



How to attract Millennials & Generation Z into an organization in the business area in Portugal

- The impact of organizational characteristics

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Abstract

Young generations (Millennials and Generation Z) are the new workforce and in view of this, work conditions should adapt to them.

To attract young generations, organizations need to know these generations well and what organizational characteristics they prefer.

Therefore, this study aimed to understand which organizational characteristics influence organizational attractiveness for Millennials and Generation Z the most, in particular within the Portuguese business context.

Firstly, the results of this study indicated that the 16 organizational characteristics, found relevant based on the literature review, can be included in 7 more global dimensions. And secondly, the results of this research showed that to attract young people – both Millennials and Generation Z – to an organization in the business area in Portugal, the most important dimension to consider is dimension 1. Conditions, which encompasses the workplace conditions and security, a good environment, organizational flexibility (related to task variety), recognition (related to conditions to gain rewards) and communication and feedback/self-expression.

Keywords: Millennials, Generation Z, organizational characteristics, organizational attractiveness

Título: Como atrair os *Millennials* e a Geração Z para uma organização na área empresarial em Portugal

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Resumo

As gerações jovens (*Millennials* e Geração Z) são a nova força de trabalho e com isto, as condições de trabalho devem-se adaptar a elas.

Para atrair as novas gerações, as organizações precisam de conhecer bem estas gerações e quais as características organizacionais que estas preferem.

Assim sendo, este estudo teve como objectivo compreender quais as características organizacionais que mais influenciam a atratividade das organizações para os *Millennials* e a Geração Z, especificamente no contexto empresarial português.

Em primeiro lugar, os resultados deste estudo indicaram que as 16 características organizacionais consideradas relevantes com base na revisão da literatura, podem ser incluídas em 7 dimensões mais globais. E, em segundo lugar, os resultados desta pesquisa mostraram que, para atrair jovens – tanto os *Millennials* como a Geração Z – para uma organização na área empresarial em Portugal, a dimensão mais importante a considerar é a dimensão 1. Condições, que engloba as condições de trabalho e segurança, um bom ambiente, a flexibilidade organizacional (relacionada com a variedade de tarefas), o reconhecimento (relacionado com condições para obter prémios) e a comunicação e *feedback*/liberdade de expressão.

Palavras-chave: *Millennials*, Geração Z, características organizacionais, atratividade organizacional

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1. Introduction

“At present, more and more researches deal with the characteristic features of generation Y and generation Z. As it is about the present and future generations, corporate success and the competitive operation are determined by the behaviour of these generations in the long-run”.

(Andrea, Gabriella & Timea, 2016)

Knowing young generations (Millennials and Generation Z) is crucial since they are our current and future workers (e.g. Andrea et al., 2016; PR Newswire US, 2017; BCSD, Deloitte & Sonae, 2017). They also are an advantage for organizations as they are agile with technology (Gonçalves, 2016), are at the peak of their cognitive ability, accept geographic location changes, and are willing to acquire new habits, think of new solutions and take a chance (BCSD et al., 2017). So, many organizations want to grab this opportunity and adapt to better suit young people (e.g. Hershatte & Epstein, 2010; PR Newswire US, 2015; BCSD et al., 2017).

This dissertation aims at exploring how to attract young generations to an organization, analysing the interaction between organizational attractiveness for young people and the organizational characteristics that have the ability to attract. This research pinpoints the importance of knowing employees, in this case the younger generations, and their preferences, whether on a professional, personal, social or technological level (e.g. Myers & Sadaghiani, 2010; BCSD et al., 2017; PORDATA, 2017). This knowledge raises an important, current and interesting organizational issue, as it can be useful for organizations, their employers and recruiters to attract young people, and so at the end of this dissertation there will be some suggestions that business organizations could apply. Also, this research can help young employees to know themselves better, know their characteristics and more suitable working context, so that they can predict, control and improve their own behaviour and choices. It also can help older peers of these young people to know, understand and deal better with them, contributing to a better environment in an organization.

2. Literature review

2.1 Organizational attractiveness

Attracting individuals to an organization has gained a massive importance today (Hays, 2017). Mainly young people choose where and for whom they would like to work (Myers & Sadaghiani, 2010), and so organizations need to stand out for their attractiveness.

Dalal and Singh (1986) first mentioned job attractiveness, relating it with “(a) how much [job seekers] would like to accept the job, and (b) how satisfied they would feel with the job of that kind”. Later, in 1991, Rynes related organizational attractiveness to the “attempt to attract workers by distinguishing themselves from other organizations” (JONES, WILLNESS & MADEY, 2014). Further, in 2001 Aiman-Smith et al. defined this concept as “an attitude or general positive effect that an individual has towards an organization” (Catanzaro, Moore & Marshall, 2010), and finally, Highhouse et al. (2003) stated that organizational attractiveness exists if a “[company] is attractive to me as a place for employment” (JONES et al., 2014; Schlechter, Hung & Bussin, 2014).

There are different definitions of the concept of organizational attractiveness; however, they all are related to the ability of an organization to be attractive, and consequently attract job seekers.

Most scientific articles defining or referring to organizational attractiveness, state that to have high levels of organizational attractiveness, it is necessary to understand, make available and improve organizational characteristics (Catanzaro et al., 2010) – a topic described in the next section.

2.2 Organizational characteristics

Organizational characteristics, also referred to as job characteristics or factors (Hackman & Oldham, 1976; Mitchell & Daniels, 2003), are attributes that are present in organizations, creating conditions for high work motivation, satisfaction and performance; and this idea seems to be consensual among different theories (e.g. Hackman & Oldham, 1980 cited by Hernaus & Kolar, 2011; Kleinbeck, Quast, Thierry & Häcker, 2013; Judge, Weiss, Kammeyer-Mueller & Hulin, 2017).

2.2.1 Organizational characteristics theories

There are a vast number of theories about organizational characteristics. However, they are not totally consensual in terms of the characteristics that are valued.

Also, most of the literature that refers to organizational characteristics mixes the concepts of attractiveness, motivation and retention.

One theory which initially mentioned organizational characteristics is Hackman and Oldham's (1976), mentioning various theories with different organizational characteristics.

Hackman and Oldham's article (1976) referred to the "Herzberg two-factor theory", published in Herzberg, Mausner and Snyderman (1959) and Herzberg (1966). This theory is based on the assumption that there are two sets of factors: extrinsic and intrinsic. Extrinsic, also known as hygiene factors, are those that are extrinsic from the work itself and that affect job dissatisfaction, i.e., if these factors do not exist, employees are dissatisfied. Examples of these factors are: company policies (related to the organizational values, as the values of an organization will impact the policies they put into practice), supervisory practices (related to good environment at work, as supervisory practices can influence the environment in an organization), working conditions, job security and pay plans. On the other hand, the intrinsic, also known as motivator factors, are those of the intrinsic conditions of the job itself that affect job satisfaction. Some factors include responsibility (related to autonomy, as autonomy leads to higher levels of responsibility (Hall, 2002)), personal growth in competence (related to learning opportunities, in this case personal learning), achievement, promotional opportunities (related to vertical flexibility in an organization), recognition, challenging, varied, interesting work, and advancement.

Other theories mentioned by Hackman and Oldham, for example the "Jobs and individual differences: An interactive approach" theory (Turner & Lawrence, 1965) suggests that employees react positively to four "core" job characteristics: variety, task identity, autonomy and feedback – factors also mentioned in more recent articles (e.g. Röhrich, 2014; BCSD et al., 2017). In this theory, feedback is a "new", previously unmentioned factor.

In their article, Hackman and Oldham brought together some factors referred to in the first theories and created their own theory, which had "5 core job dimensions": skill variety, task identity, task significance, autonomy and feedback. However, considering their entire article, it

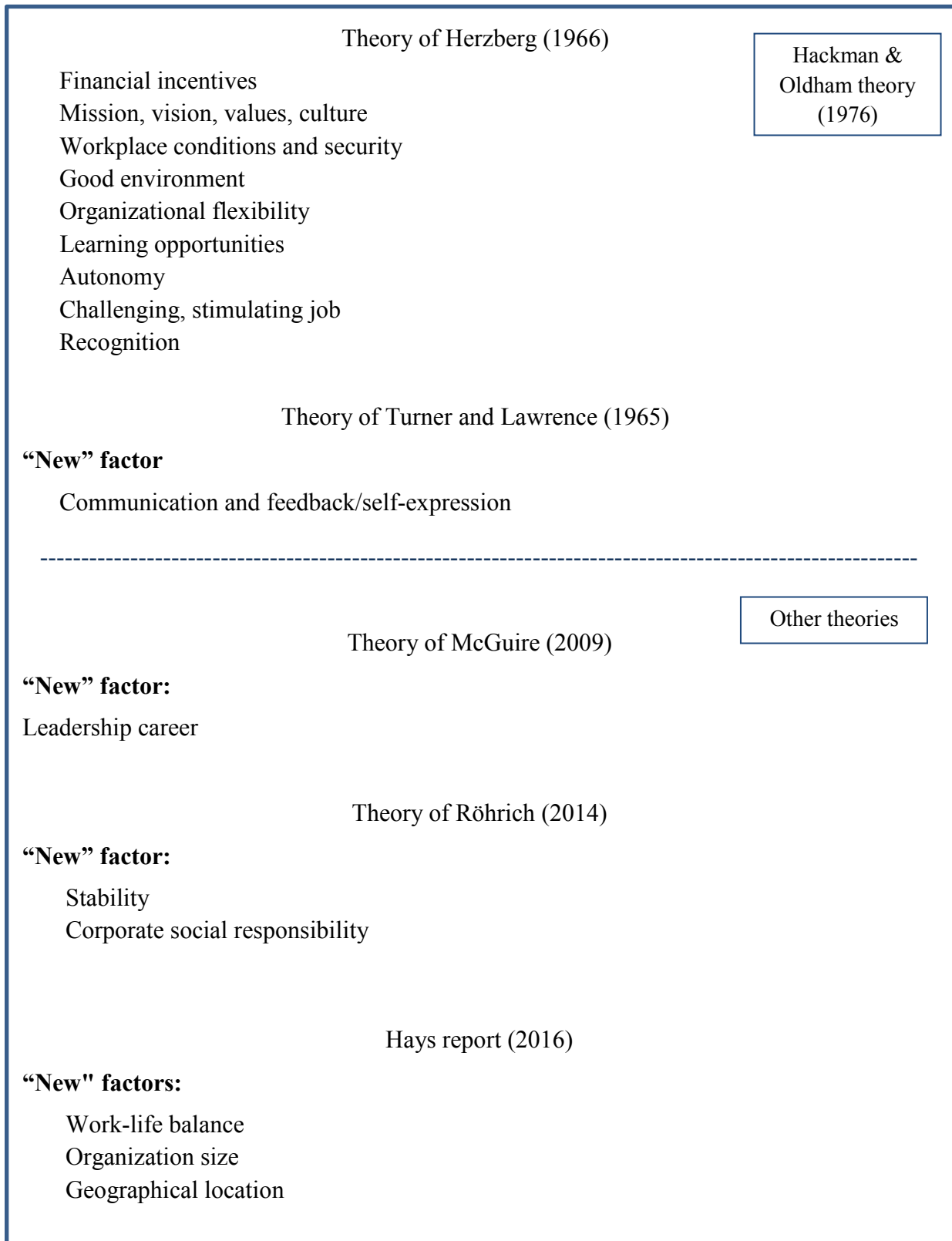
was possible to bring together factors related to: financial incentives, mission, vision, values and culture, workplace conditions and security, good environment, organizational flexibility, learning opportunities, autonomy, challenging and stimulating job, recognition, communication and feedback/self-expression (see Figure 1 in Hackman & Oldham theory).

Other studies such as that of Mitchell and Daniels (2003) referred to the importance of physical environment (related to workplace conditions), task design (related to challenging and stimulating job), rewards and reinforcement (related to financial incentives), social norms and organizational culture (related to mission, vision, values and culture). Hall (2006) also included factors such as promotions (related to vertical flexibility), influence (having autonomy), working conditions, money, and recognition, “pats on the back” and perquisites (all related to recognition). And finally, Bakker and Demerouti (2007) referred to social support (related to good environment), skill variety (related to organizational flexibility), feedback, autonomy and learning opportunities. These theories did not add any “new” important factor with respect to the theories described above; however, they reinforced the importance of all the organizational characteristics already mentioned.

In 2009, McGuire added one “new” factor: leadership career, and in 2014, Röhrich, within his eleven elements of motivation, referred to two “new” factors: stability and corporate social responsibility (referred to as a contribution). Also in 2016, Hays published a study carried out with 3200 professionals which analysed the main tendencies of employment and talent attraction in Portugal, and which referred to some already mentioned factors: salary package (related to financial incentives), company culture, facilities (related to workplace conditions), work environment, prospects of progression (related to vertical flexibility), projects and training (related to learning opportunities), schedules (related to time autonomy) and internal communication; but other factors were also added which were not mentioned in past theories: work-life balance, size of the company and geographical location.

With this line of reasoning, in Figure 1 it is possible to see a summary of the organizational characteristics gathered until now, based on the different theories.

Figure 1 - Summary of the relevant organizational characteristics in past theories



2.2.2 Elucidation of organizational characteristics

Financial incentives, the first organizational characteristic mentioned, includes salary and bonuses for goal attainment. It is important to know that employees usually underreport the importance of payment as a motivational factor, either because they misjudge how they might react to a higher-paying job or due to social norms that view money as a less noble source of motivation (Rynes, Gerhart & Minette, 2004). Although the value of money is hidden, it exists, and many authors believe that pay is a powerful incentive both in attracting, retaining and motivating employees (e.g. Locke, Feren, McCaleb, Shaw & Deny, 1980 cited by Rynes et al., 2004; Schlechter et al., 2014; BCSD et al., 2017). This importance is given for various reasons: money can give access to goods that people value, it can easily be varied with performance, it is frequently used as a powerful tool for social status and personal accomplishments, and it can assist in obtaining any level of human needs: physiological, safety, social, self-esteem and self-realization (e.g. Hall, 2002; Trank, Rynes & Bretz, 2002 cited by Rynes et al., 2004; Röhrich, 2014). In fact, people value money; however, they also value other factors and so incentives should be financial and non-financial (e.g. Hymowitz & Murray, 1999 cited by Rynes et al., 2004; Röhrich, 2014; Haider, Aamir, Abdul Hamid & Hashim, 2015).

This affirmation leads us to present one non-financial factor that attracts job applicants: *Mission, vision, values and culture*, first mentioned in Herzberg's theory and related to the basic intention of an organization (Catanzaro et al., 2010). It can be related to creativity, innovation, entrepreneurship, intrapreneurship (entrepreneurship inside an organization), the want to improve and the sense of looking to the future (Gonçalves, 2016).

The following organizational characteristic presented is *Workplace conditions, security and health at the workplace*, another important factor that exists in organizations (Mitchell & Daniels, 2003; Hall, 2002). The workplace conditions include the building or the physical area where employees work, the facilities, the furniture, the supporting materials and the equipment (Abu Taleb, 2013), and is related to workplace health and safety conditions (Le, Donnellan & Conger, 2014; Nestlé, 2017).

Another factor is *Good environment*. The relationship and support between the supervisor and the employees and between colleagues is crucial for creating a good environment, and consequently for well-being and decreasing levels of stress (Bakker & Demerouti, 2007; Vander Elst et al.,

2017). Also, people have the need to socialize and create relationships with each other (Rynes et al., 2004; Röhrich, 2014).

Regarding *Organizational flexibility*, it has becoming increasingly important (Schlechter et al., 2014) and includes: job enlargement - expanding a job horizontally, increasing the number and the variety of tasks; job enrichment - expanding a job vertically, increasing a person's planning, execution and evaluation of their work; and job rotation - a mix of job enlargement and job enrichment (e.g. Hackman & Oldham, 1976; Röhrich, 2014).

Learning opportunities is related to intellectual growth by learning new information, techniques or capabilities. This factor can be given with training, projects, putting knowledge into practice and having diversity within teams (Röhrich, 2014; Rios & Wynn, 2016).

Autonomy, first referred to in Herzberg's theory, and later in other theories (Bakker & Demerouti, 2007; Röhrich, 2014), can be related to the flexibility given due to: content (what do they work), approach (how they work), time (when they work) and place (where they work) (Röhrich, 2014). It increases motivation but also responsibility and it can be applied with decentralization mechanisms (Hall, 2002).

Challenging, stimulating and interesting job is another factor first referred to by Herzberg, and later by Gorgievsky, Bakker, Schaufeli (2010) and Choi, Kwon, Kim (2013). This factor can enhance employee satisfaction, motivation and productivity (Fluegge, 2008 cited by Tews, Michel & Bartlett, 2012) and is fundamental in applicant attraction (Tews et al., 2012).

Finally, *Recognition*, referred to by Herzberg as the last factor, and later by Hall (2006) and Röhrich (2004), is also an important factor to recognize the merit and the performance of employees.

The additional factor added by Turner and Lawrence in 1965 (Hackman & Oldham, 1976), and later referred to by Mitchell and Daniels (2003) and Bakker and Demerouti (2007), was related to *Frequent and open communication: feedback and self-expression*. Most people do not like to express their thoughts, especially when it is not a positive comment or information (Hackman & Oldham, 1976; Hall, 2002). However, it is important to have frequent, detailed and open communication in the organization to get all people aligned and motivated.

Also, *Stability* means having the opportunity to stay in an organization for a long period of time, mentioned in type 1 of Röhrich's theory (2014) as a factor that people seek in a job (e.g. Andrea et al., 2016; Tysiac, 2017; Deloitte, 2017).

Leadership career, added by McGuire (2009), is another factor that some researchers such as Landis, Hill and Harvey (2014) considered important to attract job seekers. This concept has many definitions, one of them being: "a series of actions and interactions among leaders and followers which lead to the attainment of group goals" (Wren, 1995 cited by Landis et al., 2014). Hernez-Broome, Hughes (2004), and later McGuire (2009) referred to the explosion of interest in this topic by job seekers that have the perception that being a leader is challenging, exciting and rewarding (McGuire, 2009).

Corporate social responsibility (CSR), related to the contribution factor mentioned in Röhrich's theory, is defined by the EU Commission (EUROPEAN COMMISSION, 2011) as the "responsibility of enterprises for their impact on society", or by Waldman, Siegel, Javidan in 2006 (FAROOQ, RUPP & FAROOQ, 2017) as "actions on the part of the firm that appear to advance or acquiesce in the promotion of some social good, beyond the immediate interests of the firm and its shareholders and beyond that which is required by law". CSR increases perceived prestige of the organization and consequently leads to higher levels of organizational attractiveness (JONES et al., 2014; Stites & Michael, 2011, Valentine & Fleischman, 2008 cited by FAROOQ et al., 2017). Within this factor, I considered the external CSR, which is related to practices focused on the community (such as humanitarian causes, charitable giving, community development investments, collaboration with non-governmental organizations) and environment (such as environmentally conscious investments, pollution prevention, ecological initiatives, practices focusing on sustainable growth for future generations); and not the internal CSR as related to other factors already referred to such as learning opportunities and workplace conditions (FAROOQ et al., 2017).

Work-life balance, another important factor referred to by Hays (2016), is the balance between professional and personal life (Kumar & Chakraborty, 2013; DHURU, 2016), or also defined, among other authors (Hoffmann-Burdzińska & Rutkowska, 2015), by Chandrashekhar, Suma, Nair and Anu (2013) as the result of the satisfactory level of involvement in the various roles in life (Lopamudra, 2017). The value of work-life balance has grown in recent years (Sánchez-

Vidal, Cegarra-Leiva & Cegarra-Navarro, 2012; Dave & Purohit, 2016; Pandita & Singhal, 2017) with new generations and with the entry of women into the workforce, which brought the complexity of dual working couples with kids (e.g. DHURU, 2016; Munn & Chaudhuri, 2016, Wheatley, 2012 cited by Bansal & Agarwal, 2017; Pandita & Singhal, 2017). However, work-life balance is a much broader concept than work-family balance, as it is also related to leisure, health, social and religious life (Bansal & Agarwal, 2017; Lopamudra, 2017). Having work-life balance brings a lot of benefits: it increases well-being, employee engagement, performance, productivity (e.g. Harter, Schmidt & Hayes, 2002; Schaufeli & Bakker, 2004; Bakker & Leiter, 2010; Kaliannan, Perumal & Dorasamy, 2016) and increases job seeker attraction and retention in an organization (e.g. Rau & Hyland, 2002 cited by Catanzaro et al., 2010; Firfiray & Mayo, 2017; Lopamudra, 2017). So, to improve work-life balance in an organization, some practices can be designed, such as working from home, flexi-time or other practices (e.g. DHURU, 2016; Mas-Machuca, Berbegal-Mirabent & Alegre, 2016; Lopamudra, 2017).

Organization size, an important factor mentioned in Hays's report (2016), can be micro, small, medium or big, depending on the number of workers and the amount of turnover and total balance – definition by the European Commission in 2003.

Finally, *Geographical location*, the last factor added by Hays (2016), is related to a possible geographical mobility that is avoided by most people, especially older ones (Deding & Filges, 2010), as they want a stable location near home, families and friends (Qin, Hom, Xu & Ju, 2014). This mobility can lead to social and psychological costs such as loneliness, work-family conflicts, anxiety, stress and health deterioration (Qin et al., 2014). Still, some people looking for a better life, employment or career (Gibbs, 1994, Yankow, 2003 cited by Qin et al., 2014) work a long geographical distance from their home province, community or country.

Concluding, there are a vast number of organizational characteristics. However, in Table 1 it is possible to see the ones most often referred to.

Table 1 - List of relevant organizational characteristics

Organizational characteristics
1. Financial incentives
2. Mission, vision, values, culture
3. Workplace conditions and security
4. Good environment
5. Organizational flexibility
6. Learning opportunities
7. Autonomy
8. Challenging, stimulating job
9. Recognition
10. Communication and feedback/self-expression
11. Stability
12. Leadership career
13. Corporate social responsibility
14. Work-life balance
15. Organization size
16. Geographical location

2.3 Millennials and Generation Z: definition and organizational attractiveness

There is no consensus regarding the start and end birth years of the generations (e.g. PR Newswire US, 2015; BCSD et al., 2017; Tysiac, 2017). However, in this dissertation, to carry out a statistical analysis, 15 years were allocated to each generation, giving each generation the same number of years.

2.3.1 Millennials definition

Millennials, also known as Generation Y and Generation Next, are defined in this dissertation as people born between 1980 and 1994, being correspondingly between 38 and 24 years old in 2018 (Pew Research Center, 2010; Zemke et al., 2000 cited by Andrea et al., 2016).

Millennials are continuously entering the workforce (Hershatter & Esptein, 2010) and already represent 32% of the employed population in Portugal (BCSD et al., 2017), so it is crucial to study them as soon as possible, as they will represent a big portion of employees in the near future.

Some characteristics of Millennials are that they are detail-oriented, introverts and thinkers. They are more narcissist, self-confident, self-expressive and more highly educated than previous generations. They are low discriminating, as they accept diversity (e.g. racial, non-traditional families, homosexuality) and want to ensure equal rights (e.g. Howe & Strauss, 2007 cited by Myers & Sadaghiani, 2010; Pew Research Center, 2010; PR Newswire US, 2017). However, their biggest distinction from past generations is their use of technology (e.g. Myers & Sadaghiani, 2010; Pew Research Center, 2010; Armstrong & Kottler, 2013), as they are always connected, use cell phones and online social networks excessively, and often with their speed and impatience ignore information accuracy or validity and jeopardize their own safety, for example by texting on cell phones while driving (e.g. Myers & Sadaghiani, 2010; Armstrong & Kottler, 2013; Deloitte, 2017).

Millennials' priorities are related to family, financial freedom, helping others in need and travel. Fame and religion are not very important to them (Pew Research Center, 2010; BCSD et al., 2017).

2.3.2 Generation Z definition

Generation Z, also known as Post Millennials, iGeneration, Centennials, Digital Natives (Andrea et al., 2016; IORGULESCU, 2016; Deloitte, 2017), is defined in this dissertation as people born between 1995 and 2010, being correspondingly between 23 and 8 years old in 2018 (Zemke et al., 2000 cited by Andrea et al., 2016; Loveland, 2017).

This generation is the next wave of employees, and so it is very important to study them (Deloitte, 2017).

Generation Z is characterized by living for today, being introverts, creative, innovative, entrepreneurial and being more practical, realistic and multitasking than their antecessors (e.g. Andrea et al., 2016; Adecco, 2015 cited by IORGULESCU, 2016; Loveland, 2017).

Generation Z, like Millennials, easily accept cultural differences (Andrea et al., 2016), want to create an “equitable environment for everyone”, and have a high level of education (Loveland, 2017).

Generation Z is the most comfortable generation with technology and digital, as they use social media platforms a lot and are “mobile and app-natives” (Andrea et al., 2016; PrakashYadav & Rai, 2017; Loveland, 2017).

Table 2 - Millennials and Generation Z characteristics

Generations	Millennials	Generation Z
Other names	Generation Y, Generation Next	Post Millennial, iGeneration, Centennials, Digital Natives
Born years	1980-1994	1995-2010
Age (in 2018)	24-38 years old	8-23 years old
Similar characteristic	Introverts	Introverts
Distinct characteristics	Narcissist, self-confident, detail-oriented	Creative, innovative, entrepreneurial, practical, realistic
Biggest distinction	Use of technology	Use of mobile and apps
Discrimination	Low	Low
Family	Accept non-traditional ones	Accept non-traditional ones
Education level	High	High

2.3.3 Organizational attractiveness for Millennials and Generation Z

Financial incentives, the first organizational characteristic mentioned, is valued by Millennials as most of them grew up in “good” times and want a comfortable lifestyle as they have always had (e.g. Jean Twenge, 2009 cited by Hershatter & Epstein, 2010; Myers & Sadaghiani, 2010). Millennials are optimistic and think that they will earn enough in the future (Pew Research Center, 2010). There is also research that referred to the importance of salary to Generation Z, as they were largely raised during a recession and so they know how important money is for basic needs (e.g. Half, 2015 cited by IORGULESCU, 2016; Andrea et al., 2016; Tysiac, 2017).

Regarding *Mission, vision, values and culture*, Millennials value organizations that reflect their own values and insert this in their mission, vision and culture (e.g. Pew Research Center, 2010; PR Newswire US, 2015; BCSD et al., 2017). About Generation Z, no scientific article was found referring to the importance of this factor to them.

About *Workplace conditions and security*, no scientific article was found referring to its importance for Millennials; however, there is evidence that Generation Z values this factor (e.g. Half, 2015 cited by IORGULESCU, 2016; Andrea et al., 2016; Tysiac, 2017).

About *Good environment*, Millennials and Generation Z value having good relationships with their boss and colleagues (IORGULESCU, 2016). They also value work in teams as they perceive it to be more fun and a way to avoid risk (e.g. Hershatter & Epstein, 2010; Tapscott, 1998, Gursoy et al., 2008 cited by Myers & Sadaghiani, 2010; BCSD et al., 2017).

In terms of *Organizational Flexibility*, Millennials and Generation Z value job enlargement by increasing the variety of tasks and experiences, and job enrichment by growing in the organization (e.g. Gursoy et al., 2008 cited by Myers & Sadaghiani, 2010; IORGULESCU, 2016; BCSD et al., 2017).

Concerning the *Learning opportunities* factor, Millennials and Generation Z want to learn new skills and have new experiences within an organization (Adecco & Half, 2015 cited by IORGULESCU, 2016; Deloitte, 2017).

About *Autonomy*, Millennials give importance to flexibility and freedom related to approach, expect to have a strong usage of technology, flexibility related to place and intend to use more telework as they believe that it will save time to spend on value added projects and will lead to organization productivity and economic growth (e.g. Myers & Sadaghiani, 2010; Hershatter & Epstein, 2010; Deloitte, 2017). Finally, like Generation Z, they value schedule flexibility (when they work) (e.g. Martin, 2005 cited by Myers & Sadaghiani, 2010; BCSD et al., 2017).

Having a *Challenging, stimulating job* is also important to Millennials, both for attracting and motivating them (Tews et al.; Choi et al., 2013). About Generation Z, no scientific article was found referring to the importance of this factor to them.

About *Recognition*, Millennials demonstrate interest in being involved in important projects and being recognized (e.g. Bosco & Bianco, 2005, Gursoy et al., 2008 cited by Myers & Sadaghiani, 2010; BCSD et al., 2017). However, for Generation Z no scientific evidence was found referring to the importance of this factor to them.

Communication and feedback/self-expression is also important to Millennials to have clear and open communication in the workplace (e.g. Gursoy et al., 2008 cited by Myers & Sadaghiani, 2010; Deloitte, 2017). Millennials always felt loved, protected and guided all their lives, first by their “helicopter parents” and then by their teachers, and so they desire to be guided in their jobs by corporate people (Alsop, 2008, Hill, 2002 cited by Myers & Sadaghiani, 2010; Hershatter & Epstein, 2010). They seek explicit instructions, specific deadlines and well-defined criteria for success (Epstein & Howes, 2008 cited by Hershatter & Epstein, 2010). Mentoring, coaching, supervision and close relationships could be a possible solution for their wants. Another solution can be to give frequent feedback that will provide the assurance and support that Millennials need (e.g. Hershatter & Epstein, 2010; Alsop, 2008 cited by Myers & Sadaghiani, 2010; BCSD et al., 2017). Generation Z also gives importance to communication, preferring to talk quickly face-to-face with their bosses (Tysiac, 2017).

Stability is another factor that Millennials and Generation Z seek in a job (e.g. Andrea et al., 2016; Tysiac, 2017; Deloitte, 2017). The uncertain environment due to the recession and unemployment from recent years increased young generations’ anxiety and led them to currently prefer a stable, permanent, full-time job (e.g. Deloitte, 2017; PORDATA, 2017; Tysiac, 2017). Despite this situation, 50% of Portuguese Millennials still intend to leave the organization where they work in the next five years to have new opportunities and experiences, and only 29% of them intend to stay more time (Deloitte Millennial Survey, 2016 cited by BCSD et al., 2017).

About having a *Leadership career* (Adecco & Half, 2015 cited by IORGULESCU, 2016; BCSD et al., 2017), both Millennials and Generation Z seek this. Specifically, in 2017, 81% of Portuguese Millennials mentioned that they aspire to be a leader (BCSD et al., 2017).

About *Corporate social responsibility*, Millennials and Generation Z value organizations that impact society and the environment and want to influence and impact the world (e.g. Andrea et al., 2016; Loveland, 2017; BCSD et al., 2017).

Work-life balance is also a priority for Millennials and Generation Z (e.g. Ott et al., 2008 cited by Myers & Sadaghiani, 2010; Andrea et al., 2016; BCSD et al., 2017).

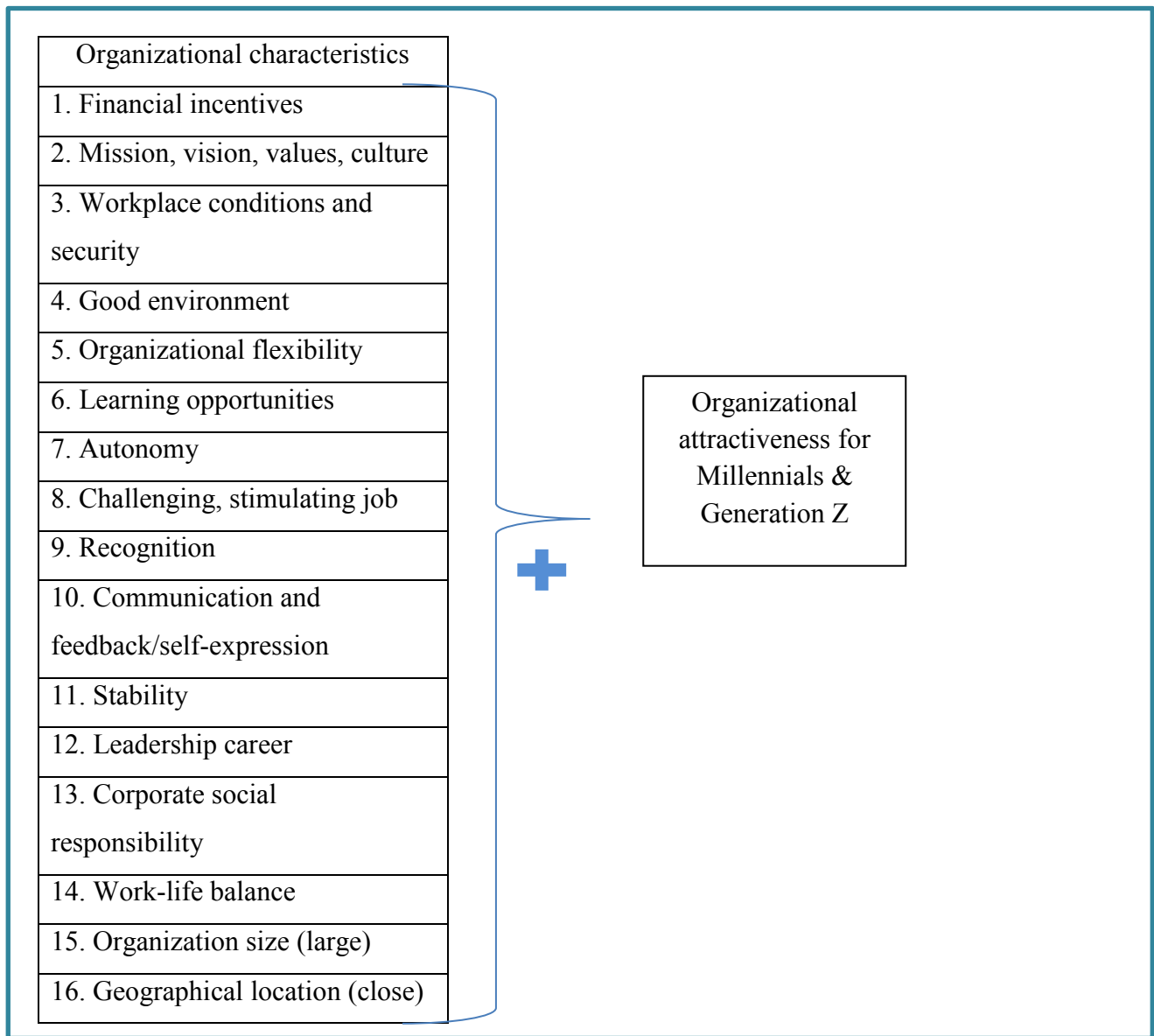
Regarding *Organization size* and *Geographical location*, no scientific evidence was found regarding the importance of these factors specifically to these generations.

In Appendix 1, I summarized the important organizational characteristics for Millennials and Generation Z, and it can be concluded that most of the organizational characteristics valued by people in general are stated as being important to the young generations.

2.4 Conceptual framework

The Conceptual framework (Figure 2) represents the interaction between organizational characteristics and organizational attractiveness for young people.

Figure 2 - Conceptual framework of the relationship between organizational characteristics and organizational attractiveness for Millennials and Generation Z



2.5 Research questions and hypotheses

I intend to find the relative importance of each of these organizational characteristics for attracting young generations.

Research Question 1: Which organizational characteristics impact organizational attractiveness for Millennials the most, regarding the business area within the Portuguese context?

Hypothesis 1a: The organizational characteristics financial incentives, autonomy, corporate social responsibility and work-life balance are the ones that influence organizational attractiveness for Millennials the most in the business area in Portugal.

I formulated hypothesis 1a based on the fact that Millennials' priorities are related to family, and so they are probably very attracted by work-life balance to have time for their family; also they are attracted by financial freedom and helping others in need, that is correspondently related to financial incentives and corporate social responsibility (Pew Research Center, 2010; BCSD et al., 2017). They also are attracted by choosing how to work, using technology devices, which is related to have autonomy in their work.

Hypothesis 1b: The organizational characteristics workplace conditions and security, and geographical location are the ones that influence organizational attractiveness for Millennials the least in the business area in Portugal.

I formulated hypothesis 1b based on the fact that Millennials probably are not so attracted by workplace conditions and security as, in other situations related to the use of technology, they jeopardize their own safety (Pew Research Center, 2010). Also, they probably are not so attracted by close geographical location, as they are young and like to travel and discover the world (Pew Research Center, 2010; BCSD et al., 2017).

Research Question 2: Which organizational characteristics impact organizational attractiveness for Generation Z the most, regarding the business area within the Portuguese context?

Hypothesis 2a: The organizational characteristics organizational flexibility and autonomy are the ones that influence organizational attractiveness for Generation Z the most in the business area in Portugal.

I formulated hypothesis 2a based on the fact that Generation Z are creative and innovative (e.g. Andrea et al., 2016; Adecco, 2015 cited by IORGULESCU, 2016; Loveland, 2017), and so are probably very attracted by organizational flexibility in order to have different and new tasks. Also, they are probably very attracted by autonomy, as it gives them the freedom to choose innovative ways of work.

Hypothesis 2b: The organizational characteristic organization size is the one that influence organizational attractiveness for Generation Z the least in the business area in Portugal.

I formulated hypothesis 2b based on the fact that Generation Z are probably not so attracted by large organization size, as they are entrepreneurs (e.g. Andrea et al., 2016; Adecco, 2015 cited by IORGULESCU, 2016; Loveland, 2017) and so their biggest interest is to make projects or organizations grow, and so in small organizations they have the possibility to do this, while in big organizations it is no longer necessary.

3. Methodology and data collection

3.1 Research design

Mathematically, I assume the models:

Model 1) Organizational attractiveness for young people in the business area in Portugal = organizational characteristics + u ⇔

Where u is other factors not considered in my model, organizational attractiveness for young people in the business area in Portugal: the dependent variable, and the organizational characteristics: the independent variables.

Replacing the organizational characteristics by each of the 16 organizational characteristic referred to:

Model 2) Organizational attractiveness for young people in the business area in Portugal = $\alpha + \beta_1A_1 + \beta_2A_2 + \beta_3A_3 + \beta_4A_4 + \beta_5A_5 + \beta_6A_6 + \beta_7A_7 + \beta_8A_8 + \beta_9A_9 + \beta_{10}A_{10} + \beta_{11}A_{11} + \beta_{12}A_{12} + \beta_{13}A_{13} + \beta_{14}A_{14} + \beta_{15}A_{15} + \beta_{16}A_{16}$ ⇔

Where α is other factors not considered in my model, A1: Financial incentives, A2: Mission, vision, values, culture, A3 Workplace conditions and security, A4: Good environment, A5: Organizational flexibility, A6: Learning opportunities, A7: Autonomy, A8: Challenging, stimulating job, A9: Recognition, A10: Communication and feedback/self-expression, A11: Stability, A12: Leadership career, A13: Corporate social responsibility, A14: Work-life balance,

A15: Organization size, A16: Geographical location, β 's: correlations between the respective organizational characteristic and organizational attractiveness for young people in the business area in Portugal.

I will measure the relative impact of each independent variable in the organizational attractiveness for young people in the business area in Portugal, ascertaining which organizational characteristics impact organizational attractiveness for both Millennials and Generation Z the most, within this context:

Model 3) Organizational attractiveness for Millennials in the business area in Portugal = $\sigma_1 + \delta_{1A1} + \delta_{2A2} + \delta_{3A3} + \delta_{4A4} + \delta_{5A5} + \delta_{6A6} + \delta_{7A7} + \delta_{8A8} + \delta_{9A9} + \delta_{10A10} + \delta_{11A11} + \delta_{12A12} + \delta_{13A13} + \delta_{14A14} + \delta_{15A15} + \delta_{16A16}$

And

Model 4) Organizational attractiveness for Generation Z in the business area in Portugal = $\sigma_2 + \lambda_{1A1} + \lambda_{2A2} + \lambda_{3A3} + \lambda_{4A4} + \lambda_{5A5} + \lambda_{6A6} + \lambda_{7A7} + \lambda_{8A8} + \lambda_{9A9} + \lambda_{10A10} + \lambda_{11A11} + \lambda_{12A12} + \lambda_{13A13} + \lambda_{14A14} + \lambda_{15A15} + \lambda_{16A16}$

Where σ_1 and σ_2 are other factors not considered in my models, δ 's: correlations between the respective organizational characteristic and organizational attractiveness for Millennials in the business area in Portugal, λ 's: correlations between the respective organizational characteristic and organizational attractiveness for Generation Z in the business area in Portugal.

The **hypotheses** that have been formulated mathematically mean:

H1a: In model 3, the correlations between each organizational characteristic A1, A7, A13 and A14, and organizational attractiveness for Millennials in the business area in Portugal have the greatest values.

H1b: In model 3, the correlations between each organizational characteristic A3 and A16, and organizational attractiveness for Millennials in the business area in Portugal have the lowest values.

H2a: In model 4, the correlations between each organizational characteristic A5 and A7, and organizational attractiveness for Generation Z in the business area in Portugal have the greatest values.

H2b: In model 4, the correlation between the organizational characteristic A15 and organizational attractiveness for Generation Z in the business area in Portugal has the lowest value.

To test these hypotheses and collect the necessary data, I developed and distributed an online questionnaire via social media platforms (Facebook, LinkedIn), email and with a snow-ball method. Confidentiality and anonymity were guaranteed, given that I was the only person to have access to the answers, and I used it in aggregate form for the purpose of this study (Pepermans, Vloeberghs & Perkisas, 2003; Church & Rotolo, 2013).

I chose an online questionnaire method as it is faster to collect a large number of answers from different people and it does not require any financial investment. Moreover, it allows the researcher to easily analyse the data collected.

The questionnaire was distributed to Portuguese workers from business organizations and Portuguese students from the business area, aged between 18 and 38 years old. The business areas considered were the most common courses between the different business universities in Portugal; in the notification of the questionnaire Business and/or Social Sciences was mentioned as people may not understand Social Sciences as belonging to the Business area. However, for the purpose of this study I included Social Sciences within Business.

The questionnaire was conducted in Portuguese, the native language of the population under study, to increase respondents' understanding. Also, it mainly used closed-ended questions, as it is believed that this enhances the motivation to answer the questions.

3.2 Questionnaire

The questionnaire took approximately 5 minutes, considered a short and respondent-friendly questionnaire, and was divided into 3 sections: the first had nine questions about the individual's professional situation, the second had three questions about the factors that the individual values

in an organization, and the third had three questions about individual's demographics (see Appendix 2).

In the first section, the universities considered as options are the best known Portuguese universities of business, and the economic activity sectors are referred to in the "Classificação Portuguesa das Actividades Económicas Rev.3" (Instituto Nacional de Estatística, I.P., 2007) currently used.

In section 2, question ten, about the three factors that the individual values the most in an organization to work for (open-question), is asked first to capture all the possible answers and observe factors that I did not consider in my model. Also, with the eleventh question, I could find which organizational characteristics most impact individuals to leave and find another organization to work for, knowing the factors that respondents value when they seek another organization to work for. And finally, in the twelfth question, there was a 32-item Likert scale from 1 = not important to 5 = very important, a scale chosen based on past literature, namely the Catanzaro et al.' study (2010) and because this scale is a very popular rating one for measuring ordinal data in social science research (Bhattacharjee, 2012). In this question I evaluated the same organizational characteristic twice, combining two statements for each of the 16 organizational characteristics, thus measuring the preferences of those surveyed more precisely and also their consistency. The statements were mixed and each statement of one factor was separated by at least five other statements, so people did not tend to choose the same importance as in the past statement related to the same factor, avoiding the risk of biased answers. In Appendix 3, the connection between the organizational characteristics and the specific numbers of the questions can be seen.

Also in section 3, in the question about age, I have the intervals: less than 18 years old, from 18 to 23 years old, from 24 to 30 years old, from 31 to 38 years old, and more than 38 years old. People younger than 18 years old are excluded as they are, in general, too young to know what they value the most in an organization, and people older than 38 years old are also excluded as Millennials are between 24 and 38 years old. I also considered that having a range of 15 years for the Millennials group is too wide to characterize the population, and so I divided this generation into two intervals: from 24 to 30 years old – the younger Millennials, and from 31 to 38 years old

– the older Millennials. Note that, although there was not a discriminatory purpose, the demographic questions were highly relevant to characterize the sample, giving it a context.

It should also be noted that all fields were mandatory, with the exception of question 11 (which only applies to respondents who have worked in another organization), giving no space for missing data. However, in questions with different possible answers from those presented or for people who did not identify with any option, they have the “outra” (other) option.

3.3 Procedures

A questionnaire should always be tested before it is applied (Röhrich, 2014), and so a pre-test was done and distributed to six people within my target (Portuguese business people from 18 to 38 years old) from different professional situations, genders and ages. The changes, given the pre-test, were related to a reorganization of the questionnaire’s structure and the structure flow, an addition of two new questions about past universities and areas frequented, and some language corrections.

The data of my research was then gathered through the online *Qualtrics* platform, where the survey was first designed and then distributed. The data collected was imported to the software *IBM SPSS Statistics* (Statistical Package for the Social Sciences), converting it into a numeric format to perform the statistical analysis.

3.4 Sample and descriptive analysis

The online questionnaire, conducted from February 13 to 24, 2018 (12 days), was accessed by 347 people, with 227 completions, giving a response rate of 65.42%. Six other responses were eliminated from the dataset as they were invalid for the study: one of them was more than 38 years old and five of them were neither students, workers nor student-workers, and so 221 valid responses were obtained for my analysis ($n = 221$).

First, regarding demographics, it can be observed that the sample of 221 respondents was constituted by a good gender balance with 53.4% (118) females and 46.6% (103) males (as it is possible to see in Figure 3). In terms of age, 72.9% (161) of the respondents were of Generation Z and 27.1% (60) were Millennials (Figure 4). In terms of region of current residence, most participants are from the Centre (70.6%, 156) (Figure 5).

Figure 3 - Gender

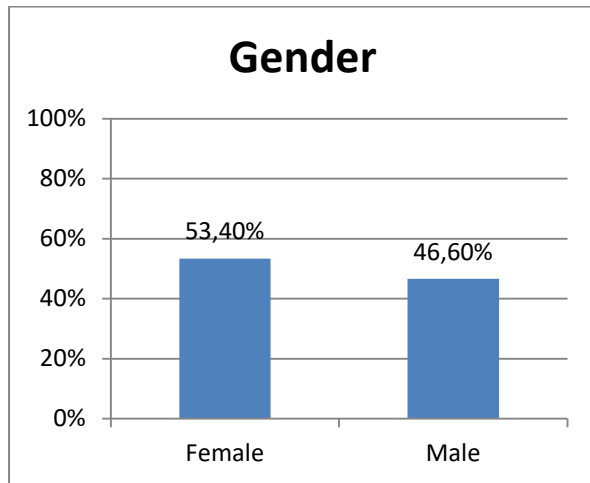


Figure 4 - Age

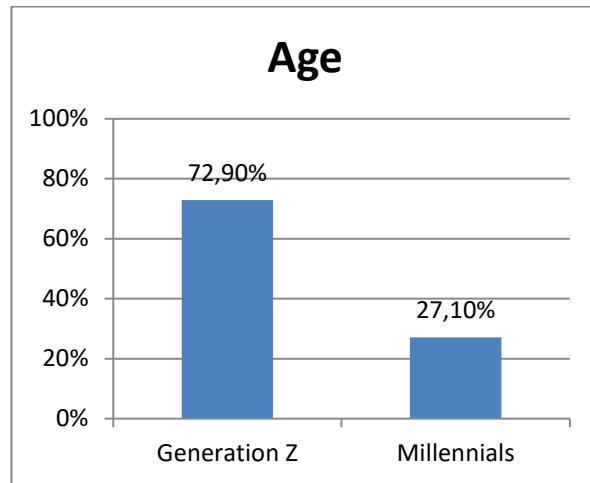
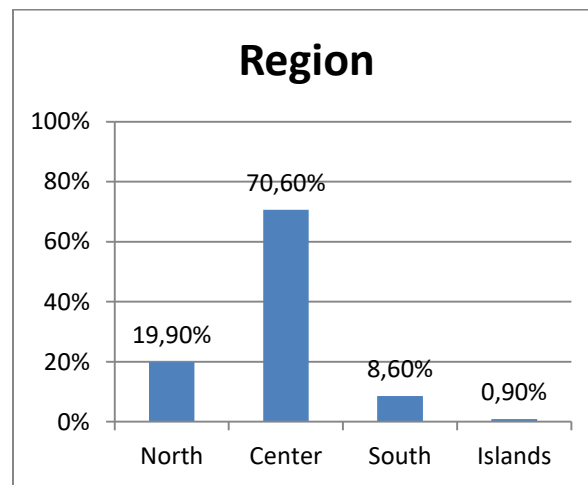


Figure 5 - Region



Secondly, regarding the professional situation, it was possible to conclude that out of the 221 adults, 62.4% are students, 22.2% are workers and 15.4% are student-workers.

Regarding the education level that respondents are attending, of the 172 students or student-workers, most are attending a master's degree (69.2%, 119) or a bachelor's degree (29.6%, 51). Of the same 172 students or student-workers, most are attending the *Faculdade de Economia da Universidade de Coimbra* (36.6%, 63), the *Católica Lisbon School of Business and Economics* (26.2%, 45) or the *ISCTE – Instituto Universitário de Lisboa* (9.9%, 17). Regarding the specific area of current studies, most students are in Economics (36.0%, 62), Management (34.9%, 60), Finance (7.6%, 13) or Marketing (7.6%, 13).

Regarding the education level concluded, most respondents have a Post-Bologna Degree (57.5%, 127), secondary education (23.0%, 51) or a Master's degree (10.9%, 24), and most of them attended the *Faculdade de Economia da Universidade de Coimbra* (46.4%, 110), did not attend any university previously (17.7%, 42) or attended the *Católica Lisbon School of Business and Economics* (11.4%, 27). Also, regarding the areas that they studied previously, of the 179 valid responses, most of them studied Economics (50.5%, 100), Management (28.3%, 56) or Finance (4.6%, 9).

As for the work of the 83 workers and student-workers, most of them are in consulting, scientific, technical and similar activities sector (24.1%, 20), wholesale and retail trade, motor vehicles and motorcycles repair sector (18.1%, 15) or in other service activities sector (19.3%, 16), and most of them have worked less than 1 year (55.4%).

Finally, regarding the factors that people value in an organization, it was possible to conclude that the 3 most important factors for the aggregate population (with the open-ended question), are mission, vision, values and culture, good environment and financial incentives. Regarding the question “If you have worked in another organization, what factors led you to leave it?” (Question 11), the most mentioned factors were related to: lack of organizational flexibility, financial incentives, and organization size. Regarding the factors most valued in an organization by young people in general (closed-ended question), the 3 most important ones are recognition, organizational flexibility and work-life balance, and so it can be concluded that in comparison with the two last questions, there are differences in the factors valued. This could be explained as, before having a closed-ended question, respondents did not remember or consider some factors that they in fact give value to when thinking of an organization. Also, question 11 could be more related to retention and not attractiveness.

To see in more detail about the sample and the descriptive analysis consult Appendix 4.

4. Results analysis

The data extracted from *Qualtrics* for *SPSS* was split into three datasets: one contains the complete respondent sample, the second contains only the Millennials respondents, and the third contains only the Generation Z respondents.

4.1 Normality, Bartlett sphericity and Kaiser-Meyer-Olkin tests

The test of the normality of the distribution of the dependent variable showed that the dependent variable does not follow a normal distribution (Appendix 5), and so during the statistical analysis the tests that should be used are associated with the non-normal distribution (Appendix 6).

To analyse the sampling adequacy to distribute the questions by factors, Bartlett and Kaiser-Meyer-Olkin (KMO) test was done (Appendix 7), and it was observed that this model has a statistically significant sampling adequacy and so it is possible to do good factorial analysis.

4.2 Varimax method

To analyse how many dimensions explain the model, total variance explained was carried out (Appendix 8), and this test enabled seven distinct dimensions to be observed, explaining 61.448% of the total variance. With a Varimax rotation test (Appendix 9) it was possible to associate each question with each dimension (Table 3).

Table 3 - Relationships between each dimension, the questions associated and the organizational characteristic associated

Dimension	Questions associated	Organizational characteristics associated	Dimension name	Reason for the name
1	12_7 and 12_18	4. Good environment	Conditions	Both questions related to having good conditions in an organization, which can be related to environment, communication and workplace conditions, recognition and task variety.
	12_22 and 12_30	10. Communication and feedback/self-expression		
	12_17 and 12_27	3. Workplace conditions and security		
	12_1	9. Recognition (conditions to gain rewards)		
	12_28	5. Organizational flexibility		

		(task variety)		
2	12_11 and 12_24	12. Leadership career	Be leader/ challenged	Both questions related to being a leader or challenged, by having a recognized position or progress in one's career.
	12_8 and 12_25	8. Challenging, stimulating job (that exists in a leadership position)		
	12_12	9. Recognition (by achieving challenges or being a leader)		
	12_13	5. Organizational flexibility (by progress in career, having bigger challenges or being a leader)		
3	12_3 and 12_29	2. Mission, vision, values, culture	Values	Both questions related to the values of an organization and how it shows them.
	12_6 and 12_26	13. Corporate social responsibility		
4	12_10 and 12_31	16. Geographical location (by choosing it)	Place/schedule	Both questions related to choosing the place and schedule of the job.
	12_2 and 12_16	7. Autonomy (of choice of a place or schedule)		
5	12_14 and 12_20	11. Stability	Stability	Both questions related to stability.
	12_21 and 12_32	15. Organization size (big organizations are stable)		
6	12_9 and 12_23	14. Work-life balance	Personal life	Both questions related to personal life.
	12_15	1. Financial incentives (to face personal life needs)		
7	12_4 and 12_19	6. Learning opportunities	Opportunities	Both questions related to some types of opportunities.
	12_5	1. Financial incentives (opportunity to get a financial reward)		

From this table, it is possible to notice that all sixteen organizational characteristics considered important regarding the literature review were included in the seven new dimensions. It can also be noted that the computer program often regrouped each two questions about the same organizational characteristic in the same dimension, meaning that the young people perceived these organizational characteristics as belonging to the same dimension. This was not observed only in questions 28 and 13 (related to the organizational characteristic 5. Organizational flexibility), 1 and 12 (related to the organizational characteristic 9. Recognition) and 15 and 5 (related to the organizational characteristic 1. Financial incentives).

Analysing the specific question 28 (“Me permita realizar uma grande variedade de tarefas, permitindo-me desenvolver um conhecimento mais abrangente”) it is possible that the respondents associated it with having variety of tasks in the sense of having good conditions, and in question 13 (“Me permita progredir na carreira”) associated it with progress in their career in the sense of having bigger challenges or being a leader. Also analysing question 1 (“Me reconheça mérito quando trabalho excepcionalmente, seja verbalmente, com prémios, progressões na carreira, etc.”) it is possible that the respondents associated it with being recognized with rewards in sense of the conditions of the work, and in question 12 (“Reconheça quando supero os meus objectivos de trabalho”) they associated it with being recognized by having progress in their career and consequently being a leader or having challenges. Finally, analysing question 15 (“Me ofereça um salário que suprima as minhas necessidades financeiras”) it is possible that the respondents associated it with having a salary that met the needs of their personal life, and question 5 (“Me permita obter prémios financeiros quando tenho uma *performance* acima do que é esperado”) it is possible that the respondents associated it with having the opportunity to gain financial rewards.

Also, to give a name to each dimension, the relationships between the organizational characteristics within each dimension were analysed, looking for a common factor.

4.3 Dimensions descriptive statistics

A descriptive analysis of each dimension was carried out, as can be seen in Table 4.

Table 4 - Dimensions descriptive statistics by young people in general (n = 221)

Dimensions	Absolute values		On the same scale	
	Mean	Standard deviation	Mean*	Standard deviation**
1. Conditions	33.0905	4.4976	1.0341	0.2811
2. Be leader/challenged	24.8371	3.6756	1.0349	0.3063
3. Values	15.0452	3.3680	0.9403	0.2807
4. Place/schedule	12.8371	3.4942	0.8023	0.2912
5. Stability	13.3077	3.2981	0.8317	0.2748
6. Personal life	12.9276	1.8351	1.0773	0.3059
7. Opportunities	12.3077	1.8697	1.0256	0.3116

*To calculate the mean on the same scale, it is necessary to divide the absolute mean by the difference between the maximum and the minimum value possible in the respective dimension. Note: Maximum value possible for dimension 1 = 5 x the number of questions associated with dimension 1. Minimum value possible for dimension 1 = 1 x the number of questions associated with dimension 1.

** To calculate the standard deviation on the same scale, it is necessary to divide the absolute standard deviation by the difference between the maximum and the minimum value possible in the respective dimension divided by 2.

Globally, regarding the dimensions most valued in an organization by young people in general and reorganizing it from the most important to the less important, they are: 6. Personal life, 2. Be leader/challenged, 1. Conditions, 7. Opportunities, 3. Values, 5. Stability and 4. Place/schedule. Note that this is the overall importance of the factors for young people (by calculating the mean), and not the factors that attract young people the most (which is found by calculating the correlations, as will be seen later).

Also, the standard deviation of each dimension gives the consistency of the responses i.e. how close or how far each value is from the distribution mean (Bhattacharjee), and from that I can conclude that the dimension where there was most variance, i.e. less consistency, was 7. Opportunities, probably explained due to have a sample with people in different stages of life; and the dimension where there was less variance, i.e. more consistency, was 5. Stability, probably explained as this factor is valued by both Millennials and Generation Z, given the uncertain environment of the recent years.

To have specific information about each generation of this sample, I divided it into Millennials and Generation Z (Appendix 10), and it could be seen that the values are similar to the results of the aggregate group.

A U-Mann-Whitney test was also done between the seven dimensions and the age divided into two groups: Millennials and Generation Z – to see if there were significant differences between the generations in the importance given to the dimensions (Appendix 11). From this test, it could be observed that there was no statistically significant difference, as the p-value of all dimensions is bigger than 0.05, meaning that the two generations are more similar than was thought given the literature review.

4.4 Reliability analysis

To check if the results are reliable, i.e., to check for internal consistency, a reliability analysis was carried out. One of the widely accepted reliability measures is Cronbach's alpha coefficient (Gliem & Gliem, 2003; Tavakol & Dennick, 2011), which falls between 0 and 1. It is broadly accepted by researchers that, to be considered reliable, it should be above 0.7 (Pallant, 2001).

The reliability analysis was done for all dimensions within the aggregate, Millennial and Generation Z models (Appendix 12), and it can be observed that dimensions 6. Personal life and 7. Opportunities are variables which are not considered reliable in all three datasets, and that dimensions 4. Place/schedule and 5. Stability were not reliable for the subset of Millennials. This is probably justified by the lower number of items that they involve and by the small sample (Tavakol & Dennick, 2011), and so I did not remove them from my study as they are relevant variables, as it could be seen in the literature review. However, this implies that care must be taken with the reliability of the results and conclusions obtained.

4.5 Correlations analysis

To understand the relationships between the variables and consequently answer the research questions, a Spearman correlation was done. Each correlation can vary between -1 and +1 and it denotes the strength of the relationship between two variables (PESTANA & VELOSA, 2010; Bhattacharjee, 2012). Note that the correlations between the independent variables and the dependent one would correspond to the β s in my models, but now with a model with only seven independent variables.

4.5.1 Aggregate data

First, a Spearman correlation matrix was done for the aggregate model (as can be seen in Table 5).

Table 5 - Spearman correlation matrix for the aggregate model (n = 221)

Dimensions	1.	2.	3.	4.	5.	6.	7.	Y
1.	1							
2.	.638**	1						
3.	.598**	.408**	1					
4.	.315**	.139*	.347**	1				
5.	.482**	.343**	.438**	.430**	1			
6.	.369**	.241**	.303**	.529**	.365**	1		
7.	.439**	.505**	.334**	.178**	.363**	.224**	1	
Y	.831**	.677**	.746**	.591**	.709**	.563**	.579**	1

* Correlation significant at p-value < 0.05

** Correlation significant at p-value < 0.01

These are: 1. Conditions, 2. Be leader/challenged, 3. Values, 4. Place/schedule, 5. Stability, 6. Personal life, 7. Opportunities, Y: Organizational attractiveness in the business area in Portugal.

Observing the Spearman correlation numbers for the aggregate model, it can be noted that all correlations are positive, meaning that the variables vary in the same direction.

Regarding the correlations between the dimensions and the independent variable, there were moderate correlations (values between 0.5 and 0.75) at a significance level of 99% in dimensions 2. Be leader/challenged, 3. Values, 4. Place/schedule, 5. Stability, 6. Personal life and 7. Opportunities; and a strong correlation (value between 0.75 and 9.8) at a significance level of 99% in dimension 1. Conditions (Appendix 13), meaning that this dimension is the one that attracts young people in general the most to an organization.

A more detailed analysis of the correlations is given in Appendix 14.

4.5.2. Millennials data

A Spearman correlation matrix was then made for the Millennials model (as can be seen in Table 6).

Table 6 - Spearman correlation matrix for the Millennials model (n = 60)

Dimensions	1.	2.	3.	4.	5.	6.	7.	Y
1.	1							
2.	.673**	1						
3.	.597**	.345**	1					
4.	.277*	.048	.420**	1				
5.	.382**	.233	.372**	.384**	1			
6.	.218	.136	.231	.391**	.182	1		
7.	.591**	.507**	.438**	.250	.443**	.220	1	
Y	.866**	.654**	.772**	.532**	.576**	.401**	.695**	1

* Correlation significant at p-value < 0.05

** Correlation significant at p-value < 0.01

Observing the Spearman correlation numbers for the Millennials model, note that all the correlations are also positive, meaning that the variables also vary in the same direction.

Regarding the correlations between the dimensions and the independent variable, there was a weak correlation (value between 0.25 and 0.5) at a significance level of 99% in dimension 6. Personal life; there were moderate correlations (values between 0.5 and 0.75) at a significance level of 99% in dimensions 2. Be leaders/challenged, 4. Place/schedule, 5. Stability and 7. Opportunities; and strong correlations (values between 0.75 and 0.9) at a significance level of 99% in dimensions 1. Conditions and 3. Values, meaning that these dimensions are the ones that attract Millennials the most to an organization.

A more detailed analysis of the correlations is also given in Appendix 14.

4.5.3 Generation Z data

A Spearman correlation matrix was also made for the Generation Z model (as can be seen in Table 7).

Table 7 - Spearman correlation matrix for the Generation Z model (n = 161)

Dimensions	1.	2.	3.	4.	5.	6.	7.	Y
1.	1							
2.	.628**	1						
3.	.602**	.447**	1					
4.	.334**	.172*	.326**	1				
5.	.510**	.370**	.463**	.458**	1			
6.	.415**	.272**	.325**	.580**	.422**	1		
7.	.370**	.502**	.269**	.153	.321**	.198*	1	
Y	.819**	.688**	.736**	.616**	.747**	.610**	.526**	1

* Correlation significant at p-value < 0.05

** Correlation significant at p-value < 0.01

Observing the Spearman correlation numbers for the Generation Z model, note that all the correlations are also positive, meaning that the variables vary in the same direction.

Regarding the correlations between the dimensions and the independent variable, there were moderate correlations (values between 0.5 and 0.75) at a significance level of 99% in dimensions 2. Be leaders/challenged, 3.Values, 4. Place/schedule, 5. Stability, 6. Personal life and 7. Opportunities; and a strong correlation (value between 0.75 and 0.9) at a significance level of 99% in dimension 1. Conditions, meaning that this dimension is the one that attracts Generation Z the most to an organization.

A more detailed analysis of the correlations is also given in Appendix 14.

4.6 Hypotheses testing

Given the past section, the following changes were made to the models:

New model 2) Organizational attractiveness for young people in the business area in Portugal = $X + \rho_1D1 + \rho_2D2 + \rho_3D3 + \rho_4D4 + \rho_5D5 + \rho_6D6 + \rho_7D7 \Leftrightarrow$

Where X is other factors not considered in my model, D1: Conditions (which combines A3, A4, part of A5, part of A9, A10), D2: Be leader/challenged (which combines part of A5, A8, part of

A9, A12), D3: Values (which combines A2 and A13), D4: Place/schedule (which combines A7 and A16), D5: Stability (which combines A11 and A15), D6: Personal life (which combines part of A1 and A14), D7: Opportunities (which combines part of A1 and A6), ρ 's: correlations between the respective dimension and organizational attractiveness for young people in the business area in Portugal.

New model 2) Organizational attractiveness for young people in the business area in Portugal = $\mathbb{X} + 0.831D1 + 0.677D2 + 0.746D3 + 0.591D4 + 0.709D5 + 0.563D6 + 0.579D7$.

New model 3) Organizational attractiveness for Millennials in the business area in Portugal = $\theta_1 + \varepsilon_1D1 + \varepsilon_2D2 + \varepsilon_3D3 + \varepsilon_4D4 + \varepsilon_5D5 + \varepsilon_6D6 + \varepsilon_7D7 \Leftrightarrow$

New model 3) Organizational attractiveness for Millennials in the business area in Portugal = $\theta_1 + 0.866D1 + 0.654D2 + 0.772D3 + 0.532D4 + 0.576D5 + 0.401D6 + 0.695D7$.

And

New model 4) Organizational attractiveness for Generation Z in the business area in Portugal = $\theta_2 + \gamma_1D1 + \gamma_2D2 + \gamma_3D3 + \gamma_4D4 + \gamma_5D5 + \gamma_6D6 + \gamma_7D7 \Leftrightarrow$

New model 4) Organizational attractiveness for Generation Z in the business area in Portugal = $\theta_2 + 0.819D1 + 0.688D2 + 0.736D3 + 0.616D4 + 0.747D5 + 0.610D6 + 0.526D7$.

Where θ_1 and θ_2 are other factors not considered in my model, ε 's: correlations between the respective dimension and organizational attractiveness for Millennials in the business area in Portugal, γ 's: correlations between the respective dimension and organizational attractiveness for Generation Z in the business area in Portugal.

Thus, I can check the validity of my hypotheses, as can be seen in Table 8.

Table 8 - Summary of results

Hypotheses	Test results	Reason
<p>H1a: In model 3, the correlations between each organizational characteristic A1 (Financial incentives), A7 (Autonomy), A13 (Corporate social responsibility) and A14 (Work-life balance), and organizational attractiveness for Millennials in the business area in Portugal have the greatest values.</p> <p>↓</p> <p>New H1a: In new model 3, the correlations between each dimension D3 (Values), D4 (Place/schedule) and D6 (Personal life), and organizational attractiveness for Millennials in the business area in Portugal have the greatest values.*</p>	Partially validated	In new model 3, the biggest correlations between organizational attractiveness for Millennials in the business area in Portugal and the dimensions are associated with dimensions D1 (Conditions), D3 (Values) and D7 (Opportunities).
<p>H1b: In model 3, the correlations between each organizational characteristic A3 (Workplace conditions and security) and A6 (Learning opportunities), and organizational attractiveness for Millennials in the business area in Portugal have the lowest values.</p> <p>↓</p> <p>New H1b: In new model 3, the correlation between the dimension D1 (Conditions) and organizational attractiveness for Millennials in the business area in Portugal has the lowest value.*</p>	Not validated	In new model 3, the smallest correlation between organizational attractiveness for Millennials in the business area in Portugal and the dimensions are associated with dimension D6 (Personal life).
<p>H2a: In model 4, the correlations between each organizational characteristic A5 (Organizational flexibility) and A7 (Autonomy), and organizational attractiveness for Generation Z in the business area in Portugal have the greatest values.</p>	Partially validated	In new model 4, the biggest correlations between organizational attractiveness for Generation Z in the

<p>↓</p> <p>New H2a: In new model 4, the correlations between each dimension D1 (Conditions), D2 (Be leader/challenged) and D4 (Place/schedule), and organizational attractiveness for Generation Z in the business area in Portugal have the greatest values.</p>		<p>business area in Portugal and the dimensions are associated with dimensions D1 (Conditions), D3(Values) and D5 (Stability).</p>
<p>H2b: In model 4, the correlation between the organizational characteristic A15 (Organization size), and organizational attractiveness for Generation Z in the business area in Portugal has the lowest value.</p> <p>↓</p> <p>New H2b: In new model 4, the correlation between the dimension D5 (Stability), and organizational attractiveness for Generation Z in the business area in Portugal has the lowest value.</p>	<p>Not validated</p>	<p>In new model 4, the smallest correlation between organizational attractiveness for Generation Z in the business area in Portugal and the dimensions is associated with dimension D7 (Opportunities).</p>

* The correlation between dimension 7 and organizational attractiveness for Millennials was withdrawn from the new H1a and the new H1b, as this dimension could not have a greater (new H1a) and a lower (new H1b) value in the same model (new model 3) at the same time.

H1a was partially validated, due to the importance of the dimension 3. Values was confirmed as attracting Millennials in the business area in Portugal; however, the importance of dimensions 4. Place/schedule and 6. Personal life were not. Other dimensions considered important to attract them were 1. Conditions and 7. Opportunities. This could be explained as Millennials give value to the values of an organization, the conditions and the opportunities that the organization gives (however, dimension 7.Opportunities was not reliable), and do not value the place/schedule and personal life a lot as they are young and do not mind sacrificing their personal life at this stage (note that dimension 6. Personal life was also not reliable). This also explains why H1b was not validated, as 6. Personal life was the dimension least valued by Millennials to attract them.

H2a was also partially validated, due to the importance of the dimension 1. Conditions was confirmed as attracting Generation Z in the business area in Portugal; however, the importance of dimensions 2. Be leader/challenged and 4. Place/schedule were not. Other dimensions considered

important to attract them were 3. Values and 5. Stability. This could be explained as Generation Z gives value to the conditions, values and surprisingly to stability, probably given the uncertainty of recent years. However, they do not greatly value being leaders/challenged or the place/schedule as they probably think that they need to have more experience to be a leader and they, as Millennials, do not mind sacrificing their personal life at this stage. Also, given H2b, the dimension that Generation Z gives the least value to attract them is dimension 7. Opportunities, probably as they recently left university and so they do not feel a thirst for learning.

To conclude this section, it was observed that dimensions 6. Personal life and 7. Opportunities were not considered reliable and have moderate or weak correlations, meaning that the factors related to work-life balance, financial incentives and learning opportunities are not very related to organizational attractiveness by young people in the business area in Portugal, which can probably be explained as they are young and so they do not give so much priority to family life at this stage, they have their parents that still finance their expenditures and as they left recently the university, they do not feel a thirst for learning.

Regarding the test of the hypotheses in sum, H1a and H2a were partially validated and H1b and H2b were not validated, meaning that the statistical analysis did not fully reflect the hypotheses constructed based on the literature findings. This can probably be explained by the difficulty in constructing hypotheses based on scientific articles that only refer to the overall importance of the dimensions and do not refer to their relative importance in attracting young generations to an organization. However, this analysis could answer the hypotheses, and now it is possible to know what the most important dimensions are in attracting young generations to an organization in the business area in Portugal.

5. Main conclusions and future research

5.1 Discussion and conclusions

The survey results revealed some interesting findings, the most relevant being the fact that the 16 organizational characteristics that I found relevant based on the literature review can be included in 7 dimensions: 1. Conditions, 2. Be leader/challenged, 3. Values, 4. Place/schedule, 5. Stability,

6. Personal life and 7. Opportunities, meaning that different organizational characteristics are perceived as the same dimension. This could be explained due to similarities within the understanding of questions of different organizational characteristics.

It was also found that to attract young people into an organization in the business area in Portugal, the most important dimension to consider is dimension 1. Conditions, meaning that the organizational characteristics that should be developed to attract these young generations are: 3. Workplace conditions and security, 4. Good environment, 5. Organizational flexibility (related to task variety), 9. Recognition (related to conditions of having rewards) and 10. Communication and feedback/self-expression. This conclusion confirms the importance of these organizational characteristics to young generations, also stated by Röhrich in 2014 and by Hays in 2016.

With this study it was also found that dimensions 6. Personal life and 7. Opportunities were not considered reliable and have moderate or weak correlations, meaning that the factors related to work-life balance, financial incentives and learning opportunities are not very related to organizational attractiveness for young people in the business area in Portugal. This can probably be explained as they are young and so do not give so much priority to family life at this stage, they have their parents that still finance their expenditures and as they left recently the university, they do not feel a thirst for learning.

For Millennials specifically, the most important dimensions to consider when attracting them to an organization are dimension 1. Conditions, but also dimension 3. Values, meaning that beyond the organizational characteristics mentioned above, the organizational characteristics associated to the dimension 3. Values: 2. Mission, vision, values, culture and 13. Corporate social responsibility should be developed. This conclusion confirms the importance of these organizational characteristics to Millennials, as mentioned by Pew Research Center in 2010, by PR Newswire US in 2015, by Andrea et al. in 2016, by Loveland and by BCSD et al. in 2017, and so it could be concluded that the present study confirmed some findings of these authors.

For Generation Z, the most important dimension to consider when attracting them to an organization is dimension 1. Conditions, meaning that the organizational characteristics that attract Generation Z are the same as attract young people in general. This conclusion confirms the importance of these organizational characteristics to Generation Z, as stated by recent articles, for

example by IORGULESCU and by Andrea et al.'s articles in 2016 and by Tysiac's article in 2017, and so it could be concluded that the present study also confirmed some findings of these authors.

Despite this small distinction, it was possible to see via a U-Mann-Whitney test that the difference between the generations in the importance given to the dimensions is not statistically significant.

5.2 Implications, limitations and future research

5.2.1 Theoretical implications

Relating the hypotheses previously formulated to the final results, it was possible to conclude that only some hypotheses were partially validated, meaning that the statistical analysis did not fully validate the hypotheses constructed based on the literature findings. This conclusion can probably be explained by the difficulty in constructing hypotheses based on scientific articles that only refer to the overall importance of the dimensions, and do not refer to their relative importance to attract young generations. However, this noteworthy study answered the research questions, making it possible to know which dimensions young generations from the business area in Portugal value the most when choosing an organization to work for. Also, this study served to construct and validate a scale with the 7 dimensions, which makes it a measurable instrument that can be used in future studies which can confirm the structure of the scale, as well as compare results obtained.

5.2.2 Practical implications

With this research and the knowledge gained in this study, young people and their older peers could reflect on their characteristics, context and preferences, and at a recruitment level, employers, recruiters and Human Resources professionals in business organizations that want to attract young generations could focus on tactics to improve the most important organizational characteristics referred to above.

Note that everything that is mentioned about each generation does not apply exactly to every person of the same generation, as each individual has different values, needs and lifestyles (e.g. Mitchell & Daniels, 2003; Bennet et al., 2012, Half, 2015 cited by IORGULESCU, 2016). Despite being conclusive for the sample, the study was not conclusive for the young Portuguese

generations in the business area as a whole and therefore the following suggestions should only be seen as a guiding tool.

So, some suggestions are:

Related to the dimension 1. Conditions (that attract young people in general to an organization):

- To improve organizational characteristic 3. Workplace conditions and security: improve the premises where employees work, providing good, safe and comfortable facilities, furniture, supporting materials and equipment.
- To improve organizational characteristic 4. Good environment: create an environment of support, cooperation and team spirit between supervisors and employees and among colleagues.
- To improve organizational characteristic 5. Organizational flexibility (related to task variety): increase the variety of tasks and activities.
- To improve organizational characteristic 9. Recognition (related to involving employees in important activities): recognize the merit of employees by involving them in important projects or activities.
- To improve organizational characteristic 10. Communication and feedback/self-expression: give frequent, open, detailed, clear, face-to-face feedback about the effectiveness of individuals' performance, explaining what they did well in the work and where they could improve. Also have a mentor or coach with whom they can have a close relationship, who can supervise and give guidance to employees in their work, giving explicit instructions, specific deadlines and well defined criteria for success.

Related to the dimension 3. Values (which attract Millennials specifically to an organization):

- To improve organizational characteristic 2. Mission, vision, values, culture: put policies into practices that show values and a culture related to professionalism, efficiency, commitment, rigour, organization, non-discrimination, humility, justice, honesty and integrity, a young culture, open to innovation, technology development, entrepreneurship and intrapreneurship.
- To improve organizational characteristic 13. Corporate social responsibility: contribute positively to the community (with humanitarian causes, charitable giving, community

development investments, collaboration with non-governmental organizations) and to the environment (with environmentally conscious investments, pollution prevention, ecological initiatives and practices focusing on sustainable growth for future generations).

5.2.3 Limitations and future research

Despite having a useful study to have the big picture about the issues examined and research that contributes to previous literature, there are some limitations associated with this research which should be considered.

First, due to lack of time, I only used a questionnaire method. With this method it is necessary to believe in the respondents' answers, which could give way to respondent social desirability bias, i.e., when "people feel social pressure to respond with answers in research that they believe to be socially acceptable" (Carrington, Neville & Whitney, 2010), as could happen for example with answers related to financial incentives (Rynes et al., 2004) or other organizational characteristics. I tried to overcome this limitation by doing a confidential and anonymous questionnaire so people would be sincere. However, in future studies it would be useful to find additional ways of getting more valid information, for example by using interviews or observational data (Rynes et al., 2004; Bhattacharjee, 2012).

Second, the data collection was based on a convenience sample: my network of contacts on social media platforms such as Facebook and LinkedIn, and in email. As a consequence, some results of the questionnaire reflect this, like the answers related to the percentage of students, the level of study, the universities frequented, the area of studies, the age and the region of residence. Further studies should use a more diverse sample.

Third, the sample size was relatively small (221 individuals), providing low representativeness of the whole population under study: all young people in the business area in Portugal; a possible consequence of this is the low reliability level in some dimensions (such as dimensions 6. Personal life and 7. Opportunities). This limitation was due to time restrictions for data collection needed to have current information and consequently prevent outdated data. However, further studies should try to use larger samples.

Lastly, related to the analysis of the questionnaire, the analysis of questions 10 and 11 (open-ended questions) is subjective as it depends on my understanding. I needed to make these

questions in that way to capture factors that I did not consider before in my model and that could be considered in future studies; for example, with question 10 (to refer to three factors that people who were surveyed value in an organization to work for), I could capture seven other organizational characteristics not included in my study that would be interesting to add in a posterior study related to the topic analysed: sector/function/area/activity/type of business, prestige of the organization, internationalization, product, benefits to employees, customer relationships and exit opportunities; and also question 11, about the organizational characteristics most valued to retain respondents or make them leave an organization, was more related to the organizational characteristics 5. Organizational flexibility, 1. Financial incentives and 15. Organization size, information which would be interesting to analyse in more detail in a posterior study about organizational retention. Nevertheless, I suggest that in further questionnaires, researchers should try to put the fewest possible subjective questions to have more precise conclusions.

Regarding future researches, one study that could be carried out with the information collected in this dissertation would be to relate the importance given to each organizational factor (question 12) to some other variables different from the generation, for example professional situation, university frequented, area of studies, gender and region of residence. Also, the three different age groups could be analysed, as in my study I only analysed the differences between two generations, putting together people who were at different stages of life: for example people of 24 and 38 years old are in the same generation (Millennials). I did not carry out these analyses and only used that information to describe the population, because that was not the research question that I proposed to answer in this dissertation. However, this analysis could be carried out in a later one.

There are other aspects which remain to be answered, for example, how to attract young generations into an organization in areas other than business, and in countries other than Portugal.

Finally in future studies, researchers could try to ascertain if the factors that young generations now value when choosing an organization will change throughout their lives, considering the plasticity of individuals, which can give different answers depending on their situation, timing or moment in life, among other variables. I could not measure that in this study as I had limited time; however, this is another interesting issue that could be analysed in future research.

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Appendices

Appendix 1 – Summary of the important organizational characteristics for Millennials and Generation Z

	Millennials	Generation Z
1. Financial incentives	√	√
2. Mission, vision, values, culture	√	X
3. Workplace conditions and security	X	√
4. Good environment	√	√
5. Organizational flexibility	√	√
6. Learning opportunities	√	√
7. Autonomy	√	√
8. Challenging, stimulating job	X	X
9. Recognition	√	X
10. Communication and feedback/self-expression	√	√
11. Stability	√	√
12. Leadership career	√	√
13. Corporate social responsibility	√	√
14. Work-life balance	√	√
15. Organization size	X	X
16. Geographical location	X	X

√: There is evidence that the factor is important to them. X: There is no evidence that the factor is important to them.

Appendix 2 – Questionnaire

Questionário

Alerta: Este questionário destina-se apenas a profissionais ou estudantes portugueses na área de Business e/ou Ciências Sociais (Administração, Auditoria, Contabilidade, Economia, Finanças, Fiscalidade, Gestão, Marketing, Relações Internacionais, Sociologia, Solicitadoria) com idade compreendida entre os 18 e os 38 anos de idade.

Caro(a) participante,

Gostaria de o(a) convidar a preencher este questionário com duração aproximada de 5 minutos sobre os fatores mais valorizados pelos jovens no trabalho. Este questionário é realizado no âmbito da minha dissertação de Mestrado em Gestão e Administração de Empresas na Católica Lisbon School of Business and Economics.

Os dados recolhidos serão tratados de forma estritamente anónima e confidencial, sendo apenas utilizados de forma agregada para fins do referido estudo. Não existem respostas certas ou erradas, pelo que lhe peço que seja o mais sincero(a) possível.

Agradeço desde já a sua colaboração e disponibilidade, e fico ao seu dispor para qualquer dúvida ou comentário através do email “ana_rita_barreto@hotmail.com”.

Com os melhores cumprimentos,

Ana Rita Barreto

Secção 1: Situação profissional

Q1) Qual a sua situação profissional de momento?

- Estudante
- Trabalhador
- Trabalhador-estudante
- Outro. Qual? _____

Q2) Qual o grau dos estudos que está a frequentar?

- Licenciatura
- Pós-Graduação
- Mestrado
- Doutoramento
- Outro. Qual? _____

Q3) Qual a faculdade que frequenta?

- Católica Lisbon School of Business and Economics (Católica-Lisbon)
- Católica Porto Business School (Católica-Porto)
- Escola de Economia e Gestão da Universidade do Minho (UMINHO EEG)
- Faculdade de Economia da Universidade de Coimbra (FEUC)
- Faculdade de Economia da Universidade do Porto (FEP)
- Coimbra Business School – Instituto Superior de Contabilidade e Administração de Coimbra (ISCAC)
- Instituto Superior de Economia e Gestão da Universidade de Lisboa (ISEG)
- ISCTE – Instituto Universitário de Lisboa (ISCTE-IUL)
- Nova School of Business and Economics da Universidade Nova de Lisboa (Nova SBE)
- Outra. Qual?__

Q4) Qual a área específica dos seus estudos atualmente?

- Administração
- Auditoria
- Contabilidade
- Economia
- Finanças
- Fiscalidade
- Gestão
- Marketing
- Relações Internacionais
- Sociologia
- Solicitadoria
- Outra. Qual?__

Q5) Qual a sua formação académica concluída?

- Ensino Básico
- Ensino Secundário
- Licenciatura Pré-Bolonha
- Licenciatura Pós-Bolonha
- Pós-Graduação
- Mestrado
- Doutoramento
- Outra. Qual? __

Q6) Qual (Quais) a(s) faculdade(s) que frequentou anteriormente?

- Católica Lisbon School of Business and Economics (Católica-Lisbon)
- Católica Porto Business School (Católica-Porto)
- Escola de Economia e Gestão da Universidade do Minho (UMINHO EEG)
- Faculdade de Economia da Universidade de Coimbra (FEUC)
- Faculdade de Economia da Universidade do Porto (FEP)
- Coimbra Business School – Instituto Superior de Contabilidade e Administração de Coimbra (ISCAC)
- Instituto Superior de Economia e Gestão da Universidade de Lisboa (ISEG)
- ISCTE – Instituto Universitário de Lisboa (ISCTE-IUL)
- Nova School of Business and Economics da Universidade Nova de Lisboa (Nova SBE)
- Não frequentei nenhuma faculdade anteriormente
- Outra. Qual? __

Q7) Qual (Quais) a(s) área(s) de formação anterior?

- Administração
- Auditoria
- Contabilidade
- Economia
- Finanças
- Fiscalidade
- Gestão
- Marketing
- Relações Internacionais
- Sociologia
- Solicitadoria
- Não se aplica
- Outra(s). Qual (Quais)?__

Q8) Qual o sector de atividade económica da organização onde trabalha?

- A – Agricultura, produção animal, caça, floresta e pesca
- B – Indústrias Extractivas
- C – Indústrias Transformadoras
- D – Electricidade, gás, vapor, água quente e fria e ar frio
- E – Captação, tratamento e distribuição de água; saneamento gestão de resíduos e despoluição
- F – Construção
- G – Comércio por grosso e a retalho; reparação de veículos automóveis e motociclos
- H – Transportes e armazenagem
- I – Alojamento, restauração e similares
- J – Atividades de informação e de comunicação
- K – Atividades financeiras e de seguros
- L – Atividades Imobiliárias
- M – Atividades de consultoria, científicas, técnicas e similares
- N – Atividades administrativas e dos serviços de apoio

- O – Administração Pública e Defesa; Segurança Social Obrigatória
- P – Educação
- Q – Atividades de saúde humana e apoio social
- R – Atividades artísticas, de espectáculos, desportivas e recreativas
- S – Outras atividades de serviço
- T – Atividades das famílias empregadoras de pessoal doméstico e atividades de produção das famílias para uso próprio
- U – Atividades dos organismos internacionais e outras instituições extraterritoriais

Q9) Há quanto tempo trabalha na organização?

- < 1 ano
- 1 – 2 anos
- 3 – 5 anos
- 6 – 10 anos
- > 10 anos

Secção 2: Fatores que valoriza numa organização

Q10) Quais os 3 fatores que mais valoriza numa organização para nela trabalhar?

Q11) Se já trabalhou numa organização diferente da atual, quais os fatores que o(a) levaram a sair da mesma?

Q12) Considere os fatores que valoriza numa organização, seja ela onde trabalha atualmente ou onde venha a trabalhar no futuro. Por favor avalie a importância das afirmações abaixo mencionadas, de acordo com a escala apresentada.

Qual a importância que atribuo a trabalhar numa organização que:

	1 – Nada importante	2 – Pouco importante	3 - Importante	4 – Significativamente importante	5 – Muito importante
1. Me reconheça mérito quando trabalho excepcionalmente, seja verbalmente, com prémios, progressões na carreira, etc?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Me permita escolher onde trabalho fisicamente?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Tenha valores com os quais eu me identifique, tanto a nível pessoal, moral, ético, cultural e social?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Me ofereça formação profissional contínua?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Me permita obter prémios financeiros quando tenho uma <i>performance</i> acima do que é esperado?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Tenha uma acção socialmente responsável?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Promova relações de interajuda entre colegas e superiores?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Me ofereça um trabalho com desafios?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Me ofereça equilíbrio entre a minha vida pessoal e a minha vida profissional?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Esteja geograficamente localizada perto dos meus familiares e amigos?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Me possibilite assumir funções de liderança?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Reconheça quando supero os meus objectivos de trabalho?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 13. Me permita progredir na carreira? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Me permita permanecer lá por um longo período de tempo? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Me ofereça um salário que suprima as minhas necessidades financeiras? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Me permita escolher o meu horário de trabalho? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Tenha boas condições de espaço físico? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Fomente boas relações interpessoais entre os colaboradores? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Me permita desenvolver competências e técnicas novas? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Me permita continuar a trabalhar lá futuramente? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Tenha uma grande capacidade de produção? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Me permita receber <i>feedback</i> claro sobre o que faço bem no meu trabalho e onde posso melhorar? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Me ofereça tempo livre para descanso, lazer, etc? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. Me permita coordenar um departamento ou área? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Me proporcione um trabalho estimulante? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Contribua positivamente para a comunidade e para o meio ambiente? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Me ofereça condições de higiene e segurança física? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

28. Me permita realizar uma grande variedade de tarefas, permitindo-me desenvolver um conhecimento mais abrangente?

29. Tenha uma missão, visão e cultura relacionadas com justiça, respeito e valorização da diversidade?

30. Tenha uma comunicação bastante frequente com o meu superior hierárquico sobre o meu desempenho?

31. Esteja geograficamente localizada perto da minha comunidade?

32. Tenha uma grande dimensão?

Secção 3: Dados demográficos

Por favor, identifique:

Q13) Género:

- Feminino
- Masculino

Q14) Idade:

- < 18 anos
- 18 - 23 anos
- 24 - 30 anos
- 31 - 38 anos
- > 38 anos

Q15) Região de residência atual:

- Norte
- Centro
- Sul
- Ilhas

Muito obrigada pela sua colaboração.

Appendix 3 – Connection between the organizational characteristics and the specific number of the questions

Organizational characteristic	Questions
1. Financial incentives	12_5; 12_15
2. Mission, vision, values, culture	12_3; 12_29
3. Workplace conditions and security	12_17; 12_27
4. Good environment	12_7; 12_18
5. Organizational flexibility	12_13; 12_28
6. Learning opportunities	12_4; 12_19
7. Autonomy	12_2; 12_16
8. Challenging, stimulating job	12_8; 12_25
9. Recognition	12_1; 12_12
10. Communication and feedback/self-expression	12_22; 12_30
11. Stability	12_14; 12_20
12. Leadership career	12_11; 12_24
13. Corporate social responsibility	12_6; 12_26
14. Work-life balance	12_9; 12_23
15. Organization size	12_21; 12_32
16. Geographical location	12_10; 12_31

Appendix 4 – Sample description tables

Answers to question 2 - Current education level

Education level	Frequency	Percentage
Bachelor	51	29.6
Post-Graduation	2	1.2
Master's	119	69.2
Total	172	100.0

Answers to question 3 - Universities that respondents are attending

Universities attended	Frequency	Percentage
Católica Lisbon School of Business and Economics	45	26.1
Católica Porto Business School	6	3.5
Escola de Economia e Gestão da Universidade do Minho	3	1.7
Faculdade de Economia da Universidade de Coimbra	63	36.6
Faculdade de Economia da Universidade do Porto	11	6.4
Coimbra Business School – Instituto Superior de Contabilidade e Administração de Coimbra	7	4.1
Instituto Superior de Economia e Gestão da Universidade de Lisboa	7	4.1
ISCTE – Instituto Universitário de Lisboa	17	9.9
Nova School of Business and Economics da Universidade Nova de Lisboa	1	.6
Other*	12	7.0
Total	172	100.0

* Of the 15 “Other” answers: 1 is attending a *faculty in the Netherlands*, 2 are attending the *Universidade Católica Portuguesa – Escola de Direito, Porto*, 1 is attending the *Faculdade de Desporto da Universidade do Porto*, 1 is attending the *Instituto Politécnico de Viseu (ESTGV)*, 1 is attending the *Atlântico Business School*, 1 is attending the *Faculdade de Ciências e Tecnologias da Universidade de Coimbra (FCTUC)*, 1 is attending the *Unicruz – Universidade de Cruz Alta, RS – Brasil*, 1 is attending the *ESCP – Europe, Paris*, 1 is attending the *ISMT*, 1 is attending the *UBI* and 1 did not say. Note that some of the Universities referred to in the option “Other” are not in Portugal; however, it is possible that these students are attending Erasmus, having their residence in Portugal.

Answers to question 4 – Specific area of the current studies

Specific area of the current studies	Frequency	Percentage
Administration	2	1.2
Audit	1	.6
Accounting	8	4.6
Economics	62	35.9
Finance	13	7.6
Tax	2	1.2
Management	60	34.9
Marketing	13	7.6
Other*	11	6.4
Total	172	100.0

* Of the 11 “Other” answers: 2 respondents study *Law and Management*, 2 study *Human Resources*, 1 studies *Accounting and Tax*, 1 studies *Technology*, 1 studies *Economics and Business Administration*, 1 studies *Engineering and Industrial Management*, 1 studies *Industrial and Business Economics*, 1 studies *Accounting and Finance* and 1 studies *Commercial Management*.

Answers to question 5 - Concluded education level

Education level	Frequency	Percentage
Secondary Education	51	23.0
Pre-Bologna Degree	3	1.4
Post-Bologna Degree	127	57.5
Post-Graduation	15	6.8
Master’s	24	10.9
Other*	1	.4
Total	221	100.0

* The person that answered “Other” has a Technological Specialization Course.

Answers to question 6 - Universities previously attended

Universities	Frequency	Percentage
Católica Lisbon School of Business and Economics	27	11.4
Católica Porto Business School	4	1.7
Escola de Economia e Gestão da Universidade do Minho	2	.8
Faculdade de Economia da Universidade de Coimbra	110	46.4
Faculdade de Economia da Universidade do Porto	3	1.3
Coimbra Business School – Instituto Superior de Contabilidade e Administração de Coimbra	8	3.4
Instituto Superior de Economia e Gestão da Universidade de Lisboa	6	2.5
ISCTE – Instituto Universitário de Lisboa	8	3.4
Nova School of Business and Economics da Universidade Nova de Lisboa	8	3.4
I did not attend another university before	42	17.7
Other*	19	8.0
Total	237**	100.0

* Of the 19 “Other” answers: 3 respondents previously attended the *Escola Superior de Hotelaria e Turismo do Estoril*, 3 the *Faculdade de Ciências e Tecnologia da Universidade de Coimbra – FCTUC*, 3 the *Faculdade de Direito da Universidade de Coimbra - FDUC*, 1 the *Faculdade de Engenharia da Universidade do Porto - FEUP*, 1 the *Faculdade de Ciências da Universidade do Porto*, 1 the *Instituto Superior de Contabilidade e Administração de Lisboa - ISCAL*, 1 the *Escola Superior de Educação do Porto - ESEP*, 1 the *UNOPAR – Universidade Norte do Paraná*, 1 the *Instituto Superior Miguel Torga*, 1 the *Universitat de Barcelona*, 1 the *Faculdade de Psicologia da Universidade de Lisboa*, 1 the *Instituto Superior de Engenharia de Lisboa – ISEL* and the *Faculdade de Ciências da Universidade de Lisboa – FCUL* and 1 the *Faculdade de Ciências Sociais e Humanas da Universidade Nova de Lisboa*.

** Responses to this question from 221 respondents. Note that of the 221 respondents, 16 people put two options, and the remaining 205 people put only one option. Also note that people can have only a secondary education degree and already had frequented a University before.

Answers to question 7 - Areas previously studied

Areas previously studied	Frequency	Percentage
Administration	6	3.0
Accounting	6	3.0
Economics	100	50.5
Finance	9	4.6
Tax	2	1.0
Management	56	28.3
Marketing	1	.5
International Relations	3	1.5
Sociology	1	.5
Other*	14	7.1
Total	198**	100.0

* Of the 14 “Other” answers: 2 previously studied Engineering, 2 Hotel Management, 2 Human Resources Management, 1 Maths, 1 Tourism, 1 Education, 1 Law, 1 Psychology, 1 Computer Engineering, 1 Architecture and 1 Management and Industrial Engineering.

** Responses to this question from 179 respondents. Note that of the 179 respondents, 11 people put two options, 4 put three options, and the remaining 164 people put only one option.

Answers to question 8 – Economic activity sector of the organization

Economic activity sector	Frequency	Percentage
Agriculture, livestock, hunting, forestry and fishing	1	1.2
Manufacturing	2	2.4
Electricity, gas, steam, hot and cold water and cold air	1	1.2
Construction	1	1.2
Wholesale and retail trade; motor vehicle and motorcycle repair	15	18.1
Accommodation, catering and similar	3	3.6
Information and communication activities	3	3.6
Financial and insurance activities	12	14.5
Consulting, scientific, technical and similar activities	20	24.1
Administrative and support services activities	1	1.2
Public Administration and Defence; Social Security Compulsory	1	1.2
Education	3	3.6
Artistic, entertainment, sporting and recreational activities	1	1.2
Other service activities	16	19.3
Activities of international organizations and other extraterritorial institutions	3	3.6
Total	83	100.0

Answers to question 9 - Time at the organization

Time at the organization	Frequency	Percentage
< 1 year	46	55.4
1 – 2 years	24	28.9
3 – 5 years	9	10.9
6 – 10 years	3	3.6
> 10 years	1	1.2
Total	83	100.0

Answers to question 10 - The three most valued organizational characteristics in an organization to work for (open-ended question)

Organizational characteristic	Number of times mentioned
2. Mission, vision, values, culture	130
4. Good environment	114
1. Financial incentives	88
5. Organizational flexibility	87
9. Recognition	36
8. Challenging, stimulating job	24
6. Learning opportunities	20
14. Work-life balance	17
7. Autonomy	14
Sector/function/area/activity/type of business	14
Prestige of the organization	14
15. Organization size	13
16. Geographical location	13
3. Workplace conditions and security	11
10. Communication and feedback/self-expression	11
13. Corporate social responsibility	8
11. Stability	7
Internationalization	4
Product	3
Benefits to employees	3
Customer relationships	3
12. Leadership career	2
Exit opportunities	1

Note 1: I had a priori 16 categories according to the 16 organizational characteristics in my model. Whenever a factor similar to the existing categories was mentioned, I put it into that

category, and whenever a factor that did not identify with the existing categories was mentioned, a new category was created.

Note 2: There were 26 spaces left blank (not giving any factor or giving only one or two factors).

Note 3: In this question it can be noted that for mission, vision, values, culture, values were referred to like: professionalism, competence, efficiency, effort, commitment, rigour, organization, respect, non-discrimination, humility, fairness, honesty, transparency, loyalty, trust, integrity, young culture, open to innovation and open to change, technology development, entrepreneurship and research and development; for good environment the following were referred to: cooperative spirit, mutual aid and team spirit; for organizational flexibility, mentioned was made of: career development and dynamism; for autonomy, the following, among others, were referred to: responsibility and possibility of creativity; for challenging, stimulating job, the following, among others, were mentioned: challenging and motivating work and interesting projects; for recognition, among others, mention was made of: employees' valuation and meritocracy; for communication and feedback/self-expression, among others, the following were referred to: understanding and good relationships and communication with superiors; for corporate social responsibility, among others, mentioned was made of: ethics; and for organization size, among others, the following was referenced: firm strength and market position of the organization.

Answers to question 11 - Factors that led people leave an organization

Organizational characteristics	Number of times mentioned
1. Financial incentives	8
2. Mission, vision, values, culture (i.e. organization, respect)	3
5. Organizational flexibility (i.e. different areas)	11
8. Challenging, stimulating job	3
9. Recognition	3
10. Communication and feedback/self-expression	2
11. Stability	1
14. Work-life balance	3
15. Organization size	5
16. Geographical location	2
End of internship	3
End of contract	3
Function	3
Prestige	1
Incompatibility with studies	1

Note: There are 6 organizational characteristics in my model not referred to by the respondents: workplace conditions and security, good environment, learning opportunities, autonomy, leadership career and the corporate social responsibility factor.

Answers to question 12 - Organizational characteristics most valued in an organization by young people in general (n = 221)

Organizational characteristic	Mean (out of 10)	Standard deviation	Minimum	Maximum
1. Financial incentives	8.3394	1.34087	5.00	10.00
2. Mission, vision, values, culture	8.0362	1.68646	3.00	10.00
3. Workplace conditions and security	8.1267	1.51125	2.00	10.00
4. Good environment	8.4796	1.39016	2.00	10.00
5. Organizational flexibility	8.5339	1.14613	4.00	10.00
6. Learning opportunities	8.3620	1.43185	2.00	10.00
7. Autonomy	6.3258	1.80975	2.00	10.00
8. Challenging, stimulating job	8.4072	1.41958	2.00	10.00
9. Recognition	8.8869	1.16027	5.00	10.00
10. Communication and feedback/self-expression	8.0317	1.53856	2.00	10.00
11. Stability	7.2624	2.02572	2.00	10.00
12. Leadership career	7.4615	1.81524	2.00	10.00
13. Corporate social responsibility	7.0090	1.99543	2.00	10.00
14. Work-life balance	8.5339	1.42860	2.00	10.00
15. Organization size	6.0452	1.85809	2.00	10.00
16. Geographical location	6.5113	2.31126	2.00	10.00

Note: the mean is between the values of 2 and 10 as there were two questions with the scale between 1 and 5 per organizational characteristic that were summed up.

Note: Reorganizing the importance of each organizational characteristic by young people in general from the most important to the less important gives: 9. Recognition, 5. Organizational flexibility and 14. Work-life balance, 4. Good environment, 8. Challenging, stimulating job, 6. Learning opportunities, 1. Financial incentives, 3. Workplace conditions and security, 2. Mission, vision, values, culture, 10. Communication and feedback/self-expression, 12. Leadership career, 11. Stability, 13. Corporate social responsibility, 16. Geographical location, 7. Autonomy, and finally 15. Organization size.

Appendix 5 – Normality of the distribution test

Kolmogorov-Smirnov test: H0: Normal distribution: p-value ≥ 0.05 and Kolmogorov-Smirnov value is high (> 0.5).

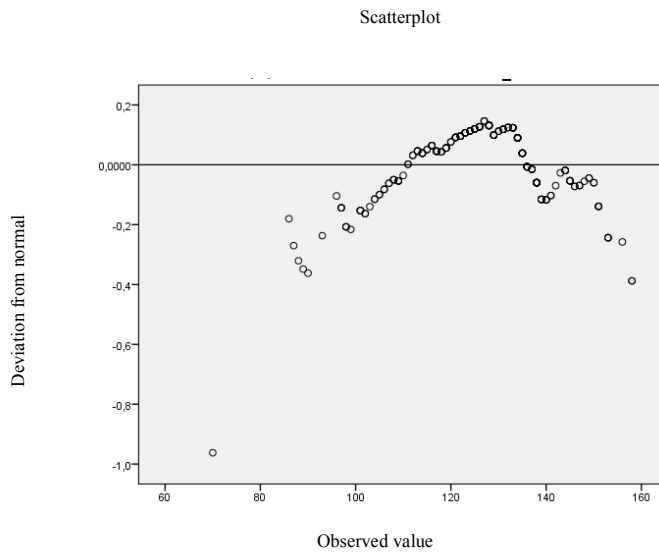
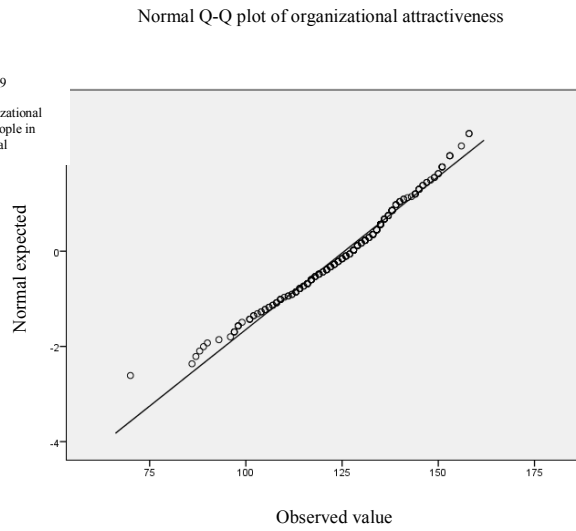
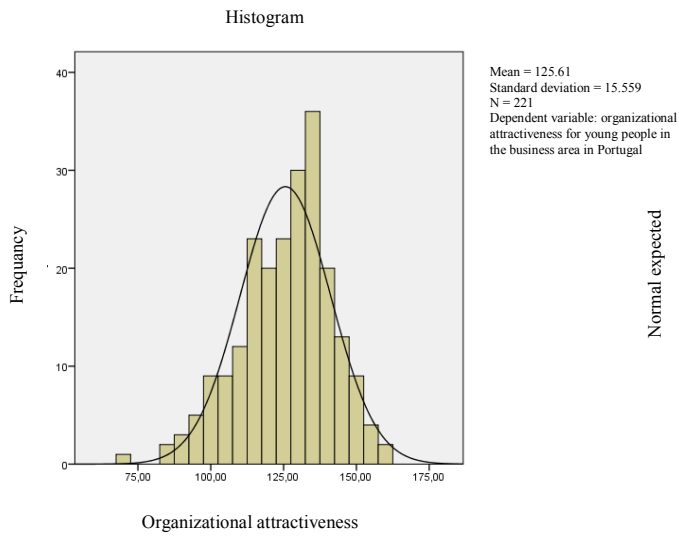
Normal parameters	Mean	125.6063
	Standard deviation	15.55880
Test statistic		.077
p-value		.003

Conclusion: As the p-value (0.003) is < 0.05 and the Kolmogorov-Smirnov (0.077) is low (< 0.5), the null hypothesis is excluded, at a significance level of 95%, meaning that the dependent variable does not follow a normal distribution.

Asymmetry and kurtosis test: H0: Normal distribution: “Statistic” : “Standard error” of asymmetry and kurtosis $\in [-1.96; 1.96]$.

		Statistic	Standard error
Mean		125.6063	1.04660
95% Confidence interval for average	Inferior limit	123.5437	
	Upper limit	127.6690	
5% of the trimmed average		126.0513	
Medium		128.0000	
Variance		242.076	
Standard deviation		15.55880	
Minimum		70.00	
Maximum		158.00	
Amplitude		88.00	
Interquartile range		20.00	
Asymmetry		-.506	.164
Kurtosis		.232	.326

Conclusion: Despite the normal distribution in kurtosis ($0.712 \in [-1.96; 1.96]$), there is no normal distribution in asymmetry ($-3.085 \notin [-1.96; 1.96]$), meaning that the dependent variable does not follow a normal distribution.



Appendix 6 – Tests for normal and non-normal distributions

	Answers format	Normal distribution (parametric tests)	Non-normal distribution (non-parametric counterpart)
Correlation	One continuous with another continuous	Pearson correlation	Spearman's correlation
Difference of average or middle posts	One dichotomous (2 options of response) with another continuous	Independent- means t- student	U-Mann-Whitney test

(PESTANA & VELOSA, 2010)

Appendix 7 – Bartlett and KMO test

KMO	.869
Bartlett's sphericity test chi-square	3319.206
gl	496
sig	.000

Results: As the KMO value is higher than 0.8 (and not more than 0.95 that means that the variables can be redundant) with a Bartlett sphericity of 3319.206 at a p-value of 0.000, it means that this model has a statistically significant sampling adequacy.

Appendix 8 –Total variance explained

Dimensions	Total*	% of variance	Cumulative%
1	3.870	12.094	12.094
2	3.307	10.333	22.427
3	3.210	10.032	32.460
4	2.876	8.987	41.446
5	2.641	8.252	49.699
6	2.013	6.291	55.990
7	1.747	5.459	61.448

* Note that the “Total” is the designation of the eigenvalue, i.e. how much the variance of each dimension is explained. It is important to consider the eigenvalues greater than one, which is true for all the dimensions.

Note: Sum of rotation of square rotations.

Appendix 9 – Varimax rotation test

Questions/ Dimensions	1	2	3	4	5	6	7
12_1	.440						
12_2				.628			
12_3			.650				
12_4			.410				.539
12_5							.693
12_6			.701				
12_7	.632						
12_8		.612					
12_9						.609	
12_10				.695			
12_11		.757					
12_12	.426	.474					
12_13		.581				.429	
12_14					.740	.426	
12_15						.661	
12_16				.674			
12_17	.488						
12_18	.708						
12_19	.428						.459
12_20					.796		
12_21					.609		
12_22	.643						
12_23				.460		.493	
12_24		.775					
12_25		.604	.457				
12_26			.672				
12_27	.632						
12_28	.484						
12_29	.429		.705				
12_30	.595						
12_31				.740			
12_32					.483		

Note: The values that should be chosen for each question were the higher ones (as illustrated in bold).

Appendix 10 – Dimensions descriptive statistics for Millennials and Generation Z

Dimensions descriptive statistics for Millennials (n = 60)

Dimensions	Absolute values		On the same scale	
	Mean	Standard deviation	Mean	Standard deviation
1. Conditions	32.0500	5.5125	1.0016	0.3445
2. Be leader/challenged	24.0833	4.3503	1.0035	0.3625
3. Values	14.4667	3.9594	0.9042	0.3300
4. Place/schedule	12.5667	3.2900	0.7854	0.2742
5. Stability	13.0167	3.1596	0.8135	0.2633
6. Personal life	12.6333	1.9307	1.0528	0.3218
7. Opportunities	11.9000	2.0724	0.9917	0.3454

Dimensions descriptive statistics for Generation Z (n = 161)

Dimensions	Absolute values		On the same scale	
	Mean	Standard deviation	Mean	Standard deviation
1. Conditions	33.4783	4.0064	1.0462	0.2504
2. Be leader/challenged	25.1180	3.3623	1.0466	0.2802
3. Values	15.2609	3.1055	0.9538	0.2588
4. Place/schedule	12.9379	3.5754	0.8086	0.2980
5. Stability	13.4161	3.3514	0.8385	0.2793
6. Personal life	13.0373	1.7920	1.0864	0.2987
7. Opportunities	12.4596	1.7713	1.0383	0.2952

Appendix 11 – U-Mann-Whitney test between dimensions and generations

Dimension	Generation	Average position	Mann-Whitney U	p-value
1. Conditions	Generation Z	115.17	4158.000	.111
	Millennials	99.80		
2. Be leader/challenged	Generation Z	114.34	4292.500	.201
	Millennials	102.04		
3. Values	Generation Z	114.23	4309.500	.216
	Millennials	102.33		
4. Place/schedule	Generation Z	113.11	4491.000	.421
	Millennials	105.35		
5. Stability	Generation Z	113.28	4463.500	.383
	Millennials	104.89		
6. Personal life	Generation Z	115.09	4172.000	.112
	Millennials	100.03		
7. Opportunities	Generation Z	115.51	4104.000	.081
	Millennials	98.90		

Note: p-value < 0.5: there was a statistically significant difference; p-value ≥ 0.5: there was not a statistically significant difference.

Appendix 12 – Reliability analysis for all dimensions within the aggregate, Millennials and Generation Z models

Dimensions	Cronbach Alpha aggregate	Cronbach Alpha Millennials	Cronbach Alpha Generation Z
1. Conditions	.836	.876	.804
2. Be leader/challenged	.826	.852	.808
3. Values	.836	.904	.793
4. Place/schedule	.760	.646	.795
5. Stability	.749	.677	.772
6. Personal life	.649	.543	.693
7. Opportunities	.550	.529	.549
Dimensions global	.913	.915	.909

Note: an alpha above 0.95 is usually not desired, meaning that the items can be redundant.

Appendix 13 – Spearman correlations interpretation

Correlation	Correlation interpretation
[0.0; 0.25[Very weak
[0.25; 0.5[Weak
[0.5; 0.75[Moderate
[0.75; 0.9[Strong
[0.9; 1]	Very strong

(Finney, 1980)

Appendix 14 – Detailed analysis of the Spearman correlations

Related to table 5 – Spearman correlation matrix for the aggregate model (n = 221)

There was a very weak correlation between dimension 2. Be leader/challenged and dimension 4. Place/schedule, at a significance level of 95%; and there was a very weak correlation between dimension 2. Be leader/challenged and dimension 6. Personal life, between dimension 4. Place/schedule and dimension 7. Opportunities, and between dimension 6. Personal life and dimension 7. Opportunities, at a significance level of 99%; as these values are lower than 0.25, it means that these variables are poorly related.

There was a moderate correlation between dimension 1. Conditions and dimension 2. Be leader/challenged, between dimension 1. Conditions and dimension 3. Values, between dimension 2. Be leader/challenged and dimension 7. Opportunities, and between dimension 4. Place/schedule and dimension 6. Personal life, at a significance level of 99%, as these values are between 0.5 and 0.75.

And finally, all the other correlations between the dimensions are weak, as the values are between 0.25 and 0.5.

Related to table 6 – Spearman correlation matrix for the Millennials model (n = 60)

The correlations between dimension 6. Personal life and dimensions 1. Conditions, 2. Be leader/challenged, 3. Values and 5. Stability, and between dimension 2. Be leader/challenged and

dimensions 4. Place/schedule and 5. Stability, and between dimension 7. Opportunities and dimensions 4. Place/schedule and 6. Personal life are not statistically significant correlations.

There were moderate correlations at a significance level of 99% between dimension 1. Conditions and dimensions 2. Be leader/challenged, 3. Values and 7. Opportunities, and between dimension 2. Be leader/challenged and dimension 7. Opportunities, as these values are between 0.5 and 0.75.

All the other correlations between the dimensions are weak, as the values are between 0.25 and 0.5.

Related to table 7 – Spearman correlation matrix for the Generation Z model (n = 161)

The correlation between dimension 4. Place/schedule and dimension 7. Opportunities is not a statistically significant correlation, and the correlations between dimension 2. Be leader/challenged and dimension 4. Place/schedule, and between dimension 6. Personal life and dimension 7. Opportunities are very weak at a significance level of 95%, as these values are between 0 and 0.5.

There were moderate correlations at a significance level of 99% between dimension 1. Conditions and dimensions 2. Be leader/challenged, 3. Values and 5. Stability, and between dimension 2. Be leader/challenged and dimension 7. Opportunities, and between dimension 4. Place/schedule and dimension 6. Personal life, as these values are between 0.5 and 0.75.

All the other correlations between the dimensions are weak, as the values are between 0.25 and 0.5.