

Generation Y's Wage Expectations: Does Personality Play a Role?

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Abstract

Five researchers studying at the University of Guelph conducted a study in order to identify relationships between student's personality characteristics and wage expectations. In specific, the Core Self Evaluation and the Big 5 Personality Traits Evaluations are both individual measures that will play a key role in examining the student wage expectations. These evaluations focus on traits such as self-esteem, extroversion, agreeableness, conscientiousness, neuroticism and openness. Moreover, this study will also take into consideration the control variables that will possibly alter the findings. The researchers studied the relationships of a student's GPA, parent income, previous work experience, field of study and gender in accordance to their wage expectations. Information from the 103 student participants was used and analyzed. The anticipated outcome and findings of this study can be used to identify which personality characteristics are positively related to wage expectations. Ultimately this can identify the why-question and optimistically fill the gap between the unrealistic student salary expectation and what the actual annual salary is in different organizations.

Introduction

A large majority of Generation Y is coming to the end of their undergraduate degrees and ready to enter into the workforce. Generation Y is known to hold some unique qualities which differentiates themselves significantly from previous Generations. This Generation is highly ambitious and has been stigmatized to obtain high expectations when entering into the workforce. This study investigates what type of expectation this Generation holds, specifically their salary expectations. Our goal is to understand where

these expectations come from and more exclusively if they derive from internal psychological factors. To test whether Generation Y's feelings about oneself have an impact on their salary expectations we used the, The Core Self Evaluation and the Big Five Personality Test and examined the correlation to salary expectations.

There has been little previous research on psychological factors of Generation Y's pertaining to their expectations. This research will help us get a better understanding if students hold high importance to inner qualities when gauging their salary expectation or if these expectations are formed from external factors such as parents' income and the economy.

Literature Review

Wage Expectations

The dependent variable of this study is salary expectations and we are specifically interested in how the Core Self-Evaluation, the Big 5 personality traits, and outlooks on job perspectives affect the salary expectations of 3rd and 4th year students studying at the University of Guelph. Expectations of upper year students are varied systematically with their year of study and personal background. Regression analysis from "*What Do Students Know About Wages*", revealed links between students' knowledge of the labour market, years of study, proximity of the occupation to the student's own field and parents' income (Betts, 1996). It showed that over half of learning occurred during fourth year proving that wage expectations do vary among different years of study. It is important that students' wage expectations are realistic. Those with unrealistic expectations may encounter major financial and mental setbacks upon graduation. They may also become

"picky" or disappointed with the available job opportunities out there, especially during this time of recession.

Wage expectations vary between men and women. Pay expectations play a major role in the perpetual pay gap between the two genders. Findings within the study "*Gender differences in Pay Expectations: The Roles of Job Intention and Self-view*" show that women expect to be paid lower wages than men at both the beginning and peak of their careers. Job intentions showed that both men and women who intended to hold female-dominated jobs expected less pay than those of male dominated jobs (Dubois, Fox-Cardamone, Hogue, 2010). An increase in self-efficacy reduced the peak-career pay expectations of men and raised the entry-level pay expectations of women (Dubois, Fox-Cardamone, Hogue, 2010). Although it is evident that there is a major wage gap between men and women, it is believed that the gap will become more narrow with Generation Y. Student precision has increased over this time and there has been movement toward areas of study thought to yield higher return (Smayling, 2007). This may be because women are now being viewed more as equals than in the past and that equal duties deserve equal pay. Although they may have been a positive shift in gender equality, from reviewing the literature men in our study will still have a greater wage expectation than women.

Generation Y

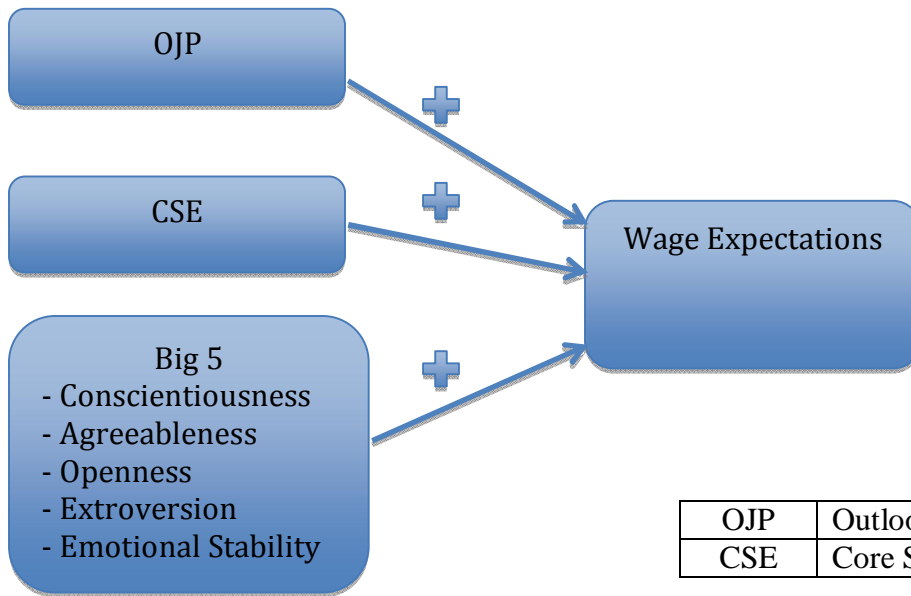
The population for our study was focused on third and fourth year students, who consequently fall into the "Generation Y" category. This category involved those who are born in and after the 1980s. This generation is known to have interesting qualities and expectations that are supersized, unrealistic, and disconnected between rewards and performance (Ng, Schweitzer & Lyons, 2010). From reviewing the literature there is a

common trend with Generation Y's characteristics being unique and having unrealistic expectations, thus making it an ideal population to study.

Generation Y graduates are known to be very ambitious and strongly motivated by money (N.d., 2011). When thinking about their future they place a high importance on their job status and career advancement opportunities. They have a sense of entitlement with regards to rapid advancement within an organization. In a recent study done with a large sample size of 23 413 students (falling in the Generation Y category) it was found that the average initial salary expected was \$42,964 and over two thirds of the respondents expected to be promoted within 18 months of their first job (Ng, Schweitzer & Lyons, 2010). Men in this study expected more rapid promotions than women expected within their first job (Ng, Schweitzer & Lyons, 2010). From reviewing other popular literature there is a significant difference between the expectations of men and women, wage expectations are of no exception to this common trend.

Theoretical Model

The model of the study design includes three important elements: outlook on job prospective, the Core Self-Evaluation (CSE), and the Big 5 personality traits. These three factors represent the independent variables of the study. Accordingly, outlook on job prospective, the CSE, and the Big 5 are all predicted to affect the dependent variable (salary expectations) in some way. Below is a diagram that illustrates the theoretical model of the study, in which displays the basis of the research.



OJP	Outlook on Job Prospective
CSE	Core Self-Evaluation

The Core Self-Evaluation (CSE)

“The core self-evaluation is a basic, fundamental appraisal of one’s worthiness, effectiveness, and capability as a person” (Judge, Erez, Bono, & Thoresen, 2003). The CSE consists of four core traits, which include: self-esteem, generalized self-efficacy, neuroticism, and locus of control (Judge, Erez, Bono, & Thoresen, 2003). *Self-esteem* is the overall value one places on oneself as a person. *Generalized self-efficacy* is described as the evaluation of how well one can perform across a variety of situations. *Neuroticism* is a personality trait where an individual has a negativistic cognitive/explanatory style and focuses on negative aspects of the self. Lastly, *locus of control* is the belief about the causes of events in one’s life. Locus of control has two counterparts, internal locus of control, and external locus of control. Internal locus of control refers to the degree to which people expect that the outcome of life events is contingent on their own behavior or personal characteristics (Rotter, 1990). Whereas external locus of control refers to the degree to which people expect the outcome of life events as a function of chance, luck,

fate, and situational factors (Rotter, 1990).

Many studies have had much focus on these four core traits. More particularly, self-efficacy and self-esteem has been found to directly correlate with salary expectations. Dubois, Fox-Cardamone, & Hogue (2010) revealed that increased self-efficacy for women increases pay expectations, however it does not increase the expectations for men. Women who are high in self-esteem anticipate higher salaries than women who are low in self-esteem (Hogue, DuBois, & Fox-Cardamone, 2010). Self-esteem was not a significant factor for gender differences in pay expectations, but their expectations did differ from each other in the aspect of self-efficacy (Hogue, DuBois, & Fox-Cardamone, 2010).

An individual who scores well on the Core Self-Evaluation Scale (CSEs) is considered to be well adjusted, positive, self-confident, efficacious, and believes in their own agency (Judge, Erez, Bono, & Thoresen, 2003). These are the general characteristics that are established in people who have high levels of self-esteem, emotional stability, and general self-efficacy, and an internal locus of control (Judge, Erez, Bono, & Thoresen, 2003). Judge, Erez, Bono, & Thoresen (2003), believe that having high self-esteem and all of the other core traits are the outcomes from a broad, general, and positive self-regard. Therefore it can be predicted that people with positive affectivity will expect higher salaries than those with negative affectivity. Thus, those who score higher on the CSEs will be associated with positive self-regard/affectivity, and those who score lower on the CSEs will be associated with negative self-regard/affectivity.

In previous research the CSEs was found to be highly correlated with the Big 5 personality traits, particularly with neuroticism (Judge, Erez, Bono, & Thoresen, 2003). Some other traits that the CSE was correlated with include extraversion and conscientiousness (Judge, Erez, Bono, & Thoresen, 2003). The Big 5 personality traits will be discussed further below.

The Big 5

Many studies have come to the conclusion that the Big 5 personality model can explain most personality-based regularities in behavior. This model consists of five personality traits that are vital to comprehend and understand human behavior variation (Paunonen, & Ashton, 2001). These 5 personality traits include: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experiences (Paunonen, & Ashton, 2001). *Extraversion* can describe someone who is outgoing, social, and positive. *Agreeableness* can be described as being cooperative and kind. *Conscientiousness* is a trait that displays efficiency, goal and achievement striving, and organized. *Neuroticism* is associated with erotic and anxious behaviors, as well as emotional instability. *Openness to experiences* is rather self-explanatory, and reflects an individual's curiosity and creativity.

This is relative to this study because personality factors are the main focus of the research, and has been found to correlate with work related views. It has been previously found that proactive personality and the Big 5 dimension of openness to experience were positively related to perceived career success (Rode, Arthaud-Day, Mooney, Near, & Baldwin, 2008). Another study was conducted using Goldberg's (1999) measures of the Big Five. This study found that extroversion was positively related to salary and

perceived career success (Rode, Arthaud-Day, Mooney, Near, & Baldwin, 2008). In the same study agreeableness was negatively related to salary (Rode, Arthaud-Day, Mooney, Near, & Baldwin, 2008).

Outlook on Job Prospective

Salary and employment expectations are both factors that are highly influential to a student's schooling decisions and educational attainment. Many people will not embrace themselves in a field of study in which they expect to receive low income. Another factor that comes into play are student's attitudes towards attaining a job after graduation. Some students have a positive outlook on the future, which may be influenced by personality factors that results in having higher salary expectations, or vice versa. However this topic is a little complicated because student's perceptions of the working world are dynamic and always changing, especially with the instability of the labor market. Tomlinson (2007) mentioned in his study that some students are developing idealized views of the workforce, but the majority of students are anticipating a very difficult process of job attainment and career progression. In the same study, all of the students described the labour market as competitive and congested, and that the supply of graduates exceeds the demands of the market (Tomlinson, 2007). A major concern for most students is how they can set themselves apart from their fellow students or people who have similar credentials as them to make them seem more valuable to an employer (Tomlinson, 2007). As job attainment can be a very long and tough process due to the lack of employment opportunities, expectations on salaries can be dependent on how the attitudes of these students differ.

Control Variables

Throughout the course of any study it is important to be aware of not only the independent/dependent variables, but it is also essential to keep in mind control variables associated in a research study. In essence, control variables are those variables that are not necessarily the focal point of study however may play an important role and alter the results of the research findings. As we are currently examining how personality characteristics affect the wage expectations of third and fourth year students, there are undeniably alternate variables above and beyond a student's personality that will affect the wage expectation. This report seeks to examine few of many.

The first control variable in which we are going to focus on in this study is the emphasis and gap on pay expectations between men and women. Before we conduct our study it is important recognize that the sex of an individual may be a key factor in student wage expectations. Mary Hogue and Cathy L. Z. DuBois wrote an interesting paper titled: *Gender Differences in Pay Expectations: The Roles of Job Intention and Self View* which further identifies this hypothesis. It directly states "Pay expectations play a major role in the perpetual pay gap between the two genders. Findings within this study show that women expect to be paid lower wages than men at both the beginning and peak of their careers" (Dubois, Fox-Cardamone, Hogue, 2010). In the existing literature gender was significantly related to career-entry pay expectations. Males reported higher wage expectations than the female counterparts (McFarlin, Frone, Major & Konar, 1989).

The second control variable in which we will focus on in this study is previous work experience. Does previous work experience of an individual alter the pay expectations of students? In Smayling's recent literature, she states "Student's ability to form accurate

estimates of different types of training was viewed as a required element of sensible decision making (Smayling, 2007). The most current work on this matter was conducted by Europeans, arguing that the cost of acquiring information imposes a constraint on the ability of individuals to make the most suitable decisions (Smayling, 2007). Though this does not directly answer the question at hand it can give an overview and logical explanation. We can assume that as students gain direct work experience in the labor force, they then learn realistic wages and develop mental lessons of the efforts it takes to make a good income. Thus, this leads us to believe that there is a positive relationship between previous work experience and wage expectation.

The last control variable we seek to study is students' GPA. A student's GPA may have a great impact and may alter their wage expectation. According to recent studies, McFarlin, Frone, Major & Konar stated in their recent study that an individual's Grade point average was indeed positively related to career-entry pay expectations. This is because students with higher GPAs make significantly less errors when estimating their future wages than students with lower GPAs (Betts, 1996).

Rapid Advancement

Generation Y's career expectations differ a great deal from those of Baby Boomers, as well as those born in Generation X. They often have higher post-graduate wage expectations, faster career advancement anticipations, and a strong desire for work-life balance. In the 2011 study *Great expectations: managing Generation Y* Generation Y graduates were described as: "fiercely ambitious and motivated by money, status and career advancement" (N.d., 2011). In this study it was found that generation Y graduates have very high expectations for career advancement, which is evident in the results

section of this study. Here it is indicated that over half (56%) of the recent graduates expected to be in a management role within three years, and 13% of them expected to have a management role within a year (N.d., 2011). Rapid advancement is a top priority to them.

In a 2010 study called *“New Generation, Great Expectations: A Field Study of the Millennial Generation”* it goes into further detail discussing Generation Y’s high expectations with regards to promotions and pay raises. This study stated that after only 6 months on the job, graduates were expecting pay increases and promotions (Ng, Schweitzer & Lyons, 2010). In addition to this, it states that many Millennials have an: *“impatient to succeed attitude which has resulted in an expectation for instant rewards rather than paying dues”* (Ng, Schweitzer & Lyons, 2010, pg 5). This impatient to succeed attitude may make it difficult to gain advancement within a company because many may leave to pursue other opportunities before they receive promotions. Ultimately this study found that recent Generation Y graduates had had very high expectations in terms of promotions and the time periods in which they should be received within. They want to experience rapid advancement in a company within a short amount of time, but with today’s current economy career advancement opportunities are often deferred making high expectations unrealistic.

Hypotheses

1. There will be a positive relationship between CSE and student wage expectations.
2. Each personality trait from the Big 5 will individually affect student wage expectations. In particular, there will be a positive relationship between each personality trait and student wage expectation.
3. Parent income will positively affect student wage expectations.
4. There will be a positive relationship between GPA and wage expectation. More specifically stating that the higher a student's GPA is, the higher salary that individual would expect in their future career.
5. There will be a positive relationship between wage expectation and previous work experience. This states that if a student has had previous work/volunteer experience, this individual will then expect a higher salary.
6. There will be a positive relationship between a student's field of study and their salary expectation. Depending on which degree program a student is enrolled in; their wage expectation will alter accordingly.
7. There will be a positive relationship between a student's sex and salary expectation. In specific, men will expect a higher salary in comparison to women.

Methodology

The study was aimed to target the students at the University of Guelph, mainly 3rd and 4th year students; assuming that they're in their final years of schooling. The method of data collection was through a survey, which was created and disbursed via Lime Survey. The recruitment procedure used was convenience sampling. The researchers did

not randomly select participants; instead they asked their friends, roommates, and fellow classmates to fill out the survey. Each researcher also promoted the survey using social networking (e.g., Facebook and Twitter) as well as sending out mass emails to the students in their classes. The response rate was a total of 126 individuals, however 23 responses were incomplete, and 103 responses were fully complete. The full and complete responses consisted of 44 males, 55 females, and 4 with an unknown gender (no answer was provided on the survey).

The salary expectation attained after graduation will be the main focus of this research study and is also the dependent variable that is going to be measured. Salary expectations will be measured by three independent variables, these include: outlook on job prospects, the Core Self-Evaluation (CSE), and the Big 5 personality traits. To measure the students' outlook on job prospects, 5 questions were included in the survey to examine their attitudes toward job attainment after graduation, if they would be a good job candidate, their job related abilities, and whether or not they feel they are likely to succeed or advance in an organization they work for. The scale used to measure the CSE was The Core Self-Evaluation Scale (12 items), developed by Judge, Erez, Bono, & Thoresen (2003). The Big 5 personality traits were measured using the Mini International Personality Item Pool (20 items), originating from a study conducted by Donnellan, Oswald, Baird, & Lucas (2006).

The analysis process followed soon after the data collection. Once all of the surveys were completed, the data was compiled and exported into an Excel spreadsheet, which was then submitted to Professor Sean Lyons for further examination and analysis. The results were reported in Excel format, showing the correlation coefficient of each

item on the survey in which relates to the dependent variable. The analysis also provides results on whether the relationships between the variables were significant or not.

Results

1. Core Self-Evaluation (CSE)

The first hypothesis stated that the higher score in CSE would be positively correlated with higher wage expectations. The findings show that the opposite is true. The results disprove the hypothesis, where $r = -.068$, showing that the CSE is negatively correlated with wage expectations. From this finding, it can be said that with higher CSE scores, student wage expectations are lower. This is surprising because the CSE was originally expected to have a significant relation to student wage expectation. Therefore, it can be concluded that the CSE does not effect wage expectations as anticipated from our hypothesis. However, one thing that the CSE measure did have a significant relationship with was neuroticism ($r = -.266$). This is consistent with previous research, as found by Judge, Erez, Bono, & Thoresen (2003), that the CSE results in low neuroticism. This may be due to the fact that neuroticism is an actual element in the four core traits of the CSE model. Also people who score high on the CSE measure tend to be well adjusted, self-confident, and have a positive self-esteem, which contrasts with neuroticism.

The Big Five Personality

The second hypothesis states that each personality trait from the Big 5 will individually affect student wage expectations. Extraversion had a negative correlation with wage expectations ($r = -.019$). Openness also had a negative correlation with wage expectations ($r = -.051$). However, these two relationships with wage expectations are not

significant, as the correlation coefficient is very small. This shows that the strength of the relationship is quite weak. Conscientiousness and neuroticism were the only two variables that were positively correlated with wage expectations ($r = .162$ and $r = .005$). These two traits also disclosed weak correlations. One specific personality trait that showed a significant relationship was agreeableness ($r = -.308$). This result shows that the more agreeable the individual is, the lower their wage expectations are going to be. From the study it was evident that within the sample, their personalities were not the determinants of wage expectations as both of the personality measures used were not significantly related to wage expectations.

Parent Income

Parent income was another variable that was used to examine wage expectations. It was hypothesized that parent income will positively affect wage expectations. That is, the higher the income that the individual's parent(s) receive, the greater expectation they will have for themselves. This study proved this hypothesis to be true. Results showed a positive relationship between parent income and wage expectations ($r = .260$).

Grade Point Average

The assigned researchers hypothesized that a student's overall GPA would have a direct correlation with wage expectations. Hence, it was hypothesized that there would be a positive relationship between a student's GPA and the wage expected in their future career. After the analysis of the students' GPAs, it was a surprise that a weak positive relationship was found between the variables ($r = .139$).

Previous Work Experience

The researchers also suggested that previous work experience would also be a key

control variable. They explicitly hypothesized that there would be a positive relationship between wage expectation and previous work experience. Contrary to this hypothesis it was found that there was no measurable relationship between the two variables.

Specifically, the researchers found that the average wage in which students expected (whether the student was previously employed or was not) was thirty-one to forty thousand dollars annually.

Field of Study

A student's field of study was also a control variable that was used to examine wage expectations. Researchers hypothesized that there would be a positive relationship between field of study and its relationship with future wage expectations. Throughout the study it was difficult to categorize each individual specialized major or program, thus the researchers broadened the categories by major (i.e. Business, Arts, Science, Engineering). This hypothesis was proven to be accurate. There was a significant difference in salary expectations between the different programs. The students majoring in engineering had the highest expectations, which averaged between fifty-one and seventy thousand dollars annually. The landscape architecture students had the lowest wage expectations with an average between twenty and thirty thousand dollars annually.

Gender

The last hypothesis stated that there would be a positive relationship between a student's sex and salary expectation. More specifically, the researchers hypothesized that men would expect a higher salary in comparison to women. This hypothesis was certainly proven. Results prove that women expected a salary closer to fifty thousand dollars annually. On the other hand, their male counterparts expected a salary closer to fifty

thousand. Ultimately we can conclude that on average men in general, have higher salary expectations in comparison to women. However there must be a reason for this that travels beyond the simplicity of gender. Why do women expect a lower salary? As researchers further examined, it was believed that this difference was related to gender personality differences rather than simply sexual category. As previously stated, agreeableness had a significant correlation with wage expectations ($r = -.308$). More specifically, women tend to be more agreeable ($r = .267$). It can be assumed that women would expect a lower salary because they are agreeable to whichever salary is given to them.

Discussion

Core Self Evaluation and The Big Five

Our main focus throughout the study was to evaluate Generation Y's psychological effects on wage expectations. As indicated in our results section there was no significant correlation between the CSE and the Big Five Personality Evaluation with the exception of agreeableness ($r = -.308$). Thus disproving our hypothesis that students would show a significant difference in their wage expectations in accordance to psychological traits included in the CSE and The Big Five. From the findings of this study it indicates internal factors do not have as much of an influence on wage expectations as do external.

Parents Income

Students formed beliefs about their returns to education by observing workers in their neighbourhood (Julian R. Betts 1996) which ultimately means through those around them, including their parents. In Julian R. Betts study: *What Do Students Know About*

Wages? Evidence from a Survey of Undergrads it was found that students whose parents incomes were less than \$50,000 made significantly lower wage estimates than students whose parents made over \$75,000 (a sizeable wage for 1996). This leads one to believe that students who have grown up in a higher socio-economic status will expect to have higher wages but to the fact that that is the way they grew up. Students get their expectations and knowledge from those around them.

GPA and Field of Study

Students GPA had no major impact on their wage expectations; there was only a slight positive relationship. This implies that students perceive GPA as less importance in regards to finding a job after graduation, and perhaps placing higher value on other aspects such as networking. Networking has constantly been an important topic throughout Generation Y's University careers. Students are continually encouraged to expand their contacts before graduation. With the importance of networking being such a prominent feature in obtaining a job after University, GPA has taken a back seat. Today it seems as though getting a job is more based upon whom you know, not what you know. This could be due to the fact that many students are enrolled in courses that do not pertain to their particular field of study or their desired job after graduation. In future research it would be interesting to see the correlation between College student's GPAs and wage expectation due to the fact that college classes have more practical uses after graduation.

Previous Work Experience

Previous work experience has been proved to have no relationship with students wage expectations. It is common for students to hold small part time jobs throughout high school and University that may not reflect the type of wages they are striving to

receive after graduation. Students may hold different values, which can influence their wage expectations. Some spend the majority of their time solely focusing on their education and assignments while others care more about maintaining a work life balance.

Gender

Our findings show that our hypothesis was proven with respect to men having higher wage expectations than women. An interesting finding is that 12.2% of men thought they would make over \$70,000 after graduation while 0% of women expected a salary over \$70,000. Not only do women expect to be paid less in the entry level but also in the peak of their careers (Dubois, Fox-Cardamone, Hogue, 2010). This study also shows that both men and women who intended to hold female dominated jobs expected less pay than those of male dominated jobs (Dubois, et al, 2010). These findings don't necessarily mean that women feel less deserving of higher wages, but that they are more affected by other factors such as agreeableness (in our study agreeableness had a negative correlation with wage expectations). Generation Y is known to possess and value gender equality more than previous generations, but seeing that there is a significant difference between wage expectations and gender, it is evident that this gap is still present.

Limitations

After conducting this study we have come across a few limitations that may have hindered our results. The most prevalent limitation being the time period in which it was conducted. The entire study was developed, implemented, and analyzed all within only a few short months. Had we have had more time the design of the study could have been re-evaluated and the proceeding changes could have been made.

Due to the time constraints, this study and its results are only accurate for 3rd and

4th year students attending the University of Guelph, had more time had been available we would have used a larger sample consisting of students attending different universities. Furthermore, the majority of our respondents we gathered through means of Facebook, which may have limit the pool of respondents. With more time, we would have collected respondents through a variety of measures to allow for more diversity. This would have allowed for a more accurate representation of our desired population.

Another limitation that may have occurred has to do with the methodology we used to conduct it. We used a survey to get an understanding of student's personalities and wage expectations, but this may not have been the most thorough approach. With more time we would have included interviews in the research process, with a number of the respondents. This would have allowed us to have a more detailed and accurate understanding of the respondent's personalities, abilities, and gain expectations. This could have potentially changed the relationships between the variables.

Conclusion

Our results have shown that 5 of our 7 hypotheses were incorrect, leaving room for improvements within this study. Our hypothesis regarding the relationship between wage expectations of third and fourth year students at the University of Guelph and CSE, the Big 5 Personality test, GPA, previous work experience and field of study were all incorrect. Students showed to have a better understanding of wages than we had expected, this could largely be due to the fact that these students are nearing graduation and have already researched starting salaries of desired careers. Business students who could potentially have an interest or understanding in the stability of the economy largely

represent our sample. With this understanding setting very high expectations can be unrealistic. While our results regarding parent income and gender both proved to be correct with a correlation of .260 and -.308 respectively. These results may be due to limitations such as, a small specific sample and the wording and content of the survey questions. Although many of our hypotheses were proven incorrect this study can be useful for similar research and used as a building block for future studies of similar topics.

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