

Change in Career Expectations Among Undergraduate Students

Bianca Armenio, Alana Deslippe, Jennifer Duffin, Laura McGill, Simangele Meludie, Amber Naiman and Kerry Sawatsky

Abstract

Purpose

This study investigated the career expectations amongst undergraduate students of the "Millennial" generation and how they differ across year of study and gender.

Design/ methodology/ approach

Data were obtained from a survey compiled of previous survey questions. Respondents were undergraduate university students at the University of Guelph that fell within the "Millennial" category (N= 157). Data were analyzed using analysis of variance (ANOVA) to assess the impact of year of study on career expectations.

Findings

We found that students' year of study was significantly related to 12 of the 19 career expectation variables. The findings of our study suggest that levels of optimism among undergraduate students significantly increases as year of study increases. Higher-level students care more about having a personal impact on the organization they work for, however they are less confident in finding work after graduation.

Implications

As a new generation is forming a larger portion of the average workforce, employers must be aware of the generational differences within their employees. "Millennials" are entering the workforce with different values, expectations, and needs for their potential jobs than past generations had. Managers who are aware of these new needs, values, and expectations will be able to better satisfy their employees, ultimately reducing turnover.

Introduction

Why Study Millennials?

With the millennial generation currently graduating from post-secondary institutions, there is a high need for research to help prepare organizations for their entrance into the workforce. Many large companies will be composed of different generations of employees and they will need to have a better understanding of the different expectations of each group to make for a successful workplace. More research on the Millennial generation is needed in order to keep work leaders informed and up-to-date on the new cohort of employees. Adequate research has already been completed on Generation X and the Baby Boomer generation; however past research suggests that generations differ in personality, which may have an impact on their work attitudes (Kowske, 2010). With Millennials being projected to be the largest generation to date a greater emphasis is put on management to maintain knowledge on the Millennials (Sandfort & Haworth, 2002).

It is important for employers to be aware of the career expectations and priorities of Millennials because this cohort will form tomorrow's managers and business leaders as the large baby boom cohort begins to retire (Ng, Schweitzer, & Lyons, 2010). Terjesen (2007, p. 517) noted, "employees plan to move around and want to work faster and harder than their colleagues." The implications of the importance of this generation's preference for organizational attributes cannot be understated as, in the not too distant future, Millennials will replace retiring Baby Boomers. Being compared to previous generations, Millennials has been seen to have many different expectations regarding their work attributes and work environment.

There has been limited previous research on Millennials and their career expectations compared to those of previous generations. Many studies have shown that Millennials plan to move quickly through their careers and change employers frequently until satisfied (Barrowclough, 2005; Hays Recruitment, 2005). The movement between jobs across one's career can be referred to as "careerism." De Hauw and De Vos (2010) examined how much students expected to move between jobs. Those students graduating in 2009 reported a much higher level of careerism, indicating that they expected to be less loyal to their employers than previous generations (Bottorff, 2011).

Millennials have been shown to demonstrate higher self-esteem and assertiveness than previous generations (Twenge & Campbell, 2008). Whether the Millennial generation is smarter or more educated is hard to say, they have grown in a society that catered to their needs and often feel that they deserve certain privileges. They feel that they deserve certain grades for simply doing the work as opposed to paying dues and putting time and effort (Deal, Altman, & Rogelberg, 2010).

Millennials and The Psychological Contract Theory

Our study looks into the career attributes, career expectations, and perceived employee obligations of undergraduate students between their first and fourth year of study in 2011. Through the findings, this study will assist Human Resource practitioners in recruiting and retaining undergraduate employees, as well as meeting their expectations to the best of their ability. According to Rousseau (1990), "the Psychological Contract Theory suggests that both employees and employers go into work relationships with various expectations and perceived reciprocal

obligations regarding work attributes, many of which may be unwritten or un-discussed. There are a number of different attributes within the Psychological Contract Theory that are tangible or intangible such as transactional, relational, and career related attributes. Transactional attributes, which are typically tangible, include things such as salary, benefits, and job security. An employer gives an employee these things in return for their expected work. These are straightforward and easily comparable from job to job. Someone who highly values transactional attributes places high importance on salary, benefits, and job security (Bottorff, 2011). Relational attributes are much more intangible, as they comprise of company culture, social atmosphere, and work-life balance. Someone who highly values relational attributes would look for a job with a good work environment, strong social interaction and challenging work (Bottorff, 2011). A number of other career related attributes have been studied including, training, work enrichment (opportunity for impact), job security, benefits, career expectations, whether or not they are willing to accept a job that is not ideal but none the less a good start (Schewitzer, et al., 2011). It is important for employers to be aware of employees' values and try their best to meet them. If psychological contracts are violated or unmet, employees will likely seek jobs that can better accommodate for their needs and values. Turnover will show an increase if values are frequently overlooked.

Millennials and Career Expectations

In comparison to other generations, Millennials have higher expectations for pay, working conditions, promotion, and advancement (Oliver, 2006). Studies have found that Millennials want a balance of personal and work goals, social connections and social involvement at work, as well as good training and development in an organization (De Hauw, 2010). Work centrality is lower among Millennials meaning that work is not as central to defining their lives (Deal et al, 2010). This may lead to difference in many of the constructs measured as compared to other generational responses. Millennials have an impatience to succeed and as a result believe they should get instant reward without paying dues (Schewitzer, et al., 2011).

Studies have shown that women have lower career expectations than men, perhaps linked to their levels of optimism. Schweitzer, Ng, Lyons and Kuron (2011, p. 436) found that young women approach their first post graduate job with lower pay and promotions expectations than their male counterparts. A study by Pitcher and Purcell (1998) found that over one third of students expected to obtain a career related position immediately after graduating, with more males (42%) than females (30%) expecting this. In actuality, expectations are met about 5 or 6 years after graduation (Mabey, Clark, & Daniels, 1996).

A past study found that 40% of students (in their final year of study) had not embarked on serious job-search at the time of the survey (Pitcher and Purcell, 1998) as they wanted to focus on final exams first instead of having to split their time between the two. In this current study, we want to know if students are more proactive and better prepared for job searching, not just in their final year of study but how the job search progresses from first through fourth year. We seek to find out how undergraduate students career expectations differ across year of study.

This is a broad topic and therefore we developed five hypotheses to test:

- H1:** we hypothesize that given the current economic situation; as year of study increases the students' optimism towards their career path would decrease.
- H2:** we hypothesize that as a student gets closer to graduation, the importance of having a personal impact on the organization will decrease. Our reasoning for this is as older students realize that they may not have the opportunity to have a personal impact on the organization in their first job, the importance of such an opportunity will decrease
- H3:** we hypothesize that given the current economic situation; as year of study increases, students will be less confident in their ability to find a permanent job upon graduation.
- H4:** we hypothesize that as year of study increases, student obligation to do non-required work tasks on the job would increase.
- H5:** we hypothesize that, as students get closer to finishing their post secondary education, the importance of finding a job with opportunity for career advancement will increase.

Methodology

Sample

This study was conducted to analyze the work values, career attitudes and career aspirations of the Millennial generation. For our sample, we targeted undergraduate students (1st, 2nd, 3rd and 4th year students) at the University of Guelph. Anyone above 4th year or considered a mature student was eliminated from the study. Both male and female undergraduate students were involved in the random sampling. Our system for selecting our sample was to target specific undergraduate classrooms and have students fill out our survey. By doing this we were better able to target different years of study as well as different degree programs. Collecting a more diverse sample that would allow for better generalizability. After eliminating outliers, our study included a final sample size of 158 students. The total sample was made up of 23 first year students, 8 male and 15 female; 58 second year students, 20 male and 38 female; 28 third year student, 8 male and 20 female; and 47 fourth year students, 16 male and 31 female. The majority of individuals included in our study were either pursuing a Bachelor of Science degree or a Bachelor of Commerce degree.

Measures

To collect the data for our study, a paper and pencil survey was administered to undergraduate students. The survey consisted of 40 questions relating to various career expectations. A five-point Likert- scale was used to organize and measure participant responses. The questions on the survey were taken from previous studies in order to ensure validity. The survey controlled for year of study and degree program by having participants circle the year of study in which they belonged to as well as their degree program and/or major that they were enrolled in. When collecting surveys, we ensured that we visited numerous undergraduate classes differing in year of study and subject. This allowed for a representative sample across the four academic undergraduate years.

Importance of career attributes was measured by 19 items that covered a wide range of work-related attributes (see Table 1). Respondents were asked to state the degree of importance of each of the attributes on a five-point importance scale (1 = not at all important í 5 = highly important).

Career expectations were measured through a number of single items related to one's abilities, accessibility to the job market after graduation, and duration of employment in one's first job.

Perceptions of employee obligations were also measured by asking participants to state their opinion with regards to obligation to work extra hours, to be loyal to the organization, and to volunteer to do non-required work tasks on a five-point scale (1=not at all obligated í 5=very obligated).

Career exploration was measured by asking participants to rate to the extent to which they have engaged in certain career exploration activities, such as seeking out information about career areas of interest, research other jobs/roles they might be interested in, and whether the area that they have been exploring has been right for them. T

Promotional expectations were assessed by asking respondents to indicate their expected time to first promotion in pay and status after beginning their careers. Respondents were given time ranges (e.g. between 6 months and 1 year) and were asked to select the one that corresponded with their expectations.

Pay expectations for initial salary and salary 5 years after starting one's career were measured by asking participants to fill in number values for yearly salary.

Table 1 Career attributes

When considering your future, how important do you consider the following?
The opportunity for advancement within your career
Getting along with your coworkers
The availability of training opportunities
The opportunity to develop new skill
Work-life balance
Health and benefits
Variety of work
Initial starting salary
Challenging work
Opportunity to give back to the community through the organization
Organization is a leader in its field
Organization has strong commitment to employee diversity
Opportunity to travel
Opportunity to learn more from more experienced professionals and mentors
Opportunity to have personal impact on the organization

Opportunity to have an impact on the world
Opportunity to utilize skills and abilities
The people you report to
Job security

Data were analyzed using ANOVA with the various expectations as the dependent variables and year of study and gender as independent variables, to assess the impact of year of study on career expectations.

Results

Of the 40 variables that were measured, twelve had statistically significant differences attributable to year of study ($p < .05$).

The statistically significant variables have been displayed in descending order in Table 2.

Table 2:
ANOVA Results for Year of Study

Year Of Study	F-Value	df	Sig.
Optimism towards career path	7.121	3	.000
Opportunity to make personal impact on organization	4.542	3	.004
Ability to find a job upon graduation	4.328	3	.006
Obligation to Volunteer to do non required tasks	4.061	3	.008
Opportunity for job advancement	4.030	3	.009
Utilization of learned skills	3.660	3	.014
Importance of Health and benefit plans	3.613	3	.015
Importance of initial salary level	3.534	3	.016
The opportunity to develop new skills	3.436	3	.019
Importance of job security	3.195	3	.025
Further education for job success	3.030	3	.031
Importance of having good people to report to	2.827	3	.041

* $p < .05$

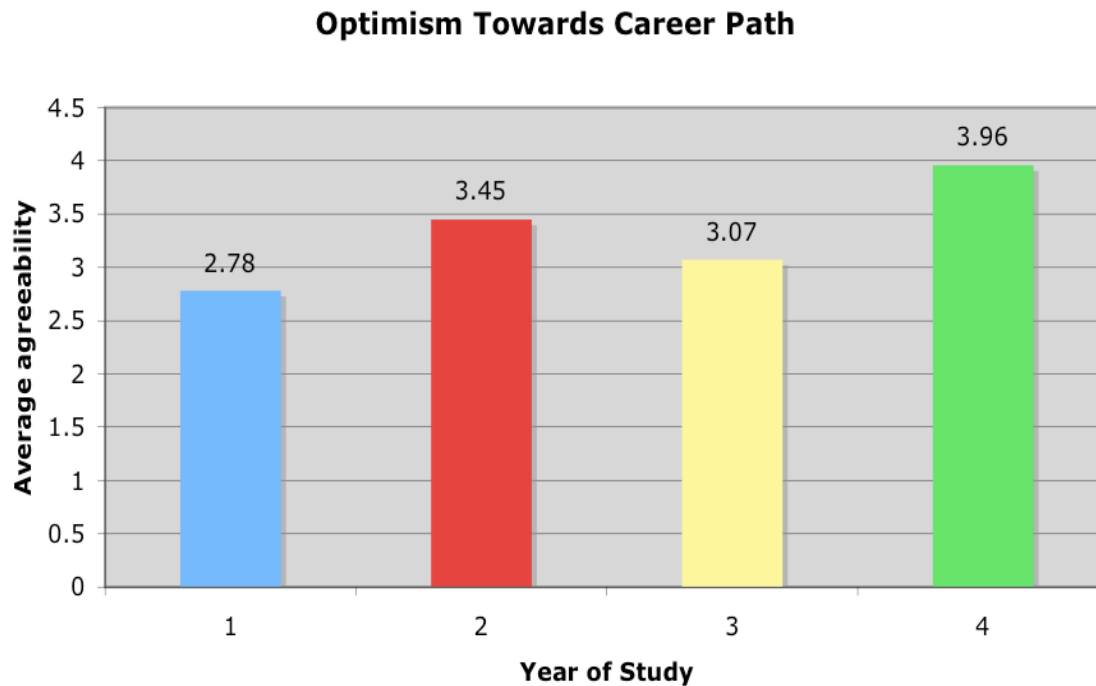
Of the 12 that were significant, the ones that we feel are most pertinent to our study are discussed below. We begin with the ones that we had originally created hypotheses for.

Optimism towards career path

Our first hypothesis stated that optimism towards one's career path would be negatively related to year of study, given the current economic situation. In conducting our study we found the opposite to be true. The mean score for first year students was very low, at 2.78, as depicted in Figure 1.

There was a general trend of optimism increasing; up to a mean of 3.96 for fourth year students. The ANOVA indicated a significant positive relationship between optimism and year of study ($F=7.124, p<.01$) making it one of our most statistically significant variables.

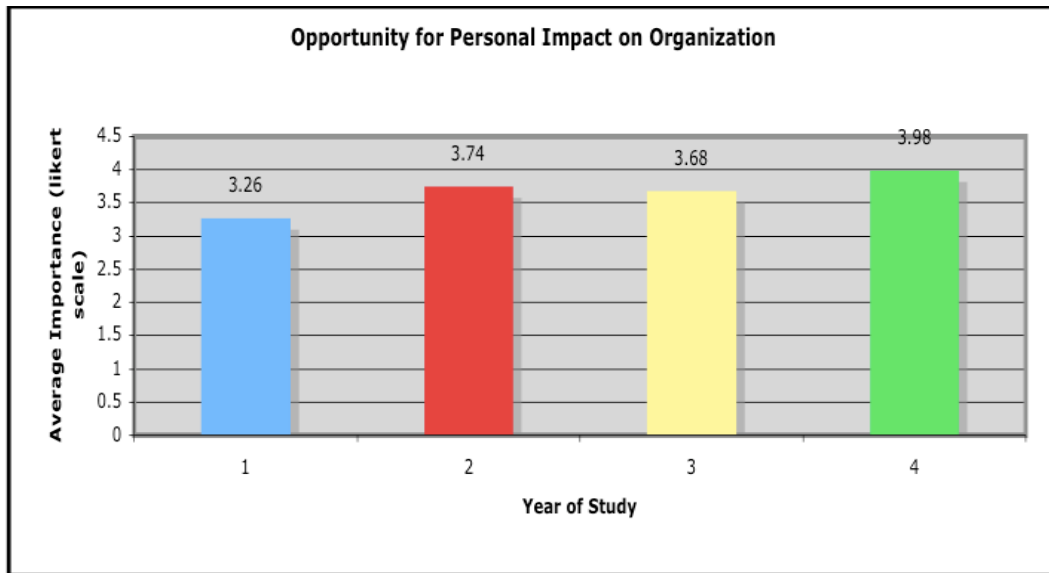
Figure 1



Opportunity for personal impact on organization

Our second hypothesis stated that, as students get closer to graduation, the importance of having a personal impact on the organization would decrease; this was not supported by our findings. The general trend was a positive significant relationship among year of study and the opportunity for one to make a personal impact on the organization ($F= 4.542, p<0.01$). This trend can be seen in figure 2.

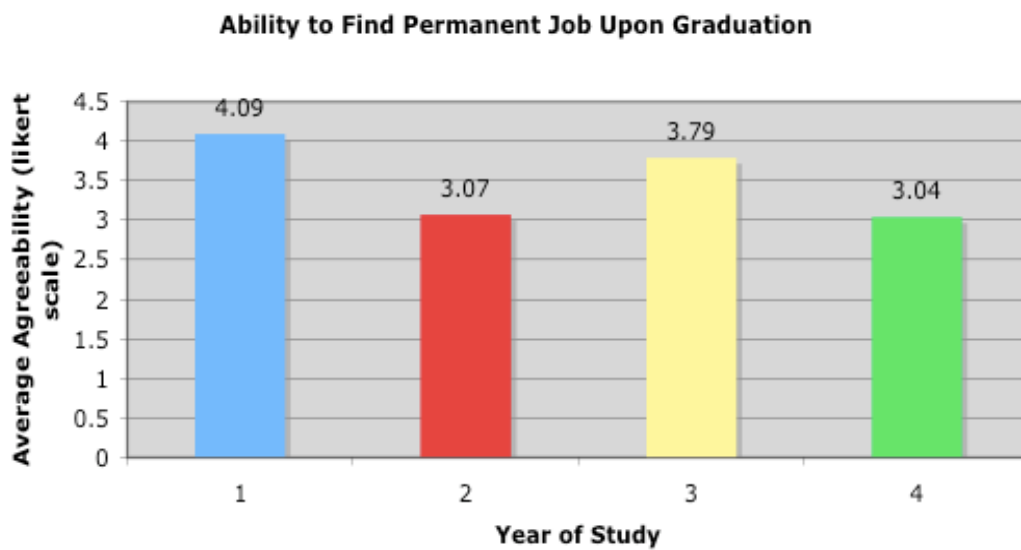
Figure 2



Ability to find a job

Our third hypotheses stated that, given the current economic situation, as year of study increases, students will be less confident in their ability to find a permanent job upon graduation. Our analysis supports this; the trend was a negative significant relationship between year of study and the perception of one’s ability to find a job upon graduation ($F= 4.338, p<0.01$). This is depicted in Figure 3.

Figure 3.



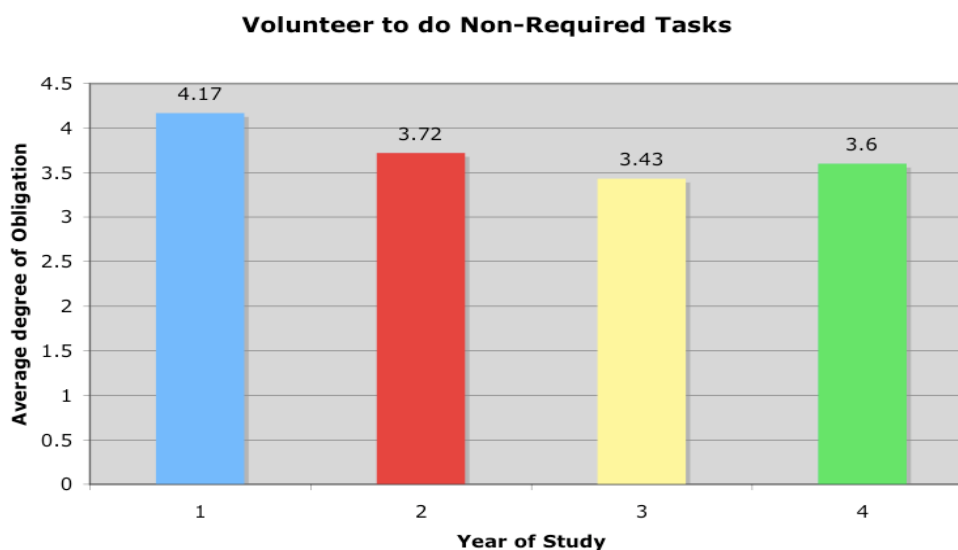
First years had a fairly high average score of 4.00, and this continued to decline until 4th year where the mean score was only 3.04. This means that 4th year students are not as confident as younger students that they will be able to find a job after graduating.

Volunteer to do non-required tasks

In our fourth hypothesis, we hypothesized that as year of study increases, student obligation to do non-required work tasks on the job would increase. We reasoned that, as students get closer to graduation, they would have a better understanding of how competitive the job market is, and would therefore be more willing to go above and beyond the job description to stand out.

As demonstrated in Figure 4, first year students were much more willing to volunteer to do non-required work tasks on the job with a mean score of 4.17. As year of study increased, however, there was a significant decrease in the agreeability of students to volunteer to do tasks that were not required on the job ($F= 4.061, p<0.01$). One can see that fourth year students had a mean of 3.6 for this measure. Fourth year students did not feel overly obligated to volunteer to do non-required work tasks on the job.

Figure 4.



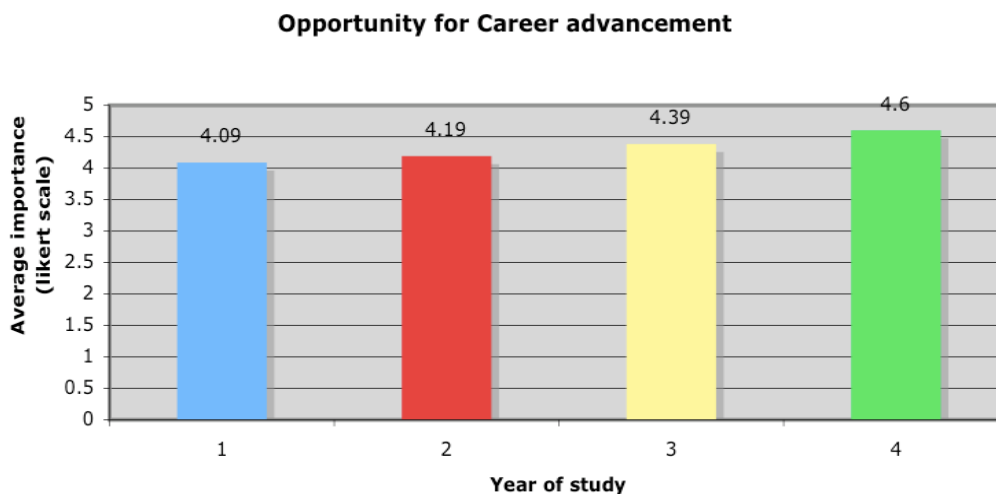
Opportunity for Career Advancement

Our fifth and final hypothesis stated that, as students get closer to completing their post-secondary education, the importance of finding a job with opportunity for career advancement increase. Our findings have supported this hypothesis ($F=4.030, p<0.01$).

The mean average score for each year of study is depicted in Figure 5. This graph shows that opportunity for career advancement was always relatively high in importance, regardless of year

of study. However, as the year of study increases, so does the relative importance for opportunity to advance in one's career.

Figure 5.



Other significant findings

Although we did not develop specific hypothesis for each of our 40 questions, we found other relevant statistical differences in the process of conducting our research study, which are important to mention.

The importance of healthcare and benefits were valued high across all 4 years of undergraduates, however as year of study increase, so did the importance of finding a job with good health and benefits. As well, a noticeable trend in skill utilization on the job was found. The general trend was, as year of study increased, so did the importance of being able to fully utilize skills and abilities on the job

Gender

Of our forty questions, we found twelve that were significantly associated with gender. We did not have specific hypotheses regarding gender, but we did find significant differences between men and women that are important to note. Table 3, in Appendix 1, depicts the differences that were found based on gender; arranged in descending order from greatest significance to least significance.

A significant finding depicted in Figure 6 of Appendix 1 shows that women are more optimistic about their career path than their male counterparts. The average score for women is 3.79; whereas the males had an average score of 2.73. Another relevant finding was that males feel that they deserve promotions earlier on in their careers than females in terms of both status and pay; the significant difference was 0.001

Finally, our findings suggest that males are more likely to be committed to an organization than their female counterparts. As seen in Figure 7 of Appendix 1, the average score for males was 3.87 compared to females with an average score of 3.27.

Discussion

Year of Study

One of our most significant findings is participants' optimism towards career path, with a significant difference of .000. We hypothesized that, as year of study increases and students become more aware of the economic situation, they will become less optimistic about their career paths due to the scarcity of jobs and the competition for those jobs. Our findings did not support this hypothesis; we found the opposite was true. The mean score for optimism of first year students was very low. This may be due to the fact that first-year students may not have chosen a designation in terms of area of study other than a general bachelors degree. Many majors start out general and become more specific by second or third year, and it is then that the students will become more aware of what they want to do, and more confident and optimistic about their careers. Fourth-year students had a much higher mean score for optimism towards career path. This could be due to the fact that fourth year students have very high levels of self-efficacy; they may believe that they are superstars and that their degree guarantees them a good job.

We also hypothesized that opportunity for personal impact on the organization would decrease as year of study increases. This may be due to the fact that older students realize that the first job out of university will consist of more menial tasks, instead of meaningful tasks, and therefore the opportunity for personal impact would not exist. Our findings actually suggest that as year of study increases, opportunity for personal impact will also increase. As students approach graduation, it becomes more important for them to have jobs where their work is valued and they can make meaningful contributions to the organization. We reason that this is due to the fact that students have been studying their field for many years and want to see that the hard work that they have put in has direct value towards the careers they wish to pursue.

In regards to our findings on participants' obligation to volunteer to do non-required work tasks, we hypothesized that, as year of study increased, so would the obligation students would feel to volunteer to do non-required work tasks that were not a part of their original job description. As students approach graduation, they would have a better understanding of how the job market is, and would be more willing to go above and beyond in order to stand out and be eligible for advancement within the organization. Our findings demonstrate the opposite. The general trend is that the obligation felt by students to do non-required work tasks decreases. This could be due to the possibility that students are more realistic in regards to what they are required to do on the job. A first-year student may be very ambitious and excited about their future career and therefore feel obligated to do jobs that they are not required to do, compared to a more mature and educated student approaching graduation.

We originally hypothesized that as year of study increases, so would the importance of opportunities for career advancement. Our findings did support this hypothesis, which leads the investigators to believe that as the students age, mature and become better educated, they place

greater importance on career advancement. Previous research studies have indicated that Millennials focus on job mobility and working their way up to the best jobs. Millennials do not want to stay in the same 9-5 job for their entire working career, unlike earlier generations. Millennials is highly ambitious and places a much higher importance on opportunities for career advancement, as demonstrated in the results of this study.

The general trend of the importance of health and benefit plans increasing with year of study leads the researchers to believe that older students are more knowledgeable and aware about the high costs associated with proper healthcare. Our findings also suggest that they place greater importance on total compensation instead of an initially high salary. Similarly, we found that the importance of fully utilizing skills and abilities increased with year of study, suggesting that the older students are more aware of the skills that they have developed through their schooling.

In conducting our research study, we found noticeable differences in year of study, which can be due to the way we collected the data. We visited different classrooms where we were able to ensure that students from various degree programs and year of study completed the survey, allowing for a wide range of participants.

Gender

Significant trends were found in regards to gender as the independent variable, and even though specific hypotheses were not designed for each of the measures, the following findings are worth noting.

As previously mentioned, females were significantly more optimistic about their career paths compared to male participants. Based on our analysis, females were more optimistic overall about their career path. This could be due to gender role difference, where men think that they have more competition in the job market and therefore believe that when they land a good job it is because they are significantly better than the next best candidate. Women, on the other hand, may believe in more equal opportunities and that all individuals who have completed the same degree as them, would be just as likely to get a certain job as they are. As a result, they are more optimistic about their future careers, believing that everyone has an equal opportunity, and choosing not to focus on the competitiveness.

Our findings suggest that males are more likely to be committed to an organization compared to females and feel they should receive promotions in both status and pay earlier than females. The researchers see a possible connection between the two findings, as males believe that they will receive promotions more quickly in an organization than females and so they will be more committed to an organization. Males want to quickly move up the career ladder within an organization and be promoted quickly, but this requires more commitment of male participants in order to receive promotions.

Conclusion

The main goal of the study was to investigate how Millennials (more specifically, current undergraduate students) career expectations differ across year of study. Given the large numbers

of Millennials employees, it is very important for employers to learn more about this cohort's career expectations as it will help them implement better strategies for recruiting, motivating and retaining Millennials employees.

As it is true for all research, limitations in our study should be considered. It is important to note that, given time constraints, we were unable to get an equal number of undergraduate students within each year. The sample size was also disproportionate; there were a greater number of females compared to males and, due to time constraints, we could not adequately control for this issue. It is also known that the University of Guelph has a greater female to male ratio and therefore the sample would reflect this distribution. Another issue to note is the accuracy of data given, considering the respondents were self-reporting. Level of seriousness and honesty may interfere with accuracy of respondents' answers.

In terms of level of salary, it is important to note that based on the surveys received, many salary sections were left blank, or had question marks. This entails that participants did not understand or were unable to determine what a good starting salary would be. This is an alarming finding, as it demonstrates that many undergraduate students do not have a basic understanding of what a salary is or what a reasonable starting salary would be. This finding suggests that Millennials is not knowledgeable about realistic salaries and more education and resources should be spent ensuring that the rest of Millennials, as well as future cohort generations better understand salaries and compensation. This is a major limitation to our study as the section on salary had to be removed from the analysis altogether.

As researchers, we were very ambitious with this study and attempted to measure many dependent variables, using a detailed survey. However, we acknowledge that our sample size was not as large as we had originally hoped for, and the ratio of male to female participants was not as equal as it should have been. Further research should build upon this study's findings. We found statistically significant findings relating to both independent variables of year of study and gender, but a future study should attempt to replicate these findings. Further research should obtain a much larger sample size, with an approximately equal number of male and female participants to determine if our findings are generalizable to the general population.

A longitudinal survey is needed in order to follow the proper changes of career perspectives that Millennials could have as they go through their undergraduate studies. Future research should attempt to survey the same participants each year until graduation in order to get more accurate results. Although this can be costly and also could interfere with anonymity, it would allow for researchers to better understand the individual differences one experiences in career expectations over the course of undergraduate studies.

Appendix 1

Table 2

Gender Variables

**in descending order from most significant to least significant*

p<0.05

Variables	F-value	df	Significant difference
Optimism towards career path	20.783	1	.000
Opportunity to develop new skill	17.993	1	.000
Importance of job security	13.342	1	.000
Time till promotion in status	12.290	1	.001
Time till promotion in pay	7.926	1	.005
Commitment to organization	7.351	1	.007
Opportunity to make personal impact on the organization	7.257	1	.008
Exploration towards career	6.080	1	.015
Challenging work	5.011	1	.027
1 job before career	4.806	1	.030
Opportunity to learn from professionals and mentors	4.614	1	.033
Volunteer to work extra hours	4.099	1	.045

Figure 6

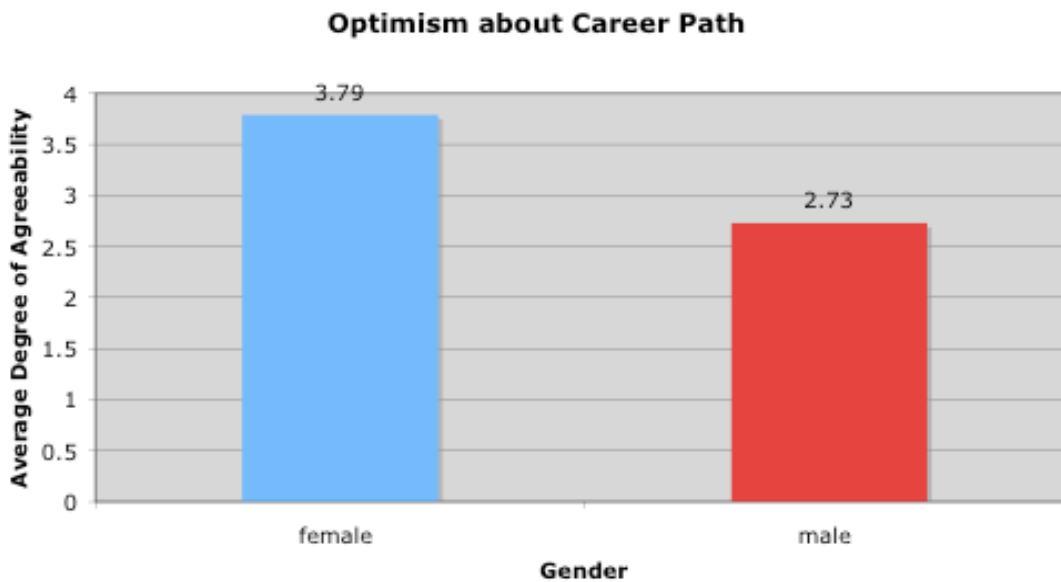


Figure 7

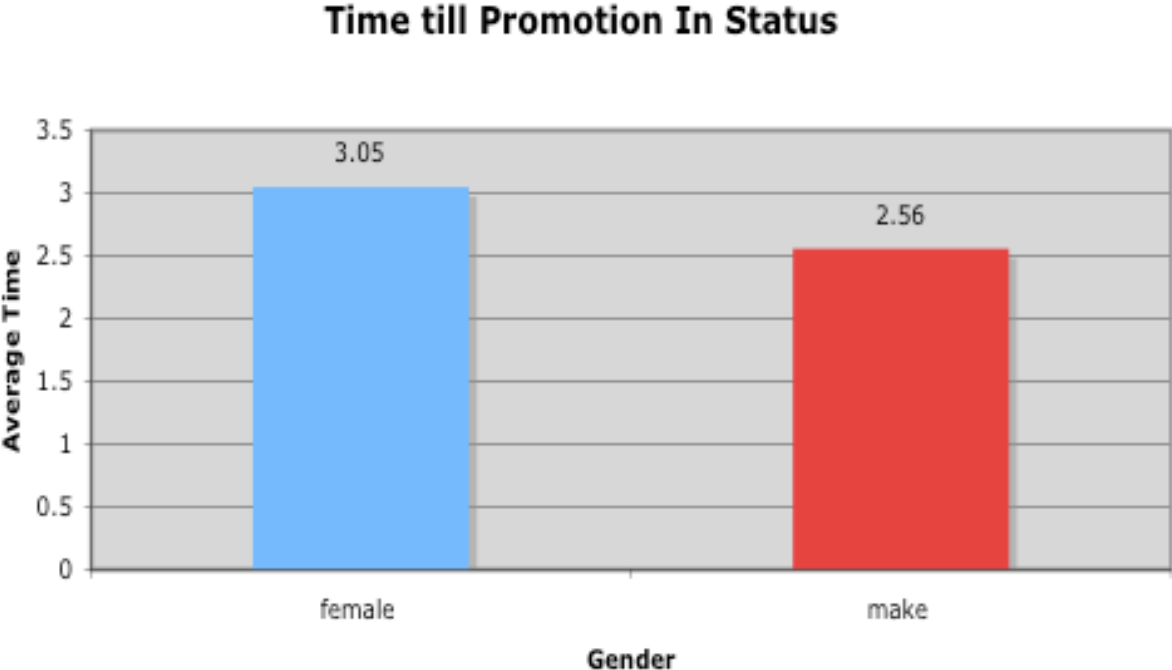
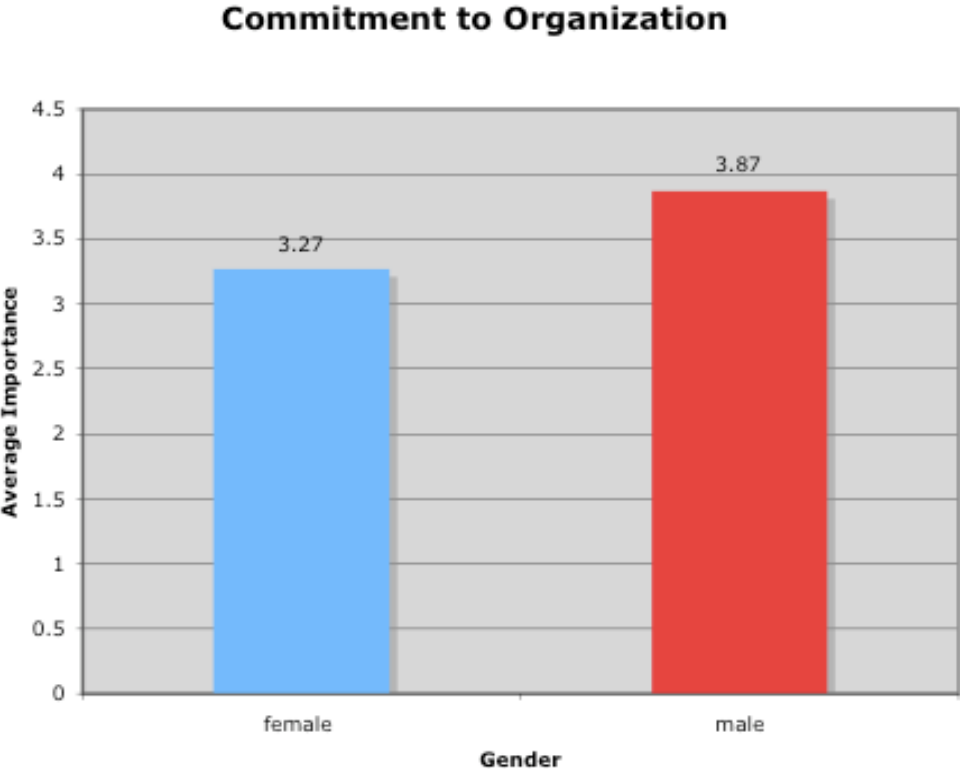


Figure 8



References

- Barling, J., Dupre, K., & Hepburn, C. (1998). Effects of parents job insecurity on children's work beliefs and attitudes. *Journal of applied Psychology*. Volume 83, issue 1, page 112-118.
- Barrowclough, N. (2005) Mayday! Mayday!. *Good Weekend*. August 20, page 38-42.
- Bottorff, M. (2011). Work attribute importance and loyalty intention: Millennial generation psychological contract. *Department of Psychology, Claremont McKenna College*.
- Deal, J.J., Altman, D.G., Rogelberg, S.G (2010). Millennials at Work: What we Know and What We Need to Do (If Anything). *Journal of Business and Psychology*, 25, 191-199
- De Hauw, Sara., De Vos, Ans. (2010). Millennials' career perspective and psychological contract expectations: Does the recession lead to lowered expectations? *Journal of Business and Psychology*. Volume 25, Issue 2, Page 293-302.
- Diverse Expectations and Access to Opportunities: is there a Graduate Labour Market? Pitcher and Purcell, 1998. Accessed October 14, 2011. <http://onlinelibrary.wiley.com/doi/10.1111/1468-2273.00091/pdf>
- Eddy, Burke (2006). The next Generation at work: business students' views values and job search strategies. Accessed October 14, 2011. <http://search.proquest.com.subzero.lib.uoguelph.ca/docview/237077385/132E68ACDB473DA2116/6?accountid=11233>
- Hays Recruitment. (2005). Portraying Generation Y. Accessed October 14, 2011 from: www.hays.com.au/news/ausworkplace.aspx
- Kim, H., Knight D., & Crutsinger, C. (2009). Generation Y employees' retail work experience: The mediating effect of job characteristics. *Journal of Business Research* 62. 548-556.
- Kowske, B., Rasch, R., Wiley, J. (2010). Millennials' (Lack of) attitude problem: An empirical examination of generational effects on work attitudes. *Journal of Business and Psychology*. Volume 25, issue 2, pages 265-279.
- Kupperschmidt, B.R. (2000). Multigeneration employees: Strategies for effective management. *Health Care Manager*. Volume 19, issue 1, page 65-76.
- Mabey, C., Clark, T., & Daniels, K. (1996). A Six-year longitudinal study of graduate

- expectations: The implications for a company recruitment and selection strategies. *International Journal of Selection and Assessment*. Volume 4, issue 3, page 139-150.
- Meriac, J., Woehr, D., Banister, C. (2010). Generational differences in work ethic: An examination of measurement equivalence across three cohorts. *Journal of Business and Psychology*. Volume 25, issue 2, pages 315-324.
- NSW Commission for children and young people. (2005). Children at work. *Sydney*, June 2005.
- Ng, E., and Burke, R. (2006). The next Generation at work: Business students' views, values and job search strategies. *Education and Training*. Volume 48, issue 7 pages 478-492.
- Ng, E., Schweitzer, L., Lyons, S. (2010). New generation, great expectations: A field study of the millennial generation. *Journal of Business and Psychology*. Volume 25, issue 2, pages 281-292.
- Oliver, Damian. (2006). An expectation of continued success: The work attitudes of generation Y. *Labour and Industry*. Volume 17, issue 1, page 61-84.
- Pitcher, J., and Purcell, K. (1998) Diverse expectations and access to opportunities: Is there a graduate labour market? *Higher Education Quarterly*. Volume 52, issue 2 pp 179-203.
- Rawlins, C., Indvik, J., & Johnson, P. R. (2008). Understanding the new generation: What the Millennial cohort absolutely, positively must have at work. *Journal of Organizational Culture, Communications and Conflict*. Volume 12, issue 2, page 1-8.
- Rousseau, D. M. (1990). New hire perceptions of their own and their employer's obligations: A study of psychological contracts. *Journal of Organizational Behavior*, 11(5), 389-400.
- Sandfort, M., and Haworth, J. (2002) Whassup? A Glimpse into the attitudes and beliefs of the Millennial generation. *Journal of College and Character*. Vol 3, issue 3, article 2.
- Schweitzer, L., Ng, E., Lyons, S., and Kuron, L. (2011). Exploring the career pipeline: Gender differences in pre-career expectations. *Department Des Relations Industrielles*. Volume 66, Issue 3 pages 422-444
- Terjesen S., Vinnecome, S., Freeman, C. (2007). Attracting generation Y graduates: Organisational attributes, likelihood to apply and sex differences. *Career Development International*. Volume 12 Issue 6 pages 504-522.