

Generation Y in Germany: Job Satisfaction
Through Leisure-Related Activities

by
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VANCOUVER ISLAND
UNIVERSITY

GENERATION Y IN GERMANY: JOB SATISFACTION THROUGH LEISURE-RELATED
ACTIVITIES

By
Maren Schullerus

Presented as part of the requirement for the degree of Master of Arts in Sustainable
Leisure Management within the Department of Recreation and Tourism Management at

Vancouver Island University

April, 2015

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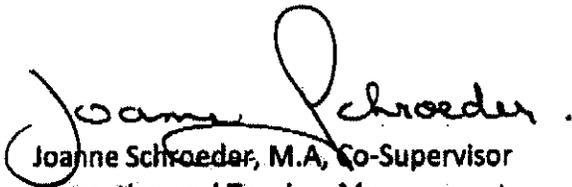
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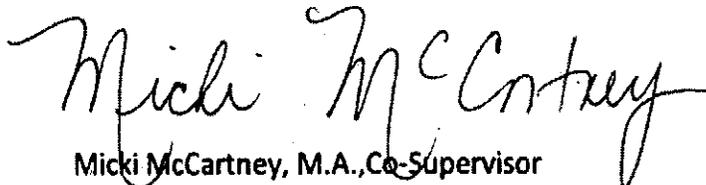
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by
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ABSTRACT

Existing research has shown that the job satisfaction of individuals born between 1979 and 1994, are influenced by different values than previous generations. Leisure is considered as one of the key values unique to Generation Y. The purpose of this Master's thesis was to examine whether and to what extent job satisfaction among Generation Y employees in Germany is affected by leisure-related activities, such as flexibility, work-life balance, development opportunities, personal web use, and workplace fun. To better understand the influence of leisure on German Generation Y's job satisfaction at work, the following research questions were explored: 1) Do companies in Germany offer leisure-related activities, in order to accommodate leisure as a work value?; 2) Do leisure-related activities affect job satisfaction among Generation Y employees in Germany?; 3) Which leisure-related activity is the most effective method to satisfy Generation Y?; and 4) Are leisure-related activities the best method to satisfy Generation Y? This research used an online survey to collect primary data and the analysis of a secondary data set. The major findings revealed that job satisfaction among German Generation Y employees is more influenced by traditional work values than by leisure. However, some leisure-related incentives, for example, having fun with colleagues, having balanced work- and personal lives or development opportunities, showed a significant influence on participants' job satisfaction levels. Some implications for practitioners in German organizations were identified to help them sustain and retain their Generation Y talents sustainably.

Keywords: Generation Y; job satisfaction; work values; leisure at work; workplace fun; flexibility; development; work-life balance; personal web use;

ACKNOWLEDGMENTS

*“Doch zwischen schwarzen Wolken
seh' ich ein kleines bisschen Blau;
ich halt die Luft an, lauf über die Glut.
Alles wird gut!”
(Johannes Oerding- Alles brennt)*

In the past year, I have been incredibly blessed to have an amazing support system that has helped me achieve my goal of obtaining my Master's degree. This would not have been possible without numerous amazing people in my life.

First and foremost, thank you to my parents, my sisters Nadine and Anke, my Oma and the rest of my family. Thank you for always having my back and supporting my crazy ideas and goals. DANKE!

Thank you to my Canadian family, Bill and Josephine, for your support and for treating me like family. I would not be where I am right now without you.

A very special thanks to the babies in my life: My nephews Emilio and Leo, as well as my Canadian “nieces” Mei-Lin and Ilsa. You were my happy place and my sunshine throughout this journey and I could not have done it without your smiles and love.

A deep thanks to my supervisor team. Joanne Schroeder, my lead supervisor, for supporting my idea from day one, believing in me, and successfully guiding me through the process. To Micki McCartney for being excited about this thesis topic and being my moral support. To Dr. Michael Gehle for your expertise, comments and suggestions that enhanced my thesis tremendously. It was an honour to work with all of you and I am thankful for everything you have done for me in the past year. Thank you to my external supervisor, Dr. Martin Kiel, for your contribution and willingness to be part of my

supervisor team. A special thank you as well to the rest of the VIU –Recreation and Tourism Faculty for your expertise, your support, and for having fun!

Thank you to the Fraunhofer IAO in Stuttgart, especially Mitja Jurecic, for helping me learn and grow professionally, for your assistance with my survey, and for allowing me access to your dataset.

Helga Lange, thank you for making me a better writer, for keeping me sane numerous times and for reminding me of home!

A special thank you goes out to my girls, especially Jenna, Josi, Stef, and Julia for not giving up on me, even though I haven't been the best friend for the past year. I'm sorry and I promise it will change!!!

To my fellow students in the MA SLM program, thank you for the last two years, your support, and all the experiences we made together.

Thank you Jumpin' Java for providing me with enough caffeine and thank you Spotify for the music.

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ABBREVIATIONS

EU	European Union
Fraunhofer IAO	Fraunhofer Institute for Industrial Engineering IAO
HRM	Human Resource Management
JSI	Job Satisfaction Index
LI	Leisure Index
NLI	Non-Leisure Index
PWC	PricewaterhouseCoopers LLP
SPSS	Statistical Package for Social Sciences
WCED	World Commission on Environment and Development
BMFSFJ	Federal Ministry of Family Affairs, Seniors Citizens, Women and Youth

“Ready or not, here comes Generation Why. And they’re not politely knocking – they’re breaking down the door! They are entering the workforce – and society – with a whole new set of attitudes, values, and beliefs.”

(Chester, 2002, p.9)

CHAPTER 1

Introduction

A whole generation of young, highly educated employees, referred to as *Generation Y*, has recently entered the global workforce (Chester, 2002; McCrindle, 2014; Parment, 2014; Quinn, 2010; Zemke, Raines, & Filipczak, 2000). Generation Y can be defined as people born between 1979 and 1994 (Smola & Sutton, 2002) and makes up about 18% of the entire German population (United States Census Bureau, 2013b). Worldwide around 1.72 billion people belong to Generation Y (United States Census Bureau, 2013a). This generation is a particularly interesting subject for researchers, as its members have different attitudes, beliefs, and values than previous generations. In addition, Generation Y tends to have a different relationship to their places of employment, for instance, they leave their employers faster than previous generations if not satisfied with the job (Klaffke & Parment, 2011). These differences have a major impact on our society in general, and on our workforce, in particular (Chester, 2002; Rump & Eilers, 2013).

The importance of Generation Y for German organizations and the German economy as a whole becomes even more evident when looking at the demographic profile of the labour force. An aging population and stagnating low birth rates are a threat to the German economy (Bundesministerium für Arbeit und Soziales, 2011; Fuchs, 2013; Zimmermann, 2013). In the future, a shortage of skilled human resources will determine the growth prospects of German organizations (Zimmermann, 2013). Additionally, the Baby Boomer generation, the largest generation in the workforce at the moment, is approaching the edge of retirement (Cogin, 2012; Eversole, Venneberg, & Crowder, 2012; Ng, Schweitzer, & Lyons, 2010) and Generation Y employees are

required to replace and fill the positions left by retired workers. Integrating this young domestic, economically active generation better into the labour market could be a sustainable strategy to counteract the upcoming labour shortage.

Therefore, the current study takes a closer look at Generation Y, work values, and job satisfaction. It is underpinned by the following theories: Generational theory and job satisfaction theory. Generational theory states that generations have a peer personality, which is determined by a common age location, common beliefs and behaviour, and a perceived membership in a common generation (Strauss & Howe, 1991). Acknowledging that generations are distinct from each other, as they are shaped by different experiences at different points of time, this study builds upon the common belief that there are differences between the generations in today's workforce. This study uses the job satisfaction theory proposed by Locke (1976). The author argues that job satisfaction is determined by the perceived discrepancy between what an individual wants in a job and what the individual actually gets from the job (Locke, 1976). This discrepancy is an emotional state that can either be positive or negative (Locke, 1976) and is influenced by the importance of a particular work value (Locke, 1976). The particular work value investigated in this study is leisure. Leisure in the concept of work is defined as time spent on activities that provide intrinsically rewarding experiences (Neulinger, 1974).

As leisure is considered an important work value for this generation's job satisfaction (Twenge, Campbell, Hoffman, & Lance, 2010), one strategy for employers to satisfy and retain their Generation Y employees (Klaffke & Parment, 2011) could be offering leisure at the workplace. In this context leisure-related activities are defined as workplace fun, flexibility, personal web use, work-life balance, and development

opportunities. Leisure as a work value is under-researched, especially in a German context; hence, one of the study's goals is to contribute to the body of knowledge concerning Generation Y, leisure as a work value, and job satisfaction in Germany.

The overarching purpose of this research is to examine whether and to what extent job satisfaction among Generation Y employees in Germany is affected by leisure-related activities at the workplace by exploring the following four research questions:

- 1) Do companies in Germany offer leisure-related activities, in order to accommodate leisure as a work value?
- 2) Do leisure-related activities affect job satisfaction among Generation Y employees in Germany?
- 3) Which leisure-related activity is the most effective method to satisfy Generation Y?
- 4) Are leisure-related activities really the best method to satisfy Generation Y?

This research can be seen as part of the discussion within the field of sustainable Human Resource Management (HRM). The main goals of sustainable HRM are to develop and sustain human resources for today and the future considering changing conditions, such as societal, political and work-related changes (Osranek & Zink, 2014). In the broader context of sustainability, the study touches on the economic pillar of sustainability, as it relates to companies' economic progress (Bansal, 2005) through contributing to organizational knowledge in order to sustain human resources on a long-term basis. From an employee perspective, the study is concerned with the social pillar of sustainability, which includes people's quality of life (Bansal, 2005). In addition to

the sustainability factors, this research uses the concept of leisure as the determining factor for job satisfaction among Generation Y employees. It also aims to contribute to the field by expanding the knowledge and literature of leisure as a work value and sustainable human resource management in a generational context, which situates this research appropriately within sustainable leisure management.

In order to understand the reasoning and theoretical background to this research, the next chapter is a review of existing literature on the current situation of the German labour market in regards to sustainable development, and the concept of generations. It also examines the literature on the topics of work values, leisure as a work values, in particular, as well as job satisfaction. Next, the methods used for collecting data and implementing this study are discussed, including the strengths and weaknesses of the methods. This chapter also introduces the data sets used and the approaches to analyzing the data. The following part summarizes the findings of the data analysis and lays the foundation for the next chapter of the study, which is a discussion of the results. This section also includes the limitations of the study, recommendations for future research, and implications for researchers and practitioners, followed by a link to sustainable leisure management. The last part of the study is a conclusion.

CHAPTER 2

Literature Review

This chapter reviews the literature relevant to studying Generation Y, differences in work values, leisure as a work value, and job satisfaction in the context of the German labour market. The review of the literature is organized into six sections: The first part of the literature review is concerned with the German labour market. It also looks at the importance of Generation Y in terms of sustainable labour market development. The second part argues why Generation Y is different from previous generations and, therefore, relevant for research and organizations. Within this discussion, the important concept of generations and its meaning for society and the workforce will be revealed, as well as the three generations relevant for today's workforce. This includes a discussion on work values, and deeper insight into literature on generational differences in work values, including Baby Boomers, Generation X and Generation Y. The next part is concerned with the particular work value of leisure - unique to Generation Y. It will entail a detailed discussion on leisure and the different concepts of leisure in the workplace: Workplace fun, work-life balance, personal web use, flexibility, and development opportunities. The fourth part of this literature review deals with job satisfaction, its determinants, and the implications for organizations. The last section serves as a summary of all concepts and connections. The literature review includes English and German literature and deals with the relevant ideas in general and in a German context specifically.

The Labour Market in Germany

Despite the economic crisis, in 2014 the German economy has been growing, and the unemployment rate is the lowest since the German reunification (Bundesagentur für Arbeit, 2014). In September 2014, the German federal bureau of statistics registered 40.63 million gainfully employed persons (Statistisches Bundesamt, 2014a). The labour force in Germany is composed of 42.72 million people (Statistisches Bundesamt, 2014a), which includes everybody aged between 15 and 64 years, who is able to hold employment (Fuchs, 2013; Zimmermann, 2013). The unemployment rate in Germany in October 2014 is 6.3% (Statistisches Bundesamt, 2014b). Nevertheless, the German labour market is facing a challenge with an upcoming shortage of skilled workers (Brücker et al., 2013; Bundesministerium für Arbeit und Soziales, 2011; Fuchs, 2013; Zimmermann, 2013).

Talent shortage. Despite the stable labour market, the German economy is threatened by demographic change and an expected decrease of gainfully employed persons (Bundesministerium für Arbeit und Soziales, 2011). Different studies reveal that due to stagnating birth rates and an aging population the German labour force will decrease dramatically in the near future (Brücker, et al., 2013; Bundesministerium für Arbeit und Soziales, 2011; Fuchs, 2013). The numbers vary in different scenarios from a decrease of 3.2 million to up to 11.1 million people within the next 20 years (Brücker, et al., 2013). Medium-sized businesses in particular fear that they will not be able to find enough skilled workers to fill their positions (Bundesministerium für Arbeit und Soziales, 2011). According to a study by ManpowerGroup (2014) 40% of German companies already have difficulties filling their vacant jobs, which is higher than the

global average (ManpowerGroup, 2014). A sustainable labour market and workforce is crucial to the innovative capacity and the growth of the German economy (Bundesministerium für Arbeit und Soziales, 2011), therefore it is important to develop the workforce sustainably and find a way to slow down the talent shortage process. In order to counteract the upcoming talent shortage the German Federal Ministry of Labour and Social Affairs developed different strategies for a sustainable development of the German labour market in 2011 (Bundesministerium für Arbeit und Soziales, 2011).

Sustainable Development of the German labour market. The concept of sustainability and sustainable development evolved from the Brundtland Commission Report (World Commission on Environment and Development, 1987). According to the World Commission on Environment and Development (WCED) (1987) sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (WCED, 1987, p.41). The concept of sustainability is grounded on the following three principals: Environmental integrity, economic prosperity, and social equity (Bansal, 2005; Edwards, 2005; Michelsen & Adomßent, 2014; Munier, 2005; WCED, 1987). The environmental pillar ensures that natural resources such as air, water, and food will not be compromised and can also be enjoyed by future generations (Bansal, 2005; Edwards, 2005; Munier, 2005; WCED, 1987). The economic pillar includes economic progress and growth that ensures a reasonable quality of life (Bansal, 2005; Edwards, 2005; Munier, 2005; WCED, 1987). The third principle, the social pillar, is concerned with society and ensures that all members of society have equal rights and prospects regarding basic needs, such as food and shelter, but also quality of life factors, such as health care, education, and political freedom (Bansal, 2005; Edwards, 2005; Munier, 2005). The

three pillars are interconnected and in order to reach sustainable development all three principles need to be supported (Bansal, 2005).

Using sustainable development strategies also ensures the economic prosperity of Germany in terms of economic growth, as well as the social equity, by ensuring that the public social system is well functioning (Bundesministerium für Arbeit und Soziales, 2011). One strategy that the government and scholars have suggested is the integration of older workers (Brücker et al., 2013; Bundesministerium für Arbeit und Soziales, 2011; Fuchs, 2013; Zimmermann, 2013), who will be a bigger and more significant group due to an aging population (Bundesministerium für Arbeit und Soziales, 2011). The government's goal is to increase the proportion of employees over 55 from around 56% to 70% by 2025 (Bundesministerium für Arbeit und Soziales, 2011). People are eligible for the state pension at the age of 67, which increases the labour force in the older age group (Bundesministerium für Arbeit und Soziales, 2011; Zimmermann, 2013). Zimmerman (2013) even suggests a retirement age of 70 in order to increase the number of older workers. According to the author (Zimmermann, 2013) this, at the same time ensures the financing of the German state pension, which is financed through the pension contribution that every gainfully employed person in Germany pays. Another strategy is the integration of talented immigrant workers (Bundesministerium für Arbeit und Soziales, 2011; Brücker et al., 2013; Zimmermann, 2013). Immigration can be a strategy to slow down the talent shortage process. However, Germany still has to overcome mobility challenges like lack of language skills or lack of recognition of foreign professional qualifications (Zimmermann, 2013). One initiative that enables well educated immigrants from the European Union (EU) to work in Germany is the EU Blue Card (Bundesministerium für Arbeit und Soziales, 2011; Verein Für soziales Leben e.V.,

2014). The talent shortage is not a German problem - other economies like Canada, the United States, and Australia will also have to face this challenge (Zimmermann, 2013). As these countries are traditional immigration countries, Germany will have to find a way to establish itself well as an attractive employer in order to ensure immigration (Zimmermann, 2013). Due to the Euro-crisis the current net immigration to Germany is, with more than 300.000 people, significantly higher than in the past decade (Brücker, et al., 2013).

Nevertheless, the talent shortage process cannot be stopped, but only slowed down by integrating older domestic workers as well as immigrants (Brücker et al., 2013; Bundesministerium für Arbeit und Soziales, 2011; Zimmermann, 2013). As described, the integration of people over 55 and immigrants in the workforce is a good start, but additionally, the integration of young talented, domestic, economically active people into the labour market seems like a good strategy to develop the German workforce sustainably. There is a new, highly-educated generation entering the workforce, which can help to counteract the upcoming talent shortage. This generation, called Generation Y, is not only necessary for the German labour force and its sustainable development in general, but also for the sustainability of individual businesses and organizations. On a business level, sustainable development can be defined as meeting the needs of an organization's direct and indirect stakeholders, such as clients, employees, shareholders, and communities, without compromising the organization's ability to meet the needs of future stakeholders (Dyllick & Hockerts, 2002). Corporate sustainability also includes the three pillars, namely economic, social, and environmental sustainability (Bansal, 2005; Dyllick & Hockerts, 2002; Edwards, 2005; Talwar & Haugh, 2010). Even though corporate sustainability is not yet mandatory for organizations, internal and external

pressures for example from investors, voluntary codes of practice or customers urge organizations to practice sustainability (Talwar & Haugh, 2010). Other reasons to practice sustainability in an organizational context include economic and ethical reasons (Schaltegger & Burritt, 2005). Schaltegger and Burritt (2005) state that, economic reasons include an increase in competitiveness and improving corporate reputation, and brand value. Ethical motivators are, for instance, moral commitment of employees or maintaining the company's legitimacy to operate (Schaltegger & Burritt, 2005; Windolph, Harms, & Schaltegger, 2014). Besides economic profitability and ethical reasons internal improvements are seen as a trigger for operating sustainably, which includes a sustainable development of the organizations' human capital (Wilkinson, Hill, & Gollan, 2001; Windolph, Harms, & Schaltegger, 2014).

Sustainable Human Resource Management. Sustainable Human Resource Management can be defined as, Human Resource Management's (HRM) long-term oriented conceptual approaches and activities aimed at a socially responsible and economically appropriate recruitment and selection, development, deployment, and downsizing of employees (Thom & Zaugg, 2004). Müller-Christ and Remer (1999) define sustainable HRM as "what companies themselves have to do in their environments to have durable access to skilled human resource" (Müller-Christ and Remer, 1999, p.76 as cited by Ehnert, 2009, p.74). Regardless of the definition, one of the primary goals of sustainable HRM is to develop and sustain human resources for today's and the future's changing conditions, such as societal, political and work-related changes (Osranek & Zink, 2014). Wilkinson, Hill and Gollan (2001) emphasize that organizations have to place more value on human capabilities and that the needs, potential, and aspirations of employees are crucial for sustainable HRM. Against a

background of upcoming talent shortage, integrating Generation Y better into the German workforce seems like a sustainable Human Resource strategy for the German labour market in general and individual organizations. In order for it to be successful it is important better to understand Generation Y and the concept of generations.

The Concept of Generations

Karl Mannheim first introduced the concept of generations in a sociological sense in 1928 (Mannheim, 1928). In his essay, “The Problem of Generations” Mannheim (1928) described generations as a guide to understanding the structure of social and intellectual movements. Today, generations can be defined as a group of individuals who are born during the same period of time (Büchner, 2002; Kupperschmidt, 2000; Mannheim, 1928; Rump & Eilers, 2013; Strauss & Howe, 1991), have shared values and beliefs (Klaffke & Parment, 2011; Kupperschmidt, 2000; Strauss & Howe, 1991), and recognize that they are part of a common generation (Strauss & Howe, 1991). Members of a generation also share the same life experiences, such as pop culture, natural disasters, political and economic conditions, and world events (Büchner, 2002; Kupperschmidt, 2000; Mannheim, 1928). These conditions shape a generation uniquely. Their values, attitudes, and priorities will not change over time (Kupperschmidt, 2000; Van Den Bergh & Behrer, 2013), and are shaped during childhood and adolescence (Mannheim, 1928; Twenge et al., 2010; Van Den Bergh & Behrer, 2013). Mannheim’s work (1928) is still seen as a relevant and comprehensive concept of generations in sociology (Becker, 2008; Pilcher, 1994), and is reflected in commonly used conceptualizations of generations based on age. For example the three most significant generations in today’s society: The Baby Boomers, Generation X and

Generation Y (Joshi, Dencker, Franz, & Martocchio, 2010). This categorization of generations helps identify and interpret changes in society (Mannheim, 1928; Rump & Eilers, 2013).

The Baby Boomers. The Baby Boomer generation is the oldest of the three generations, and its members were born between 1946 and 1964 (Cogin, 2012; McCrindle, 2014; Twenge et al., 2010). They are labeled as the Baby Boomer generation, because of the post-World War II spike in fertility (Van Den Bergh & Behrer, 2013). In Germany the baby boom started about ten years later than in the rest of the world, therefore the German Baby Boomers were born between 1956 and 1965 (Klaffke, 2014a). This generation is still the largest generation in today's workforce (Hansen & Leuty, 2012; Klaffke, 2014a). The events that shaped this generation are the Cold War (Cogin, 2012), the advent of television (Schullery, 2013), the Vietnam War, and the civil rights movement (Cogin, 2012; McCrindle, 2014; Quinn, 2010; Twenge et al., 2010).

Generation X. The generation following the Baby Boomers is Generation X. Members of this generation were born between 1965 and 1979 (McCrindle, 2014; Sujansky & Ferri-Reed, 2009). Generation X is significantly smaller than the Baby Boomer generation (Kane, 2012 as cited in Kaifi, Nafei, Khanfar, & Kaifi, 2012, p. 89; Schullery, 2013). The term Generation X stems from Douglas Coupland's book "Generation X- Tales for an accelerated culture (Coupland, 1991), describing the differences in values between the youth then and their parents (Coupland, 1991; Klaffke & Parment, 2011). The events that shaped this generation are the end of the Cold War and the fall of the Soviet Union and the Berlin Wall (Cogin, 2012; McCrindle, 2014; Twenge et al., 2010). GenXers grew up in an environment shaped by insecurity in the

family and economy (Cogin, 2012; Quinn, 2010; Sujansky & Ferri-Reed, 2009). This results in characteristics such as cynicism and scepticism in their work environment (Gentry, Griggs, Deal, Mondore, & Cox, 2011; Lancaster & Stillman, 2002 as cited in Hansen & Leuty, 2012, p. 35; Sujansky & Ferri-Reed, 2009).

Generation Y. The most recent generation in the workforce is classified as Generation Y. Apart from Generation Y the members of this generation are also known as *Millennials* (Sujansky & Ferri-Reed, 2009), *The Nexters* (Zemke et al., 2000), *Generation Why* (Chester, 2002), and *Echo Generation* (Lyons, 2003). However, the term Generation Y is the most accepted internationally (McCrindle, 2014). Approximately 1.72 billion people worldwide are part of Generation Y, which is equivalent to 24.4% of the world population (United States Census Bureau, 2013a). In Germany, approximately 18 % or 14.6 million people belong to this generation (United States Census Bureau, 2013b). The term Generation Y first appeared in 1993 in an editorial of the magazine *Advertising Age*, describing teenagers of the day (*Advertising Age*, 1993). The “Y” label based on a few factors: alphabetically the letter “Y” follows the “X” which shows the relationship between the two generations chronologically (Klaffke, 2014a; Zemke et al., 2000). Phonetically “Y” is equal to the word “why”, which characterises this generation as they challenge and question everything (Chester, 2002, Klaffke, 2014a). Unlike the previous generations, there is no consensus among researchers on a particular period for this cohort. For example, Parment (2013) suggests the years 1984 until 1994, Twenge et al. (2010) define the cohort as being born between 1982 and 1999, and Zemke et al. (2000) describes them as being born between 1980 and 2000. This paper classifies people born between 1979 and 1994 as belonging to Generation Y (Smola & Sutton, 2002). The events that shaped this cohort are the

globalization and digitalization of the world, as well as an increased demographic diversity (Cogin, 2012; Eisner, 2005; Gentry et al., 2011; Klaffke & Parment, 2011; Lowe et al., 2008; Ng et al., 2010; Rump & Eilers, 2013). Generation Y in Germany is shaped by the fall of the Berlin Wall and the reunification of East and West Germany (Klaffke & Parment, 2011; Kring, 2013; Sujansky & Ferri-Reed, 2009).

Generations in a work environment. The concept of generations affects all aspects of people's lives including personal and work. Therefore, relevant for organizations to understand, as they are managing multiple generations within their human capital (Joshi et al., 2010). The distinctive and collective set of generations' values and attitudes have an impact on organizations and their human resource strategy. The values and attitudes that are shared in each generation's adolescence continue to form their work-related attitudes and expectations in their adulthood and entry into an organization, which can be a crucial factor for an organizations' success (Joshi et al., 2010).

Work Values

The concepts of values and work values are discussed in sociological and organizational literature (Dose, 1997; Hitlin & Piliavin, 2004; Ryan & Deci, 2000; Smola & Sutton, 2002). Hitlin and Piliavin (2004) suggest the following definition for values: "Individuals' values frame the appropriate means and ends of social action, and provide motivational impetus for such effort, vital for self-definition" (Hitlin & Piliavin, 2004, p. 383). In other words, values define what people believe to be fundamentally right or wrong (Smola & Sutton, 2002). In a work setting this classification identifies work values as the right and wrong in the work environment (Smola & Sutton, 2002).

Dose (1997) proposed a similar, but more accurate definition: “work values are evaluative standards relating to work or the work environment by which individuals discern what is ‘right’ or assess the importance of preferences” (Dose, 1997, pp.227-228). Scholars differentiate between intrinsic and extrinsic work values (Nord, Brief, Atieh, & Doherty, 1990; Ryan & Deci, 2000). Examples of this type of value are, autonomy, learning, self-actualization, variety as well as having a challenging job, fun, and social contacts (Grube, 2009). Whereas extrinsic work values focus on the end-states or the outcomes of work and are independent from the content of work (Nord et al., 1990; Ryan & Deci, 2000), such as status, income, job security, and advancement opportunities (Nord et al., 1990; Twenge et al., 2010).

Generational differences in work values. The three generations working side by side in today’s workforce have different work values (c.f. Gursoy, Maier, & Chi, 2008; Hansen & Leuty, 2012; Kupperschmidt, 2000; Lamm & Meeks, 2009; Lester, Standifer, Schultz, & Windsor, 2012; Lyons, 2003; Ng et al., 2010; Twenge et al., 2010). Although other authors did report their work values are more similar than different (Becton, Walker, & Jones-Farmer, 2014; Costanza, Badger, Fraser, Severt, & Gade, 2012; Parry & Urwin, 2011). It is important for organizations and managers to acknowledge that there are differences, as failure to recognize the generational differences can lead to negative organizational outcomes, such as miscommunication, poor working relationships, reduced productivity, and lower levels of innovation (Becton, Walker, & Jones-Farmer, 2014). Other scholars state that managing generational differences well can result in better recruitment, retention, and communication (Dencker, Joshi, & Martocchio, 2008) and, therefore, have social and financial long-term benefits for organizations.

Work is a central value of the Baby Boomer generation. They see work as an obligation and they live to work (Cogin, 2012; Gursoy et al., 2008; McCrindle, 2014; Quinn, 2010; Twenge et al., 2010; Zemke et al., 2000). Within their jobs, Baby Boomers value personal relationships and personal communication, which results from their childhood being formed by collectivism (Parment, 2013; Quinn, 2010; Zemke et al., 2000). Other Baby Boomer work values are appreciation (Quinn, 2010), financial security (McCrindle, 2014), development opportunities (Quinn, 2009) as well as loyalty and they tend to commit to one employer for longer than other generations; mostly they engage in life-long employments (Costanza et al., 2012; Twenge et al., 2010).

Unlike the Baby Boomers, Generation X does not live to work but rather introduced the concept of working to live (Gursoy et al., 2008; Quinn, 2010). It is not surprising that they value a balance between work and their personal lives (Eisner, 2005; Kupperschmidt, 2000; Quinn, 2010; Twenge et al., 2010; Zemke et al., 2000). Members of Generation X are very independent and self-reliant and therefore value autonomy at work (Quinn, 2010; Zemke et al., 2000). Generation X is the generation that values extrinsic values the most (Twenge et al., 2010). For instance, monetary compensation is considered a fundamental work value for members of this cohort (Hansen & Leuty, 2012). In addition, Generation X is deemed to be less loyal towards their employers than their predecessors (Eisner, 2005; Hansen & Leuty, 2012; McCrindle, 2014; Quinn, 2010; Twenge et al., 2010; Zemke et al., 2000).

Even though Generation X is confident in using technology, usage of media and technology is an essential work value of Generation Y in the workforce (Cogin, 2012; Martin, 2005; Quinn, 2010; Sujansky & Ferri-Reed, 2009; Twenge et al., 2010; Van Den Bergh & Behrer, 2013). The youngest generation also values teamwork (Gentry et al.,

2011; Lowe et al., 2008; Ng et al., 2010; Tulgan, 2009; Zemke et al., 2000), constant feedback and recognition are very important to them (Lowe et al., 2008; Martin, 2005; Quinn, 2010; Sujansky & Ferri-Reed, 2009; Tulgan, 2011; Twenge et al., 2010). Even though, members of Generation Y are considered very independent and value autonomy (Cennamo & Gardner, 2008) they need supervision and direction (Eisner, 2005; Ng et al., 2010; Quinn, 2010). Interesting, exciting, and stimulating work is another attribute Generation Y considers important when choosing an employer (Eisner, 2005; Quinn, 2010; Rump & Eilers, 2013). However, the biggest difference between Generation Y and previous generations is the value they place on leisure at work (Cogin, 2012; Schullery, 2013; Twenge et al., 2010).

Leisure as a Work Value

Several studies argue that leisure is the most significant work value for Generation Y (Cogin, 2012) and that the largest change in work values is the increase in importance of leisure (Twenge et al., 2010).

Leisure. The concept of leisure seems to have its origin in ancient Greece with Aristotle defining leisure as time free from the necessity of labour (Kelly & Godbey, 1992; Neulinger, 1974; Parker, 1983), which describes a close relationship between leisure and work. At present, leisure can be defined in different ways, as there is no consistent definition of the concept (Beatty & Torbert, 2003). One and probably the most common definition is a time-based approach, where leisure is defined as time that is not spent at work or for other necessities but according to one's own choice (Beatty & Torbert, 2003; Brightbill, 1960; Parker, 1983; Pronovost, 1998; Rojek, 2005). Parker (1983) emphasises that choosing the time for leisure is the essence of the concept. Not

only scholars use the time-based approach to defining leisure, but also languages define it that way. For example, the German language does not have a suitable word for leisure. Leisure is solely defined as *free time* implying that people do not have any obligations during that time, and they can use that time for hobbies or relaxation (Duden, 2013). Another, more detailed, definition of the concept is intention-based and takes individuals' attitudes into consideration (Beatty & Torbert, 2003; Kelly & Godbey, 1992; Neulinger, 1974; Parker, 1983). This definition has its roots also in the Aristotelian definition of leisure, who described leisure as activity generated by an inner attitude of voluntary engagement and inquiry (Beatty & Torbert, 2003). This definition stresses the quality of leisure (Parker, 1983). Rojek (2005) looks at leisure in this context as consciously used time and space for personal enrichment or pleasure. Neulinger (1974) states that perceived freedom, intrinsic motivation, and non-instrumentality are the crucial factors defining leisure. According to Dumazedier (1967), leisure has three primary functions, namely relaxation, entertainment, and personal development (as cited in Parker, 1983, p. 35). Today, leisure is seen as a key domain in life (Newman, Tay, & Diener, 2014), which affects people's health and well-being positively (Caldwell, 2005; Newman et al., 2014). Other studies describe leisure as a means of coping with stress occurring in life and at work, in particular (Caldwell, 2005; Iwasaki, 2006). While the concepts commonly seen as opposites and mutually exclusive (Beatty & Torbert, 2003), scholars (c.f. Beatty & Torbert, 2003; Dobni, 2012; Kelly & Godbey, 1992) argue that leisure and work are not antithetical, but can be seen as complementary concepts, which are dynamically related to each other (Beatty & Torbert, 2003; Kelly & Godbey, 1992; Parker, 1983). Leisure is valuable for work as it can buffer stress and create new contacts, skills, information, and perspectives (Dobni, 2012). Beatty and Torbert (2003)

even argue that work and leisure can be experienced at the same time, and the ability to do so is an indicator of personal development and should, therefore, be cultivated.

For the purpose of this study, leisure is defined as the time spent on activities that provide intrinsically rewarding experiences (Neulinger, 1974). Taking this definition and Generation Y's attitudes towards work into consideration, the current study defines the following concepts and activities as leisure in the workplace: Workplace fun, work-life balance, personal web use, flexibility, and development opportunities.

Workplace fun. The importance of leisure as a work value is supported by evidence in literature that Generation Y expects their work to be fun (Chester, 2002; Choi, Kwon, & Kim, 2013; Eisner, 2005; Lamm & Meeks, 2009; Lowe et al., 2008; Ng et al., 2010; Schullery, 2013; Sujansky & Ferri-Reed, 2009; Tulgan, 2009). Workplace fun can be defined as a playful or humorous social, interpersonal, recreational, or task activities intended to provide an individual pleasure, amusement, or enjoyment at work (Fluegge, 2008; Lamm & Meeks, 2009). Additionally, workplace fun intentionally initiates, and supports pleasurable activities at work that impact the attitude and productivity of individuals and groups positively (Ford, McLaughlin, & Newstrom, 2003 as cited in Choi et al., 2013). The activities are not specifically related to the job (McDowell, 2004).

Studies show that workplace fun has positive outcomes for companies; for instance, it positively affects employee motivation and productivity, reduces stress, and increases customer satisfaction (Karl, Peluchette, Hall, & Harland, 2005). Another study reveals that people who experience fun at work are more likely to have positive feelings about their jobs (Karl & Peluchette, 2006), whereas Tews, Michel and Stafford (2013) associate workplace fun with lower turnover rates. Incorporating a culture of fun in the

work environment can also reduce absenteeism and burnout (Tews, Michel, & Bartlett, 2012). Many companies already have made workplace fun a part of their company culture (Karl et al., 2005; Lowe et al., 2008), which includes activities related to food, contests, and outings (Karl et al., 2005). According to Fortune's "100 Best Companies to Work For" a fun environment can distinguish superior performing companies from others (Karl & Peluchette, 2006). Workplace fun is also part of examining Germany's best employees, which emphasizes its importance (A Great Place to Work Deutschland, 2015).

Work-life balance. The need for workplace fun, or in other words, play is an indicator for another leisure-related Generation Y work value: Work-life balance (Eisner 2005; McCrindle, 2014; Ng et al., 2010; Parment, 2013; Rump & Eilers, 2013; Smith, 2010; Sujansky & Ferri-Reed, 2009). In the literature different terminologies of this concept exist. Depending on its emphasis, work-life balance has different names, such as work-family conflict, work-family spillover, work-life enrichment, work-life integration, or work-life coordination (Cramer, Parris, & Saville, 2011; Fagan, Lyonette, Smith, & Saldaña-Tejeda, 2012; Reindl, Kaiser, & Stolz, 2011). The most commonly used term though is work-life balance (Fagan et al., 2012). Studies show that the work-life-balance by 2030 will be one of the main criteria for choosing an employer (Bauer, Rief, Kelter, Haner, & Jurecic, 2012). Generation Y may require a healthy work-life balance for the purpose of balancing work and play rather than a need to accommodate juggling family and work. The interface between work and personal life has been widely discussed in literature in recent years (Cramer et al., 2011; Fagan et al., 2012; Reindl et al., 2011). Achieving a healthy work-life balance can be defined as a state of having reached a satisfactory resolution of the multiple demands of work and non-work domains

(Higgins, Duxbury, & Johnson, 2000). Generation Y's effort to achieve a healthy work-life balance can be explained by Maslow's hierarchy of needs (Maslow, 1943), as a successful work-life balance helps to reach the stage of self-actualization (McCrinkle, 2014; Opaschowski, 2009; Parment, 2013; Rump & Eilers, 2013; Smith, 2010). Maslow categorizes the human needs into five stages: physiological, safety, love and belonging, esteem, and self-actualization (Jelavic & Ogilvie, 2009; Maslow, 1943). Assumingly, because of their high standard of living, Generation Y's physiological need and their need for safety and love are already satisfied. For that reason, the stage of self-actualization has a higher importance (Opaschowski, 2009). Another reason they seek a healthy work-life balance is their choice to make their personal lives a priority. Having seen their Baby Boomer parents working long hours just to be laid off and being affected by events, such as 9/11, made Generation Y re-evaluate their life priorities towards a more balanced work life and personal life (Ng et al., 2010).

Personal web use. Closely linked to work-life balance is the concept of personal web usage at the workplace (Anandarajan et al., 2006). Generation Y is not only, the most technology savvy generation of today's workforce (Cogin, 2012; Quinn, 2010) but also they see technology as an integral part of their lives (Eisner, 2005). Therefore, they expect employers to offer them up-to-date technology (Martin, 2005) and believe they should be allowed to use their personal social media at work (Clearswift Limited, 2011). This attitude contrasts sharply with the managerial issue of the internet at the workplace being misused (Lim, Teo, & Loo, 2002; Polzer-Debruyne, Stratton, & Stark, 2014; Whitty & Carr, 2006). The concept is defined as employees using their employer's internet access voluntarily during office hours for non-work purposes (Lim et al., 2002). It is mostly described in terms with negative connotations, such as *cyberloafing* (Lim et

al., 2002), *cyberslacking* (Garrett & Danziger, 2008), or *junk computing* (Vitak, Crouse, & LaRose, 2011). More favourable terms used in current research are *personal web use* (Anandarajan, Paravastu, & Simmers, 2006) and *workplace internet leisure browsing* (Coker, 2011). As the terms used to describe the phenomenon, the outcomes of personal web use are also twofold. Some research suggests that it has negative organizational outcomes such as lost productivity (Lim et al., 2002; Stewart, 2000), financial loss (Stewart, 2000), and potential risks of viruses or spyware (Moody & Siponen, 2013). Other scholars have shown positive associations with personal web use, e.g. increased productivity (Coker, 2011; Ivarsson & Larsson, 2011), increased creativity (Ivarsson & Larsson, 2011; Kuem & Siponen, 2014), and increased job satisfaction (Anandarajan et al., 2006). According to Ivarsson and Larsson (2011) personal web use also serves as a source of recovery and autonomy.

It is obvious that it is an important topic. As research shows that a high number of employees take advantage of having internet access at work (Bertsch, Huth, & Arenz, 2011; Garrett & Danziger, 2008; Lim et al., 2002; Whitty & Carr, 2006). Bertsch and colleagues (2011) and Whitty and Carr (2006) state that more than 50% of employees use their employer's internet access for personal purposes. With more than 80 % of workers using it, Garrett and Danziger (2008) and Lim and colleagues (2002) propose even higher numbers. Because of Generation Y's tech-savviness, they are far more likely to use the internet at work for personal purposes (Bertsch et al., 2011; Clearswift Limited, 2011; Garrett & Danziger, 2008; Kuem & Siponen, 2014; Vitak, Crouse, & LaRose, 2011). In order to control their employees companies restrict or monitor non-work related internet usage (Clearswift Limited, 2011; Lim et al., 2002; Urbaczewski & Jessup, 2002). However, Urbaczewski and Jessup (2002) conclude that monitoring has

an adverse effect on employee satisfaction. Results of the Clearswift study (2011) add that especially younger employees would rather leave their employer than accept restrictions on personal web use. Restrictions on German companies seem to be particularly strict. According to BITKOM (2012) 30% of German companies completely restrict personal internet use and another 25% partially limit their employees' personal web use.

Flexibility. Another topic which can be related to leisure at the workplace and is important to Generation Y is flexibility (Hershatler & Epstein, 2010; Martin, 2005; Parment, 2013; Rump & Eilers, 2013; Smith, 2010; Twenge et al., 2010). The concept of workplace flexibility is widely discussed in recent literature. The concept includes flexibility in time, place of work, and employment structure. Therefore, it can be defined as the ability of employees to make choices influencing when, where, and for how long they engage in work-related tasks (Hill, et al., 2008). Flexibility options related to time often summarized under the title of *schedule flexibility*, options, where employees choose where they work, are referred to as *flexplace* (Hill, et al., 2008). A flex place option is telecommuting, which refers to working remotely from the office, mostly at home (Hill et al., 2008; Manoochehri & Pinkerton, 2003; Srivastava M., 2011). An example of schedule flexibility is the *flextime*. This option is where employees choose when they arrive and leave work within a certain specified time range (Baltes, Briggs, Huff, Wright, & Neuman, 1999; Hill et al., 2008; Shockley & Allen, 2012). Another example is a compressed work weeks, where employees work their regular working hours in less than five business days (Baltes et al., 1999; Hill et al., 2008).

Studies reveal flexible work arrangements benefit both the employees and the employer (Breugh & Farabee, 2012; Hill, Erickson, Ferris, & Holmes, 2010; Srivastava

M., 2011). For individuals workplace flexibility helps to increase work-life balance, better mental health, higher level of job satisfaction, and higher levels of personal productivity (Eversole et al., 2012; Manoochehri & Pinkerton, 2003; Shockley & Allen, 2012; Srivastava M., 2011). At the same time, flexibility also benefits organizations, as it increases retention, employee engagement, effectiveness, and it reduces costs (Lingle, 2005 as cited in Hill et al., 2008; Lee, Magnini, & Kim, 2011; Manoochehri & Pinkerton, 2003; Putnam, Myers, & Gailliard, 2013; Srivastava M., 2011). Even though workplace flexibility has advantages for workers and employers, there are some concerns with those types of work solutions. Putnam and colleagues (2013) argue that flexible work arrangements can result in the opposite of the goals, namely increased stress, added work pressure and less work-life balance. Telecommuting can lead to an increased isolation, which can result in frustration, burnout and a separation from the social environment (Breaugh & Farabee, 2012; Manoochehri & Pinkerton, 2003; Raiborn & Butler, 2009). The loss of managerial control over the employees is another disadvantage resulting from flexplace options (Manoochehri & Pinkerton, 2003; Raiborn & Butler, 2009). Despite the drawbacks, Generation Y is in favour of work options considering flextime and telecommuting (Parment, 2013; Smith, 2010). The assumption that a better work-life balance is the reason Generation Y wants flexibility. Though, studies show that flexible work arrangements are mostly done for work-related motives like productivity, rather than for life management motives (Cooke, & Mann, 2009; Shockley & Allen, 2012).

Flexible working environments also supported by political initiatives, such as the *Working Families Flexibility Act* in the United States or the *Flexible Working Act* in the United Kingdom (Shockley & Allen, 2012). A similar law exists in Germany, but the

Law on Part-Time Work and Fixed-Term Contracts only includes flextime options (Bundesministerium für Arbeit und Soziales, 2014). According to a study done by the Federal Ministry of Family, Senior Citizens, Women and Youth, 95.8 % of companies in Germany offer at least one type of flexible work arrangement for example, flexible work time or home office options (Bundesministerium für Familie, Senioren, Frauen und Jugend, 2013). Suggesting that flexibility at work is common in German companies. Nevertheless, other studies show that home office opportunities are losing popularity among German employees (Brenke, 2014). Even though workplace flexibility seems to exist in Germany and German literature discusses the importance of flexibility for Generation Y (Parment, 2013; Rump & Eilers, 2013), there is no applied research on the German Generation Y and their perceptions of flexibility.

Development opportunities. Development opportunities, both professionally and personally, are another significant work value for Generation Y that can be related to leisure, as it provides the employees with intrinsic rewards (Klaffke & Parment, 2011; Lowe et al., 2008; Parment, 2013; PricewaterhouseCoopers LLP, 2011; Rump & Eilers, 2013; Sujansky & Ferri-Reed, 2009; Zemke et al., 2000). According to PricewaterhouseCoopers LLP (PWC) (2011) Generation Y sees development opportunities as the most important benefit an employer can offer. Development options particularly suited for Generation Y are, for example, seminars, mentoring programs, or on-the-job trainings (Kleiminger, 2011). This generation resonates well with the transfer of company-specific knowledge, soft skills, project management techniques, and analytical thinking as content drivers of developing programs (Kleiminger, 2011).

Mentoring programs are considered particularly valuable and beneficial for members of Generation Y and fosters employment loyalty and personal satisfaction

(Hewlett, Sherbin, & Sumberg, 2009; Klaffke & Parment, 2011; Kleiminger, 2011; Munro, 2009; Sujansky & Ferri-Reed, 2009; Zemke et al., 2000). The PWC (2011) study confirms this assumption: 28% of participants rated mentorship programs as the most valuable development option. Mentoring defined as a method where an experienced person helps a less experienced employee with professional and personal development (Graf & Edelkraut, 2014). Mentoring can result in less work-related stress (Munro, 2009), enhanced job satisfaction (King, 2010), and increased productivity (Munro, 2009). Mentoring programs can also relieve tension between generations (PricewaterhouseCoopers LLP, 2011).

For employees of the Generation Y, but not excluding other generations, organizations should partake in frequent, detailed, and constructive feedback protocols as this is seen as part of further development (McCrindle, 2014; Parment, 2013; PricewaterhouseCoopers LLP, 2011; Sujansky & Ferri-Reed, 2009). Generation Y appreciates feedback that is informal and quick. Leaders do not have to collect data for Generation Y systematically, but bring it forward when it occurs (Parment, 2013; Sujansky & Ferri-Reed, 2009). Feedback enhances Generation Y's development, but it also strengthens the relationship between Generation Y employees and the employer (Parment, 2013).

Companies with offices around the world should offer their Generation Y employees extended opportunities to spend time abroad. International experience also contributes to Generation Y's understanding of development (Parment, 2013; PricewaterhouseCoopers LLP, 2011). This is connected to a management strategy called job rotation. Job rotation defines a practice, where employees rotate through various projects and departments within the organization, even within regions or countries

(Katolnik & Hakenes, 2014). Job rotation, as well as job enlargement and job enrichment also contribute to Generation Y's professional development. The concept that describes the extension of an employee's job duties with the qualification level and employment level remaining the same is called job enlargement (Ivanova, Baum, Schütze, & Ganß, 2013). Using job enlargement can prevent employees from monotony and fatigue (Ivanova et al., 2013). Job enrichment is an approach giving an employee a higher level of responsibility, accountability, and autonomy over the way the work is approached (Ivanova et al., 2013; Pan & Werblow, 2012; Sullivan, 2009). It can be described as vertical expansion of a job assignment (Pan & Werblow, 2012).

Regardless of the type of development companies should offer development options that are experience-oriented (Kleiminger, 2011; Parment, 2013), team-oriented (Kleiminger, 2011; Parment, 2013; Rump & Eilers, 2013), and computer-aided (Parment, 2013). In a German context, a study by the Staufenbiel Institute (2013) reveals that in 2013 41% of the participating companies already expanded their training and development opportunities and 37% rely more on mentoring programs than they did in previous years. Still 29% did not change their offers for Generation Y (Staufenbiel Institut GmbH, 2013). This means that the majority of German organizations are aware that Generation Y needs different motivators and incentives, but there are still further possibilities for improvement.

Work-life balance, workplace flexibility, personal web use, development opportunities, and fun, including subsidized recreation, are all indicators that leisure is considered a fundamental work value of Generation Y, relevant studies confirm this assumption (Cogin, 2012; Karl et al., 2005; Ng et al., 2010; Schullery, 2013; Twenge et al., 2010). Even though, literature suggests that leisure should be included in the work

environment, it is not clear which method Generation Y employees value the most, especially not among the German Generation Y. This can be a crucial point for the sustainable development of companies and the German labour market, as, due to their high level of education and more employment options globally; it can be assumed that Generation Y is decreasingly loyal towards their employers (Klaffke & Parment, 2011; Ng et al., 2010). According to a study by PWC in 2011, 54% of Generation Y expects to have between two and five jobs, only 4% see themselves in a life-long employment (PricewaterhouseCoopers LLP, 2011). It can be assumed that leisure has had a positive impact on Generation Y's job satisfaction, therefore satisfying this need and want for leisure might positively influence their loyalty towards a company and, therefore, increase labour market sustainability.

Job Satisfaction

The concept of job satisfaction is one of the most important and most studied variables in recent organizational behavior research (Spector, 1997). Locke (1976) describes job satisfaction as a positive or pleasurable emotional state resulting from the fulfillment of the individual's position values (Locke, 1976). Newstrom and Davis (2007) defined job satisfaction as "a set of favourable or unfavourable feelings and emotions with which employees view their work" (Newstrom & Davis, 2007 as cited in Srivastava S., 2013, p. 159). According to Sirgy (2012), satisfaction with one's job is mostly determined by the work environment as well as personal characteristics. Work environment factors that influence job satisfaction are for example opportunities for decision-making (Nelson, 2006; Sirgy, 2012), appreciation of skills (Nelson, 2006; Sirgy, 2012), interpersonal contact and supportive supervision (Clark, 1998;

Hanglberger, 2010; Mudor & Tooksoon, 2011; Sirgy, 2012; Spector, 1997;), pay (Clark, 1998; Hanglberger, 2010; King, 2010; Mudor & Tooksoon, 2011; Sirgy, 2012), and variety (Sirgy, 2012; Spector, 1997). Nevertheless, those factors cannot be generalized, as job satisfaction determinants can be country and culture specific (Hanglberger, 2010; Sousa-Poza & Sousa-Poza, 2000). Hanglberger (2010) found out that, generally, countries with a higher level of prosperity, for example, Germany or Scandinavian countries, having a meaningful job is more important than pay, which is more significant in other countries. With the increasing number of multinational organizations, it is important to know that job satisfaction can be influenced by cultural factors (Sousa-Poza & Sousa-Poza, 2000). It is important for all companies to have satisfied employees, because it not only affects the individual's mental and physical health (Faragher, Cass, & Cooper, 2005; Fischer & Sousa-Poza, 2009; Spector, 1997), but also leads to employee behaviour that benefits the organization (Spector, 1997). Employees with a higher job satisfaction have less turnover intentions (Freeman, 1978; Kammeyer-Mueller, Wanberg, Glomb, & Ahlburg, 2005; Mudor & Tooksoon, 2011; Page & Vella-Brodrick, 2009; Sirgy, 2012; Spector, 1997) and are more productive (Sirgy, 2012). Job satisfaction also influences economic, organizational outcomes, such as financial performance (Chi & Gursoy, 2009) or customer satisfaction (Chi & Gursoy, 2009; Koys, 2001).

Different scholars argue that factors that lead to an increased level of job satisfaction, especially among members of Generation Y, are work-life balance (McCrinkle, 2014; Parment, 2013; Smith, 2010; Twenge et al., 2010), flexible work arrangements (Eversole et al., 2012; McCrinkle, 2014; Parment, 2013; Srivastava M., 2011; Twenge et al., 2010), as well as development opportunities (Parment 2013; Rump

& Eilers, 2013; Sujansky & Ferri-Reed, 2009), and workplace fun (Karl & Peluchette, 2006; Parment, 2013; Schullery 2013).

In a German context the results of long-term studies on job satisfaction differ. Bohulskyy, Erlinghagen and Scheller (2011) say that job satisfaction in Germany constantly decreased starting in the 1980s. According to the authors, German employees have a low level of job satisfaction compared to other European countries (Bohulskyy, Erlinghagen, & Scheller, 2011). However, the study shows that the younger generation is still more satisfied than previous generations (Bohulskyy et al., 2011). Another study, written by Hammermann and Stettes (2013) reveals the opposite. According to them, the level of job satisfaction among German employees has been continuously high, even compared internationally (Hammermann & Stettes, 2013). The authors report that a proportion of up to 90 percent of employees are satisfied with their work and that Germany is in the top third in a European comparison (Hammermann & Stettes, 2013), whereas Bohulskyy and colleagues put Germany in the last third (Bohulskyy, et al., 2011). There are studies on job satisfaction in Germany (c.f. Bohulskyy et al., 2011) and literature on the factors satisfying Generation Y at work (c.f. Parment, 2013; Rump & Eilers, 2013), however, there is limited empirical research analyzing the level of job satisfaction among German Generation Y employees.

Summary

The German labour market is facing an upcoming talent shortage (Bundesministerium für Arbeit und Soziales, 2011), which is a danger to its sustainable development. Sustainable development is defined as “[meeting] the needs of the present without compromising the ability of future generations to meet their own needs”

(WCED, 1987, p. 41). Strategies that try to decrease the speed of the upcoming shortage have been developed (Brücker et al., 2013; Bundesministerium für Arbeit und Soziales, 2011; Fuchs, 2013). However, the inclusion of a highly-educated, young generation of Germans is not yet a critical element within this strategy.

With his essay “The Problem of Generations” Karl Mannheim (1928) paved the way for research on generations and generational differences. Using Mannheim’s definition, generations include people who are born in the same time span and who share the same modes of behaviour, feelings and thoughts formed by the events experienced during the period of youth (Mannheim, 1928, Pilcher, 1994). Mannheim’s definition also formed the basis of today’s most important generations the Baby Boomers, Generation X, and Generation Y (Joshi et al., 2010). The behaviour, values, and attitudes of every generation affects people’s personal and working life and there is consensus in literature that generations and especially generational differences are important for organizations, as they impact organizational outcomes, such as turnover, financial performance, and customer satisfaction (Becton et al., 2014; Dencker et al., 2008; Joshi et al., 2010).

The differences in work values between Generation Y (born between 1979 and 1994) and the preceding generations appear to be significant (Klaffke & Parment, 2011; McCrindle, 2014; Quinn, 2010; Rump & Eilers, 2013; Sujansky & Ferri-Reed, 2009; Twenge et al., 2010; Zemke et al., 2000). The younger generation places a high value on leisure, which is particularly different from other generations (Cogin, 2012; Schullery, 2013; Sirgy, 2012; Twenge et al., 2010). Leisure in this context interconnects with work (Beatty & Torbert, 2003) and is defined as an activity providing intrinsic rewards for the individual that chooses the activity (Neulinger, 1974). Suggested workplace interventions in literature in order to allow Generation Y employees to experience leisure at work are

flexible work arrangements (c.f. Cugin, 2012; Parment, 2013; Rump & Eilers, 2013; Smith, 2010; Snir & Harpaz, 2002; Twenge et al., 2010), workplace fun, including recreational activities (Karl et al., 2005; Lowe et al., 2008; Ng et al., 2010; Snir & Harpaz, 2002), as well as development opportunities, both professionally and personally (Klaffke & Parment, 2011; Rump & Eilers, 2013; Sujansky & Ferri-Reed, 2009; Zemke et al., 2000). The opportunity to balance the personal and the working life (c.f. Eisner 2005; McCrindle, 2014; Ng et al., 2010; Parment, 2013; Rump & Eilers, 2013; Smith, 2010; Sujansky & Ferri-Reed, 2009), as well as the use of the employer's internet connection for personal matters (c.f. Anandarajan et al., 2006; Ivarsson & Larsson, 2011) are also seen as leisurely interventions.

It is also evident in literature, that offering leisure in the work environment is a determinant of Generation Y's job satisfaction (Karl et al., 2005; McCrindle, 2014; Smith, 2010; Twenge et al., 2010). Job satisfaction can be defined as a positive affection towards an individual's work and is considered to be an important variable for companies, because it influences employee performance, employee retention and motivation, as well as customer satisfaction and overall financial performance (Chi & Gursoy, 2009; King, 2010; Parment, 2013; Sirgy, 2012). Even though, scholars agree that Generation Y values leisure at work there is a lack of applied research about Generation Y's preferred leisure-related activities and to what extent this approach contributes to their job satisfaction. Having the answer to those questions can be a crucial element to satisfy and retain Generation Y as this generation has seen to change their jobs more quickly than previous generations because of their decreased loyalty towards organizations (Klaffke & Parment, 2011; Parment, 2013).

It can also contribute to developing a sustainable strategy to include Generation Y better into the German labour market as a strategy to decrease the talent shortage. Most research related to leisure at work and Generation Y comes from an English, especially a North-American, environment. The German literature begins to show interest in Generation Y and their work values (c.f. Klaffke & Parment, 2011; Kring, 2013; Parment, 2013; Rump & Eilers, 2013). Although, the concepts of flexibility, work-life balance, and development opportunities are part of organizational research in Germany (c.f. Bauer et al., 2012; Bohulsky et al., 2011; Staufenberg Institut GmbH, 2013), workplace fun, and the usage of the employers' internet for personal matters, as a part of Generation Y's leisure value, do not yet get enough recognition in German literature. Limited applied research relating job satisfaction among Generation Y employees to leisure-related activities is available, which makes the current study valuable for both research and the economy.

CHAPTER 3

Methods

This chapter describes the research methods used, including the advantages, drawbacks, samples, and the process of data analysis.

The purpose of the current research was to examine whether and to what extent job satisfaction among Generation Y employees in Germany is affected by leisure-related activities at the workplace. In order to find out, the current study explored the following four research questions:

1. Do companies in Germany offer leisure-related activities, in order to accommodate leisure as a work value?
2. Do leisure-related activities affect job satisfaction among Generation Y employees in Germany?
3. Which leisure-related activity is the most effective method to satisfy Generation Y?
4. Are leisure-related activities really the best method to satisfy Generation Y?

A quantitative approach was used to answer the research questions. According to Holton and Burnett (2005) “quantitative techniques are particularly strong at studying large groups of people and making generalizations from the sample being studied to broader groups beyond that sample” (p.30).

This study was designed to offer support for job satisfaction, leisure, and generational literature by specifically focussing on Generation Y (born between 1979 and 1994) in Germany. Derived from this, Generation Y in Germany served as the study population. The two approaches used in this study were secondary analysis and a web-

based survey, both presented and featured in this chapter. Furthermore, this section presents the secondary data set and analysis, as well as the web-based survey sample and the data analysis approach.

Secondary Data Analysis

The first method used in this study was the analysis of an existing set of data. Secondary data analysis is defined as a “further analysis of existing data set with the aim of addressing a research question distinct from that, for which the data set was originally collected, and generation novel interpretations and conclusions” (Hewson, 2006, p. 274).

A benefit of using secondary analysis is that it is less expensive than other research methods (Castle, 2003; Coyer & Gallo, 2005; Hewson, 2006; Krishnaswamy & Satyaprasad, 2010). Analyzing existing data can also be more time-efficient than primary research, as it does not require a data collection process, like conducting interviews, or focus-groups (Coyer & Gallo, 2005; Hewson, 2006; Krishnaswamy & Satyaprasad, 2010; Windle, 2010). Secondary analysis also helps to overcome challenges with finding appropriate participants (Castle, 2003). In combination with other research methods, secondary analysis can also be a tool to verify results from primary research (Krishnaswamy & Satyaprasad, 2010). For the very reason that secondary analysis seems to be a convenient way to access data, researchers have to be aware that the secondary data might not meet the needs for the new research (Krishnaswamy & Satyaprasad, 2010). Therefore, it is important to confirm if the data set fits the new research questions (Coyer & Gallo, 2005), as in most cases the primary research was collected for a different purpose (Castle, 2003; Coyer & Gallo, 2005; Krishnaswamy & Satyaprasad, 2010). Another disadvantage of this method is the quality

of data, which might not be as good as desired (Krishnaswamy & Satyaprasad, 2010). It is also important to know the sources of the data, which might not be identifiable in some cases, and consequently lowers the quality of the data (Krishnaswamy & Satyaprasad, 2010).

Due to the cost effectiveness and time efficiency of secondary data analysis, it was considered a suitable method for this research. The data used was originally collected by the Fraunhofer Institute for Industrial Engineering IAO (Fraunhofer IAO).

The Fraunhofer IAO works and researches on “future-oriented structures suitable to the needs of people involved in production, as well as in the administrative and technical departments of companies in industry and the service sector” (Fraunhofer IAO, 2015a). The Institute is part of the Fraunhofer Gesellschaft, which is a well-recognized non-profit organization focussing on applied research that drives economic development and serves the wider benefit of society (Fraunhofer IAO, 2015b). Almost 30% of the Fraunhofer Gesellschaft’s research revenue is contributed by the German federal and provincial governments in the form of base funding and the rest is derived from contracts with industry and from publicly financed research projects (Fraunhofer IAO, 2015b). Around 500 of worldwide 24,000 Fraunhofer employees work for the Fraunhofer IAO in Stuttgart, Germany (Fraunhofer IAO, 2015a).

Data Set. The data set used for secondary analysis in the current study was initially collected by the Fraunhofer IAO in Stuttgart, Germany in order to study the positive and adverse effects of different office settings (Fraunhofer IAO, 2013). Between July 2013 and February 2014, the Institute conducted 1,183 online surveys. The current study only used the surveys matching the age-group of Generation Y, which resulted in 227 participants. The survey consisted of 27 questions divided into content questions

and demographic/psychographic questions. The content questions were concerned with participants' duties, their office space, the office environment, and success factors (Fraunhofer IAO, 2013). Most questions used a 5-point Likert-type scale. The demographic and psychographic questions covered respondents' gender, age, employment status, current position in the organization, industry, number of employees in the organization, and location of work (Fraunhofer IAO, 2013).

A limitation of the data was that it consisted of a convenience sample, only including people who were invited to participate in the survey by the Fraunhofer IAO and its project partners. Besides, the data was focused on office environments and the effects on performance, well-being, and motivation. Therefore, the data as a whole did not focus on a particular area like leisure as a work value. Notwithstanding, the main topics of interest for this research, flexibility, workplace fun, work-life balance, and personal web use were identified in the data set, which allowed the analysis and held the potential for results. However, the data set offered no potential for generalization.

For the secondary analysis, it was assumed that the secondary data used was valid and reliable and that the original study was confidential, and the participants were unknown.

Data Analysis. Prior to running statistical analysis, the secondary data was prepared for analysis. This included creating a data file, screening the data, and cleaning the data. The demographic questions asked in the original study allowed the extraction of those respondents belonging to Generation Y and working in Germany. The data was analyzed by using the Statistical Package for Social Sciences (SPSS). In order to answer the research questions, three different indices were created. The first is a job satisfaction index (JSI), which consisted of three items of the original data set. The second index is

the leisure index (LI), comprising seven items, and the third index included four items concerned with non-leisure related activities (NLI). The indices helped to analyze the data driven by the research questions.

A descriptive analysis of the demographic questions was the first step. Another descriptive analysis of the indices was conducted and aided in answering research question one “Do companies in Germany offer those leisure-related activities, in order to accommodate leisure as a work value?”. A regression analysis followed and described the relationship between a dependent variable and independent variables (Sarstedt & Mooi, 2014). The first multiple regression analysis was used to examine the relationship between the level of job satisfaction as the dependent variable and the LI and the NLI as two independent variables. This addressed research question two “Do leisure-related activities affect job satisfaction among Generation Y employees in Germany?”. To examine research questions three and four the current study used a multiple regression. In contrast to the first regression analysis, this one did not use the indices as independent variables, but each item represented an independent variable. The dependent variable remained the JSI. The analysis of the data set provided by the Fraunhofer IAO helped to identify tendencies; however the results were not generalizable.

Web-Based Survey

The second research method being used was a web-based survey. Web surveys defined as self-administered questionnaires distributed via the internet (de Vaus, 2011). Web-based surveys can serve as a useful method for research on technological savvy populations (Sills & Song, 2002). As Generation Y is known to be the most tech- and internet savvy generation in today’s workplace (Cogin, 2012; Martin, 2005; Quinn,

2010; Sujansky & Ferri-Reed, 2009; Twenge et al., 2010; Van Den Bergh & Behrer, 2013), a web-based survey is considered a suitable research method to study this generation. In Germany, about 96% of the relevant age group use the internet (Van Eimeren & Frees, 2013). In addition, online surveys are a standard research method in Germany. According to ADM (2013) 36% of all questionnaires in 2013 in Germany were internet-based (ADM Arbeitskreis Deutscher Markt- und Sozialforschungsinstitute e.V., 2013). Like all research methods, web-based surveys have advantages and challenges. First of all, web-based surveys are probably the most economic efficient research method, as they are relatively inexpensive (Akl, Maroun, Klocke, Montori, & Schünemann, 2005; Gosling, Vazire, Srivastava, & John, 2004; Sue, Ritter, & Lois, 2007; Wright, 2005). Cost savings result from the elimination of traveling, recording equipment, and transcription that can be cost items for other research methods (Wright, 2005). The second advantage of conducting web-based surveys is the speed of data entry and overall faster data collection process (Akl et al., 2005; Sue et al., 2007; Topp & Pawloski, 2002; Wright, 2005). It is assumed that conducting the same number of surveys in a face-to-face environment would take considerably longer (Wright, 2005), if it were even possible, as web-based surveys can reach a large and broad audience (Gosling et al., 2004; Kraut et al., 2004; Lefever, Dal, & Matthíasdóttir, 2007). Other advantages of web questionnaires are the convenience of the respondent (Akl et al., 2005; Evans & Mathur, 2005; Lefever et al., 2007) and the anonymity (Sue et al., 2007). The anonymity of the internet, at the same time, is a major disadvantage of the web-based survey method. It also allows people to participate with malicious intent, which can affect the reliability of the data (Gosling et al., 2004; Kraut et al., 2004; Lefever et al., 2007; Topp & Pawloski, 2002). In addition, people's anonymity, when protected,

then self-selection process can be seen as a disadvantage (Wright, 2005). Some people are more likely to fill in online questionnaires than others, and some people might start with the survey but not finish it (Sue et al., 2007; Wright, 2005). This can have an adverse impact on the data. Nevertheless, this approach was considered the most suitable for this research.

Sample. The primary data for this study was collected over a three-week period starting on December 3rd, 2014 and ending on December 24th, 2014. In total, 512 people participated in the online survey within this time frame. The number of participants belonging to the target group of people being born between 1979 and 1994 and who completed the full survey was 339, which made up the sample population. The survey was distributed through Facebook.com, Xing.com, a German version of LinkedIn.com, and via email using a convenient sample of friends, colleagues, and acquaintances. The survey entailed eleven questions, divided into three blocks. The first block asked for demographic information, particularly participants' year of birth and their employment status. The second set of questions was concerned with information about the participants' current employer. These questions asked whether participants have a management position, their industry of employment, how long they have been working for the company, and how long they plan on staying with the company. The third block was a single question that consisted of participants' opinion on 30 items related to participants' job satisfaction, as well as different leisure- and non-leisure-related activities.

Data Analysis. As with the secondary data, the primary data set was prepared for data analysis prior to the actual data analysis. This included extracting participants that were not part of the sample population of 20-35-year-olds. The data set was analyzed

using SPSS and was treated similarly as the secondary data set. First, the demographic information regarding the participants and their current employer were analyzed using a descriptive analysis. After that a job satisfaction, leisure- and a non-leisure index were created using the answers of the third block. These indices were interpreted by using a descriptive analysis, which helped answering the research question one. In order to answer research question two, investigating the effect of leisure-related activities on Generation Y's job satisfaction, a multiple regression analysis was run on these indices using the JSI as a dependent variable and the LI and NLI as independent variables. A similar test was used to answer the third research question, the most effective leisure-related activity. However, this time the single leisure items, instead of the LI were used as independent variables. To answer research question four, a multiple regression analysis with the non-leisure items as independent variables and the JSI as a dependent variable was conducted.

Summary

This study used two research approaches, a secondary analysis and a web-based survey. The secondary data set consisted of 227 Generation Y participants, and the online survey sample contained 339 Generation Y participants. SPSS was used to analyze both datasets by creating three indices, JSI, LI, and NLI, to answer all four research questions. The first research question asked: Do companies in Germany offer those leisure-related activities, in order to accommodate leisure as a work value? Research question two was enquired whether the leisure-related activities affected the German Generation Y's job satisfaction, and the third question sought to find the most effective leisure-related activity. The last research question was "Are leisure-related

activities really the best method to satisfy Generation Y?" Different descriptive and multiple regression analyses interpreted both the secondary and primary data to find the results to all research questions. These findings described in the following chapter.

CHAPTER 4

Results

This chapter focuses on the findings of the current study. First, this chapter summarizes the results of the analysis of secondary data, followed by the results of the survey analysis.

Secondary Analysis

In order to get the sample population for the secondary analysis, the participants were first divided into their generations. The age groups for this study were determined through literature and the age categories that were pre-established by the original survey. The current study only examined Generation Y (n=242). As a second step, the Generation Y-participants were divided into their location of work. As the primary focus of the study was Generation Y in Germany, only participants who work in Germany were taken into account and make up the study population (n=221). The descriptive analysis of the demographic information of the study population showed that 51.1% of the study population were female, and 48.9% were male. The vast majority were full-time employees; although every tenth participant worked part-time. More than three-quarters of the participants did not have managerial responsibilities. 32.1% of participants worked in small or medium-sized enterprises (up to 250 employees). The biggest group of participants (18.1%) were employed by research institutions or universities, followed by the consulting industry and the IT-industry (both 12.7%).

For further analysis, three indices were created, which represent job satisfaction, leisure-related activities, and non-leisure items. The indices are the summary of different items using a 5-point Likert-type scale ranging from “totally agree” (1) to “totally

disagree” (5). The JSI consisted of four items. The first item was “I am very well able to cope with the pressures associated with my work”, the second one was “All things considered, I feel very comfortable in my work”. “The work atmosphere is very good” was the third item and item 4 was “I have fun at my work”. The LI consisted of seven items. The first three items concerned with work-life balance stating the following: “I find it very easy to balance my personal commitments and interests with my working hours” (time-balance), “I find it very easy to balance my personal commitments and interests with my working location” (location-balance), and “Normally, my personal commitments are more important than work” (commitments). The next two items dealt with the concept of flexibility. They stated, “I predominantly decide where I work” (flexplace) and “I predominantly decide when I work” (flextime). The next element was categorized as workplace fun, as it indicated, “My work environment offers enough break rooms” (workplace fun). The last leisure-related item (personal web use) dealt with personal web use by asking about people’s “Private use of company IT”.

Concerning research question one, a descriptive analysis of the indices, as well as the individual leisure items, were conducted. The descriptive analysis of the three indices is summarized in Table 1, and the results of the individual leisure-items can be found in Table 2.

Table 1
Descriptive statistics for Job Satisfaction-, Leisure- and Non-Leisure Indices

	Job Satisfaction Index	Leisure Index	Non-Leisure Index
Valid n	220	198	196
Mean	2.19	3.09	2.28
Minimum	1.00	1.14	1.00
Maximum	4.67	4.71	3.75

Table 1 shows that participants were mostly satisfied with their job satisfaction levels (Mean=2.19). Participants also seemed to be pleased with the non-leisure activities offered at their workplace (Mean=2.28). The mean for leisure activities however was below neutral (Mean=3.09), indicating a negative satisfaction tendency towards the leisure activities offered at participants' workplace.

Table 2

Descriptive statistics for the individual Leisure items

	Time Balance	Loca tion Balance	Committ ments	Flex place	Flex time	Work Place Fun	Personal Web Use
Valid n	213	214	215	221	215	203	221
Mean	2.75	2.82	2.73	3.34	2.70	3.52	3.75
Minimum	1	1	1	1	1	1	1
Maximum	5	5	5	5	5	5	5

Taking a closer look at the individual leisure-items shown in Table 2, it is obvious that personal web use, was the least satisfying for participants (Mean=3.75), followed by workplace fun (Mean=3.52) and flexplace options (Mean=3.334). Flextime options rated as being offered sufficiently (Mean=2.70), followed by the opportunity to balance commitments (Mean=2.73), time-balance (Mean=2.75), and location-balance (Mean=2.82).

In order to find a tendency for the research question two, a regression analysis was conducted using the three indices. The JSI was used as the dependent variable and the LI as well as the NLI functioned as the independent variables. The correlations between the three indices are illustrated in Table 3.

Table 3
Correlations for the Job Satisfaction-, Leisure-, and Non-Leisure Indices (n=193)

Measure	Leisure Index	Non-Leisure Index	Job Satisfaction Index
Job Satisfaction Index	.433*	.382*	
Leisure Index		.331*	.433*
Non-Leisure Index	.331*		.382*

Note. *p < .001

The correlations showed that there is a positive correlation between the JSI and both the LI and the NLI. The JSI and the LI indicated a slightly higher connection (r=.433) than the correlation between the JSI and the NLI (r=.382).

Table 4
Coefficients for the Indices (n=196)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	.231	.249		.926	.356
Leisure Index	.373	.072	.344	5.173	.000
Non-Leisure Index	.355	.088	.268	4.028	.000

Note. Dependent Variable: Job Satisfaction Index

The regression analysis indicated that the LI and NLI explained only 25.1% of the variance ($R^2 = .251$), which is an estimate of the average spread of a set of data (Field, 2009). Table 4 also revealed that leisure-related activities significantly impacted job satisfaction ($\beta = .373$, $p = .000$). However, at the same time the results showed the same outcome for non-leisure activities ($\beta = .355$, $p = .000$).

In order to find a trend for research question three, which asked “Which leisure-related activity is the most effective method to satisfy Generation Y?” a regression analysis was conducted using the JSI as the dependent variable and all seven items of the LI as independent variables. Table 5 shows the correlations values for each of the seven leisure items.

Table 5
Correlations for individual Leisure items (n=198)

		<u>Time</u> <u>Balance</u>	<u>Location</u> <u>Balance</u>	<u>Commit</u> <u>ments</u>	<u>Flex</u> <u>place</u>	<u>Flex</u> <u>time</u>	<u>Workplace</u> <u>Fun</u>	<u>Personal</u> <u>Web Use</u>
Pearson Correlation	Job Satisfaction Index	.368*	.331*	-.025	.316*	.313*	.385*	.023

Note. *p<0.001

The results indicated that the commitments item has a high negative correlation (r=-.025) with the JSI. The most correlated items are workplace fun (r=.385), Time Balance (r=.368), and Location Balance (r=.331). In addition, the coefficients, illustrated in Table 6, showed that Time Balance (β =.167, p=.002) and workplace fun (β =.164, p=.000) had the highest values of all leisure items, which indicated the biggest impact on job satisfaction. However, the results only explained 27.7% of the variance of the data set, as R^2 =.227.

Table 6
Coefficients for individual Leisure items (n=198)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.514	.253		2.032	.044
Time Balance	.167	.053	.264	3.133	.002
Location Balance	.029	.048	.049	.601	.549
Commitments	.079	.048	.106	1.624	.106
Flextime	.078	.039	.143	2.013	.045
Flexplace	.029	.044	.050	.667	.506
Workplace Fun	.164	.042	.274	3.927	.000
Personal Web Use	.003	.023	.007	.116	.908

Note. Dependent Variable: Job Satisfaction Index

Part of the fourth research question referred to the regression analysis for research questions two, which indicated that both leisure- and non-leisure indices predicted job satisfaction. The value for the LI was slightly higher, but the difference

was marginal so that the outcome was almost the same. Regarding the individual items for the NLI the regression analysis revealed that the work environment (work environment) had the highest correlation with job satisfaction ($r=.549$), the freedom to choose the method to reach the aim (freedom; $r=.178$), and team-work ($r=.120$), followed. The variety of different tasks (tasks) correlated negatively ($r=-.011$) with job satisfaction. Table 7 summarizes these correlations.

Table 7
Correlations for individual Non-Leisure-items (n=195)

		Job Satisfaction Index	Team work	Tasks	Freedom	Work environment
Pearson Correlation	Job Satisfaction Index	1.000	.120	-.011	.178*	.549**

Note. * $p<0.01$, ** $p<0.001$

This regression analysis explained 34.2% of the variance, as $R^2=.342$. The coefficients illustrated in Table 8 show that the work environment predicted job satisfaction the most ($\beta=.386$, $p=.000$), followed by the freedom to choose the method to fulfill a task ($\beta=.147$, $p=.002$), and teamwork, which is not statistically significant ($\beta=.053$, $p=.213$). The coefficients of the task variety is negative and also not statistically significant ($\beta=-.055$, $p=.237$).

Table 8
Coefficients for individual Non-Leisure-items (n=195)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.934	.182		5.123	.000
1 Teamwork	.053	.042	.075	1.250	.213
Tasks	-.055	.046	-.072	-1.186	.237
Freedom	.147	.047	.187	3.126	.002
Work environment	.386	.042	.544	9.199	.000

Note. Dependent Variable: Job Satisfaction Index

Analysis of the Web-Based Survey

The web-based survey created for this study was fully completed by 339 people who belong to those born between 1979 and 1994. Therefore, the population for this study was n=339. First, demographic information about the participants was analyzed. It showed that members of all age groups are represented in the sample, with the largest group born in 1990 (n=46) and the smallest group born in 1994 (n=6). Figure 1 gives an overview of the numbers of participants and the age group they belong.

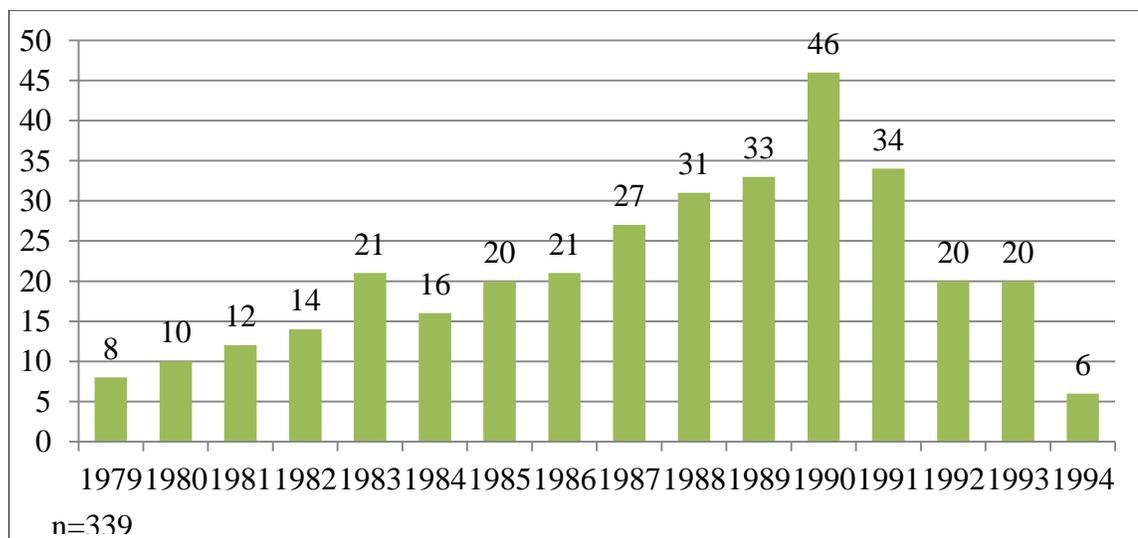


Figure 1. Participants by Birth Year. This figure shows the spread of birth years ranging from 1979 to 1994

The data revealed that more than half of the study population were full-time employees (54.3%). Another 19.5% were students who were not working and 12.6% were working students. 6.8% said that they were part-time employees, and 5.6% were trainees, which is a three-year program that combines theoretical schooling with practical experience in a company. There were only four participants who were self-employed (1.2%) and one person that was seeking a job (.3%). The analysis of the company size showed that exactly 50% of all participants worked for large companies with more than 250 employees. Another 20% worked for mid-sized companies with between 51 and 250 employees, and the rest (30%) employed in small companies with up to 50 employees. This question was not answered by students who were not working and the job seeker. Therefore, the study sample for this question was smaller (n=272).

Figure 2 illustrates the complete spread of industries.

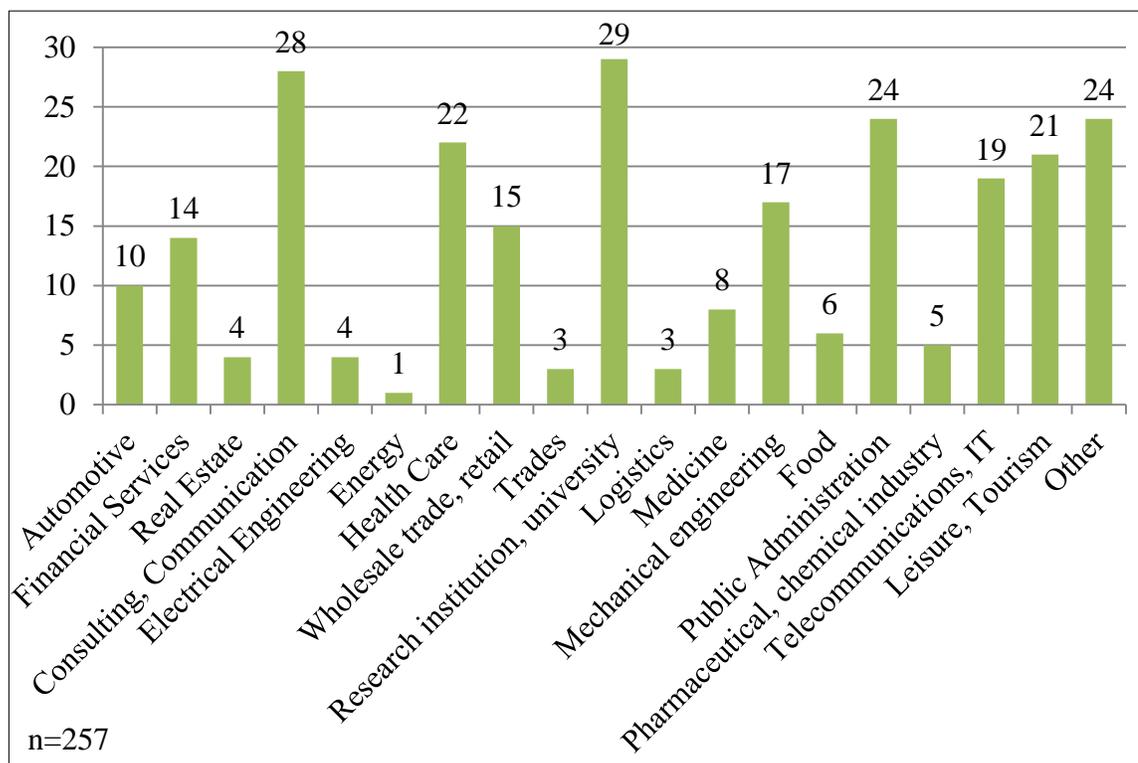


Figure 2. Participants by Industry. This figure shows the spread of industries

When looking at the industry of employment, research institutions or universities (n=29) represented the largest group of participants, the second biggest group were members of the communication and consulting industry (n=28), followed by public administration (n=24), and the Tourism and Leisure industry (n=21).

Asked for how long participants have been working with their current employer numbers varied between 0 and 16 years with the mean being 3.3 years (n=272). The mean value for the question concerned with how long participants plan to work for their current employer was eight years (n=252). The answers showed a big variance as they differed between 0 years up to 60 years. This question was a voluntary question, which explains the slightly lower sample size.

In order to answer the research questions, a JSI, an LI, and an NLI were created. The JSI consisted of four items, the LI entailed 15 items, and the NLI contained nine items, all using a 5-point Likert-type scale ranging from “totally agree” (5) to “totally disagree” (1). Table 9 gives detailed information about the indices and the items.

Table 9
Job Satisfaction-, Leisure-, and Non-Leisure Indices and their items

Index	Items
Job Satisfaction Index	All things considered, I feel very comfortable in my work. I am very well able to cope with the pressures associated with my work. I really really enjoy my work. In general, I am very satisfied with my employer.
Leisure Index	I predominantly decide when I work. (Flexitime) I predominantly decide where I work. (Flexplace) I find it very easy to balance my personal commitments and interests with my working hours. (Commitments) I carry out personal things during my working hours. (Personal things) I am able to continuously develop my professional skills. (Professional development)

Index	Items
Leisure Index	<p>I am able to continuously develop my personal skills. (Personal development)</p> <p>I receive continuous feedback from my supervisor about my work. (Feedback)</p> <p>I have a mentor at my company, who leads and supports me. (Mentor)</p> <p>My employer offers recreational and fitness activities at the workplace. (Fitness 1)</p> <p>My employer supports recreational and fitness activities financially (e.g. fitness centre) (Fitness 2)</p> <p>I am having fun with my colleagues during working hours. (Fun)</p>
Leisure Index	<p>During working hours I often interact with my colleagues for non-work purposes (lunches, outings, celebrations etc.). (Interaction)</p> <p>I meet my colleagues after the regular working hours. (After work)</p> <p>I am allowed to use my employers IT-devices for my personal use. (IT)</p> <p>I am able to use my personal social media, like Facebook, during my working hours. (Social Media)</p>
Non-Leisure Index	<p>Considering my performance, I am totally satisfied with my salary. (Salary)</p> <p>The chance of promotion at my employer is high. (Promotion)</p> <p>I am satisfied with the future prospects in the organisation. (Future Prospects)</p> <p>My supervisor acknowledges my achievements appropriately. (Acknowledgement)</p> <p>My tasks are important for the company's success. (Importance)</p> <p>I am confronted with completely new tasks on a very regular basis. (Task variety)</p> <p>I am very satisfied with my office environment. (Environment)</p> <p>My work requires a high level of team-work. (Teamwork)</p> <p>I am able to decide for myself which resources and methods to use to achieve my objectives. (Method)</p>

Research question one asked whether or not companies in Germany offer leisure-related activities in order to accommodate leisure as a work value. The results showed that the mean value of the LI was 2.9, which was slightly below neutral. In contrast, participants seemed to be more satisfied with the non-leisure items (mean=3.4) offered

by their employer. Participants also appeared to be satisfied with their current position, as the mean value for the JSI was 3.7. The descriptive analysis of the individual leisure items saw having fun with the colleagues (Fun; mean=4.07) as most satisfying, followed by work-life balance (Commitments; mean=3.51). With a mean of 3.5 the development of both professional and personal skills was in third position. The least satisfying items for the participants were recreational options at the workplace (Fitness 1; mean=2.37), flexplace options (Flexplace; mean=2.29), and financially supported recreational and fitness opportunities (Fitness 2; mean=2.01). Table 10 shows the means for all 15 individual leisure items.

Table 10
Descriptive statistics of independent Leisure items II

	Flex time	Flex place	Commit ments	Personal things	Profes sional develop ment	Personal develop ment	Feed back	
Valid n	339	339	339	339	339	339	339	
Mean	3,18	2,29	3,51	2,67	3,50	3,50	3,10	
	Mentor	Fitness 1	Fitness 2	Fun	Inter action	After work	IT	Social Media
Valid n	339	339	339	339	339	339	339	339
Mean	2,65	2,37	2,01	4,07	3,23	3,15	2,71	2,78

Using the JSI as the dependent variable and the LI and the NLI as independent variables in the multiple regression analysis provided insight into research question two. Results showed a high positive correlation between job satisfaction and both the LI and the NLI. However, the linkage between job satisfaction and the NLI ($r=.705$) was considerably higher than the correlation between job satisfaction and the LI ($r=.553$).

Table 11 illustrates the correlations between the three indices.

Table 11
Correlations for the Job Satisfaction-, Leisure-, and Non-Leisure Indices II (n=339)

		Job Satisfaction Index	Leisure Index	Non-Leisure Index
Pearson Correlation	Job Satisfaction Index	1.000	.553*	.705*
	Leisure Index	.553*	1.000	.600*
	Non-Leisure Index	.705*	.600*	1.000

Note. * $p < 0.001$

The results explained more than 50% of the spread of the data set ($R^2 = .524$). In addition, the results, illustrated in Table 12, indicate that both leisure-items ($\beta = .248$, $p = .000$) and non-leisure-items ($\beta = .710$, $p = .000$) significantly predicted job satisfaction, though the value of the NLI was noticeably higher.

Table 12
Coefficients for Indices II (n=339)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
	(Constant)	.589	.170		3.468	.001
1	Leisure Index	.248	.057	.203	4.321	.000
	Non-Leisure Index	.710	.057	.583	12.398	.000

Note. Dependent Variable: Job Satisfaction Index

A second regression analysis was run in order to see if there were differences between older Generation Y participants and younger Generation Y participants. Therefore, the sample was split into participants born between 1979 and 1986 ($n = 122$) and participants born between 1987 and 1994 ($n = 217$). This splitting was chosen as it divided the sample into half considering birth years. Results for the older age group showed that the NLI had a bigger correlation with the JSI ($r = .747$) than the LI ($r = .460$). As the value for the R square was $R^2 = .561$, it explained 56.1% of the variance. An even bigger difference between the LI and the NLI became visible when looking at the coefficients. The NLI impacted job satisfaction significantly ($\beta = .861$, $p = .000$), whereas

the value for the LI was considerably lower ($\beta=.085$, $p=.308$). The results for the younger age group differ from the older age group's outcomes. The correlations between the LI and the JSI, as well as the NLI and the JSI, were almost identical: The correlation value of the LI with job satisfaction was $r=.606$ and the one of the NLI was $r=.686$. This model explained 52% of the variance as $R^2=.519$. Both indices predicted job satisfaction, as the coefficients were $\beta=.361$, $p=.000$ for the LI and $\beta=.616$, $p=.000$ for the NLI. Table 13 summarizes the results for both groups.

Table 13
Coefficients for the older (1979-1986) and younger (1987-1994) Generation Y age groups

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Older Age Group (1979-1986) ^a	(Constant)	.520	.273		1.906	.059
	Leisure Index	.085	.083	.074	1.023	.308
	Non Leisure Index	.861	.088	.706	9.733	.000
Younger Age Group (1987-1994) ^b	(Constant)	.586	.215		2.728	.007
	Leisure Index	.361	.078	.284	4.625	.000
	Non Leisure Index	.616	.075	.506	8.225	.000

Note. Dependent Variable: Job Satisfaction Index

^a $n=122$; ^b $n=217$

Research question three sought to find out which leisure activity the most effective one for Generation Y in Germany was. Again, a regression analysis using the JSI as the dependent variable and the individual leisure items as independent variables aided to answer this question. In this case, results showed that all items correlated positively with job satisfaction. However, having fun with colleagues during working hours ($r=.577$) had the highest impact on all leisure items on job satisfaction.

Professional development ($r=.548$), and personal development ($r=.520$) followed. The items that least correlated with job satisfaction were flextime ($r=.131$), fitness and recreation at the workplace (Fitness 1; $r=.116$), and carrying out personal things during working hours ($r=.111$). Table 14 summarizes the correlations of all leisure-items.

Table 14
Correlations for individual Leisure items II (n=339)

		<u>Flex</u> <u>time</u>	<u>Flex</u> <u>place</u>	<u>Committ</u> <u>ments</u>	<u>Personal</u> <u>things</u>	<u>Profes</u> <u>sional</u> <u>develop</u> <u>ment</u>	<u>Personal</u> <u>develop</u> <u>ment</u>	<u>Feed</u> <u>back</u>	
Pearson									
Cor-	JSI	.131*	.165**	.363**	.111	.548**	.520**	.397**	
relation									
		<u>Mentor</u>	<u>Fitness</u> <u>1</u>	<u>Fitness</u> <u>2</u>	<u>Fun</u>	<u>Inter</u> <u>action</u>	<u>After</u> <u>work</u>	<u>IT</u>	<u>Social</u> <u>Media</u>
Pearson									
Cor-	JSI	.397**	.116	.134*	.577**	.421**	.317**	.211**	.144*
relation									

Note. JSI=Job Satisfaction Index, * $p<0.01$, ** $p<0.001$

55.2% of the variance ($R^2=.552$) were explained by the regression analysis of all leisure elements. Table 15 shows the coefficients of the regression analysis.

Table 15
Coefficients for individual Leisure items II (n=339)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.802	.170		4.725	.000
Flextime	-.021	.027	-.036	-.784	.434
Flexplace	.009	.026	.015	.330	.741
Commitments	.175	.031	.235	5.613	.000
Personal things	-.032	.029	-.049	-1.076	.283
Professional development	.188	.039	.248	4.824	.000
Personal development	.106	.041	.131	2.581	.010
Feedback	.072	.027	.120	2.637	.009
Mentor	.040	.028	.069	1.451	.148
Fitness 1	-.032	.027	-.057	-1.170	.243
Fitness 2	.030	.027	.054	1.117	.265
Fun	.271	.041	.324	6.584	.000
Interaction	.028	.037	.042	.738	.461
After work	-.022	.031	-.035	-.703	.483
IT	-.018	.028	-.033	-.667	.505
Social Media	.030	.028	.058	1.067	.287

Note. Dependent Variable: Job Satisfaction Index

The coefficients indicated the three items with the highest correlation with job satisfaction (Fun, professional development, personal development) were also the three elements that significantly impacted job satisfaction. In addition, balancing work and personal commitments significantly impacted participants' job satisfaction.

The task of research question four was to find out whether or not leisure-activities are the best method for satisfying Generation Y in Germany at the workplace. This, in part, referred to the regression analysis done for research question two, which showed that both the LI and the NLI predicted job satisfaction. Though, the value for the NLI was significantly higher. As a second step, a regression analysis of all individual non-leisure items was performed. The correlations showed that all items positively

related to the JSI, with the office environment ($r=.554$), the supervisors' acknowledgement ($r=.541$), and the future prospects within the organization ($r=.509$) having the highest correlation. By far the lowest correlation value was the teamwork aspect ($r=.161$). Table 16 summarizes the correlations of the non-leisure items with job satisfaction.

Table 16
Correlations for individual Non-Leisure items II (n=339)

	Salary	Promotion	Future prospects	Acknowledgement	Importance	Task variety	Environment	Teamwork	Method
Pearson Correlation JSI	.387*	.435*	.509*	.541*	.404*	.356*	.554*	.161*	.415*

Note. JSI=Job Satisfaction Index; * $p<0.001$

The results showed that the nine non-leisure items explained 54.4% of the variance. Table 17 summarizes the coefficients of the regression analysis.

Table 17
Coefficients for individual Non-Leisure items II (n=339)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.888	.179		4.950	.000
	Salary	.055	.029	.081	1.885	.060
	Promotion	.032	.036	.049	.881	.379
	Future Prospects	.102	.038	.158	2.696	.007
	Acknowledgement	.190	.031	.265	6.026	.000
	Importance	.059	.036	.075	1.647	.101
	Task Variety	.063	.034	.085	1.837	.067
	Environment	.208	.036	.256	5.768	.000
	Teamwork	.021	.033	.026	.634	.526
Method	.112	.031	.149	3.560	.000	

Note. Dependent Variable: Job Satisfaction Index

The results also indicate that the three items that had the highest correlation with the JSI also had the highest Beta-values, with the office environment having the highest value ($\beta=.208$, $p=.000$). The supervisor's acknowledgement followed with $\beta=.190$ and

$p=.000$, and the future prospect's value was $\beta=.102$ and $p=.007$. Even though, the freedom to choose the methods of achieving one's goals, did not have one of the three highest correlations its coefficient was the third highest when predicting job satisfaction ($\beta=.112$, $p=.000$).

CHAPTER 5

Discussion

The research results are presented in a summary and discussion style in this chapter. In order to answer the research questions of this study, the discussion focuses on leisure as general work value first. After that it discusses the five leisure-related aspects; workplace fun, work-life balance, personal web use, flexibility, and development opportunities.

It also focusses on recommendations for future research and implications for companies and the German labour market, in general.

Discussion

Common literature proposes that Generation Y is different from previous generations and values other, fewer materialistic incentives at the workplace (c.f. Lester et al., 2012; Ng et al., 2010; Twenge et al., 2010). Presented literature has suggested that Generation Y is less loyal towards their employers than previous generations (PricewaterhouseCoopers LLP, 2011) and that their most important work value is leisure (Cogin, 2012; Schullery, 2013; Twenge et al., 2010). As most literature is based in a North-American or Australian context, the purpose of this study was to examine whether and to what extent job satisfaction among Generation Y employees in Germany is affected by leisure-related activities at the workplace by answering the following four research questions:

- 1) Do companies in Germany offer leisure-related activities in order to accommodate leisure as a work value?

- 2) Do leisure-related activities affect job satisfaction among Generation Y employees in Germany?
- 3) Which leisure-related activity is the most effective method to satisfy Generation Y?
- 4) Are leisure-related activities the best method to satisfy Generation Y at work?

Leisure vs. Traditional work values. In the current study, both the secondary analysis and the analysis of the primary data indicated that employers offer leisure-related activities to their employees. However, in both cases the means of the Leisure Index (LI) tend towards disagreement, whereas the means of the Non-Leisure Index (NLI) have a much more positive tendency, which indicates that the non-leisure or traditional items are more likely to be offered than leisure items. The regression analysis of the secondary data set to show the impact of the indices on the Job Satisfaction Index (JSI) did not show a major difference between the LI and the NLI. Both effects were significantly positive, which means that participants value both leisure-activities as well as non-leisure items when it comes to their job satisfaction. The secondary data therefore supports the assumption provided by current literature that leisure is important for Generation Y's job satisfaction.

The web-based survey analysis stands in sharp contrast to the results of the secondary data, as a noteworthy difference was found between the effect of the LI and the NLI on the JSI. Again, both indices significantly predicted job satisfaction positively; though the value for the NLI was considerably higher, which suggests that traditional, non-leisure values have a stronger effect on the German Generation Y's job satisfaction than the leisure items. The analysis of the impact of the individual non-

leisure items showed that within the traditional, non-leisure items, the physical work environment had significant impact on participants' job satisfaction. Additionally, supervisor acknowledgement, and future prospects in the company were also significant predictors of Generation Y's job satisfaction. Promotion and salary did have an effect on participant's job satisfaction, but it was considerably lower than other non-leisure items. The question arose why leisure-activities, identified as one of the core values at the workplace (c.f. Cugin, 2012; Twenge et al., 2010), are not as important for the German Generation Y sample, as literature suggests.

One way to explain the discrepancy between the existing literature and the current study results are cultural differences (Hanglberger, 2010; Sousa-Poza & Sousa-Poza, 2000). German employees have the reputation of being industrious, highly organized, detail-oriented and punctual (Deutsche Presse Agentur, 2011; Wendt, 2015). These characteristics can be classified as traditional values (Oppolzer, 1994; Voß, 1990) and have their roots in Max Weber's Protestant Work Ethic (Voß, 1990). According to Weber's work *The Protestant Ethic and the Spirit of Capitalism* (1904) the success of capitalism in Western Europe was a consequence of Protestantism linked closely to values such as hard work, self-discipline, and concern with achievement (Kolb, 2008). At present, the concept of the Protestant Work Ethic is no longer directly linked to religion. However the values are still the same (Kolb, 2008). Due to the Protestant Work Ethic, it is possible that people work until their work is done and after that experience leisure. In other words, work and leisure in Germany are probably still seen as concepts two concepts that affect each other, but cannot be experienced at the same time (Beatty & Torbert, 2003), as it is practiced in other parts of the globe, for instance, North America.

In addition to cultural characteristics, age and people's current life stage, even within one generation, can affect the perceptions of leisure at the workplace (Cramer et al., 2011). Therefore, the sample was split up into older and younger members of Generation Y. It becomes obvious that the job satisfaction of participants who were born in the years between 1979 and 1986 is significantly more affected by non-leisure items; leisure is seen as a nice asset, but not a factor to predict job satisfaction. In contrast, the values of the younger members of Generation Y, born between 1987 and 1994, are different. Although non-leisure values were higher than the leisure value, the gap between both values is considerably smaller, which indicates leisure at the workplace seems to be more important for the job satisfaction level of younger Generation members. Different scenarios can be drawn from these results: a trend towards leisure that is just starting with Generation Y; an upcoming change in values towards being less materialistic; or the influence of life stages on the perception of job satisfaction among younger and older Generation Y members.

A possibility for the differences in values between the younger and older individuals in the sample can be a shift in values. This is supported by literature as scholars found evidence for a change in values towards less materialistic pursuits in Germany (Borchert & Landherr, 2009). The change in values does not result in a loss of traditional work values, but rather merges them with modern work values and create a development of the Protestant Work Ethic (Borchert & Landherr, 2009; Oppolzer, 1994; Voß, 1990). Taking the shift of values towards a more modern work ethic into consideration, it can be inferred that the trend towards leisure at the workplace in Germany has just started and will continue to gain more importance for younger employees, which includes Generation Z, the generation following Generation Y into the

workplace. According to the literature, Generation Z, born between 1995 and 2009 (McCrindle, 2014), are even more technologically savvy than Generation Y, as they have only known a digitalized, wireless world (Klaffke, 2014b; McCrindle, 2014). They are also seen as the most formally educated generation to date (Klaffke, 2014b; McCrindle, 2014;). Like Generation Y, the next generation seeks work-life balance and flexibility (Klaffke, 2014b). Generation Z will also be the most empowered generation in the workplace because they enter the workforce in a time where more people will exit than enter it (McCrindle, 2014). The potential trends towards more leisure at work puts pressure on companies in Germany and their approach to leisure-related incentives, as Generation Z might not want to work for employers that do not provide leisure-related activities sufficiently and move on.

It is also possible that a change in values, towards a sharing economy, is the explanation for this trend among the younger Generation Y participants. Sharing economy, also called collaborative consumption is a global trend that proposes sharing goods, such as cars, coordinated via the Internet, allowing consumers to access goods without ownership (The Economist, 2013). Studies confirm that the phenomenon does exist in Germany and seems particularly popular among a younger age group (Schwartz Public Relations, 2012). This mentality also becomes evident in housing. Most of the younger Generation Y members live in a lease, whereas the share of home owners is higher in the older group of Generation Y (Büscher, Emmert, & Hurrelmann, 2009). According to Büscher and colleagues (2009) the younger age group also has less desire to own a home in the future. The trend towards a sharing economy, the change in travel behaviour and housing conditions can all be explained by increased flexibility and greater cost awareness (Büscher et al., 2009; IFMO, 2011) as well as a smaller focus on

traditional, materialistic values (Schwartz Public Relations, 2012). This movement can be projected onto work values as well, which is an explanation for the findings of this study that leisure is more important for younger members of Generation Y. In his book *The Biggest House in the World* Leo Lionni (1968) metaphorically explains the advantages of owning less by using the example of a little snail and her house. The story is about a snail that wishes to have the biggest house in the world. Its father tells it a story about another snail that had the same wish and grew its house to the largest and most beautiful in the world (Lionni, 1968). One day after the snails had eaten all the cabbage they moved on, but the little snail's house was too heavy to move, so the snail was left behind and slowly faded away. In the end, the little snail realized that it should keep its house small and be able to go wherever it pleases to go (Lionni, 1968).

If it is not the change in values, the discrepancy between younger and older Generation Y members could also be a difference in life stages in Germany. Younger Generation Y participants have often just started their first job and, in most cases, do not have a family. Older members though, might already have started a family, which explains why job security, future prospects, or monetary benefits are more important for their job satisfaction than leisurely activities, such as flexible working hours or fun at work. Cramer and colleagues (2011) support this statement in their study on work-life balance and Generation Y. Older Generation Y participants stated that their work-life balance altered with age and changing responsibilities, such as a family (Cramer et al., 2011). This also indicates that work values seem to change over time and with changing life responsibilities. It seems logical that Generation Y would change its work values towards more family-oriented principles as family becomes a more important role in their values outside of a work environment (Kring, 2013; Rump & Eilers, 2013).

Even though the outcome of the web-based survey showed that leisure at work is not as important for Germany's Generation Y's job satisfaction as hypothesized, some leisure-related activities still have a significant influence on this generation, which makes a discussion of the individual themes inevitable.

Workplace fun. It is suggested in the literature that fun at work is very important for Generation Y (c.f. Schullery, 2013; Sujansky & Ferri-Reed, 2009). Playful, social, interpersonal recreational activities, such as outings or spending time together for lunch, are intended to provide an individual enjoyment at work (Lamm & Meeks, 2009) and do not necessarily relate to the actual job (McDowell, 2004). The concept of a fun environment is not yet very widespread in German companies. However, they do try to adopt innovative approaches related to workplace fun (Deutsche Lufthansa AG, 2014; Fichter, 2006). Having fun at work is also a criterion for evaluating the best place to work in Germany (A Great Place to Work Deutschland, 2015), which highlights its importance.

The results of the secondary analysis showed that the item related to workplace fun, having enough break rooms for the employees, was not perceived as offered sufficiently. In addition, the regression analysis indicated that workplace fun correlates with participants' job satisfaction and has a significant positive impact on the level of job satisfaction.

The web-based survey showed that co-worker related activities, such as having fun with colleagues at work and the interaction with colleagues during working hours, are seen as existing to a satisfactory extent. The coefficient of having fun with one's co-workers though had the highest value ($\beta=0.271$; $p=.000$) of all leisure items. This shows that fun at work, especially involving co-workers, is a very important predictor of

Generation Y's job satisfaction level. The impact of fun with colleagues can be explained by the importance of social interaction and team work for Generation Y (Gentry et al., 2011; Kring, 2013). Friendships with colleagues and a good relationship with their supervisors are central to Generation Y's job satisfaction (Klaffke & Parment, 2011; Kring, 2013), which supports the importance of having fun with colleagues during working hours. Even though forming friendships happens on an individual basis, companies can cultivate a friendly environment to support workplace fun (Lowe et al., 2008). Studies confirm that companies already provide their employees with a fun environment (Lowe et al., 2008), which also helps to reduce turn over rates and increases productivity (Karl & Peluchette, 2006; Tews et al., 2013). In contrast, the findings indicate that company-driven workplace fun, such as recreational opportunities at the workplace or financial support for fitness activities, were perceived as not offered sufficiently. However, the regression analysis indicated that company-driven recreational activities do not have a strong impact on the participants' job satisfaction; the coefficient for financial support of recreational activities was even negative.

The low impact on job satisfaction of recreational and fitness activities could be the importance of separating the personal and work life in Germany. People in Germany tend to keep their leisure time private from their workplace (Pieter, Fröhlich, & Emrich, 2014; Rigauer, 1979). According to INJOY (2009) over 70% of Germans participate in fitness activities that are privately organized, which supports the findings that Germans rather not join company-driven fitness activities. Another possible reason for the low impact of fitness on Generation Y's job satisfaction level could be the fact that participants do not engage in fitness activities in general, as the INJOY study (2009) found that 40% of Germans do not engage in fitness activities, mostly due to lack of

time. Pieter and colleagues (2014) confirmed lack of time as the main reason for not being physically active. It is possible that a combination of these explanations is the reason company-owned or –paid gym memberships will not be appreciated and most likely not be used, which the findings of the current study indicated.

Work-life balance. A healthy balance between the personal life and work life is also considered an important predictor of Generation Y's job satisfaction (c.f. Parment, 2013; Rump & Eilers, 2013; Smith, 2010); work-life balance is predicted to be the main reason for choosing an employer by the year 2030 (Bauer et al., 2012).

The secondary analysis showed that participants were satisfied with their employers' offering to balance their personal and work life, both time-wise and location-wise. The analysis of the web-based survey had similar results. In this case participants rated the offering of work-life balance as the second highest value of all presented leisure items. According to the findings, Generation Y in Germany appears able to balance their personal lives and their work lives well, which also has a major impact on their job satisfaction.

The high importance can explain these results as companies in Germany and the German federal government place on work-life balance (BMFSFJ, 2005). Different initiatives offered by large companies and the government promote work-life balance act as a driving force towards a sustainable future of the German economy and sustainable social stability (BMFSFJ, 2005). Best-practice examples of work-life balance initiatives of different German companies are, for instance, a flexible and cost-free child care service for employees or programs that help employees to re-enter the company after parental leave (BMFSFJ, 2005). The BMFSFJ (2005) predicted that, due to those work-life-balance actions, the birth rate will increase and, therefore, the labour force will

potentially grow as well. In addition, the implementation of work-life balance measures will help increase national productivity and help decrease the costs of the National Health Service (BMFSFJ, 2005). Despite pro-active businesses and politics, not everything related to work-life balance is perceived positively. Some experts see the concept of work-life balance as a threat (Matthes, 2014). Work-life balance can be seen as an *escape mechanism* for people who have not yet found their dream job and who are not satisfied (Matthes, 2014). This view corresponds with some of the results of the current study, because the impact on job satisfaction, when it came to carrying out personal responsibilities during working hours, was negative in the web-based survey analysis. A similar item, personal commitments are more important than work, had a negative correlation with the JSI in the secondary analysis. This indicates certain dissatisfaction with the job, which drives employees to put their personal life before their work life. Nevertheless, it seems that the positive attributes of work-life balance outweigh the adverse outcomes.

Personal web use. The concept of personal web use is widely discussed in current literature. Some authors found that personal web use is a source of increased productivity, creativity and satisfaction (Anandarajan et al., 2006; Ivarsson & Larsson, 2011), whereas other authors referred to it as cyberloafing and see it as a threat to the companies' success (Lim et al., 2002; Moody & Siponen, 2013). Due to their keenness for technology and the internet (c.f. Rump & Eilers, 2013), and its integration in their daily lives (Eisner, 2005), Generation Y expects to be able to use their employer's technology for personal purposes (Clearswift Limited, 2011).

The results of the current study showed that German employers do not provide their employees with unlimited internet access for personal purposes, as participants

least agreed with it in the secondary analysis and in the primary analysis these predictors are also at the lower end of the workplace activity spectrum. Reasons for this can be found in the particularly strict restrictions on personal Internet usage in German companies. Studies show that many companies partially limit employees' personal Internet access while 30% completely ban the use of the company's Internet access for personal purposes (BITKOM, 2012). Although there is no comprehensive law, sentences of the Federal Labour Court exist that categorize personal usage of information technology (IT) at the workplace, as an infringement of the obligation to work (Bundesarbeitsgericht, 2005) and an unauthorized usage of the company's operating capital (Bundesarbeitsgericht, 2005). The most common reasons for restricting personal web use are potential security risks for the company (BITKOM, 2012), as well as additional costs for the employer (Stewart, 2000). Personal web use in Germany is closely associated with *cyberslacking* (Garrett & Danziger, 2008) and has a negative implication; it is not seen as a mean to enhance performance and motivation. Although, restrictions can affect a company's image, especially in the eyes of the tech-savvy Generation Y, (Clearswift Limited, 2011), there is no evidence that German companies are going to change their behaviour towards personal web use shortly.

Regarding the impact of personal web use on the sample's job satisfaction level, the secondary analysis indicated a non-significant correlation between the JSI and personal web use. This does not support the existing literature on Generation Y job satisfaction, which suggests that Generation Y expects the use of company IT (Clearswift Limited, 2011). The outcomes of the web-based survey showed a significant positive correlation between the personal web use items and the JSI. The coefficients indicated different impacts on the participants' job satisfaction. The use of the

employers' Internet access for personal social media purposes positively predicted job satisfaction whereas the allowance to use the company's IT devices for private matters has a non-significant negative relationship. Additionally, the coefficient value for using social media at work did not impact job satisfaction as much as other leisure items did, which also does not entirely correspond with the existing literature.

The explanation for the negative impact of using company IT for personal uses might be found in people's behaviours to deal with dissatisfaction, which correlates with carrying out personal responsibilities during working hours. In this case, people's behaviour is classified as cyberslacking, as they do not use company IT to increase their creativity or recover from a work task (Ivarsson & Larsson, 2011), but to get over their unhappiness at work. A possible justification for the low impact of using personal social media at work on participants' job satisfaction can be that employees do not see a need to communicate with their virtual network during working hours, because their network at work is strong and satisfies their need for communication (Parment, 2013). In addition, the low impact of personal web use on Generation Y's job satisfaction can possibly be explained by the German culture that strictly separates work and personal life, which is rooted in the Protestant Work Ethic. In summary, it can be argued that for the German Generation Y, personal web use is not necessary for job satisfaction as the existing literature suggests.

Flexibility. Flexibility is another concept that distinguishes Generation Y's work values from previous generations (c.f. Parment, 2013; Rump & Eilers, 2013; Twenge et al., 2010). Flexibility in the workplace is defined as the ability to decide when, where, and for how long employees engage in work-related tasks (Hill, et al., 2008). This concept can be differentiated between flexplace options, referring to the physical place

people work at, and flextime options, indicating a flexible time-range for employees to perform their work (Hill, et al., 2008). The existing literature showed that many companies in Germany offer flexibility options (Bundesministerium für Familie, Senioren, Frauen und Jugend, 2013).

The results of the secondary analysis support the literature in part, as participants rated flextime as the item being offered the most by their employers while flexplace options were perceived as not offered sufficiently. The regression analysis of the secondary data set does not support the current literature that flexibility is predictor of Generation Y's job satisfaction (Shockley & Allen, 2012; Srivastava M., 2011). Both items showed a positive correlation with the JSI, yet the coefficients did not indicate a significant influence of flexibility on the JSI. The results of the primary analysis do not support the presented literature regarding the offering of flexibility, as flextime, and mainly flexplace options are not viewed as provided adequately. The findings also indicated that flexibility does not have a significant impact on the sample's job satisfaction level. Those results contradict the findings that flexibility options are a good strategy to achieve a healthy work-life balance (c.f. Hill et al.,2010; Srivastava M., 2011), which according to the current study is important for the participants.

Related to the offering of flexible arrangements by organizations, the results might vary because it is based on perceptions, which are subjective and participant-specific. It is possible that participants do not consider existing part-time options or fixed-term contracts as flexible work arrangement as they have been well established by law (Bundesministerium für Arbeit und Soziales, 2014). In contrast, contributors might see them as flexible work arrangements. Due to the different perceptions, participants who are looking for innovative flexible work arrangements, such as unsupervised

flexitime or compressed work weeks, possibly consider the employers' offering of flexibility as insufficient, which was indicated by the findings of the web-based survey. On the contrary, participants who see part-time and fixed-time contracts as flexible work options are potentially more satisfied with the current situation. Neither from the secondary nor the primary data information about peoples' perceptions of the flexible work arrangements can be drawn. Therefore, it is hypothesized that the variation in attitudes makes the difference between the findings of the secondary data and the web-based survey. Regarding flexplace options, both data analyses showed that employers do not appear to offer these options sufficiently. The fact that participants of both the secondary and primary data analysis perceive flexplace options as not provided satisfactorily contradicts with studies presented in the literature, as the BMFSFJ (2013) found that many German companies offer flexplace options.

Regarding the non-significant impact of flexible work arrangements on Generation Y's job satisfaction, it is a possibility that this generation in Germany seeks stability in their work life, as their personal life gets more and more flexible (Büscher et al., 2009; IFMO, 2011). This also explains why the participants placed such importance on future prospects within their current organization, as this signifies stability. The potential longing for constancy in their job can be further explained by the fact that participants of the current study seem to spend a much longer time with one employer than literature suggests for Generation Y. The results of the web-based survey indicated a total time-span of eleven years, as participants were with their current company for an average of 3.3 years, and they planned on staying for an average of eight years. Contrary to this, presented literature showed that Generation Y employees are not employer-loyal (Parment, 2013) and tend to change their employer after about five years (PWC, 2011).

Despite suggestions in the existing literature that flexibility is important for Generation Y's job satisfaction (c.f. Parment, 2013, Rump & Eilers, 2013; Smith, 2010; Twenge et al., 2010), does not appear as a predictor of this sample's satisfaction level at work, assumingly due to the wish for stability in the work place.

Development opportunities. The last leisure-related concept that was examined in the current study is the opportunity for Generation Y employees to develop constantly. According to the presented literature, development opportunities, on a professional and a personal level, are a predictor of Generation Y's job satisfaction (c.f. Lowe et al., 2008; Parment, 2013; Rump & Eilers, 2013); according to PWC (2011) development has the biggest influence on their job satisfaction level. Within development opportunities, mentorship programs are seen as the most traditional measure (PWC, 2011). In addition, Generation Y values quick and informal feedback to enhance their performance (McCrinkle, 2014; Parment, 2013). In Germany, literature found that development opportunities that are offered, and companies are aware of the need to provide those activities; however, there is still room for improvement (Staufenbiel Istitut GmbH, 2013).

The primary data analysis supported that companies in Germany offer development opportunities. Both professional development opportunities and personal development activities had the third highest value related to the offering of leisure items. The results also indicated that continuous feedback is relatively common in German companies. Mentoring programs, however, showed a tendency towards not being offered sufficiently. The most probable explanation here is the different attitudes of different generations within the organizations, as most companies are managed by Baby Boomers who have a different understanding of feedback and mentoring as Generation Y

(Parment, 2013). In most cases organizations are used to holding feedback sessions with employees once a year, whereas Generation Y expects feedback constantly and whenever possible (McCrindle, 2014; Sujansky & Ferri-Reed, 2009).

Development opportunities showed a significantly positive correlation with the JSI. Professional development had the second highest value after having fun with colleagues. In addition, personal development showed the third highest correlation to JSI and feedback and mentoring also correlated favourably with the JSI. The coefficients also showed that development options predict job satisfaction on a high level and consequently, are imperative for German Generation Y. The results are in line with the current literature and emphasize the importance of development opportunities for Generation Y's job satisfaction (c.f. Klaffke & Parment, 2011; McCrindle, 2014).

Summary. To conclude, the current research aimed to answer four different research questions in regards to German Generation Y's job satisfaction through leisure-related activities. Research question one asked "Do companies in Germany offer leisure-related activities, in order to accommodate leisure as a work value". According to the findings organizations offer leisure-related activities, however not to the same extent as they offer their employees more traditional-based incentives. The most commonly offered leisure-item in the workplace was having fun with colleagues, followed by work-life balance options, and professional and personal development.

The second research question sought to find out whether leisure-related activities affect job satisfaction among Generation Y employees in Germany and the third question asked about the most effective leisure-related activity for satisfying Generation Y. In the case of question two cannot be answered unequivocally, as all examined items have a different effect on the JSI. The highest positive impact of all items, in both the

secondary- and the web-based survey analysis, was workplace fun, particularly having fun with colleagues. The other workplace fun related item, recreational activities, did not, however, positively influence employees' job satisfaction. The second highest effect was development opportunities, followed by work-life balance measures, although carrying out personal responsibilities at work expressed a negative influence on job satisfaction. Personal web use did have low influence on participants' job satisfaction level with also one item negatively impacting it. In the case of flexibility, neither flexplace nor flextime options did affect the JSI significantly.

The last research question asked whether leisure-related activities are the best method to satisfy Generation Y, which is the assumption in current literature (c.f. Twenge et al., 2010). In the case of this sample, traditional values are a more powerful method to satisfy Generation Y in Germany. However, leisure-items should not be underestimated.

The results discussed in this section have their limitations. However, some implications for German companies and the German labour market can be drawn from them. In addition, the results identified themes and directions that can be used for future research. The limitations of this study, its implications, and recommendations for future research are described in the following sections.

Limitations

The limitations of this study, using a secondary data set and a web-based survey, are acknowledged and discussed in this section to put the findings in perspective.

There are different limitations associated with using a secondary data set. This study recognizes that the secondary data set offers a narrow perspective on Generation

Y's job satisfaction through leisure-related activities in Germany for several reasons. First, the pre-established limitation to participants born between 1979 and 1994 reduced the sample size drastically. The original data entailed 1,183 participants (Fraunhofer IAO, 2013); after extracting the Generation Y age-group the sample size was significantly smaller (n=227), which could have affected the findings.

A second limitation of the data set is the fact that the researchers used a convenience sample for collecting the data, as the survey was shared with partners and mailing lists of the Fraunhofer IAO. A convenience sample is a non-probability sample, where people are part of the sample because of their availability and easiness to reach (Smith & Ganju, 2008). Due to the fact that some individuals of the population do not have a chance to get sampled, it is highly unlikely that an entire population is represented in a convenience sample, irrespective of its size (Smith & Ganju, 2008). In this particular case, it is assumable that the sample only includes individuals who work in an office space and not in production spaces. This assumption is based on the purpose of the original study to examine the positive and negative effects of different office settings on office workers (Fraunhofer IAO, 2013). Due to the convenience sampling the findings are not generalizable to the entire Generation Y workforce in Germany.

Further, the original data was conducted for a different purpose, which limits the variables used in the current study. Even though all three indices were able to be created, the results are not inclusive of a broader spectrum of leisure and non-leisure related items, which could have affected the findings.

Similar limitations apply to the web-based survey. Again, convenience sampling was used to collect the data, which results in not being able to generalize the findings to the German Generation Y workforce as a whole. The survey-link was sent to the

researcher's family, friends, colleagues, and acquaintances, who shared the link with their network. It was the most convenient way to access German Generation Y employees. However, the possibilities of reaching the entire population are marginal. In fact, the sample might be very regional to southern Germany, as the focus of the professional and personal network connections are located in the South of the country. The study does not provide statistical evidence to prove this assumption, as the survey did not ask for geographical information.

Additionally, using an online survey as a method limits the probability to sample all members of a population, as people need internet access to participate in the survey (Lefever et al., 2007). Although, most Generation Y members in Germany use the internet on a regular basis (Sarstedt & Mooi, 2014), this method limits the sample size. The reliability of data could also be limited as people might participate in the survey with malicious intent (Kraut et al., 2004; Lefever et al., 2007). A third limitation of the survey method is that the time frame in which the survey was available online was limited to a three-week window due to project-related timelines. This time restriction automatically impacts the sample size.

Due to the limitations of both research methods the results of this study cannot be generalized to the entire German Generation Y population. To be noted that the aim the secondary data would support the outcome of the web-based survey was not fully achieved due to these limitations. It showed differences in most analyses. The biggest difference was that it did not show a significant discrepancy between the LI and the NLI and the relation to the JSI, although the results in predicting the influence on the JSI of specific leisure-related items showed differences.

For future research, it is advisable to expand the sample size of both the secondary data set and the web-based survey in order to add reliability to the study. An extension of the items used in the indices could also help to enhance the findings in the future. Nonetheless, both research methods were used due to appropriateness, convenience and availability for carrying out this study. The Fraunhofer IAO data set was chosen based on the validity and reliability of the original research.

Implications

Despite the limitations, this study adds to the literature on Generation Y and leisure as a work value in Germany. This study contributes new insights particularly in areas where a lack in German literature was identified. In addition to contributions to literature, this study also offers practical implications for human resource managers, organizations and the German labour market, in general.

In regards to general work values of Generation Y, this study offers an insight into the German landscape, which differs from the popular North-American and Australian literature. Whereas this literature proposes that Generation Y's most significant work value is leisure (Cogin, 2012; Schullery, 2013; Twenge et al., 2010) the current findings showed that Germany's younger generation appears to value leisure, however more traditional, materialistic action items, such as promotions, salaries and acknowledgement, are still more strongly valued. Practically, these results imply that organizations should be aware of the change in values towards more leisure-oriented incentives, but note that younger employees will find better satisfaction with traditional incentives. Human resource practitioners should, therefore, provide their Generation Y

employees with a mix of traditional and leisure-oriented encouragements, with an emphasis on the traditional drivers.

Additionally, literature showed that workplace fun is essential for Generation Y's job satisfaction (Chester, 2002; Choi et al., 2013; Schullery, 2013; Sujansky & Ferri-Reed, 2009). The current results confirmed the high importance that Generation Y places on fun at work and its significant impact on their job satisfaction. It is advisable for organizations, especially for small and medium-size companies in Germany to implement a strategy to develop a fun environment and foster a culture of open, informal communication. This can either be created through an office structure that invites employees to casually mingle and share ideas (Lowe, Levitt, & Wilson, 2008), or through activities including food or outings (Karl & Peluchette, 2006).

This study also contributes to the body of knowledge regarding recreational or fitness activities at work or financially supported by the employer. Even though, this is considered part of workplace fun (Fluegge, 2008), it was not an effective method to satisfy the sample population. Therefore, it is advisable for organizations to focus more on a fun environment instead of financially investing in recreational or fitness incentives that are most likely not being used or appreciated and do not contribute to more satisfied employees.

A good return on investment related to job satisfaction of Generation Y employees is work-life balance. Both policy makers and organizations are aware of it and already developed different initiatives for restoring the work life and personal life (BMFSFJ, 2005). As the findings identified a very high importance of work-life balance it is advisable for companies and politicians to keep up the effort to provide a healthy balance between work and personal life, as Generation Y is demanding it (c.f. Parment,

2013; Rump & Eilers, 2013). The current study also strengthens the existing literature as it confirms the popular assumption that Generation Y puts a high value on work-life balance and its positive impact on their job satisfaction (McCrindle, 2014; Ng et al., 2010; Sujansky & Ferri-Reed, 2009).

The current study also complements the body of knowledge regarding personal web use. It confirms studies that companies in Germany restrict their employees' Internet access for personal purposes (BITKOM, 2012; Clearswift Limited, 2011). However, the results disagree with the conventional view that Generation Y expects to be able to use their employers IT and internet for personal consumption to be satisfied (Clearswift Limited, 2011; Eisner, 2005). Results indicated that people tend to misuse it when they are dissatisfied. For organizations, this means that there is no need to restrict the internet access officially as younger employees are not likely to abuse the technology for personal purposes. Not limiting it will also prevent employees from changing their company, as Clearswift (2011) found Generation Y tends to do that rather than accepting restrictions.

Previous research acknowledged that flexibility at work is a significant predictor of Generation Y's job satisfaction (Hershatter & Epstein, 2011; Martin, 2005; Twenge et al., 2010). German literature also proposes that flexible work arrangements contribute to Generation Y's satisfaction at work (Parment, 2013; Rump & Eilers, 2013). However, the body of knowledge lacked applied research on the perceptions of flexibility at work of German member of the younger generation. This study contributes to filling the gap in literature proposing that flexibility is an important value for Generation Y, but not in work setting, as the findings suggested work is the stable pillar in an otherwise more and more flexible lifestyle. As studies confirm that most companies in Germany offer

flexible work arrangements (Bundesministerium für Familie, Senioren, Frauen und Jugend, 2013) the underlying implication of the findings is that managers might need to rethink how much flexibility they offer their employees, as it is possible that too much will, in fact, lower job satisfaction levels.

Furthermore, the findings contribute to the literature on development opportunities and offers practical implications as well. The results emphasize the importance of professional and personal development of Generation Y and their job satisfaction as proposed by current literature (c.f. Klaffke & Parment, 2011; McCrindle, 2014). A previous study showed that German companies changed their development opportunities towards the needs of Generation Y; however there is still approximately 30% that have not adjusted their development strategy (Staufenbiel Institut GmbH, 2013). The current study, the option to develop their personal and professional abilities were perceived as offered on a high level, which allows the assumption that companies further adjusted their development strategies. In addition, the findings suggested that human resource managers should further develop their mentoring programs as this development method did not seem to be offered sufficiently and Generation Y places a high value on mentoring as a driver for their job satisfaction (Klaffke & Parment, 2011; Munro, 2009; PricewaterhouseCoopers LLP, 2011).

A last area in which this research impacts literature is job satisfaction, particularly in a German context. German literature lacks applied research on job satisfaction levels of Generation Y, and additionally the longitudinal studies on German job satisfaction level proposed different findings (Bohulskyy et al., 2011; Hammermann & Stettes, 2013). The results of this study support Hammermann and Stettes (2013), who found that job satisfaction among German employees has been constantly high

compared to Bohulskyy and colleagues (2011) how found that job satisfaction is dropping. The job satisfaction level of the sample population appears to be high, assumingly companies and human resource managers are doing a good job with their efforts to satisfy the younger Generation Y.

In conclusion, this study contributes to the literature related to leisure as a work value, job satisfaction, and Generation Y in the workplace. It offers various implications for companies and policy makers, which are unique to a German context. In addition to these recommendations, the next section proposes various scenarios for researcher to explore in the future.

Recommendations for Future Research

Generational differences in work values have been studied immensely in the past (c.f. Costanza et al., 2012; Kupperschmidt, 2000; Twenge et al., 2010) and will continue to be researched in the future, as the next generation is already waiting to enter the workforce. In addition, as human capital needs and potential are crucial factors within the concept of sustainable Human Resource Management (Ehnert, 2009) research on job satisfaction will also continue. Therefore, there are many roads for future exploration that can be drawn from this study.

One potential area of research could be a longitudinal study of members of Generation Y in order to see if their perception on leisure at the workplace changes with age and changing life responsibilities such as family as Cramer and colleagues (2011) propose. The current study also confirmed that younger Generation Y members place more value on leisure than older members of this cohort. Future research could focus on

examining the importance of leisure at work on job satisfaction of younger Generation Y members over the next couple of years.

Another possible research topic could be the attitudes of Generation Y in other countries, other than Germany, the United States, and Australia, in regards to leisure at the workplace and job satisfaction to explore differences or similarities in work values. Sousa-Poza and Sousa-Poza (2000) and Hanglberger (2011) proved that differences in the perceptions of job satisfaction exist across different nationalities. Both studies compared European countries. Therefore, future research could focus more on the attitudes of Generation Y in China or India and whether they differ from the values in the Western world. A comparison of Eastern and Western work cultures could assist in better understanding Generation Y and its work values related to leisure.

Literature has already explored the change in values in the German labour market (Borchert & Landherr, 2009; Oppolzer, 1994; Voß, 1990). All three studies found a shift in German work values away from the materialistic values like promotions or salaries towards less materialistic standards, such as self-fulfillment or social contact (Borchert & Landherr, 2009; Oppolzer, 1994; Voß, 1990). Nevertheless, work values and norms of German employees is another field for further research. This research should focus on the future development of work values and examine whether leisure as a work value is just a short-term trend, due to employer branding strategies, or whether leisure-related incentives will continue to gain importance for employees. Studies in this field should not just focus on Generation Y but include the entire workforce.

Furthermore, an avenue for further exploration would be the research on Generation Z, the next big generation entering the workforce. Due to the upcoming labour shortage this generation is particularly interesting for Research and Human

Resource practitioners (Klaffke, 2014b; McCrindle, 2014). Generation Z will be in a powerful position when entering the labour market, as more people will enter retirement than Generation Z employees will enter the workforce (MCCrindle, 2014). The majority of Generation Z is currently still in school. Therefore, there is no research yet about the work values and attitudes of this generation (Sarstedt & Mooi, 2014). However, Generation Z is considered the most tech-savvy, educated, and materially endowed of all generations (Klaffke, 2014b; McCrindle, 2014), which requires a change of internal policies in organizations (Klaffke, 2014b). Future research should focus on the attitudes of the emerging employees and how this affects organizations and their HR-policies.

CHAPTER 6

Conclusion

This study's purpose was to identify whether the German Generation Y's job satisfaction is affected by leisure-related activities. The following research questions were examined using a secondary analysis and an online survey: 1) Do companies in Germany offer leisure-related activities, in order to accommodate leisure as a work value?; 2) Do leisure-related activities affect job satisfaction among Generation Y employees in Germany?; 3) Which leisure-related activity is the most effective method to satisfy Generation Y?; and 4) Are leisure-related activities the best method to satisfy Generation Y?

The findings of this study showed that Generation Y members in Germany placed higher value on non-leisure incentives when it came to their job satisfaction, although the literature suggested leisure as this generation's most influential work value. For instance, leisure elements identified by literature such as personal web use, work flexibility, and company-driven fitness activities did not indicate a significant effect on participants' job satisfaction. Nevertheless, the findings showed that some leisure-related activities still had a significantly positive effect on participants' job satisfaction. The most influential leisure-related incentive was having fun with colleagues, followed by personal and professional development opportunities, and the ability to balance one's personal and work life.

As the results contradicted the reviewed literature that predicted a stronger correlation between leisure related items and job satisfaction levels, reasons and explanations were explored. The influence of the Protestant Work Ethic and its values of working hard and being self-disciplined were found to be a possible explanation of why

work and leisure in Germany are not experienced at the same time. As those attributes were considered core work values unique to the Baby Boomer Generation, this research shows that generational work values are not only influenced by age, location and shared experiences unique to each generation, but are also impacted by previous cohorts and national culture. The findings showed one example of this influence by previous generations. Generation Y in Germany values flexibility in their personal lives; however in their working lives they are influenced by the stability qualities of the Baby Boomers.

Even though leisure as a work value is not that influential on job satisfaction in Germany yet, as it is in other economies around the globe, the research suggested that it could increase over time. For the sustainability of Human Resource Management, this means that the strategies to sustain and retain skilled, young employees for the German labour market might not need to change dramatically yet. However, with the increased influence of North America and the changes in characteristics and the entrance of Generation Z into the labour force, the changes in work- and societal values need to be monitored closely to be able to act as soon as changes become more evident.

The research and discussion also indicated general sustainability recommendations for companies to better sustain and retain their Generation Y employees, as well as suggest strategies that do have a positive impact on satisfaction levels other than leisure activities at work. This can help organizations to be more economically sustainable, resourceful and more strategic in creating high employee satisfaction. From a Generation Y employee perspective, the findings contribute to the social pillar of sustainability by enhancing the understanding of this generation's workplace needs and, hopefully, help enhance their satisfaction with their current job.

In summary, this study reviews extensive research and publication in this field, and identifies future areas of research, and advances the current understanding of leisure as a work value and Generation Y in a German context as the findings revealed differences between the universal understanding of Generation Y and their perception of leisure at work, but also supported aspects of previous research. This contribution helps practitioners in Germany to better understand, satisfy, and retain this important generation, as well as further the academic understanding of generations, job satisfaction, and leisure as a work value.

APPENDICES

Appendix A. Reflective Chapter

This chapter serves as a self-reflection of the thesis process. It will comment on my learning outcomes during each stage of the process and the challenges I faced during my research. I will also comment on the things that I would do differently if I had the chance to do it again as well as the things I am most proud of and the impact I am hoping my research is going to have.

What were the major findings of the research?

The intent of this study was to examine whether leisure-related activities affect Generation Y's job satisfaction in a German context and the findings showed differences to the current literature, which I did not expect when starting my research.

The major findings of my research were that work values are not universal. Compared to the North-American and Australian-based literature, my research showed the differences in perceptions of leisure at the workplace among Generation Y employees in a German environment. Leisure-related activities are valued, however, traditional incentives, such as pay or acknowledgement were seen as having a bigger effect on participants' job satisfaction. Within the leisure items, workplace fun, work-life balance, and development opportunities had the highest impact on participants' job satisfaction level. However, not all items of these categories were perceived as equally important. For instance, having fun with colleagues had the highest impact on people's job satisfaction, whereas recreation at work had a very low or even negative impact. I did not expect this discrepancy between the findings and the presented literature. It has to be taken into consideration that the results do not represent the entire Generation Y

workforce in Germany; however after discussing the results I would assume that the results could be similar to a more representative study.

What were the major practical implications of the research?

For human resource practitioners my research has different implications. For example, it suggests not putting time, financial resources and effort into the development of recreational or fitness activities, as Generation Y employees do not appreciate these. On the other hand, findings suggested enhancing development opportunities, as well as keeping up the effort to provide employees with a healthy work-life balance. Overall, the implication for practitioners is to keep in mind that the German Generation Y workforce seems to depend more on materialistic incentives for their job satisfaction, but leisure also helps to satisfy them. Therefore, a mix of activities is suggested, placing a higher value on traditional incentives.

Comments on each stage of the research process

What did I learn during each stage of the research process?

Writing the literature added a new dimension of knowledge to my existing learning on the subject matter and deepened already known concepts greatly. It also helped me see connections within different fields and different studies that did not seem to have a lot in common. Identifying literature that is relevant and would help my research move forward was another learning outcome. Further in the process, finding the research questions and narrowing the scope of the study down was a challenge at first, as I knew what I wanted to examine and knew it was too much for this project.

As I was never involved in conducting a major primary and secondary research project before, I had to learn a lot about advantages and disadvantages of the methodology I used and how to effectively use the instruments to reach my target group.

Reading up on many of the methods helped me better understand them and be sure that I chose the right methods for my research questions.

Preparing the ethics review form made me realize that there is a lot more to consider ethically than I originally thought. I came to realise that ethical research issues are dealt with very differently in Canada then in Germany. As a requirement of Vancouver Island University, the ethic review process was a lot more in-depth that it would have ever been in Germany. The ethics review application taught me to think about ethical issues that I would have never thought about without this process. The process to obtain my ethics approval was very time consuming and the long waiting period was frustrating to me and made this part of the project not enjoyable and caused a lot of stress, anxiety and time management issues.

Developing the online questionnaire was the most enjoyable part of the research process, as I learned a lot about how important wording for each question and even each item was for people to understand the question correctly. It was also the first tangible end product in my research process, which made me proud.

Data analysis was probably the most stressful part, as I did not have a lot of experience with neither quantitative data nor SPSS for analyzing it. Looking back this part probably taught me the most skills, as I am now quite comfortable using SPSS as well as analyzing and interpreting statistical results. It was very important for my learning to have support at VIU to increase my knowledge about SPSS. Additionally, having been exposed to quantitative data, as well as SPSS, while my internship helped me gain a better understanding of the program and the interpretation of data. This part was also the most exciting phase of my research as it was my product, and it was very

interesting to see the results and think about different approaches to interpreting the findings.

Throughout the research process, I learned to focus on a single topic for a very long time, which took me a lot of effort, as I was close to giving up a couple of times.

What would I do differently if I could go back in time?

If I could do my research all again, I would not conduct my research in a different language. Translating all documents, ethic board requirements and data from German into English and vice versa was very time consuming and stressful. Even though I am happy with my topic and the results of my research, I would consider doing it in an English speaking environment rather than in a German one. It was great to be home for my internship and gain experience in a German company, but it made the process of my thesis more difficult. If I ever have to write a thesis again, I will try to make it as easy and convenient for myself as well as my supervisory team.

Another thing that I would do differently if I could go back in time is conducting the research on my own, rather than trying to do the research with a company. Taking all requirements and opinions into consideration prolonged the process and sometimes did cause my stress level to rocket. My intention was to gain a permanent position out of the internship, which did not work out. I would try to keep the research and the field experience separate and try to finish one project before starting the next project.

In addition, I would probably spend even more time on developing the questionnaire, as I think that it was a good and understandable survey, but it could have been even better, which would have impacted my results positively. It would have been stronger if I included a question asking for participants' gender, as it would have

allowed me further analyses. Considering the limited time available for this research project though, I am confident that I did a good job.

Challenges faced during the research process

One challenge that I faced during the research process was the process of getting ethics approval. I did not expect it to be as time consuming and frustrating as it was. Especially after I handed the ethical application in waiting for the results was difficult to deal with, as I was not able to work on anything at that time.

Motivating myself and dealing with writers block were two major challenges that I faced. At times, it was very difficult to sit down and work on the thesis, particularly writing the literature review and the discussion part were challenging. Keeping up a daily routine, e.g. coming to VIU every day and writing a little bit every day helped me to get over these issues. Working out at the gym, as well as conversations with friends, family and my supervisors also helped me to overcome writers block and find my motivation again.

Another thing I struggled with during the research process was time management. My plan was to graduate in December 2014, but due to time management issues it was obvious during the early stages of the process, that I would not be able to keep this graduation date. These issues arose due to the complexity of different parties involved in the project beyond my control and were not necessarily linked to my personal time management skills. This caused a lot of frustration due to my personal work ethic, however knowing this early enough I was able to deal with it and develop strategies to overcome these issues.

Data analysis was also a challenge that I was able to overcome with the help and support of VIU faculty and colleagues at the Fraunhofer IAO. I was not at all familiar

with SPSS before I started this research, therefore analyzing both my secondary data set and my primary data with this software felt intimidating at first.

What are you most proud of with your research process?

Other than the fact that I managed to write almost 100 pages all by myself in a second language, I am very proud of how the survey worked out. I did not expect the number of people that participated in the survey. I am very proud that I was able to reach more than 300 people to complete the survey and contribute to my research findings.

I am also very proud of the research process, in general, as I was very anxious in the beginning. I learned a lot of things that will be useful in the future, such as analyzing data using SPSS and appropriately interpreting the data, conceptualizing a process, time management skills, development of motivation and coping mechanisms.

What impact would you like your research to have?

I hope that my research contributes to better understanding Generation Y and their needs in the work environment especially in a German environment, as the literature is limited. Additionally, I hope that my research helps human resource managers to establish ways and guidelines to manage sustainably and retain their Generation Y employees and give our generation the appreciation that we deserve as employees.

Appendix B. Ethics Review Form



November 28, 2014

Maren Schullerus
 Student
 Recreation & Tourism
 Faculty of Management
 Vancouver Island University
 900 Fifth Street
 Nanaimo, British Columbia V9R 5S5

Dear Ms. Schullerus:

The Vancouver Island University Research Ethics Board is pleased to grant approval for the project entitled "Generation Y in Germany: Job satisfaction through leisure-related activities," as submitted for review by Joanne Schroeder on October 6, 2014 and as revised and resubmitted on December 1, 2014.

Please be aware of your obligation to carry out the research as stated in the revised proposal and to comply with guidelines as posted on the website at <http://www.viu.ca/reb/guidelines.asp>.

Sincerely,

Aggie Weighill, Ph.D.
 Chair, Vancouver Island University Research Ethics Board

VIU REB Reference No. 2014-078-VIUS-SCHULLERUS
 Date of Approval November 28, 2014
 Date of Expiry November 27, 2015

Please sign the acknowledgement below, retain a copy for your records, and return the original to:

Research Ethics Officer
 Bldg. 305 – Rm. 452
 Vancouver Island University
 Nanaimo, British Columbia V9R 5S5

As researcher(s) I (we) hereby agree to carry out the research in an ethical manner as outlined in the approved proposal submission. If I (we) need to make changes to the methodology and/or recruitment and consent procedures, I (we) will request an amendment from the VIU REB. If the project runs longer than one (1) year, I (we) will submit a request for continuing review (renewal) to the Ethics Officer one (1) month prior to the expiry date indicated above. At the end of the project, I (we) will notify the Ethics Officer to close the study.

Maren Schullerus
 Student
 Recreation & Tourism
 Faculty of Management, VIU

December 2, 2014

Appendix C. Survey (German version)

Angaben zu Ihrer Person

Bitte geben Sie Ihren Berufsstand an. *

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Angestellte/r in Vollzeit
- Angestellte/r in Teilzeit
- Auszubildende/r
- Studentische Hilfskraft
- Studierende/r (nicht berufstätig)
- Selbstständig
- Arbeitssuchend

In welchem Jahr sind Sie geboren? *

in diesem Feld kann nur ein ganzzahliger Wert eingetragen werden.

Bitte geben Sie Ihre Antwort hier ein:

Angaben zu Ihrem Unternehmen

In welcher Art von Unternehmen arbeiten Sie? *

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Kleines Unternehmen (bis 50 Mitarbeiter)
- Mittelständisches Unternehmen (bis 250 Mitarbeiter)
- Großes Unternehmen (über 250 Mitarbeiter)

In welcher Branche arbeiten Sie?

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Automobilindustrie
- Banken, Versicherungen, Finanzdienstleistungen
- Bau-/Immobilienbranche
- Beratung, Kommunikation
- Elektrotechnik
- Energie, Grundstoffe
- Gesundheit, Pflege
- Groß- und Einzelhandel
- Handwerk
- Hochschulen, Universitäten, Forschungseinrichtungen
- Logistik, Verkehr
- Medizin/Medizintechnik
- Metall, Maschinenbau
- Nahrung, Genussmittel
- Öffentliche Einrichtungen, Behörden,
- Verbände Pharma, Chemie
- Telekommunikation, Informationstechnik
- Tourismus, Freizeit
- Sonstiges

Wie lange sind Sie schon in Ihrem derzeitigen Unternehmen tätig? *

In dieses Feld dürfen nur Zahlen eingegeben werden.

Bitte geben Sie Ihre Antwort hier ein:

Jahre

Wie lange planen Sie ungefähr noch bei Ihrem derzeitigen Arbeitgeber zu bleiben? (Grobe Einschätzung ist ausreichend. Wenn Sie keine Antwort geben möchten, können Sie dieses Feld auch leer lassen.)

In dieses Feld dürfen nur Zahlen eingegeben werden.
Bitte geben Sie Ihre Antwort hier ein:

Jahre

Angaben zum persönlichen Arbeitsumfeld

Bitte geben Sie bei folgenden Aussagen an, inwieweit Sie diesen zustimmen: *

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Stimme voll zu	Stimme eher zu	Teils/ Teils	Stimme eher nicht zu	Stimme überhaupt nicht zu
Ich entscheide überwiegend selbst zu welchen Zeiten ich arbeite.	<input type="radio"/>				
Ich entscheide überwiegend selbst an welchem Ort ich arbeite.	<input type="radio"/>				
Meine privaten Verpflichtungen kann ich sehr gut mit meiner Arbeit vereinbaren.	<input type="radio"/>				
Ich erledige private Dinge während der Arbeitszeit.	<input type="radio"/>				
Ich kann meine beruflichen Fähigkeiten in hohem Maße weiterentwickeln.	<input type="radio"/>				
Ich kann meine persönlichen Fähigkeiten in hohem Maße weiterentwickeln.	<input type="radio"/>				
Ich habe kontinuierliche Gespräche Mit meinem Vorgesetzten zu					

Zielen und Ergebnissen.	<input type="radio"/>				
Ich habe einen Mentor, der mich führt und mich unterstützt.	<input type="radio"/>				
Mein Arbeitgeber stellt Sport- und Erholungsangebote am Arbeitsplatz zur Verfügung.	<input type="radio"/>				
Mein Arbeitgeber unterstützt Fitnessangebote finanziell (z.B. Fitness- Studio)	<input type="radio"/>				
Ich habe bei der Arbeit Spaß mit meinen Kollegen.	<input type="radio"/>				
Ich unternehme während der Arbeitszeit viel mit meinen Kollegen (Mittagessen, Teamausflüge, spontane Feiern etc.).	<input type="radio"/>				
Ich habe außerhalb der Arbeit privaten Umgang mit meinen Kollegen.	<input type="radio"/>				
Ich kann die Informations- und Kommunikationstechnik meines Arbeitgebers auch privat nutzen.	<input type="radio"/>				
Ich kann während der Arbeit meine privaten sozialen Netzwerke wie	<input type="radio"/>				

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