



HROB 4100

Personality as a Predictor of Work Values in Generation Y Students

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Group 5

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Abstract

The purpose of our study was to identify the work values that are important to Generation Y students transitioning to their careers. We seek to explain why differences in work values exist between Generation Y students, using personality as a possible explanation. An online survey was completed by 102 respondents born between 1980 and 1994. The survey consisted of 60 to 65 questions using the mini IPIP scale to measure personality and the Lyons Work Values Survey to measure work values. We found significant relationships between several personality factors and work values. Extraversion was positively correlated with social altruistic ($r=0.346$, $p<0.01$), prestige ($r=0.397$, $p<0.01$), and cognitive ($r=0.170$, $p<0.05$) values. Conscientiousness was positively related with instrumental ($r=0.259$, $p<0.05$), prestige ($r=0.229$, $p<0.05$), and cognitive ($r=0.289$, $p<0.01$) values. Agreeableness was found to be positively correlated with social altruistic values ($r=0.262$, $p<0.01$); and openness was positively correlated with cognitive work values ($r=0.259$, $p<0.05$). Lastly, neuroticism was not significantly correlated with any work values. Research in this area is becoming increasingly important as the current population retires, and organizations need to attract Generation Y workers. Furthermore, companies can use knowledge to attract candidates who align with their corporate culture and will be successful in the available jobs.

Introduction

Generations experience different phenomena over their lifetime such as world wars and technological advancements, which help explain differences in work values across generations. Intragenerational differences in work values also exist, suggesting other factors influence work values other than common generational experiences. Personality offers an alternative explanation. Every employee is unique and places greater priority on certain work values over others. Personality is largely responsible for variations in work values between members of the same generation (Bilsky &

Schwartz, 2004).

Countless studies have been conducted as well as books and articles published that define, theorize, and analyze personality. The history of personality dates back to ancient Greek history with contributions from Plato, Aristotle, and Descartes (Ellis, Abrams, & Abrams, 2009). Freud's psychoanalytic iceberg theory and theories developed by Jung, Allport, Watson and Erickson (Hall & Gardner, 1957) and many more have sparked controversy and researchers' interest in studying personality. Personality models have developed from Cattell's 16-factor model, to Eysenck's 3-factor model (Hall & Gardner), and finally to the Five-Factor Model of personality (McCrae & John, 1992). There is also a large body of research that identifies what people value in their work and the importance they place on each factor. However, there is less research that focuses on the relationship between personality and work values. In particular, there is little research that evaluates the relationship between personality and work values in Generation Y students transitioning to work. It is essential to fill this gap in knowledge as more than 75 million workers will be retiring in the near future and organizations need to attract Generation Y employees (Twenge, Campbell, Hoffman & Lance, 2010). Our study will attempt to fill this gap in knowledge.

Managers must consider employees' values when determining ways to motivate their workforce in order to attract and retain employees (Berings, Fruyt, & Bouwen, 2004). By studying the relationship between personality factors and work values, it is easier to do just that. Generation Y is of particular importance to this issue as they are currently finishing school or recent graduates, and will occupy a large portion of the future workforce. Finding an organization that is congruent with one's personality and values is especially important for youngsters as they anticipate their future careers (Berings, Fruyt, & Bouwen, 2004). This research will help organizations attract Generation Y candidates and increase job satisfaction among Generation Y employees.

Knowledge of what employees value in their work is important for the financial success of corporations. A study conducted by Togler (2012), correlated the results from two different Work Values Surveys (1990 & 2000). The study found that job satisfaction is positively correlated with GDP per capita (Togler, 2012). This stresses the importance of research on work values to identify ways to enhance job satisfaction among employees, increasing GDP per capita, and essentially maximizing the standard of living in society. According to Jusoh (2011), there may be a gap between recent graduates' work values, expectations, and the reality in the workplace. This stresses the importance of research that identifies what Generation Y values in their work, to help organizations compete for employees as their current workforce retires.

Defining Generation Y

A generation can be defined as a group of individuals who are born within a specific time frame and who share similar social and economic experiences (Wey & Sutton, 2002). The Generation Y population were born between 1982-2000 and are characterized as being highly educated and technologically advanced (McCrindle, 2002). Although the literature includes people born up to 2000 in the Generation Y population, for the purpose of our study, we will only include Generation Y students born before 1994 to allow for informed consent in our survey. We therefore define the Generation Y population as all people born between 1980-1994.

The interest in studying Generation Y comes from the lack of knowledge on this new cohort of employees. Research on Generation Y is essential for understanding the new labour pools' needs and how to manage them effectively (Moss, 2011). In her article on Generation Y in the workplace, Barnes (2009) states that there are four core traits possessed by the Generation Y population. Firstly, Generation Y values achievement, recognition, and trusting leaders. Secondly, Generation Y workers often benefit from mentorships to help them adjust to a life of independence from their parents.

Thirdly, Generation Y fears failure and therefore values continuous feedback and structure in their jobs. Lastly, Generation Y workers are fast paced and technologically affluent, benefiting from teamwork and creativity (Barnes, 2009). Spears thought that because of their experiences of an unstable economy, Generation Y workers value "safety" in their work in terms of income and job stability (2012). They also value social interactions, corporate responsibility, and making a difference (McCrinkle, 2002).

Defining Work Values

Work values have been defined as "the evaluative standards relating to work or the work environment by which individuals discern what is "right" or assess the importance of preferences" (Wey & Sutton, 2002). A person's core values (i.e. values inherited through childhood and life experiences) contribute to one's personality and work values (George & Jones, 1997). In general, work values are what an individual values in their work environment, whether it be compensation, or working for an environmentally friendly company. Since the term "work values" encompasses a large range of values, many researchers have created categories to describe them. These categories are discussed below.

In his study on intergenerational differences in work values, Twenge, Campbell, Hoffman & Lance (2010) classified work values into categories including extrinsic, intrinsic, altruistic, social and leisure. He defined extrinsic values as rewards that are outside the nature of the job such as monetary compensation, status, and promotional opportunities. Intrinsic values were defined as being tied to the nature of the job itself, such as engaging work and job security. Altruistic values were defined as employees' desire to make a difference through their work. Social values were thought to be related to interpersonal relationships in the workforce. Lastly, leisure is an employee's free time. In their study, Twenge et. al (2010) found that there was a significant increase in the value placed on leisure in

Generation Y workers compared to previous generations.

Two common categories of work values have consistently been discussed in the literature: intrinsic or cognitive and extrinsic or instrumental. Lyons, Higgins & Duxbury (2010) argue that when describing these two categories of work values, cognitive and instrumental are the most appropriate naming conventions. Cognitive values pertain to the intellectual aspects of a job such as interesting, challenging and variety of work. Lyons et al. (2010) define instrumental work values as materialistic that heavily focus on level and type of compensation. Similarly, Taris and Feig (2001) and George & Jones (1997) defined extrinsic work values as relating to material aspects of the job, such as promotional opportunities and wages; while defining intrinsic work values as noncommercial aspects of the job, such as job autonomy.

For the purpose of our study, we will define work values in terms of employee preferences. We will be exploring the factors and aspects of a job on which employees place the greatest importance. In particular, we will be focusing on the following four categories of work values: intrinsic, extrinsic, altruistic, and prestige as defined in the Lyons Work Values Survey (2006).

Defining Personality

Personality can be defined as the "most important ways in which individuals differ in their enduring emotional, interpersonal, experiential, attitudinal and motivational styles" (McCrae & John, 1992). Personality is largely responsible for individual differences (McCrae & John, 1992). Personality is innate, rather than learned. It remains stable over time and is independent of one's experiences and interactions with the environment (McCrae, Costa, Ostendorf, Angleitner, Hrebickova, & Avia, 2000).

There are numerous dimensions of personality. In our study, we will use the mini IPIP scale developed by Donnellan, Oswald, Baird, & Lucas (2006) to measure the Big Five factors of personality. We will measure the extent to which participants possess the following five

characteristics: extraversion, neuroticism, agreeableness and openness, as defined below. People high in extraversion are characterized as being outgoing, friendly and positive (McCrae & Costa, 1987). Neuroticism is an individual's tendency to experience distress (McCrae & John, 1992). Highly neurotic individuals experience negative psychological effects such as depression, frustration, guilt and anxiety (McCrae & John, 1992), and often worry, feel insecure, self-conscious and temperamental (McCrae & Costa, 1987). Agreeableness is the extent to which people are altruistic and nurturing. At the opposite extreme, people low in agreeableness tend to exhibit characteristics of hostility, indifference to others, self-centeredness, spitefulness, and jealousy (Digman, 1990). Openness to experience is characterized by personality traits such as curiosity, creativity and culture (Salgado, 1997).

Relationship Between Personality and Work Values

There have been some studies conducted that attempt to explain the relationship between personality and work values, but many of the results prove to be inconclusive. Furnham (2005) found that personality plays a large role in explaining why intra-generational differences in work values occur and offers a possible explanation as to why work values differ across individuals. However, he did not report the relationship between personality and work values.

One of the most influential studies based around this relationship was conducted by Robinson (2007), which identified consistent relationships between work values and personality traits, using the Five Factor personality model. The study found that extraversion was positively related to achievement, social relationships with co-workers, and work/life balance. People high in openness placed importance on creativity and variety in their work. Agreeableness was negatively correlated with the value of work/life balance. People high in conscientiousness valued achievement, prestige, security, and positive relationships with their supervisors. Neuroticism was not significantly correlated

with any of the work values. However, a study by Veage, Ciarrochi, and Heaven (2011) found that as neuroticism increases, the importance of health and working outdoors decreases.

Berings, Fruyt, and Bouwen (2004) found several correlations between personality and work values when they collected data from 178 undergraduate students, four months prior to graduation. The study found that students who were high in extraversion and agreeableness emphasized social work values such as teamwork and social interaction, and placed less importance on extrinsic motivators and competition. Students high in neuroticism stressed the opposite, ranking earnings and competition as highly important. Furthermore, students who were high in openness valued creativity and preferred less structured work.

Similarly, after administering a self-completed survey using convenience sampling of 180 undergraduate students, Haslam, Whelan & Bastian (2009) found that personality caused significant differences in values amongst students. The study found that students high in extraversion valued achievement, hedonism, stimulation and self-direction. Agreeableness was positively related to values of benevolence and negatively related with power. Conscientious students emphasized the values of conformity, tradition and security; while students high in openness valued stimulation, self-direction and universalism (Haslam et al., 2009). Veage, et al. (2011) also found that people high in openness emphasized the importance of creativity.

In this study, the objective is to test the relationships found in prior literature, as well as possibly find new relationships. The more that is known about how personality affects work values, the more efficiently managers can recruit applicants that fit their organization. Based on past literature, several hypotheses have been made below:

H1: Extraversion is positively related to social altruistic work values.

H2: Extraversion is positively related to instrumental work values.

H3: Conscientiousness is positively related to instrumental work values.

H4: Conscientiousness is positively related to prestige.

H5: Openness is positively related to cognitive work values.

H6: Agreeableness is positively related to social altruistic work values.

H7: Neuroticism has no relationship with work values.

Research Model

The purpose of our study is to identify the work values that are important to Generation Y students transitioning to their careers. We seek to explain why differences in work values exist between Generation Y students, using personality as a possible explanation. We hope to increase the reliability of other studies in this field by yielding similar results and/or adding to the literature by yielding different findings. We will be using the Five-Factor Personality Model to demonstrate how varying degrees of extraversion, neuroticism, openness, conscientiousness, and agreeableness affect individuals' work values. Our control variables are ethnicity, gender, past work experience, area of study and education level, which we predict will have a moderating effect on the relationship between personality and work values.

Figure 1: Research model diagram



Methodology

Participants

The study's population was defined as all post-secondary students in Canada born between 1980-1994. The sampling frame included friends, family and classmates who were recruited by means of social media and email, approximating at 832 people. In total, we had 137 participants of which 102 responses were complete and used to analyze data (12% response rate). There were 37 male and 65 female participants, with a mean age between 21-24 years and a standard deviation of 0.96.

Participants' area of study in school included 40 in Business and Economics, 18 in Social Sciences, 19 responded "Other" including apprenticeships and English. The remaining participants were enrolled in other areas of study with less than 6 participants in each category. The majority of participants were Caucasian (n=89).

Measures

Our study consisted of two main constructs, personality and work values, in which we conducted an online self-completion questionnaire to collect data, consisting of 60 to 65 questions. The mini IPIP was used to evaluate the big five personality factors: extraversion, neuroticism, conscientiousness, agreeableness, and openness. It consisted of 20 questions each evaluated using a five-point Likert scale, ranging from very inaccurate to very accurate. Respondents were asked to rate how applicable a series of statements were to them such as, "I am the life of the party" and "I sympathize with others' feelings". The IPIP survey included both positively and negatively keyed items to enhance the reliability of the findings. The Lyons Work Value Scale was used to measure work values including instrumental, cognitive, prestige, and social altruistic values. Participants were asked to rate a series of statements based on how likely it was to be a top priority for them when deciding to accept a job. The responses were rated on a six-point Likert scale ranging from highly unlikely to

highly likely. A sample of the statements include "Doing work that is prestigious and regarded highly by others", "Working on tasks and projects that challenge your abilities", and "Having the authority to organize and direct the work of others". To control for moderating and mediating relationships, several control variables were measured including age, gender, ethnicity, employment history, enrollment in a co-op program, area of study, and education history. We created our own survey questions to measure these data. Our question designs varied between constructs including yes/no and multiple choice questions, as well as questions rated using a 5-point Likert scale to measure work experiences. Although our questions had high face validity, readers should consider construct validity when interpreting our results. Because we did not use existing measures to collect our data for our control variables, the reliability and construct validity of our survey may be questioned. This may decrease the generalizability of our findings. The original questions used to measure the control variables can be found in the appendices.

Analytic Procedures

Our statistical analysis was largely predictive by taking the Pearson correlations between personality factors and work values. Correlations were also computed between control variables (gender, age, ethnicity, work experience, area of study) and personality and work values to determine potential moderating effects. Pearson correlations used a two-tailed normal distribution with significant values at the 99% and 95% confidence intervals. Further analysis was conducted using tables adjusted for pairwise comparisons within a row of each innermost subtable using the Bonferroni correction. Values in the same row that did not share the same subscript were significantly different at $p < 0.05$ in the two-sided test of equality for column means. Tests assumed equal variance. Descriptive techniques were also used to identify the importance participants placed on work values including means and standard deviations.

Results

As discussed, our statistical analysis consisted of Pearson Correlations, sum of squares, and pairwise comparisons suitable using Bonferroni correction. All statistics used a two-tailed normal distribution with significant values at the 99% and 95% confidence intervals.

Potential Moderating Effects

Potential moderating effects were derived from relationships between work values and personality and our control variables. There were significant, positive correlations between gender and instrumental ($r=0.263$) and social altruistic ($r=0.313$) work values at the 99% confidence interval. There were also significant correlations between gender and personality factors. Gender was significantly positively correlated with agreeableness ($r=0.310$) and conscientiousness ($r=0.296$) at the 99% confidence interval; and a significant negative correlation was found between gender and openness ($r=-0.228$) at the 95% confidence interval. Secondly, there were relationships between age, work values and personality. There was a positively significant relationship between age and cognitive work values ($r = 0.324$, $p<0.01$). There was also a significant negative correlation between age and neuroticism ($r = -0.301$, $p<0.01$); and a significant positive correlation between age and conscientiousness ($r = 0.227$, $p<0.05$).

Statistical analysis using pairwise comparison also found potential moderating effects on work values and personality, which were significantly different at $p<0.05$ in a two-sided test of equality for column means, assuming equal variance. There was a significant difference between level of education attained and prestige, suggesting that university graduates place greater importance on prestige work values than high school graduates. Moreover, there was a significant difference between major and cognitive work values, also suggesting a moderating role. Regression of the mean analysis indicates that area of study accounts for approximately 23% of differences in cognitive work values ($r^2 =$

0.23). Lastly, it is worth noting that there were no significant relationships between ethnicity and work values at the 95% confidence interval.

Relationship Between Personality and Work Values

As expected, we found significant differences between personality and work values, suggesting that personality plays a role in the importance employees place on different work values. Table 1 shows the correlations between personality and work values numerically; and Figure 1 shows the trends across personality and work values graphically. Instrumental work values was positively correlated with conscientiousness ($r = 0.259$) at the 95% confidence interval. Cognitive work values were significantly positively correlated with openness ($r=0.201$, $p<0.05$) and conscientiousness ($r=0.289$, $p<0.01$). Prestige was significantly positively correlated with conscientiousness ($r=0.229$, $p<0.05$) and extraversion ($r=0.397$, $p<0.01$). Lastly, there was a significant positive correlation between social altruistic work values and agreeableness ($r=0.262$) and extroversion ($r=0.346$) at the 99% confidence interval. As hypothesized, there were no significant relationships between neuroticism and work values. Although the results were not significant, it is interesting to note that neuroticism had a negative correlation with all work value categories: instrumental ($r=-0.091$), social altruistic ($r=-0.029$), prestige ($r=-0.019$), and cognitive ($r=-0.155$).

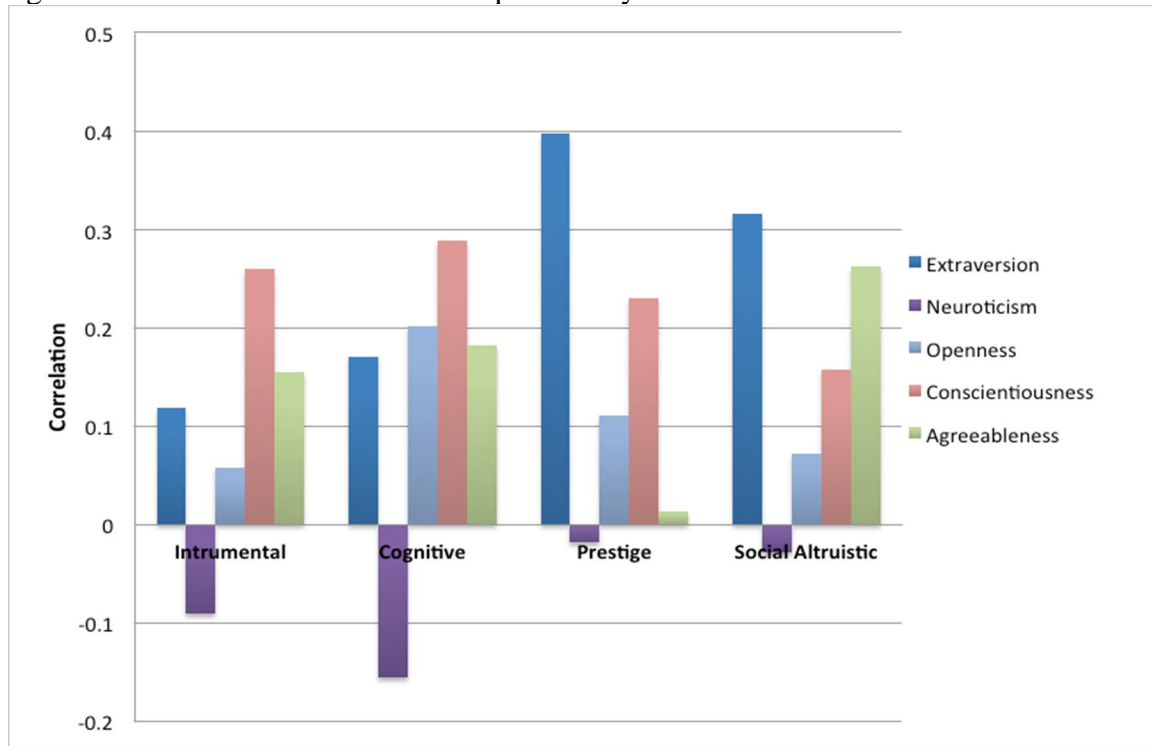
Table 1: Pearson correlation between personality and work values

Personality Factor	Work Value			
	Instrumental	Social Altruistic	Prestige	Cognitive
Extraversion	0.118	0.346**	0.397**	0.170*
Neuroticism	-0.091	-0.029	-0.019	-0.155
Conscientiousness	0.259**	0.157	0.229*	0.289**
Agreeableness	0.154	0.262**	0.013	0.182
Openness	0.058	0.072	0.111	0.259*

** $p < 0.01$; statistically significant at the 99% confidence interval

* $p < 0.05$; statistically significant at the 95% confidence interval

Figure 2: Pearson correlation between personality and work values



Discussion

Countless studies have been conducted on personality and work values as individual topics, but little research has focused on the relationship between the two. Personality tends to be researched in the context of psychology and not organization and employee behaviour; and little research has focused on Generation Y employees in particular. The purpose of our study was to obtain knowledge on the relationship between personality and work values in Generation Y students. Our goal was to highlight what Generation Y students value in their first jobs and how personality influences the importance they place on a variety of work values. As hypothesized, a relationship does exist between personality and work values, although gender and area of study in school may have a moderating effect on the relationship. Figure 2 summarizes the significant relationships found between personality and work values.

As expected, extraversion was positively correlated with social altruistic work values,

supporting our first hypothesis and paralleling findings in other studies (Berings, Fruyt, Bouwen, 2004; Robinson, 2007). We also found that extraversion was positively correlated with prestige and cognitive work values, which was not predicted. These findings suggest that extraverted employees place importance on a wide variety of work values, valuing instrumental rewards the least. This contradicts our second hypothesis and the results found by other studies (Berings, Fruyt, & Bouwen, 2004). These findings may be helpful for organizations that have adopted a cost-reduction strategy. Our study found that extraverted people are least motivated by extrinsic rewards such as salary and fringe benefits, which may be important knowledge for reducing labour costs in organizations. Organizations can motivate extraverted employees by offering intrinsic motivators such as a supportive and fun work environment, interesting work and autonomy to make decisions.

Our second hypothesis also held true, signifying that conscientiousness is positively related to instrumental work values. This suggests that conscientious employees value extrinsic rewards such as salary, benefits and hours of work more than all other work values. Several studies support this finding, and in particular found that employees high in conscientiousness value job security (Haslam et al., 2009; Robinson, 2007). We also found that conscientiousness was positively related to prestige, supporting our fourth hypothesis. This suggests that Generation Y employees value status, authority and advancement, which is supported by the literature (Haslam et al., 2009; Robinson, 2007). As the existing workforce retires, there will be more opportunities for advancement for Generation Y employees, which is comforting for conscientious individuals. Moreover, people high in conscientiousness may seek employment at organizations with hierarchical structures to fulfill their desire for status.

Thirdly, our study found that Generation Y employees high in agreeableness and openness place the greatest importance on social altruistic work values, which supports our fifth hypothesis. Our

sixth hypothesis predicted that individuals high in openness would place greatest importance on cognitive work values, which was not supported by our study. This finding is important because it may predict the types of organizations Generation Y students will apply to after graduation. Individuals high in agreeableness and openness may prefer to work for companies that are socially responsible or non-profit organizations that allow them to make a difference through their work. These individuals may also seek organizations with positive corporate cultures that emphasize relationships with co-workers.

Lastly, as predicted, neuroticism was not significantly related to any work values. Although not significant, our study found that neuroticism was negatively correlated with all work values. A study conducted by Robinson (2007) found similar results. Does this finding suggest that neurotic individuals do not place importance on any work values? Future research should be conducted to understand what neurotic employees value in their work and how to motivate, attract and retain such employees. Other studies have found that neurotic individuals place great importance on salary and competition (Berings, Fruyt, & Bouwen, 2004), and placed less importance on health benefits and working outside (Veage, Ciarrochi, & Heaven, 2011). The relationship between neuroticism and work values varies across studies, highlighting the need for future research on this topic.

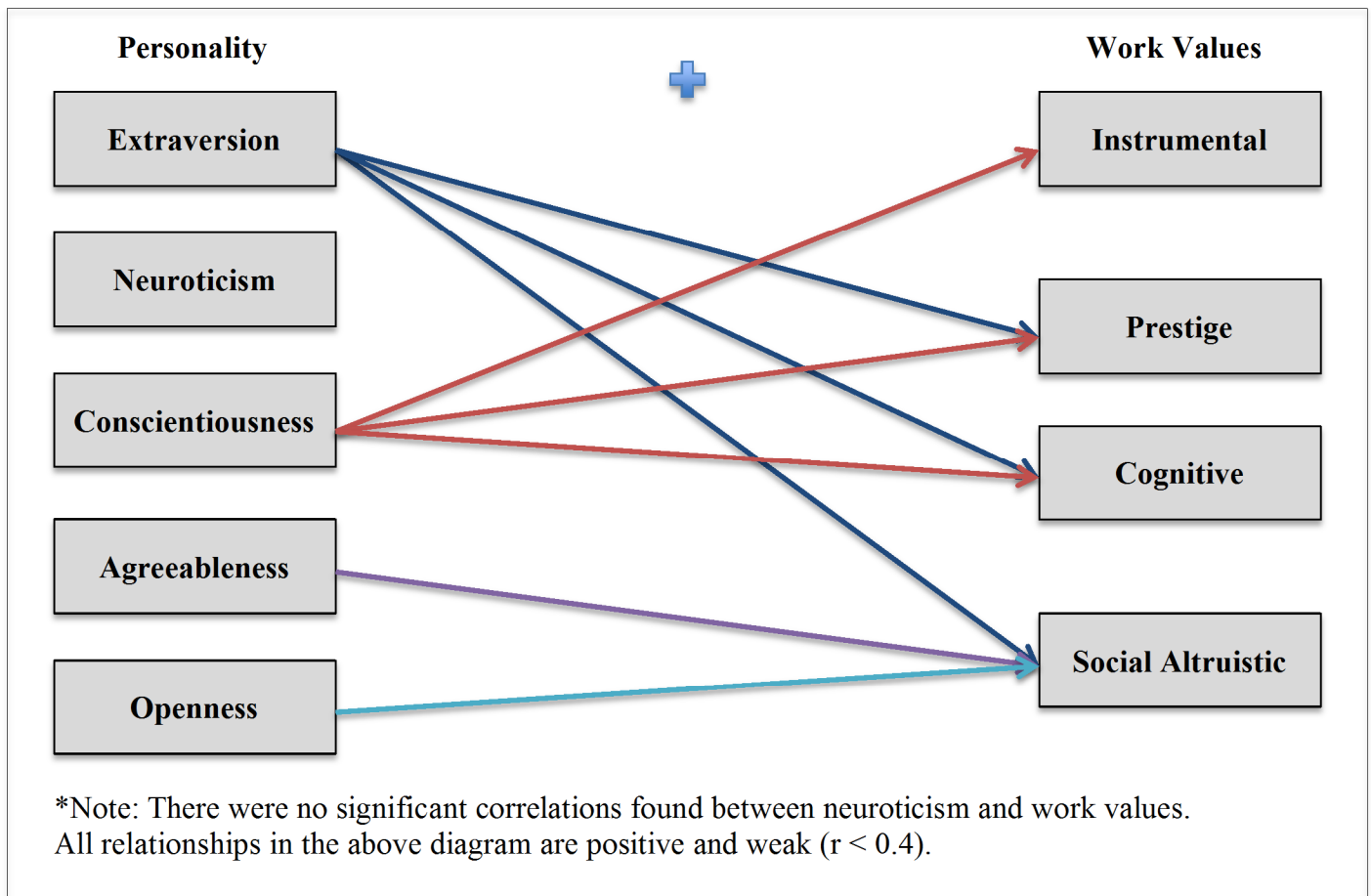
One of the most important implications of our research is for organizations to obtain knowledge of the work values emphasized by Generation Y employees in order to attract and retain employees in the future as the existing workforce retires. The 2011 Statistics Canada Census estimated over 12 million Baby Boomers between the ages of 40-65 many who will be retiring in the next decade. However the survey reports just over 9 million Millennials between 19-39 years who will remain in the workforce or enter the workforce (Statistics Canada, 2011). According to these statistics, a labour shortage may occur as the existing workforce retires, increasing competition between

organizations to attract Generation Y workers. It is essential for organizations to adapt to the changing workforce and offer jobs, compensation policies and work environments that align with Generation Y's work values.

Organizations who conduct effective interviews can get a sense of a candidate's personality and predict the work values they may possess. This allows the interviewer to determine if the candidate is a good fit for the organization and explain aspects of the job that are most likely to attract the candidate to their organization. There are also jobs that require certain personality traits to be successful. For instance, a sales representative requires an extraverted personality to be successful in selling products and services. An organization can use research on the relationship between personality and work values to attract extraverted employees to their organization by offering social altruistic work values, status and challenging work. Other occupations can also use this strategy to attract employees with certain personalities.

In summary, our study found that Generation Y students place importance on a wide variety of work values, especially in the case of extroverted and conscientious individuals, which may indicate a sense of entitlement. Generation Y employees value social altruistic and cognitive work values more than previous generations as they possess greater educational attainment and increasingly demand more from their jobs than extrinsic rewards. The importance placed on work values varies between Generation Y members, which can at least be in part explained by personality. This research has important implications for organizations to attract and retain Generation Y employees, maintain job satisfaction and select the best candidate for jobs.

Figure 3: Significant relationships between personality and work values



Limitations and Future Research

Our study's results should not be interpreted without considering our limitations. Our study was greatly restricted by time and resources, as our study had no funding and was conducted over a three-month period. Firstly, our study used a cross-sectional design, which limits our ability to draw conclusions about causality from our results. Future research should aim to reproduce similar findings using longitudinal and experimental methods. Secondly, our study relied on self-report data, which subjects our study to measure bias and limits the validity of our results. However, the IPIP Personality scale and the Lyons Work Values Scale were multi-item scales that have high reliability, which reduces bias caused by self-report measures. Future research can overcome this limitation by using other data collection methods such as interviews, experiments and direct observation. Thirdly,

although our study found some significant results, the majority of our correlations were weak. This may cause the results of our study to be misleading because although our study suggests that personality influences work values, the strength of the correlations were weak.

Lastly, the generalizability of our study is limited for several reasons. First, our sample size was small consisting of only 102 participants. Despite our small sample size our study found significant results. Second, due to time and resource constraints we were limited by geographic location to secondary school students in Ontario, and in particular, from the University of Guelph. Moreover, almost half of our respondents majored in Business and Economics, which also decreases the generalizability of our findings. Thirdly, our survey was administered online only with no paper or telephone surveys. This biases our sample to include only participants who have access to the Internet. Future research can enhance the generalizability of the findings by providing a variety of data collection methods. Fourthly, our study relied on convenience sampling in which we administered our survey to friends, family and classmates through social media and email. Future research should use random sampling techniques to conduct a similar study. This will create a more representative sample and make the results more valid.

Despite our limitations, our research contributes to the literature because it yields significant results, suggesting that personality influences what people value in their work.

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Appendices

The following questions were used to measure the control variables.

For the following questions, please choose the option that best describes you.

1. What is your age?

- a) Under 18 years
- b) 8 years - 20 years
- c) 21 years - 24 years
- d) 25 years - 28 years
- e) 29 years - 32 years
- f) 33 years or older

2. What is your gender?

- a) Male
- b) Female

Please choose the option that best describes yourself.

1. How would you classify yourself?

- a) Arab
- b) Asian / Pacific Islander
- c) Black
- d) Caucasian / White
- e) Hispanic
- f) Indigenous or Aboriginal
- g) Latino
- h) Multiracial

i) I would rather not say

j) Other (*Please specify*): _____

For the following questions, please choose the option that best describes your past work experiences.

1. Have you been employed (full-time, part-time, seasonal and/or co-op placement/internship) since high school? This includes continuous employment, meaning you have been employed continuously in the same job or different jobs since high school; or short-term employment, meaning you have been employed in one job very briefly, or multiple short-term jobs.

a) Yes

b) No

If you answered yes, please answer all questions in this section. If you answered no, please skip to the next section of questions.

2. Since completing high school, how much work experience in total (part-time, full-time, seasonal, and/or co-op placement/internship) have you obtained?

a) Less than 6 months

b) 6 months ó 12 months

c) 13 months ó 24 months

d) 25 months ó 36 months

e) 37 months ó 49 months

f) Greater than 50 months

3. Are you enrolled in a post-secondary co-op program, meaning you obtain school credits

for gaining practical work experience in your area of study?

a) Yes

b) No

Please read each of the statements below and indicate how applicable each statement is to you, using the scale: Not at all related, Somewhat related, Neither related nor unrelated, Related, Completely related.

1. Your work experiences were related to your current field of study in post-secondary education.
2. You expect your past work experiences are applicable to your future career.
3. You expect your past work experiences will give you a higher chance of being recruited in your future career.

For the following question, please check the answer that is most applicable to you.

1. What is the highest level of education you have attained?

- a. High School Diploma
- b. University Undergraduate Degree
- c. College Diploma, Certificate or Degree
- d. Graduate studies or higher
- e. None of the above
- f. Other (*Please specify*): _____

2. Are you currently enrolled in an educational program?

- a. Yes
- b. No

3. If you answer yes to the question above, please select the education you are currently enrolled in. If you answered no, please skip to the next question.

- a. High School Diploma
- b. University Undergraduate Degree
- c. College Diploma, Certificate or Degree
- d. Graduate studies or higher
- e. Other (*Please specify*): _____

4. What is your area of study in your post-secondary degree?

- a) Business and Economics (i.e. commerce, management, marketing, HR, accounting, etc.)
- b) Political Science and/or Criminal Justice
- c) Agricultural Studies
- d) Social Sciences (i.e. sociology, anthropology, family studies, psychology, etc.)
- e) Natural Sciences (i.e. biology, chemistry, physics, etc.)
- f) Geography and/or History
- g) Engineering
- h) Other (*Please specify*): _____