I like to work with a team towards a goal and then 'celebrate' the success together. Have fun, work hard, and create the best end result! Guidance from supervisor is important, I need sometimes the acknowledgement from my supervisor that I am doing right. Furthermore I would like to learn from my supervisor and develop myself every day.

Money, organizational policies and practices are important for me, but those items do not make me happy. The items I ranked higher do make me happy, so I put more value on those items.

I find it important that I have opportunities to grow and develop myself within an organization, else I will get bored. I also find it important that the organization is flexible, since I want to be able to enjoy my life as well.

First of all, I pretty much look at the career opportunities within the company since I'm in the early stage of my career so there is room and ambition to develop myself and grow. The support of my manager plays a big role as well. I value teamwork, since this allows me to work with other people and learn from seniors. Furthermore it makes the work environment more social which is important to me. Of course the salary plays a role since I need to cover my expenses. Free time and flexibility are least important because I don't see this as a priority. I don't mind to overwork or have less free time in comparison with another company where there are less career opportunities and social activities.

Flexibility is the most important thing for me in a job, as well as having a decent pay to enjoy life and getting the support needed from my supervisor. On the other hand responsibilities and career opportunities are not that important to me.

Appendix B Questionnaire

Online Questionnaire

The information gathered in this questionnaire will be used for my Master Thesis of Business Administration at the University of Twente. Your responses will be anonymous. The aim of this questionnaire is to understand if there are differences of perceptions between members of Generation Y (born between 1982 and 2002). This questionnaire will take you around 5 to 10 minutes. Answers are not saved until the questionnaire is finished. The target group of this questionnaire is Chinese or Dutch Hospitality Students or Professionals, born between 1982 and 2002.

Several statements will now follow. Please respond by giving a 1 (do not agree at all), 2 (do not agree), 3 (neutral), 4 (agree), 5 (completely agree). There is no right or wrong choice of answers, and the answers are not related. You can only select one answer.

Year of Birth

- | | | |
|--------------------------------|-------------------------------|-------------------------------|
| <input type="checkbox"/> 2002 | <input type="checkbox"/> 2001 | <input type="checkbox"/> 2000 |
| <input type="checkbox"/> 1999 | <input type="checkbox"/> 1998 | <input type="checkbox"/> 1997 |
| <input type="checkbox"/> 1996 | <input type="checkbox"/> 1995 | <input type="checkbox"/> 1994 |
| <input type="checkbox"/> 1993 | <input type="checkbox"/> 1992 | <input type="checkbox"/> 1991 |
| <input type="checkbox"/> 1990 | <input type="checkbox"/> 1989 | <input type="checkbox"/> 1988 |
| <input type="checkbox"/> 1987 | <input type="checkbox"/> 1986 | <input type="checkbox"/> 1985 |
| <input type="checkbox"/> 1984 | <input type="checkbox"/> 1983 | <input type="checkbox"/> 1982 |
| <input type="checkbox"/> Other | | |

(In case the response is other, the respondent will be thanked for the effort, but will not continue since he/she does not fit the criteria.)

Occupation

- Hospitality Student
- Hospitality
- Other

(In case the response is other, the respondent will be thanked for the effort, but will not continue since he/she does not fit the criteria.)

Nationality

- Dutch
- Chinese
- Other

(In case the response is other, the respondent will be thanked for the effort, but will not continue since he/she does not fit the criteria.)

Gender

- Male
- Female

I like to be challenged.

*Please choose the answer that best fits your opinion.**

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

I am ambitious when it comes to my career.

*Please choose the answer that best fits your opinion.**

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

I prefer to work in a team.

*Please choose the answer that best fits your opinion.**

- 1 (do not agree at all)
- 2 (do not agree)

- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

I prefer to work individually.

*Please choose the answer that best fits your opinion.**

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

My social contacts are important to me.

*Please choose the answer that best fits your opinion.**

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

In uncertain times, I usually expect the best.

*Please choose the answer that best fits your opinion.**

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

If something can go wrong for me, it will.

*Please choose the answer that best fits your opinion.**

- 1 (do not agree at all)

- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

I am always optimistic about my future.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

I rarely count on good things happening to me.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

I hardly ever expect things to go my way.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

Overall, I expect more good things to happen to me than bad.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

I like to get new tasks.

*Please choose the answer that best fits your opinion.**

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

I like to try new things.

*Please choose the answer that best fits your opinion.**

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

I like to follow the example set by others.

*Please choose the answer that best fits your opinion.**

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

I like to follow my own path.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

I am able to manage my time well.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

I sometimes have trouble finishing my tasks due to lack of time.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

Being given responsibility is important to me.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

I do not mind working longer hours when this is required of me.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

Job security is an important factor when choosing an employer.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

A good working environment is important to me.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

I find it important to get promoted over the course of time.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

Training and development activities have a motivational effect on me.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

Monetary rewards are important to me.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

Non-monetary rewards are important to me.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

It is important for me to have fun at my job.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

Organizational practices and policies in place at my employer are important to me.

*Please choose the answer that best fits your opinion.**

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

Social Media plays an important role in my PERSONAL life.

*Please choose the answer that best fits your opinion.**

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

Social Media plays an important role in my PROFESSIONAL life.

*Please choose the answer that best fits your opinion.**

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

The Internet plays an important role in my PERSONAL life.

*Please choose the answer that best fits your opinion.**

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

The Internet plays an important role in my PROFESSIONAL life.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

Flexibility plays a big role in my satisfaction with my job.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

Guidance from my supervisor is very important to me.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

My family and friends are most important to me.

Please choose the answer that best fits your opinion.*

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

Work is most important to me.

*Please choose the answer that best fits your opinion.**

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

I work to life, not life to work.

*Please choose the answer that best fits your opinion.**

- 1 (do not agree at all)
- 2 (do not agree)
- 3 (neutral)
- 4 (agree)
- 5 (completely agree)

Thank you for your time and answers. You have either completed the questionnaire, or one of your answers indicated that you are not part of the target group for this questionnaire. If you would like to learn about the results of this study after completion or if you have remarks, please contact me via email: e.kranenberg@student.utwente.nl or via LinkedIn: <http://nl.linkedin.com/pub/ellis-kranenberg/30/465/6b4/>.

Appendix C Results and Analysis Questionnaire

Nationality

	Frequency	Percent	Valid Percent	Cumulative Percent
Dutch	64	55,2	55,2	55,2
Valid Chinese	52	44,8	44,8	100,0
Total	116	100,0	100,0	

Occupation

	Frequency	Percent	Valid Percent	Cumulative Percent
Hospitality Student	59	50,9	50,9	50,9
Valid Hospitality Professional	57	49,1	49,1	100,0
Total	116	100,0	100,0	

Gender

Nationality	Occupation		Frequency	Percent	Valid Percent	Cumulative Percent
Dutch	Hospitality Student	Valid Male	13	39,4	39,4	39,4
		Female	20	60,6	60,6	100,0
		Total	33	100,0	100,0	
	Hospitality Professional	Valid Male	11	35,5	35,5	35,5
		Female	20	64,5	64,5	100,0
		Total	31	100,0	100,0	
Chinese	Hospitality Student	Valid Male	13	50,0	50,0	50,0
		Female	13	50,0	50,0	100,0
		Total	26	100,0	100,0	
	Hospitality Professional	Valid Male	10	38,5	38,5	38,5
		Female	16	61,5	61,5	100,0
		Total	26	100,0	100,0	

Reliability Tests Scaling

Scale 1 – Q1 and Q2

		Symmetric Measures			
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,344	,086	3,947	,000
	Kendall's tau-c	,298	,076	3,947	,000
N of Valid Cases		116			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Scale 2 – Q3, Q4A and Q5

		Symmetric Measures			
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,367	,077	4,466	,000
	Kendall's tau-c	,318	,071	4,466	,000
N of Valid Cases		116			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Scale 3 – Q6, Q8, Q9A, Q10A and Q11

		Symmetric Measures			
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,205	,078	2,616	,009
	Kendall's tau-c	,167	,064	2,616	,009
N of Valid Cases		116			

		Symmetric Measures			
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,267	,070	3,686	,000
	Kendall's tau-c	,230	,062	3,686	,000
N of Valid Cases		116			

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,149	,081	1,836	,066
	Kendall's tau-c	,134	,073	1,836	,066
N of Valid Cases		116			

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,094	,080	1,176	,239
	Kendall's tau-c	,080	,068	1,176	,239
N of Valid Cases		116			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Scale 4 – Q12 and Q13

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,349	,077	4,312	,000
	Kendall's tau-c	,316	,073	4,312	,000
N of Valid Cases		116			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Scale 5 – Q14A and Q15

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,270	,091	2,915	,004
	Kendall's tau-c	,220	,076	2,915	,004
N of Valid Cases		116			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Scale 6 – Q16 and Q17A

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,164	,081	2,025	,043
	Kendall's tau-c	,145	,072	2,025	,043
N of Valid Cases		116			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Scale 7 – Q18, Q19, Q20, Q21, Q22 and Q23

		Symmetric Measures			
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,011	,091	,125	,900
	Kendall's tau-c	,010	,078	,125	,900
N of Valid Cases		116			

		Symmetric Measures			
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,195	,083	2,328	,020
	Kendall's tau-c	,158	,068	2,328	,020
N of Valid Cases		116			

		Symmetric Measures			
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,177	,083	2,132	,033
	Kendall's tau-c	,146	,068	2,132	,033
N of Valid Cases		116			

		Symmetric Measures			
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,077	,085	,898	,369
	Kendall's tau-c	,064	,071	,898	,369
N of Valid Cases		116			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Scale 8 – Q24 and Q25A

		Symmetric Measures			
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,071	,105	,678	,498
	Kendall's tau-c	,059	,087	,678	,498
N of Valid Cases		116			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Scale 9 – Q26, Q34, Q35A and Q36

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,244	,089	2,700	,007
	Kendall's tau-c	,206	,076	2,700	,007
N of Valid Cases		116			

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,336	,086	3,819	,000
	Kendall's tau-c	,314	,082	3,819	,000
N of Valid Cases		116			

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,256	,084	3,012	,003
	Kendall's tau-c	,225	,075	3,012	,003
N of Valid Cases		116			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Scale 10 – Q27, Q32 and Q33A

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,043	,090	,484	,628
	Kendall's tau-c	,040	,082	,484	,628
N of Valid Cases		116			

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,124	,094	1,312	,190
	Kendall's tau-c	,107	,082	1,312	,190
N of Valid Cases		116			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Scale 11 – Q28, Q29, Q30 and Q31

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,355	,078	4,439	,000
	Kendall's tau-c	,327	,074	4,439	,000
N of Valid Cases		116			

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,194	,087	2,212	,027
	Kendall's tau-c	,163	,073	2,212	,027
N of Valid Cases		116			

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,077	,085	,907	,364
	Kendall's tau-c	,077	,085	,907	,364
N of Valid Cases		116			

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	,251	,083	2,948	,003
	Kendall's tau-c	,214	,073	2,948	,003
N of Valid Cases		116			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Analysis per Nationality

Group Statistics

	Nationality	N	Mean	Std. Deviation	Std. Error Mean
Dimension 1 Ambition	Dutch	64	4,2734	,62316	,07790
	Chinese	52	3,8654	,65765	,09120
Dimension 2 Social	Dutch	64	3,6615	,54914	,06864
	Chinese	52	3,6218	,80312	,11137
Dimension 3 Optimism	Dutch	64	3,7266	,48283	,06035
	Chinese	52	3,3013	,41096	,05699
Dimension 4 Variety	Dutch	64	4,2109	,48636	,06079
	Chinese	52	3,8173	,68620	,09516
Dimension 5 Independence	Dutch	64	3,3516	,59548	,07444
	Chinese	52	3,2019	,60439	,08381
Dimension 6 Time Management	Dutch	64	3,3672	,63772	,07971
	Chinese	52	3,2981	,65124	,09031
Dimension 7 Motivation	Dutch	64	4,0729	,38704	,04838
	Chinese	52	3,9295	,46012	,06381
Dimension 8 Finance	Dutch	64	3,0469	,57541	,07193
	Chinese	52	3,2981	,72260	,10021
Dimension 9 Work-Life	Dutch	64	4,0117	,45953	,05744
	Chinese	52	3,7308	,43399	,06018
Dimension 10 Organizational Policies and Practices	Dutch	64	3,4948	,38486	,04811
	Chinese	52	3,6026	,40712	,05646
Dimension 11 Internet and Social Media	Dutch	64	3,6992	,51789	,06474
	Chinese	52	4,1298	,57839	,08021

Independent Samples Test per Nationality

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Dimension 1 Ambition	Equal variances assumed	,007	,935	3,421	114	,001	,40805	,11927	,17179	,64432
	Equal variances not assumed			3,402	106,619	,001	,40805	,11994	,17028	,64583
Dimension 2 Social	Equal variances assumed	11,715	,001	,315	114	,753	,03966	,12596	-,20987	,28919
	Equal variances not assumed			,303	86,949	,762	,03966	,13083	-,22037	,29970
Dimension 3 Optimism	Equal variances assumed	1,399	,239	5,039	114	,000	,42528	,08440	,25808	,59249
	Equal variances not assumed			5,123	113,735	,000	,42528	,08301	,26084	,58972
Dimension 4 Variety	Equal variances assumed	11,116	,001	3,609	114	,000	,39363	,10908	,17754	,60972
	Equal variances not assumed			3,486	89,111	,001	,39363	,11292	,16926	,61800
Dimension 5 Independence	Equal variances assumed	,055	,815	1,337	114	,184	,14964	,11192	-,07208	,37136
	Equal variances not assumed			1,335	108,524	,185	,14964	,11210	-,07254	,37182
Dimension 6 Time Management	Equal variances assumed	,065	,800	,575	114	,566	,06911	,12020	-,16900	,30722
	Equal variances not assumed			,574	108,239	,567	,06911	,12046	-,16965	,30788
Dimension 7 Motivation	Equal variances assumed	3,442	,066	1,824	114	,071	,14343	,07866	-,01239	,29925
	Equal variances not assumed			1,791	99,796	,076	,14343	,08007	-,01544	,30230
Dimension 8 Finance	Equal variances assumed	4,044	,047	-2,085	114	,039	-,25120	,12050	-,48991	-,01249
	Equal variances not assumed			-2,037	96,379	,044	-,25120	,12335	-,49603	-,00637
Dimension 9 Work-Life	Equal variances assumed	,271	,604	3,357	114	,001	,28095	,08369	,11515	,44675
	Equal variances not assumed			3,377	111,402	,001	,28095	,08320	,11610	,44580
Dimension 10 Organizational Policies and Practices	Equal variances assumed	,088	,768	-1,462	114	,147	-,10777	,07374	-,25385	,03831
	Equal variances not assumed			-1,453	106,498	,149	-,10777	,07417	-,25482	,03928
Dimension 11 Internet and Social Media	Equal variances assumed	,000	,993	-4,226	114	,000	-,43059	,10190	-,63245	-,22873
	Equal variances not assumed			-4,177	103,524	,000	-,43059	,10307	-,63500	-,22618

Analysis per Occupation

Group Statistics per Occupation

	Occupation	N	Mean	Std. Deviation	Std. Error Mean
Dimension 1 Ambition	Hospitality Student	59	3,9237	,74170	,09656
	Hospitality Professional	57	4,2632	,53540	,07092
Dimension 2 Social	Hospitality Student	59	3,3672	,67437	,08780
	Hospitality Professional	57	3,9298	,54093	,07165
Dimension 3 Optimism	Hospitality Student	59	3,4492	,49155	,06399
	Hospitality Professional	57	3,6257	,49228	,06520
Dimension 4 Variety	Hospitality Student	59	3,8983	,66163	,08614
	Hospitality Professional	57	4,1754	,53026	,07023
Dimension 5 Independence	Hospitality Student	59	3,2288	,59685	,07770
	Hospitality Professional	57	3,3421	,60620	,08029
Dimension 6 Time Management	Hospitality Student	59	3,4915	,67269	,08758
	Hospitality Professional	57	3,1754	,57080	,07560
Dimension 7 Motivation	Hospitality Student	59	3,8701	,49332	,06422
	Hospitality Professional	57	4,1520	,28045	,03715
Dimension 8 Finance	Hospitality Student	59	2,9661	,67508	,08789
	Hospitality Professional	57	3,3596	,57286	,07588
Dimension 9 Work-Life	Hospitality Student	59	3,8347	,47254	,06152
	Hospitality Professional	57	3,9386	,46117	,06108
Dimension 10 Organizational Policies and Practices	Hospitality Student	59	3,6384	,42113	,05483
	Hospitality Professional	57	3,4444	,34694	,04595
Dimension 11 Internet and Social Media	Hospitality Student	59	4,0212	,54593	,07107
	Hospitality Professional	57	3,7588	,59755	,07915

Independent Samples Test per Occupation

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Dimension 1 Ambition	Equal variances assumed	1,778	,185	-2,818	114	,006	-,33943	,12046	-,57806	-,10079
	Equal variances not assumed			-2,833	105,616	,006	-,33943	,11980	-,57696	-,10190
Dimension 2 Social	Equal variances assumed	4,157	,044	-4,946	114	,000	-,56259	,11375	-,78793	-,33726
	Equal variances not assumed			-4,965	110,307	,000	-,56259	,11332	-,78716	-,33803
Dimension 3 Optimism	Equal variances assumed	,014	,906	-1,933	114	,056	-,17658	,09136	-,35756	,00440
	Equal variances not assumed			-1,933	113,850	,056	-,17658	,09136	-,35757	,00441
Dimension 4 Variety	Equal variances assumed	3,792	,054	-2,484	114	,014	-,27713	,11156	-,49814	-,05613
	Equal variances not assumed			-2,494	110,275	,014	-,27713	,11114	-,49738	-,05688
Dimension 5 Independence	Equal variances assumed	1,409	,238	-1,014	114	,313	-,11329	,11170	-,33458	,10799
	Equal variances not assumed			-1,014	113,712	,313	-,11329	,11174	-,33464	,10806
Dimension 6 Time Management	Equal variances assumed	1,216	,272	2,724	114	,007	,31609	,11602	,08624	,54593
	Equal variances not assumed			2,732	112,150	,007	,31609	,11570	,08685	,54532
Dimension 7 Motivation	Equal variances assumed	21,452	,000	-3,767	114	,000	-,28199	,07486	-,43028	-,13370
	Equal variances not assumed			-3,801	92,567	,000	-,28199	,07419	-,42933	-,13465
Dimension 8 Finance	Equal variances assumed	,195	,659	-3,380	114	,001	-,39355	,11644	-,62421	-,16288
	Equal variances not assumed			-3,389	112,152	,001	-,39355	,11611	-,62360	-,16349
Dimension 9 Work-Life	Equal variances assumed	,421	,518	-1,197	114	,234	-,10385	,08673	-,27566	,06796
	Equal variances not assumed			-1,198	113,988	,233	-,10385	,08669	-,27559	,06789
Dimension 10 Organizational Policies and Practices	Equal variances assumed	1,642	,203	2,702	114	,008	,19397	,07178	,05178	,33616
	Equal variances not assumed			2,711	111,251	,008	,19397	,07154	,05222	,33573
Dimension 11 Internet and Social Media	Equal variances assumed	,250	,618	2,471	114	,015	,26241	,10621	,05202	,47281
	Equal variances not assumed			2,467	112,253	,015	,26241	,10638	,05165	,47318

Analysis Hospitality Professionals

Group Statistics Hospitality Professionals

	Nationality	N	Mean	Std. Deviation	Std. Error Mean
Dimension 1 Ambition	Dutch	31	4,3871	,42249	,07588
	Chinese	26	4,1154	,62141	,12187
Dimension 2 Social	Dutch	31	3,6882	,46297	,08315
	Chinese	26	4,2179	,48937	,09597
Dimension 3 Optimism	Dutch	31	3,8333	,48876	,08778
	Chinese	26	3,3782	,37285	,07312
Dimension 4 Variety	Dutch	31	4,2258	,40494	,07273
	Chinese	26	4,1154	,65280	,12803
Dimension 5 Independence	Dutch	31	3,4032	,56891	,10218
	Chinese	26	3,2692	,65163	,12779
Dimension 6 Time Management	Dutch	31	3,3871	,55842	,10029
	Chinese	26	2,9231	,48358	,09484
Dimension 7 Motivation	Dutch	31	4,0914	,28493	,05117
	Chinese	26	4,2244	,26222	,05143
Dimension 8 Finance	Dutch	31	3,1452	,46893	,08422
	Chinese	26	3,6154	,58835	,11538
Dimension 9 Work-Life	Dutch	31	4,0323	,43657	,07841
	Chinese	26	3,8269	,47312	,09279
Dimension 10 Organizational Policies and Practices	Dutch	31	3,4839	,35317	,06343
	Chinese	26	3,3974	,34019	,06672
Dimension 11 Internet and Social Media	Dutch	31	3,6371	,51169	,09190
	Chinese	26	3,9038	,66737	,13088

Independent Samples Test Hospitality Professionals

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Dimension 1 Ambition	Equal variances assumed	5,213	,026	1,956	55	,056	,27171	,13892	-,00669	,55011
	Equal variances not assumed			1,893	42,783	,065	,27171	,14356	-,01785	,56127
Dimension 2 Social	Equal variances assumed	,359	,552	-4,193	55	,000	-,52978	,12636	-,78300	-,27655
	Equal variances not assumed			-4,172	52,137	,000	-,52978	,12698	-,78457	-,27498
Dimension 3 Optimism	Equal variances assumed	,907	,345	3,891	55	,000	,45513	,11698	,22070	,68956
	Equal variances not assumed			3,984	54,556	,000	,45513	,11425	,22613	,68413
Dimension 4 Variety	Equal variances assumed	4,176	,046	,780	55	,439	,11042	,14151	-,17316	,39401
	Equal variances not assumed			,750	40,247	,458	,11042	,14724	-,18711	,40795
Dimension 5 Independence	Equal variances assumed	,607	,439	,829	55	,411	,13400	,16166	-,18998	,45797
	Equal variances not assumed			,819	50,114	,417	,13400	,16362	-,19463	,46262
Dimension 6 Time Management	Equal variances assumed	1,686	,199	3,319	55	,002	,46402	,13981	,18384	,74420
	Equal variances not assumed			3,362	54,932	,001	,46402	,13803	,18739	,74065
Dimension 7 Motivation	Equal variances assumed	,140	,709	-1,819	55	,074	-,13296	,07309	-,27943	,01351
	Equal variances not assumed			-1,833	54,495	,072	-,13296	,07255	-,27838	,01246
Dimension 8 Finance	Equal variances assumed	1,355	,249	-3,358	55	,001	-,47022	,14003	-,75086	-,18959
	Equal variances not assumed			-3,292	47,500	,002	-,47022	,14285	-,75753	-,18292
Dimension 9 Work-Life	Equal variances assumed	,171	,681	1,702	55	,094	,20533	,12061	-,03638	,44705
	Equal variances not assumed			1,690	51,548	,097	,20533	,12148	-,03848	,44915
Dimension 10 Organizational Policies and Practices	Equal variances assumed	,639	,427	,936	55	,353	,08644	,09237	-,09867	,27154
	Equal variances not assumed			,939	53,914	,352	,08644	,09206	-,09814	,27101
Dimension 11 Internet and Social Media	Equal variances assumed	,408	,526	-1,707	55	,093	-,26675	,15626	-,57990	,04640
	Equal variances not assumed			-1,668	46,342	,102	-,26675	,15993	-,58860	,05510

Analysis Hospitality Students

Group Statistics Hospitality Students

	Occupation	Nationality	N	Mean	Std. Deviation	Std. Error Mean
Dimension 1 Ambition	Hospitality Student	Dutch	33	4,1667	,75691	,13176
		Chinese	26	3,6154	,60511	,11867
Dimension 2 Social	Hospitality Student	Dutch	33	3,6364	,62563	,10891
		Chinese	26	3,0256	,58060	,11386
Dimension 3 Optimism	Hospitality Student	Dutch	33	3,6263	,46216	,08045
		Chinese	26	3,2244	,43955	,08620
Dimension 4 Variety	Hospitality Student	Dutch	33	4,1970	,55817	,09716
		Chinese	26	3,5192	,59128	,11596
Dimension 5 Independence	Hospitality Student	Dutch	33	3,3030	,62424	,10867
		Chinese	26	3,1346	,55781	,10940
Dimension 6 Time Management	Hospitality Student	Dutch	33	3,3485	,71244	,12402
		Chinese	26	3,6731	,58210	,11416
Dimension 7 Motivation	Hospitality Student	Dutch	33	4,0556	,46709	,08131
		Chinese	26	3,6346	,42693	,08373
Dimension 8 Finance	Hospitality Student	Dutch	33	2,9545	,65388	,11383
		Chinese	26	2,9808	,71387	,14000
Dimension 9 Work-Life	Hospitality Student	Dutch	33	3,9924	,48608	,08461
		Chinese	26	3,6346	,37570	,07368
Dimension 10 Organizational Policies and Practices	Hospitality Student	Dutch	33	3,5051	,41768	,07271
		Chinese	26	3,8077	,36725	,07202
Dimension 11 Internet and Social Media	Hospitality Student	Dutch	33	3,7576	,52472	,09134
		Chinese	26	4,3558	,36175	,07095

Independent Samples Test Hospitality Students

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Dimension 1 Ambition	Equal variances assumed	1,204	,277	3,027	57	,004	,55128	,18210	,18663	,91593
	Equal variances not assumed			3,109	56,980	,003	,55128	,17732	,19619	,90637
Dimension 2 Social	Equal variances assumed	1,645	,205	3,841	57	,000	,61072	,15899	,29235	,92909
	Equal variances not assumed			3,876	55,425	,000	,61072	,15756	,29501	,92643
Dimension 3 Optimism	Equal variances assumed	,145	,705	3,388	57	,001	,40190	,11863	,16435	,63945
	Equal variances not assumed			3,408	54,949	,001	,40190	,11791	,16560	,63821
Dimension 4 Variety	Equal variances assumed	,064	,801	4,511	57	,000	,67774	,15024	,37689	,97859
	Equal variances not assumed			4,480	52,291	,000	,67774	,15129	,37420	,98128
Dimension 5 Independence	Equal variances assumed	,684	,412	1,078	57	,286	,16841	,15629	-,14456	,48139
	Equal variances not assumed			1,092	56,046	,279	,16841	,15419	-,14047	,47730
Dimension 6 Time Management	Equal variances assumed	1,355	,249	-1,880	57	,065	-,32459	,17267	-,67035	,02117
	Equal variances not assumed			-1,926	56,907	,059	-,32459	,16856	-,66215	,01296
Dimension 7 Motivation	Equal variances assumed	,394	,533	3,568	57	,001	,42094	,11798	,18469	,65719
	Equal variances not assumed			3,607	55,692	,001	,42094	,11671	,18711	,65477
Dimension 8 Finance	Equal variances assumed	,140	,710	-,147	57	,884	-,02622	,17854	-,38374	,33129
	Equal variances not assumed			-,145	51,421	,885	-,02622	,18044	-,38839	,33594
Dimension 9 Work-Life	Equal variances assumed	,519	,474	3,094	57	,003	,35781	,11566	,12619	,58942
	Equal variances not assumed			3,189	56,988	,002	,35781	,11220	,13313	,58248
Dimension 10 Organizational Policies and Practices	Equal variances assumed	,046	,831	-2,912	57	,005	-,30264	,10393	-,51077	-,09452
	Equal variances not assumed			-2,957	56,266	,005	-,30264	,10234	-,50764	-,09765
Dimension 11 Internet and Social Media	Equal variances assumed	3,767	,057	-4,955	57	,000	-,59819	,12073	-,83995	-,35643
	Equal variances not assumed			-5,172	56,115	,000	-,59819	,11566	-,82987	-,36651

Analysis per Gender

Group Statistics Gender					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Dimension 1 Ambition	Male	47	4,1277	,67137	,09793
	Female	69	4,0652	,66925	,08057
Dimension 2 Social	Male	47	3,6667	,72565	,10585
	Female	69	3,6280	,63795	,07680
Dimension 3 Optimism	Male	47	3,4574	,54780	,07990
	Female	69	3,5894	,45695	,05501
Dimension 4 Variety	Male	47	3,9894	,67154	,09795
	Female	69	4,0652	,57467	,06918
Dimension 5 Independence	Male	47	3,3191	,66288	,09669
	Female	69	3,2609	,55973	,06738
Dimension 6 Time Management	Male	47	3,2872	,50803	,07410
	Female	69	3,3696	,72076	,08677
Dimension 7 Motivation	Male	47	3,9965	,49330	,07196
	Female	69	4,0169	,37611	,04528
Dimension 8 Finance	Male	47	3,0745	,72216	,10534
	Female	69	3,2174	,60317	,07261
Dimension 9 Work-Life	Male	47	3,8245	,42959	,06266
	Female	69	3,9275	,49091	,05910
Dimension 10 Organizational Policies and Practices	Male	47	3,5816	,45825	,06684
	Female	69	3,5169	,35024	,04216
Dimension 11 Internet and Social Media	Male	47	3,8936	,65055	,09489
	Female	69	3,8913	,53974	,06498

Independent Samples Test Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Conf. Interval of the Difference	
									Lower	Upper
Dimension 1 Ambition	Equal variances assumed	,204	,652	,493	114	,623	,06244	,12674	-,18862	,31350
	Equal variances not assumed			,492	98,743	,624	,06244	,12681	-,18919	,31407
Dimension 2 Social	Equal variances assumed	,609	,437	,303	114	,763	,03865	,12761	-,21414	,29144
	Equal variances not assumed			,296	90,261	,768	,03865	,13077	-,22115	,29844
Dimension 3 Optimism	Equal variances assumed	1,306	,256	-1,407	114	,162	-,13193	,09374	-,31761	,05376
	Equal variances not assumed			-1,360	86,755	,177	-,13193	,09701	-,32475	,06090
Dimension 4 Variety	Equal variances assumed	,116	,734	-,652	114	,516	-,07586	,11643	-,30650	,15478
	Equal variances not assumed			-,633	88,449	,529	-,07586	,11992	-,31416	,16245
Dimension 5 Independence	Equal variances assumed	,077	,782	,511	114	,611	,05828	,11413	-,16782	,28438
	Equal variances not assumed			,495	87,560	,622	,05828	,11785	-,17595	,29251
Dimension 6 Time Management	Equal variances assumed	9,907	,002	-,677	114	,500	-,08233	,12169	-,32340	,15874
	Equal variances not assumed			-,722	113,843	,472	-,08233	,11411	-,30838	,14372
Dimension 7 Motivation	Equal variances assumed	1,388	,241	-,253	114	,801	-,02045	,08081	-,18054	,13963
	Equal variances not assumed			-,241	81,045	,810	-,02045	,08502	-,18961	,14870
Dimension 8 Finance	Equal variances assumed	,092	,763	-1,156	114	,250	-,14292	,12365	-,38787	,10203
	Equal variances not assumed			-1,117	86,839	,267	-,14292	,12794	-,39722	,11138
Dimension 9 Work-Life	Equal variances assumed	,730	,395	-1,167	114	,246	-,10307	,08835	-,27809	,07195
	Equal variances not assumed			-1,197	106,974	,234	-,10307	,08614	-,27382	,06769
Dimension 10 Organizational Policies/ Practices	Equal variances assumed	1,541	,217	,860	114	,391	,06465	,07515	-,08423	,21353
	Equal variances not assumed			,818	81,194	,416	,06465	,07903	-,09259	,22189
Dimension 11 Internet and Social Media	Equal variances assumed	3,435	,066	,021	114	,983	,00231	,11101	-,21760	,22223
	Equal variances not assumed			,020	86,400	,984	,00231	,11501	-,22630	,23092

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