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1. Introduction

This introductory chapter aims at providing an overview of the current employee situation in organisations and to set the scene for this Master thesis. In addition, the author will elaborate more on her motivation to write about this topic and explain the structure of this research project.

1.1. Research background / problem

In the upcoming years, the last group of so-called “Millennials” or the “Generation Y”, who were born between the years 1980 and 1995 and a new group of employees, the “Generation Z”, namely those born after the Millennial era until 2010 (depending on the source), will be graduating from university and entering the labour market. Within a few decades, they will make up for the majority of the working population.

This is relevant for organisations because, on the one hand, Millennials and members of the Generation Z are said to be a different kind of generations compared to the ones before them. Literature indicates that Millennials have different traits and characteristics being more self-centred and egoistic than generations before them (Chou 2012), while members of the Generation Z grew up entirely with modern technology and therefore have a more digital approach to work (Iorgulescu, 2016; Kapoor and Solomon, 2011; Klaffke, 2014; Myers and Sadaghiani, 2010). Thus, both cohorts of employees, are challenging organisations with new demands about their work and the organisation that employs them.

On the other hand, there are other generations in the workplace – Baby Boomers, who were born after world war II and 1966 and the Generation X, who were born from 1967 until 1979 (depending on the source). While literature suggests that Baby Boomers see work as their top priority and “live to work”, members of the Generation X are said to be more individualistic and do not possess a high social competence (Hernaus and Pološki Vokic, 2014).

Consequently, organisations see themselves confronted with a position between on the one side, satisfying the needs of their current workforce, who have been part of the organisation for a very long

time and on the other the side, meeting the demands of the workforce of the future. This, however, will sooner or later require them to change how they conduct business in order to be able to meet the requirements of a seemingly new generation of employees to stay attractive as an employer, as their existing staff will slowly, but surely leave the workforce into retirement, at least with regard to the Baby Boomers.

1.2. Goals and structure of this thesis

Therefore, the aim of this thesis is to analyse whether there are differences in the requirements of the two target groups just mentioned before towards organisations. The first target group will be what the thesis calls “the Future Workforce”, bringing Millennials and the Generation Z into one target group compared to the previous generations of Baby Boomers and Generation X, which will comprise the target group “other cohorts of employees”. By doing so, the author intends to find out what the specific needs of both target groups are, to see what exactly it is organisations have to account for. In the end, if the data gathered provides the possibility, the objective is to provide organisations with a guide on how the prerequisites of future employees will look like, to be attractive for future job candidates and be able to compete for the best employees.

This goal and the outlined problem lead to the following research question of this master thesis:

Which characteristics is the Future Workforce looking for in an organisation and how do they differ from other cohorts of employees?

Accordingly, the structure of the present thesis follows a certain procedure aiming at answering the research question. First, in the next chapter the author will describe the underlying theoretical framework, the Scott/Davis Model of organisations further, to ensure a good understanding of the elements of organisations that will be investigated in this research project. Second, she will provide the reader with an overview of the existing literature and research on the two target groups, “the Future Workforce” and “other cohorts of employees” to complete the theoretical background and to set a

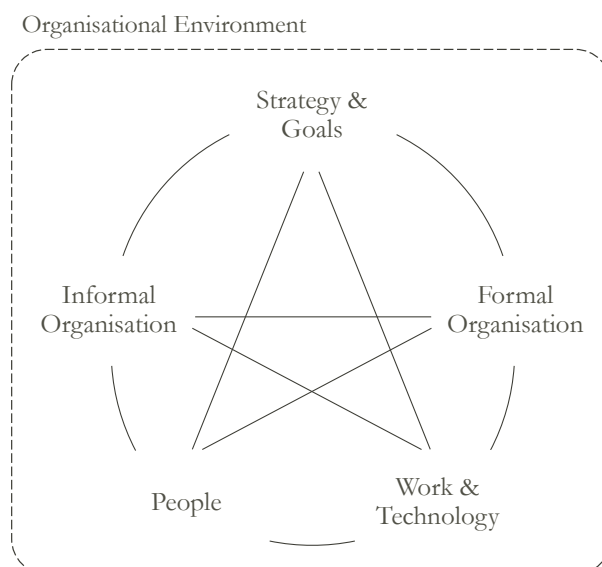
common basis of understanding for the topic of this master thesis. Then, in the fourth chapter, the research design as well as the methodology of the research will be explained in more detail with an emphasis on the operationalisation of the seven hypotheses. The aim of this chapter is, on the one hand, to transparently explain how the research was conducted for the grading of this thesis, but on the other hand, to provide future researchers with a detailed insight about this work. Chapter 5 will consequently present the results that were derived from the data collected in the course of this research project and state whether hypotheses explained in the chapter before were supported by the data collected or not. After that, the following section will discuss the results in more detail and provide an insight about how the COVID-19 pandemic has an influence on this master thesis. Finally, the author will terminate the paper with a short conclusion about the main findings and the derived interpretations of this research.

2. The Scott/Davis Model

The subsequent section presents the Scott/Davis Model of organisations, which acts as the theoretical framework for this thesis and the following research conducted as part of it. Moreover, the chapter will inform the reader about which parts of the model have been used for the research part of the thesis and justify why the selected elements are especially applicable to the study.

The model was developed by W. Richard Scott and Gerald F. Davis as an alternative to organisational charts to describe how organisations work (Scott and Davis, 2007). As can be seen in figure 1, it consists of five plus one core elements characterising organisations – strategy and goals, formal organisation, work and technology, people / organisational participants as well as informal organisation and additionally the organisational environment, surrounding all core elements. The authors argue that all elements are equally important and that organisations are “*first and foremost, systems of elements, each of which affects and is affected by the others*” (Scott and Davis, 2007, p. 24). Hence, as figure 1 indicates, all elements are connected to each other and have an influence on one another. The organisational environment is located outside of the dotted line which represents the border of the internal organisation toward its surroundings. Nevertheless, it should not be forgotten that the environment, similar as all other core elements, affects and is affected by the organisation.

Figure 1 Scott/Davis Model (own illustration), adapted from Scott/Davis (2007, p. 20) and Preisendörfer (2016, p. 60)



2.1. Strategy and goals

The first core element to be mentioned are an organisation's strategy and goals. Scott and Davis (2007) describe strategies as the underlying plan and intention leaders have for the organisation's future. Simply put, an organisation's strategy intends to answer the questions "What does the organisation want?" and "Which are the organisation's priorities?" (Preisendörfer, 2016).

When examined from the outside, the strategy of an organisation becomes visible through the decisions management makes, for example about which markets or clients to serve in the long-run (Mintzberg and Waters, 1985; Preisendörfer, 2016; Scott and Davis, 2007). Nevertheless, organisational strategies do not only depend on the intentions and visions of its management, but are not seldomly influenced by the organisational environment i.e. requirements imposed by laws and regulations, changing market needs, performance of competitors, etc. (Scott and Davis, 2007). In order to stay competitive and efficient in a changing environment, organisations can follow several strategies, which have been described by different authors. For a better understanding of how strategies work and how strategies can be interpreted in different ways, two of the most prominent theories will be briefly introduced as examples – the strategic typologies by Miles and Snow as well the generic strategies by Porter.

First, Miles and Snow's strategic typologies consist of four strategies, describing how organisations react towards their environment: (1) defenders, (2) prospectors, (3) analysers and (4) reactors. Defenders are the most efficient in stable markets which do not impose a lot of change. They try to use this characteristic of the market for their own benefit by increasing their market share as much as possible by either such competitive pricing or very high quality of products / services, so that competitors find it nearly impossible to enter the market. Being the opposite, prospectors operate in a more variable environment. Their main goal is to innovate and to create new products as well as to enter new markets and gain competitive advantage through diversification. In the middle of both, one can find analysers, which try to bring the benefits of defenders and prospectors together, being efficient and flexible at the same time. Nonetheless, this strategy type is not easy to follow, as it is hard to find a balanced approach. The last typology according to Miles and Snow are reactors, which fail to adjust

themselves to their environment in an adequate way and pursue an inconsistent and / or unstable strategy set. (Miles et al., 1978)

Second, Porter describes three generic strategies: (1) overall cost leadership, (2) differentiation and (3) focus. Organisations following the cost leadership strategy pursue to penetrate the market with products which are produced at the lowest possible cost and thus reach market power compared to their competitors. On the contrary, organisations with a differentiation strategy intend to gain market power by “*creating something that is perceived industrywide as being unique*” (Porter, 1998, p. 37). They do that in such a way that they stand out with features other than price or cost such as product design, technologies used for creating the product or service, additional services and more. Alternatively, organisations can also focus on either before mentioned strategy for a specific target audience respectively target market, which represents the third type of generic strategy. (Porter, 1998)

These two examples have shown that organisational strategies can be seen from different perspectives. Organisations are founded to pursue a common goal, which makes goals self-imposed tasks and thus the purpose the organisation should serve (Abraham and Büschges, 2009; Endruweit, 2004; Müller-Jentsch, 2003) which is why logically, each organisation has to follow another individual strategy. While an organisation’s strategy sets its path towards the future, goals can be seen as the steps following this path towards the organisation’s output objectives (Scott and Davis, 2007). Overall, goals can be understood as the key for the understanding of an organisation’s intentions.

As such, they have four main functions: (1) being a source of legitimacy, (2) using them as a means of motivation of employees, (3) as guidance for actions and (4) a base for evaluation. With regard to the first function, it can be said that all organisations have a need for legitimation towards external parties e.g. when they intend to acquire resources from suppliers or receive funds from the state. Thus, defining goals that are aligned with those partners on which the organisation depends, can be beneficial for the organisation itself (Mayrhofer et al., 2015; Preisendörfer, 2016; Scott and Davis, 2007). Similarly, the same logic works for customers who wish to support the organisation by buying its products or

services, because they can identify themselves with their goals (Mayrhofer et al., 2015; Scott and Davis, 2007). Yet, goals can also be used for internal justification, respectively the motivation of employees, when they coincide with the individual goals of the organisation's members and those in return feel incentivised to back their employer (Abraham and Büschges, 2009; Preisendörfer, 2016; Scott and Davis, 2007). Another important aspect of goals is the impact they can have on the behaviour of people related to the organisation. Being closely related to the organisational strategy, goals represent a framework for all actions and behaviours within the organisation as they provide guidance for decision-making and prioritisation of tasks as well as directions about how employees should behave to reach the respective goals (Abraham and Büschges, 2009; Preisendörfer, 2016). Finally, the more precise goals are defined, the better they can be used for their last function, namely as a source of evaluation of organisational performance and thus, its success or failure (Abraham and Büschges, 2009; Preisendörfer, 2016). As such it seems logic that an organisation has performed well once the goals set have been fulfilled and underperformed if the opposite is the case.

When it comes to defining the most important goals of organisations, the studied sociological literature shares throughout the same opinion – preservation of operations, effectivity and efficiency; and with the latter two, profit maximisation, which possibly holds true for the majority of traditional organisations (Mayrhofer et al., 2015; Müller-Jentsch, 2003). Nevertheless, in the recent years, there has been a trend towards a shift in goal setting: from the traditional shareholder value, which focusses on profit maximisation as the underlying goal for other subordinated goals in operative areas such as production, procurement and finance, towards the stakeholder approach, which emphasises a more social and sustainable attitude, also known as Corporate Social Responsibility. This philosophy, contrary to the shareholder value theory, puts organisational stakeholders such as employees, customers, suppliers or the environment into the centre of attention when it comes to conducting business and decision making. Hence, new topics have become more present in strategy and goal setting. (Jones and Nisbet, 2011)

With both approaches being rather contrary to each other and seemingly incompatible, setting goals, but also analysing them can be difficult. Different interests in an organisation like described above often result in the so-called principal-agent problem, which arises in relation to the control of decentralised organisations, in which the agent, usually the top management, acts on behalf of the owners or shareholders of the same, the alleged principals. (Müller-Jentsch, 2003) It is quite clear that in traditional organisations, principals have a big interest in a high profit and thus, high dividends. The agent, on the other hand, could emphasise a more stakeholder-oriented approach, which could eventually lead to a goal conflict, if the goal of the principals cannot be met. Another source of conflict could be the fact that both organisational goals and those of individual members acting within the organisational framework are often very much interconnected with each other and/or opposed (Müller-Jentsch, 2003). Related to this, Endruweit (2004) speaks of a goal system in which vertical or hierarchical goals interfere with horizontal goals which per se already compete with each other. An example for such a goal conflict could be the cost reduction goal of the production department, which stands in conflict with the overall organisational goal of retaining all employees, because it forces the Chief Production Officer to lay off the majority of un-skilled plant workers.

2.2. Work and Technology

While Scott and Davis (2007) define this core element in two ways, with work being the actual task that needs to be fulfilled to reach the previously mentioned organisational goals and technology being the means with which work is done, Preisendörfer (2016) uses this organisational dimension to describe the functional and special equipment of organisations.

As already cited, “work” describes the character of how employees realise their job and with that the capabilities and understandings necessary to do so. It also sets the framework with regard to timing and scheduling of the work that needs to be done. (Scott and Davis, 2007) In relation to working hours, it can be said that in Austria, there are several types of full-time work schedules used. In general, according to §3. (1) Arbeitszeitgesetz (Austrian law on work schedules in the version of 2020), a full-

time work schedule should not exceed eight hours per day respectively 40 hours per week, unless regulated differently in the respective collective agreement. Nevertheless, the way organisations deal with the time spent at work differs from organisation to organisation. The practise and literature research has shown that there are five common ways to manage full-time employment: (1) fixed schedule, (2) work time account, (3) flexitime, (4) schedule based on trust and (5) shift work – all of which will be further explained in the following.

A fixed schedule (1), as the name suggests, consists of pre-determined times during which employees have to be present at work i.e. Monday until Friday from 9 a.m. - 18 p.m. (considering one hour of lunch break). Opposing concepts are work time accounts (2) and flexitime arrangements (3), which allow employees to accumulate overtime hours which they can flexibly consume to take time off from work at their discretion. This works in such a way that on one day, employees exceed their daily eight hours of work, but in return fall behind their working schedule on another by the exact same number of hours they have worked more the day before. The main difference between these two concepts is that flexitime also applies to part-time working arrangements, while work time accounts are only lawful for full-time employments. Employments with a schedule based on trust (4) top the framework of work time accounts and flexitime in flexibility, because they offer employees the possibility to manage their working time completely independently from the organisation without requiring them to record their hours worked and thus, without any control by the organisation. In this case, performance is not evaluated by the time worked, but other factors such as products or services sold, projects finished, etc. Lastly, shift work (5) describes a type of employment in which work (in the sense of Scott and Davis) is performed by a group of employees, who take turns in doing so. This kind of work schedule is frequently used in production-oriented organisations in which products are manufactured 24 hours a day, seven days a week. This results in shifts that can be realised during the night or on weekends, which distinguishes this type of employment from the former ones, which predominantly take place during the week, unless the employee voluntarily decides to work differently. (Gärtner et al., 2017)

According to the “Flexible Working Study” that was conducted by the Austrian branch of the consultancy firm Deloitte in cooperation with the University of Vienna as well as the University of Graz, there is an evident trend towards flexible work time arrangements. It was found that in 53% of all organisations investigated¹, flexitime with core hours, during which employees are required to be at work, is the predominant form of work schedule for at least half of all staff, followed by flexitime without core hours, which offers even more flexibility, where this holds true in 24% of the responses. Fixed schedules rank third with 22% of organisations polled and in 17% of all cases at least half of the employees work on the base of trust. (Kellner et al., 2019)

Looking at the technology-aspect of the core element, it can be said that this refers to the means used when performing the work respectively “*transforming input into output*” (Scott and Davis, 2007, p. 22). In a narrow sense, Scott and Davis suggest machinery and equipment, while in the broader sense, they mean the way how their products and services are created i.e. employees’ capabilities and business know-how (Scott and Davis, 2007). Preisendörfer (2016) also takes up a more technological view when discussing this core element by focussing more on the narrow sense defined by Scott and Davis. He suggests that the spatial and functional equipment of an organisation can be a good indicator for its way to operate and also its well-being. As an example, he suggests that in industrial enterprises, investigating the technical equipment can help understand organisational processes and structures. When it comes to organisations in the tertiary sector as well as state-close enterprises, on the other hand, scholars pay more attention to the way offices are designed and where employees perform their work. (Preisendörfer, 2016)

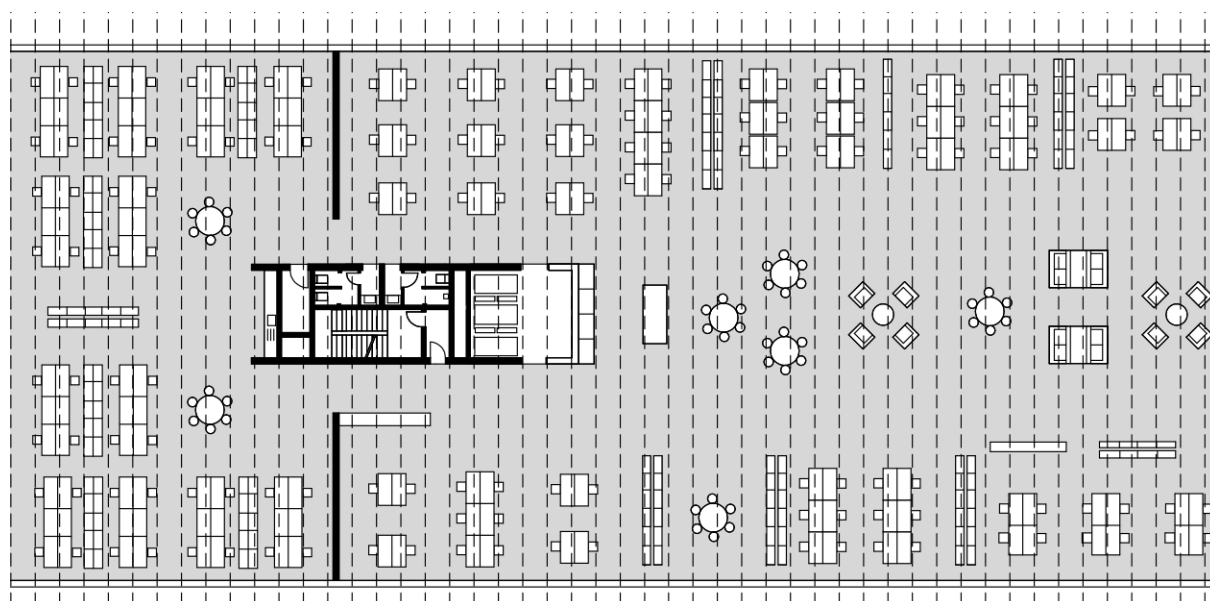
Bodin Danielson and Theorell (2019) have identified several types of office designs that are currently used in modern organisations, some of which have been cumulated to the following categories for the purpose of this research: (1) cell-office, (2) shared-room office and (3) open plan office. Additionally, two further options have been included in this thesis on the basis of the Flexible Working Study (2019)

¹ The study was conducted with representatives of 214 Austrian organisations.

mentioned above: (4) home office and (5) location-independent work. The operationalisation of these work designs and their incorporation into the survey will be further explained in chapter 4.

Cell-offices (1) and shared-room offices (2) are individual office rooms designed for one in the case of cells to up to four people working together in a shared-room office, usually on the same team. In this set-up, employees find most of the equipment they need to fulfil their tasks directly in their cell respectively office. A major characteristic that distinguishes these types of office design from the other three, is that they are usually provided to permanent staff for long-term assignments, while (3), (4) and (5) represent a more flexible working environment. As such, in an open plan office (3), workstations are distributed in a large open room, if employees do not bring their own laptops to work. In this latter case, tables are usually completely empty and available for all staff to occupy, whenever needed. Hence, employees will always need to carry the material required to fulfil their work around with them. As visible in figure 2, open plan offices offer the advantage that they use the available space in a very efficient manner recognising the number of workers occupying the space. (Bielefeld, 2018; Bodin Danielsson and Theorell, 2019)

Figure 2 Sample layout of an open plan office, as found in (Bielefeld, 2018, p. 27)



A further step into the flexibilization of work are home office arrangements (4), where employees fulfil their duties from home or from other locations in the form of location-independent work such as libraries or cafés (5). (Bielefeld, 2018; Bodin Danielsson and Theorell, 2019) Similar to the case of the open plan office, employees are required to hold on to all work-related materials to ensure they can perform their tasks. These flexible work styles gain more and more popularity among the workforce as they offer a good opportunity to combine private and professional life with each other. In fact, home office arrangements are available in 97% of Austrian organisations, while 79% of employees already work location-independently away from their organisation's premises (Kellner et al., 2019).

2.3. *Formal organisation*

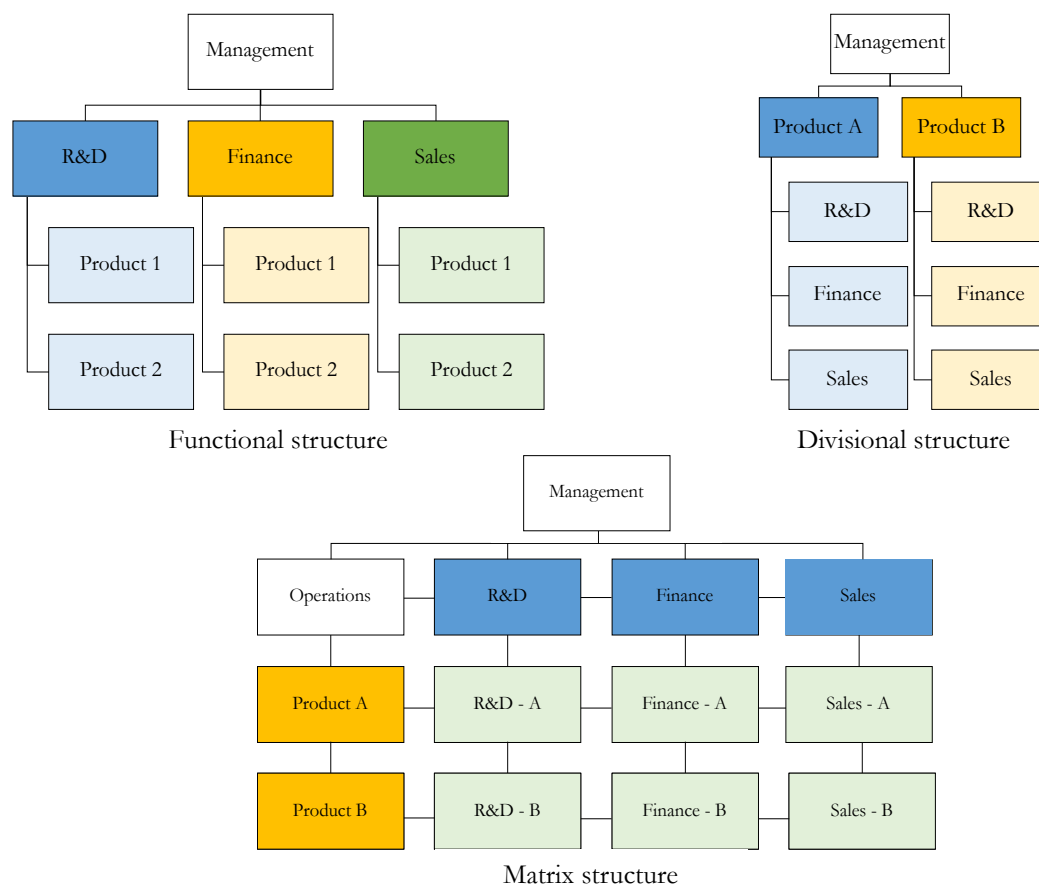
There are different ways to organise work in an organisation and by that also how goals are reached. Hence, the type of work conducted in an organisation also influences formal characteristics such as rules and hierarchies (Scott and Davis, 2007).

The formal organisation represents the planned and official structure of an organisation. Often illustrated in an organisational chart, it explains the relationship between individual parts of the organisation in the form of the organisational structure. (Endruweit, 2004; Scott and Davis, 2007) From this structure, one can derive the departments, as well as hierarchy levels and spans of control. These in return, help to understand the way in which communication works and information runs respectively how decisions are made in an organisation. (Daft, 2010; Preisendörfer, 2016; Scott and Davis, 2007)

The formal aspect of an organisation can be explained by taking a closer look into its five dimensions: (1) division of labour, (2) coordination, (3) hierarchy, (4) delegation and (5) formalisation. The first dimension is characterised by the specialisation or functional / horizontal differentiation of work, namely how labour is divided (1). It becomes evident in which form an entity organises itself. Figure 3 illustrates the three major types of organisational structure. First, a *functional form*, which implies that

departments are founded based on their special activities such as research and development, finance or sales. This type of organisation is especially effective when detailed know-how is required to fulfil its main goal, efficiency, and when control as well as coordination need to be performed in a top-down manner. The second example would be a *divisional structure*, in which the so-called divisions work independently from each other. Divisions are usually targeted to serve a distinguished product or market and can be organised as own businesses or profit centres, which consist of functional departments by themselves. A divisional structure works best in an organisation in which decisions can be made in a decentral manner and which aim to be flexible and adaptable for change. Both, functional and divisional structure, can be combined into a *matrix organisation*, which contains both foci – technical knowledge and innovation. Hence, divisional as well as functional managers both have the same amount of authority over staff, which bears a certain amount of conflict potential. (Daft, 2010; Preisendörfer, 2016; Scott and Davis, 2007)

Figure 3 Organisational structures (own illustration), adapted from (Daft, 2010, pp. 107 & 111)



As a result of the ongoing globalisation, *outsourcing* has become a more frequently used type of organisation. It works in such a way that an organisation signs contracts with partner organisations which perform designated tasks respectively functions for them, most commonly in the field of production, human resources or customer services. One extreme form of outsourcing are *virtual networks*, in which key roles and practises of the organisation are contracted out and coordinated by a small head organisation. The main reason for outsourcing and also virtual networks is, that organisations focus on the factors which provide them with a competitive advantage and externalise the functions, in which they are inefficient, as to maximise their profit. (Daft, 2010)

The next dimension of formal organisations describes the coordination (2) respectively integration of it, which implies that the more labour is divided and the more specialised an organisation is, the higher is the need for coordination. This need for coordination can be fulfilled by either setting formal procedures such as plans, programmes or internal markets, through personal instructions or informally with the help of the organisation's culture, which will be discussed in the following section 2.4. (Preisendörfer, 2016)

Another aspect of formal organisations is the hierarchy (3). It comprises the vertical differentiation of the organisation and is represented in an organisational chart, which makes it probably the most commonly known view. (Preisendörfer, 2016) The hierarchy is divided into levels and can be either flat with only few levels or steep in case of organisations with many layers of authority – the so-called chain of command. An organisation with a steep hierarchy has a longer chain of command than one with a flat hierarchy. Another important term in this relation, yet with a slightly different meaning is the span of control, which refers to the number of direct reports of a manager and can also be observed in an organisational chart depicting the hierarchy of an organisation. Similarly, in organisations with a narrow span of control, hierarchies are considered to be tall and flat when there is a broad span of control. (Daft, 2010)

The delegation dimension (4) describes the way responsibility and decision-making power are distributed in an organisation. As such, it indicates the degree of (de-)centralisation. The more decisions are made by the management, the more centralised an organisation is, while decisions are made by the person with the most knowledge or where the outcome of the decision has the most impact in a decentralised organisation.

The last aspect of formal organisations, its formalisation (5), explains the degree to which the structure is formalised, meaning to which degree the first four dimensions are documented in a written form and thus available for internal and also external persons interested in the organisation. Another aspect of formalisation would be to which extent processes and communication pattern have to be done in a written way. (Preisendörfer, 2016) It seems quite logic to mention that the more formalised an organisation is, the easier it is to study from an external researcher perspective.

2.4. Informal organisation

While the formal organisation represents the official structure, the information organisation can be understood as an additional and unofficial network of social relationships within the organisation that must not necessarily correlate with the formal hierarchy (Endruweit, 2004). Yet, by establishing an organisational culture and its components such as norms and values, informal organisations have an influence on how the organisation works (Scott and Davis, 2007).

Schein (2010, p. 18) defines culture as *“a pattern of shared basic assumptions learned by a group as it solved its problems of external adaption and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.”* By doing so, he introduces three key components, which describe a specific culture and can therefore, also be applied to organisations: (1) artefacts, (2) espoused values and (3) basic underlying assumptions. The first level of culture, artefacts (1), can be easily observed when examined from the outside as they are visible structures and processes or observable behaviours. In an organisational context, examples for

artefacts would be its corporate design, written rules and regulations, standardised processes and IT infrastructure as well as organisational charts and job descriptions. If one imagines culture as an analogy of an iceberg, artefacts can be considered the upper most and visible part which lies above sea level.

One level further down, one can find the commonly espoused values (2). These contain the norms about which behaviour is commonly accepted as appropriate, as well as the goals and strategies which, as previously mentioned, guide the conduct of an organisation. While it seems logic that espoused values have an effect on artefacts, there are also organisations, in which they are not aligned with the visible part of its culture.

The lowest level and most influential part of the cultural iceberg is occupied by the basic underlying assumptions (3), which represent the fundamental orientations towards socially relevant topics such as the environment, moral, time, the nature of humans or social relationships. Similar to the most bottom part of an iceberg, basic underlying assumptions are hard to see and examine, which is why they are often held unconsciously or understood to be self-evident respectively given and are not questioned, though they influence how members of an organisation behave, think and feel. (Kieser and Ebers, 2014; Miebach, 2007; Schein and Schein, 2018)

As organisational culture is a rather complex concept, about which there exists a lot of research, so-called typologies make it easier to understand and to work with. The “Competing Values Framework” by Cameron and Quinn is a 2x2 typology matrix, which seems applicable for the purposes of this thesis.

Figure 4 Culture typologies according to Cameron/Quinn (own illustration), adapted from (Kieser and Ebers, 2014, p. 356)

		Flexibility	
		High	Low
Focus	Internal	Clan (1)	Hierarchy (3)
	External	Adhocracy (2)	Market (4)

The figure above shows that the typology matrix can be divided into two dimensions – focus, which in return can either be internal or external and flexibility, which can be either high or low. The cross-over of both dimensions in their forms show the four different culture typologies: (1) clan, (2) adhocracy, (3) hierarchy and (4) market. (Cameron and Quinn, 2011; Kieser and Ebers, 2014)

The clan culture (1), as the name implies, is characterised by a family-like spirit, which is realised in organisations with internal focus and high flexibility. This is practised by encouraging a high degree of participation in employees and giving them responsibility. Considering the cultural dimensions according to Schein from before, basic underlying assumptions of this culture typology are that teamwork is the key to conducting business, customers are considered to be partners, and the organisation should be in charge of employee development and their inclusion, which leads to more motivation and collaboration. (Cameron and Quinn, 2011; Kieser and Ebers, 2014)

The second flexible, but externally focussed culture typology is the adhocracy (2), which exemplifies an innovation-oriented organisation. Adhocracies work best in a fast-changing environment which requires creativity and adaptability, two capabilities this culture seeks to develop in its employees in addition to their own entrepreneurial know-how. With regard to the Schein model, it can be said that adhocratic cultures perceive the environment to be constantly changing, which make innovation and frequent product development as well as orientation towards the future essential when adapting to it. (Cameron and Quinn, 2011; Kieser and Ebers, 2014)

Being an adhocracy's complete opposite, with an internal orientation and low flexibility, hierarchies (3) emphasise control in the form of clear routines and rules. The term "hierarchy" hints what this culture typology accounts for: standardisation, meritocracy and specialisation. Comparing it to the previously mentioned types, one could perceive it as impersonal, because the focus of operation lies on efficiency. From this, one could derive that this culture's basic underlying assumptions are that employees cannot be trusted and that the environment must be controlled by the organisation. (Cameron and Quinn, 2011; Kieser and Ebers, 2014)

The final culture typology is the market culture (4), which puts less emphasis on internal processes and structures than the hierarchy. Instead, it fosters competition among employees, similar to the economic market mechanism, because it is highly activity and profitability driven and constantly seeks to find competitive advantages. This roots in the basic underlying assumptions that the organisational environment is considered to be hostile and that consumers are very particular in their choices, which can only be served by differentiating oneself from the competition. (Cameron and Quinn, 2011; Kieser and Ebers, 2014)

2.5. People / Organisational participants

As mentioned before, the informal organisation represents the organisational culture and networks – an aspect which would not exist without the people related to the organisation. In fact, organisations are depending on their employees to perform their work to be able to pursue its organisational goals (Scott and Davis, 2007).

These organisational participants have certain demographic characteristics such as different genders, educational levels, ages and years of work experience in the organisation or country of origin. In addition to demographics, individuals provide the organisation with assets such as their know-how and skills on the one hand, but also have specific needs and preferences that must be satisfied on the other. (Preisendörfer, 2016; Scott and Davis, 2007) The more varied these characteristics are, the higher the degree of diversity among the staff. At the moment, it could be argued that the participants in organisations could not be more diverse. The workforce in an organisation is made up of employees between a wide range of ages, people who grew up in different times. Similar to the concept of culture, organisations see themselves confronted with staff who have very different basic underlying perceptions about the world and also about work. More of which will be discussed in the following chapter. Moreover, empirical research suggests that diverse teams are more creative than homogenous teams respectively more creative collectively than the sum of all individuals (Hoever et al., 2012; Tadmor et al., 2012). Hence, it becomes even more important for organisation to tap into this potential.

Furthermore, organisations are considered to be open systems, which makes it hard to distinguish who is part of the organisation and who is not. As individuals often participate not only in the one organisation by which they are employed, but also in others like associations, clubs, etc., it becomes even more difficult to make this determination. This shows that there is a problem when identifying the outer borders of an organisation. An organisation can differentiate between insiders and outsiders by either including or excluding certain people. Nevertheless, the decision who should be part remains questionable – Should listed corporations exclude their shareholders? Should organisations depending on external funds consider their sponsors outsiders? Are students cooperative participants in their universities' teaching activities or passive clients consuming a service? Clearly, this is hard to answer on a generalised basis and must be clarified for each organisation individually. However, generally speaking, it can be said that the trend goes towards more fluid and less restrictive borders. (Preisendörfer, 2016; Scott and Davis, 2007)

Yet, when investigating a labour organisation, like it is the case for this thesis, it is important to understand why people participate in it and by doing so, why they intentionally sacrifice their personal autonomy and submit to organisational rules. Preisendörfer (2016) states three reasons why this submission works and what makes it easy for people take part in an organisation: (1) People voluntarily join organisations, because they expect a certain outcome, a wage in most cases, for themselves in return. Additionally, there usually is an option for them to opt out of the organisation when they find it necessary. (2) The time at work only represents a limited amount of daily time, meaning employees also have time to follow their personal lives. (3) Organisations normally only consume parts of the individual and never one's personality as a whole, which makes it easy for people to maintain a certain distance to their work.

Also, colleagues are another very important factor, why people join respectively stay in organisations. Literature research in peer-reviewed journals has shown that a good relationship to colleagues is a very important factor for job satisfaction. (Aslaniyan and Moghaddam, 2013; Riordan and Griffeth, 1995) Quite interestingly, researchers have found out that a good relationship between men and women leads

to the highest level of job satisfaction. Markiewicz et al. (2000), for example, show that the female respondents with male co-worker friends tend to be more satisfied with their job and even have a higher salary than in a woman-woman constellation, where it was up to 30% lower. Wharton & Baron (1991) come to the same conclusion, women who were working in a pre-dominantly male team and had friendships with their male colleagues were more satisfied with their job than women in female teams respectively with female friends. In this context, research even suggests that female relationships can be destructive (Markiewicz et al., 2000). These empirical results, in return, support the idea of the positive impact and success of diverse teams, if only from a gender perspective.

2.6. Organisational Environment

Not everything an organisational participant does, will automatically be associated with the organisation. Nevertheless, it could still be that actions of employees outside their workplace affect their employer's reputation (Endruweit, 2004). This could be explained by the strong interconnectedness and dependence on the relations with other organisations within its environment, which makes it more complex and even more difficult to understand than the internal organisation (Endruweit, 2004; Preisendörfer, 2016).

In a sociological sense, the organisational environment can be understood as *“all phenomena, with which the organisation has a unilateral or reciprocal relationship”* (translated to English from Endruweit, 2004, p. 219). These phenomena, in return, can either be, physical, technological, cultural or social, which in most cases themselves are organisations such as clients, suppliers, financial or governmental institutions (Scott and Davis, 2007). To make the complexity and the variety of actors in an organisation's environment more comprehensible, Preisendörfer (2016) suggests dividing the organisational environment into three levels and three dimensions:

The first level represents the task environment (1) which consists of the immediate daily to-dos, which might include the exchange with external stakeholders and the external network of the organisation

such as clients and suppliers. In the majority of cases, these are located in the so-called domain (2) of the organisation, which is similar to the industry in which the organisation operates and also comprises the competition as well as market entry barriers into the domain. (Preisendörfer, 2016) The third and “outer most” level is the global environment (3), which relates to the economic, political, cultural, demographic and social, but also ecological or legal framework such as rules and regulations of the region in which the organisation conducts business and hence, influence organisations in such a way that they are required to fit themselves into these contexts. (Endruweit, 2004; Preisendörfer, 2016)

Another aspect that can help with a better understanding of the organisational environment and possibly also better explain environmental levels, are dimensions such as environmental munificence (1) which describes the abundance of resources in the particular environment (Preisendörfer, 2016). The second dimension, environmental dynamics (2), represents the speed at which and how the environment changes. This can either be foreseeable, in the case of seasonal changes or not foreseeable, such as a sudden crisis, which bears an exceptional challenge to organisations. Lastly, the complexity of the environment (3) needs to be mentioned. This aspect explains the variety of requirements and environmental events that need to be taken into consideration when operating the organisation. (Endruweit, 2004; Preisendörfer, 2016)

It seems quite evident that no organisation can be independent from its environment, but that it depends on the relations it has with the actors in it to be able to sustain in the long-term. This is, because all actors in the environment have an influence on the organisation’s ability to successfully operate and fulfil its goals. They do so in the form of suppliers of resources or demanders of their products respectively services, but also in the form of threats and competition. (Scott and Davis, 2007) In general, it can be said that the majority of relationships between organisations and their environment can be understood as an input/output relation, in which the organisation receives resources such as goods, services, capital and labour from its environment, which it then transforms into output that is returned back to (mostly other) environmental actors (Endruweit, 2004).

As already mentioned before, the organisation is highly affected by its environment. Nevertheless, the last paragraph has clearly shown that it is a rather reciprocal relationship organisations have with their surroundings. In fact, many organisations also actively try to influence their environment, because not all relationships are beneficial for them, but result in a competitive relationship about limited resources or relationships resulting in conflicts due to incompatible goals. In those cases, organisations intend to reduce the uncertainty that comes with such relationships by for example setting market entry barriers to keep unwanted competitors from entering the domain, mergers and acquisitions with respectively of competitors or suppliers, but also political activities such as lobbying. (Daft, 2010; Endruweit, 2004; Preisendörfer, 2016)

Summarising, it can be said that the way organisations deal with their environment is strongly affected by the prevailing basic underlying assumptions about the nature of the environment. Those can be along a continuum from the organisation being completely dominated by the environment and the need to adapt to it to the organisation actively trying to change the environment. In either case, the organisation needs to employ the right strategies, structures, technologies and workforce to pursue their goals given the provisions of the organisational environment.

2.7. Focus of this thesis

This thesis intends to portrait the perspective of employees respectively potential job candidates of labour organisations with particular interest in the differences between two groups of employees, the Future Workforce and other cohorts of employees, being existing staff with plenty of work experience.

Therefore, the emphasis of the research conducted for this thesis will lie on all organisational core elements according to the Scott/Davis Model mentioned before, except the organisational environment. The author justifies this decision, because it seems that from her point of view, the environment is less likely to influence job candidates' decision to join the organisation. The elements mentioned in chapters 2.1 to 2.5, however, seem to play a more relevant role in the decision-making

process of whether to apply for a job in an organisation or not, which is why they will be analysed and discussed more closely in this thesis.

In addition, as already mentioned before, it is the aim of this thesis to conclude with an organisational profile respectively characteristics, which are most appealing to the Future Workforce and to show how those aspects differ from other cohorts of employees, who have been in the workplace for a longer time. Consequently, organisations should have the ability to adapt the features which have just been presented to the demands of their workforce in such a way that satisfies and motivates them, which again, excludes the organisational environment in the opinion of the author.

3. Target groups of this thesis

This chapter introduces the target groups on which the research of this thesis focuses, being “the Future Workforce” and “other cohorts of employees”. First, however, it will provide a clarification of the term “cohort” and why it is used rather than the term “generation”. As a second step, it deep dives into the perception of the target groups in relation to the core elements of the Scott/Davis Model of organisations mentioned in the previous chapter based on literature research.

3.1. *The significance of cohorts*

According to Mason and Wolfinger (2001, p. 2189), a cohort can be defined as *“a set of individuals entering a system at the same time. Individuals in a cohort are presumed to have similarities due to shared experiences that differentiate them from other cohorts.”* However, Mannheim (2017) and Guillot-Soulez and Soulez (2014) assume that the difference between a cohort and a generation is that the members of a generation additionally share different values and attitudes that origin in commonly experienced historical events such as economic crises or social respectively political events, which in return are a result of similar birth years. Nonetheless, Mannheim (2017, p. 103ff) claims that the problem with generations is that they are not internally consistent, arguing that members of one generation might lack generational context with other members of the same generation. As an example, he proposes that one member of a generation who lives in the city must not necessarily have the generational context of a person living in a rural area. Similarly, in their paper, Guillot-Soulez and Soulez (2014) argue that the requirements of members of a generation towards their organisation are not necessarily homogenous, putting the validity of generations as a concept more into question, which is why the term cohort will be preferred for this thesis.

Williams (2019) discusses that the use of generations is questionable, because it leads to generalisations of complex and diverse groups of people, which is why this thesis will create its own target groups, instead of generational terms. Another reason, why this thesis will discuss cohorts rather than generations is that concepts of generations such as Baby boomers, Generation X, generation Y and

generation Z, which have indeed been used for the theoretical input of this chapter and were mentioned in the introduction of this thesis, are hard to clearly differentiate from each other. In fact, the years in which individuals must be born to belong to either of the stated generations, differ from author to author, which makes boundaries unclear and problematic (Hernaus and Pološki Vokic, 2014). Moreover, the majority of Generation Y (born between 1980 and 2000, depending on the interpretation) and many members of the following Generation Z (depending on whether they went to university or not) are already in the workplace and thus would not qualify for the Future Workforce. Such differences in career stages of members of different generations could lead to incorrect results (Guillot-Soulez and Soulez, 2014).

Hence, this thesis will not treat generations, but group the survey respondents into two distinctive cohorts of employees, which are easier to distinguish from each other – one with less than three years of work experience, and one with more than three years of work experience. The exact definition of the target groups will be explained in Chapter 4 – Methodology. Nevertheless, as already indicated before, the assumptions made about their respective perception will be based on literature on generations of employees, as these were the only sources available in this context.

3.2. The Future Workforce

As already mentioned earlier, the Future Workforce consists of a mixture of populations from both the Generation Y, also called Millennials and the successive Generation Z – two groups which allegedly are very much unlike from the people who entered the workforce before them, because they see the world differently and thus, have request other things from their organisations (Klaffke, 2014).

As the literature suggests, this discrepancy roots in two different factors: (1) the fact that they were born into a world in which the internet and thus digitalisation were on the rise, which provides them with the ability to feel comfortable and have a natural understanding when using the newest technologies as well as new media (Iorgulescu, 2016; Kapoor and Solomon, 2011; Klaffke, 2014; Myers

and Sadaghiani, 2010) and (2) the way they were raised by their parents and also teachers (Kapoor and Solomon, 2011).

Due to the fast digitalisation and globalisation as well as the opening of the world towards new markets and especially virtual market forms, members of the Future Workforce find it easy to navigate through fast changing environments and are flexible employees, because they can process high amounts of information better than others (Iorgulescu, 2016; Kapoor and Solomon, 2011; Klaffke, 2014). In addition, the roles within a family changed as well, with a higher importance on the children themselves, fathers being more involved in the upbringing of their children and parents being generally more protective and supportive of their offspring. This results in the fact that the Future Workforce tends to have a very high self-esteem, therefore seems to be more self-centred and requires to be praised more frequently than previous groups of employees. (Hershatte and Epstein, 2010; Klaffke, 2014; Myers and Sadaghiani, 2010) Another result of the way the Future Workforce was raised is the fact that their opinion was highly valued by their parents, a key element they now seek in their managers and superiors at work, with the Future Workforce demanding more inclusion in decision-making and full disclosure of information (Myers and Sadaghiani, 2010). When it comes to work itself, it can be said that contrary to the cohorts of employees before them, the Future Workforce considers work rather as a means to finance their way of life than the purpose of their life – a characteristic that originates in the rising prosperity of their parents and therefore high living standards the Future Workforce is not willing to sacrifice (Klaffke, 2014; Myers and Sadaghiani, 2010).

3.3. Other cohorts of employees

This group of employees is made up of all people who have more than three years of work experience and cannot be considered as the Future Workforce anymore because they have been part of the current workforce for a long period of time. Therefore, it comprises groups that are commonly named as Baby Boomers and the Generation X. While Baby Boomers were supposedly born between 1946 and 1966 (again, depending on the author), the term Generation X represents all people born between the ages

of Baby Boomers and what the author of this thesis calls the Future Workforce. (Hernaus and Pološki Vokic, 2014; Lyons et al., 2015)

At this point, it is important to mention that with regard to upbringing and personal traits as well as work-related preferences, the target group “other cohorts of employees” seems to be a mixture of rather different people when compared to the Future Workforce. Baby Boomers, on the one side, were born after the second world war and have experienced the economic development at that time, becoming of age during revolutionary times such as the civil rights or Woodstock movement. These times were characterised by hard work, which could be the root of why they are considered to live in order to work and thus, represent the complete opposite to the Future Workforce. Literature also suggests that they are more reluctant to change related to digital technologies. Generation X, on the other side, grew up in an era of economic uncertainty and indebtedness and with AIDS presently threatening the lives of many. Experiences that have left this part of the target group rather self-sufficient and thus, lacking in social skill leaving them uninterested in teamwork. (Kapoor and Solomon, 2011)

The aforementioned introductions of the two target groups of this thesis have shown that both groups come from different (historical) backgrounds and thus grew up to learn to emphasise on different aspects of their respective worlds, which they carry into their work life and thus into the organisations they work for. Their employers in return, need to account for these oftentimes changing demands and needs. Nonetheless, the author finds it important to mention that even though the aim of this thesis is to map out the differences between the Future Workforce and other cohorts of employees, literature research indicated that generations also share similarities. This, in return, could be justified by the fact that the borders between generations are liquid and that one generation has an effect on the next. (Guillot-Soulez and Soulez, 2014; Hernaus and Pološki Vokic, 2014) To avoid such inconsistencies with differentiation, the author has decided to segregate the sample population with the help of two cohorts, which are differentiated by their work experience, rather age or other factors.

Given the circumstance that the Future Workforce supposedly is a rather different kind of workforce and that the hypotheses of this research project are formulated in a certain way, the following sub-chapters will only deep dive into the perceptions of the Future Workforce with regard to the core elements of organisations. The author's interpretation of the literature researched is that the Future Workforce will either answer the survey questions completely differently from the other cohorts of employees or show stronger agreement/disagreement with the statements in the survey. Hence, the research strongly focusses on the Future Workforce and the upcoming section provides a more detailed insight on this focal target group rather than the subordinate one.

3.4. Perception of "Strategy and Goals"

Literature research has shown that when it comes to organisational strategy and goals, the Future Workforce demands a high degree of social awareness and sense for responsibility as well as ethical and fair behaviour from their employer (Hernaus and Pološki Vokic, 2014; Hershatter and Epstein, 2010; Klaffke, 2014; Myers and Sadaghiani, 2010). Myers and Sadaghiani (2010) have found that an important reason for this requirement is that the Future Workforce has been exposed to a high degree of cultural diversity throughout their life, leaving them with "*greater empathy for lower socioeconomic populations*" (p.233). Hence, they expect the organisation they work for to represent such altruistic values as well.

Similarly, the reviewed literature indicates that the Future Workforce seeks purpose and meaning in the work they do which should be authentically reflected in the strategy and goals of their organisation, because they wish to identify themselves and create an emotional connection with it (2018 Deloitte Millennial Survey., 2018; Fratičková and Kirchmayer, 2018; Kapoor and Solomon, 2011; Klaffke, 2014). Through this commitment, the Future Workforce is said to be very much interested in having a beneficial impact on the organisation itself and with that they also demand the organisation to provide them with the opportunity to do so as a sign of loyalty and motivation towards its employees, otherwise

the Future Workforce might not be loyal to its employer (Fratičkova and Kirchmayer, 2018; Hershatter and Epstein, 2010; Myers and Sadaghiani, 2010).

3.5. Perception of “Work and Technology”

With regard to the core element “Work and Technology”, it can be said that the Future Workforce is perceived to require high flexibility in their working life. Therefore, they prefer more flexible working hours, especially schedule based on trust, and seek workplace flexibility, such as working from locations away from their usual offices. This need for flexibility aims at satisfying one superior necessity – work-life-balance. As already mentioned before, the Future Workforce sees work as a means to fund their life, hence, finding a good balance between the work they pursue and their free-time is of high importance. (Fratičkova and Kirchmayer, 2018; Hernaus and Pološki Vokic, 2014; Klaffke, 2014; Lyons et al., 2015; Myers and Sadaghiani, 2010)

This demand, in return, leads to another requirement the Future Workforce is looking for in their organisation, without which this flexibility in choosing a remote workplace would not be feasible – state-of-the-art equipment. Klaffke (2014) explains that due to the interconnectedness and technological savviness of members of the Future Workforce, they urge their employers to make the technologically most modern equipment and workspaces available.

3.6. Perception of “Formal Organisation”

When looking at the formal organisation, literature research has shown that the Future Workforce is very keen on having a friendly, mentor-like relationship with their supervisors and require frequent and precise feedback on their performance, need to be praised and feel valued on a regular basis. As such, they expect open communication and full disclosure about information that is possibly restricted to superior hierarchy levels. (Hernaus and Pološki Vokic, 2014; Hershatter and Epstein, 2010; Iorgulescu, 2016; Kapoor and Solomon, 2011; Klaffke, 2014; Myers and Sadaghiani, 2010) Empirical research

proves that this phenomenon becomes evident in the Future Workforce's perception of hierarchy. As such, Heshatter and Epstein (2010) have shown that the Future Workforce seeks to have quick access to senior leadership and thus requires hierarchies to be flat in order to be able to communicate with them. Moreover, Myers and Sadaghiani (2010) discuss that members of the Future Workforce see themselves as equal partners compared to their superiors regardless of their age or position in the organisation. In their cultural dimensions, Hofstede et al. (2010) argue that such perceptions correspond with low power distance, which is why this term will be used for the formulation of the respective hypothesis for purposes of abbreviation of this context.

With regard to another important part of the formal organisation, the work itself in particular, the Future Workforce wishes to be given a significant amount of responsibility for their tasks and also the way they perform it. This sense of accountability and duty acts as a source of motivation for this type of cohort. (Kapoor and Solomon, 2011; Klaffke, 2014; Myers and Sadaghiani, 2010) Likewise, as already stated above, they seek meaning and purpose in the tasks they do. Thus, they wish to enjoy their work and are more interested in its content than the remuneration for it, emphasising flexible working arrangements over high payment sums as a source of motivation for good performance. (Fratičkova and Kirchmayer, 2018; Hernaus and Pološki Vokic, 2014; Klaffke, 2014; Myers and Sadaghiani, 2010)

3.7. Perception of "Informal Organisation"

In relation to the preferred organisational culture, or informal organisation, the review of relevant literature suggests that the Future Workforce is highly community- and team-oriented. They value teamwork a lot and seek to collaborate in a respectful way as to reach a good relationship with their peers and a sense of belonging. (Fratičkova and Kirchmayer, 2018; Hernaus and Pološki Vokic, 2014; Hershatter and Epstein, 2010; Kapoor and Solomon, 2011; Klaffke, 2014)

Another important value, the organisational culture should represent is the importance of personal and professional advancement. The Future Workforce is said to want a high amount of training and development opportunities to enhance their performance and thus, satisfy their urge for constant improvement. (Kapoor and Solomon, 2011; Klaffke, 2014) Also, Kapoor and Solomon (2011) as well as Fratričková and Kirchmayer (2018) have shown that the Future Workforce is looking for optimistic workplaces, while Klaffke (2014) points out the importance of authenticity and a sense transparency in an organisation's culture.

3.8. Perception of "People / Organisational participants"

The perception of the Future Workforce regarding the core element "People / Organisational participants" is strongly defined by the value of community explained in the section above. More than any other cohort of employees, the Future Workforce seems to seek diversity in their colleagues, and feels a strong need to develop close relationships and friendships with them. (Hernaus and Pološki Vokic, 2014; Iorgulescu, 2016; Kapoor and Solomon, 2011; Klaffke, 2014; Myers and Sadaghiani, 2010) In fact, according to Myers and Sadaghiani (2010), this strong personal orientation goes as far as preferring particular relationships over career advancement.

4. Methodology

As a first step, the following chapter will repeat the research question as well as provide an overview of the hypotheses and the variables that were derived from it. After that, the detailed research design with the operationalisation of the hypotheses and procedure of data collection conducted for this thesis will be explained.

4.1. Research question, hypotheses and variables

Based on the theoretical frameworks introduced in the previous chapters, the research question that was derived and will be utilised as the underlying foundation for the research conducted in this thesis will be repeated once again:

Which characteristics is the Future Workforce looking for in an organisation and how do they differ from other cohorts of employees?

In order to be able to answer the research question, seven hypotheses have been deduced from the literature used in the previous chapters and are summarised in table 1:

Table 1 List of hypotheses of the thesis. (own illustration)

Hypothesis 1: The Future Workforce seeks more flexible working arrangements than previous cohorts of employees.

Hypothesis 2a: The Future Workforce seeks organisational identification more than previous cohorts of employees.

Hypothesis 2b: The Future Workforce emphasises CSR-related goals more than previous cohorts of employees.

Hypothesis 3a: In the Hofstede model, the Future Workforce has a lower power distance than previous cohorts of employees.

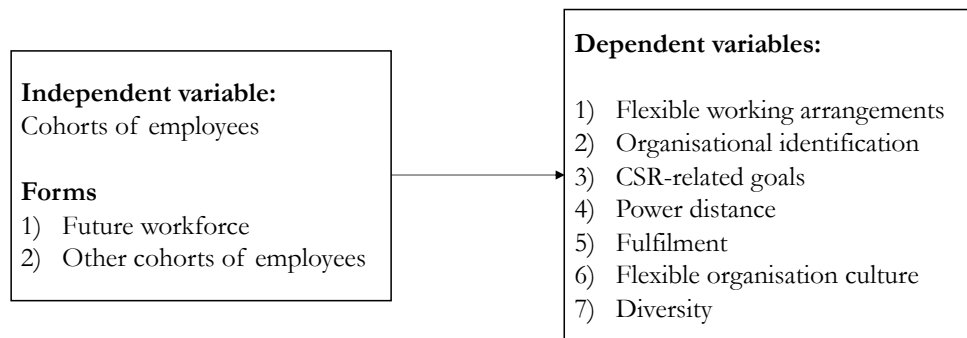
Hypothesis 3b: The Future Workforce seeks more fulfilment in their tasks than previous cohorts of employees.

Hypothesis 4: In the Cameron/Quinn model, the Future Workforce seeks a more flexible type of organisational culture than previous cohorts of employees.

Hypothesis 5: The Future Workforce seeks to work for an organisation with a higher degree of diversity than previous cohorts of employees.

As illustrated in figure 5, the following dependent and independent variables can be derived from the above-mentioned hypotheses. Accordingly, the independent variable is “cohorts of employees”. As such, it can be distinguished into two forms, (1) the “Future Workforce” and (2) “other cohorts of employees”, while “flexible working arrangements”, “organisational identification”, “CSR-related goals”, “power distance”, “fulfilment”, “flexible organisational culture” as well as “diversity” are considered dependent variables. At this point, it is important to mention that the effect of both forms of the independent variable on the six dependent variables will be compared with each other – i.e. How does the fact that a respondent belongs to the Future Workforce respectively to other cohorts of employees affect his or her answers with regard to the dependent variables? At the same time, it can be said that both forms of the independent variable serve as the two distinct target groups of this research paper, which is why they were closely described in the chapters before and their operationalisation will be explained in more detail below.

Figure 5 Independent and dependent variables of the thesis. (own illustration)



4.2. Research design

The research for this thesis has been conducted with the help of quantitative research, namely an online survey that was created with the platform SoSci-Survey, access to which the respondents were granted with a link that was distributed via e-mail and over social media platforms such as LinkedIn or Facebook (see appendix for screenshots of the posts). This form of empirical method has been explicitly selected as it offers an efficient and proven solution for this kind of research, due to low costs and the possibility to reach a vast number of respondents who would otherwise be hard to access. Additionally, the online survey offers the advantage that a high anonymity can be guaranteed and respondents are free from any bias by the researcher / interviewer (Berger-Grabner, 2016, p. 165). Nevertheless, a disadvantage of online survey is the fact that the number of respondents is rather low, which is why it is hard for research projects to reach a representative sample (Ebster and Stalzer, 2017, p. 200f). As this can also be seen as one of the limitations of this thesis, it needs to be mentioned that the results which will be presented in the upcoming chapter are not representative for any group other than the respondents of the online survey used for this work.

4.2.1. Operationalisation of the target groups

Table 1 shows clearly that the majority of the hypotheses follow the same wording and include the following key terms: (1) Future Workforce, (2) seeks and (3) other cohorts of employees. In the survey, term (2) was always operationalised by using the expression “When working for an organisation, it is important to me that...” at the beginning of each question to introduce the statements the respondents provided their answers to. For a better understanding of how the questionnaire was set up, this expression will be visible in all of the following tables, explaining how the hypotheses were operationalised. Additionally, both the German and English version of the survey can be found in the appendix. The operationalisation of different wordings will be discussed in relation to the respective hypothesis / question. As already elaborated before, terms (1) and (3) represent the possible forms that can be derived from the independent variable cohorts of employees. For the survey, it was therefore essential that these two terms are precisely defined. This was done in the last section of the survey, by

asking the respondents to provide certain personal information in a rather detailed manner including data such as gender, year of birth, country of origin, highest level of education, current occupation, years of work experience as well as the field of studies for university graduates and a not required field in which respondents were asked to indicate the sector in which their ideal organisation operates.

As a result, the terms were operationalised as illustrated in table 2:

Table 2 Operationalisation of target groups.

Demographics of respondents			
Variable	Dimension	Response	Indicator Question in Survey
Future Workforce	Under the age of 30	– All responses with birth years equal to or higher than 1980	Year of birth
	Equal to or less than three years of work experience	– 0-1 – 2-3	Years of (full-time) work experience
Other cohorts of employees	Over the age of 30	– All responses with birth years lower than 1980	Year of birth
	More than three years of work experience	– 4-5 – 6-10 – 11-15 – 16-20 – 21-25 – 25+	Years of (full-time) work experience
Additional Information		– female – male – other – I prefer not to answer	Gender
		– free text	Country of origin

	<ul style="list-style-type: none"> – Compulsory schooling – Apprenticeship certificate – A-levels – Bachelor's degree / Undergraduate degree – Master's degree / Graduate degree – Doctorate / PhD degree – Other 	Highest level of education
	<ul style="list-style-type: none"> – Full-time student – Part-time student / part-time employee – Part-time employee – Full-time employee – Self-employed – Unemployed – Parental leave / Sabbatical – Retired – Other 	Current occupation

As it can be observed, there were two major indicators that distinguished the two target groups (1) age equal or below respectively above 30 years and/or (2) equal to or less than respectively more than three years of work experience. With the help of those, the respondents could be separated quite precisely. Yet, it can be said the years of work experience were the factor which pre-dominantly divided the target groups. Thus, all respondents who indicated to have less than three years of work experience are considered as part of the Future Workforce and all respondents which have a work experience of more than three years, were allocated to other cohorts of employees. The additional information provided by the respondents was used for supplementary purposes and out of interest whether any other significant phenomena would occur in the context of the research question and hypotheses.

The survey for this thesis consisted of ten questions with each question being directly connected to one of the hypotheses and one question asking about relevant factors for choosing an employer, plus one question in which respondents' demographic information is retrieved as indicated above. In

general, all questions have been designed in such a way that the content of the items / statements follow the literature and previous research about the Future Workforce as mentioned in the previous chapters. In order to avoid biasing the respondents and unintentionally steering their responses towards an allegedly desired outcome, the survey questions have been put into order in such a way that questions of one hypothesis never follow each other.

Hence, the survey followed the structure as presented in table 3:

Table 3 Structure of the Survey.

Hypothesis	Question(s) related
Hypothesis 1: The Future Workforce seeks more flexible working arrangements than previous cohorts of employees.	– Question 1 – Question 4 – Question 9
Hypothesis 2a: The Future Workforce seeks organisational identification more than previous cohorts of employees.	– Question 2
Hypothesis 2b: The Future Workforce emphasises CSR-related goals more than previous cohorts of employees.	
Hypothesis 3a: In the Hofstede model, the Future Workforce has a lower power distance than previous cohorts of employees.	– Question 3 – Question 6
Hypothesis 3b: The Future Workforce seeks more fulfilment in their tasks than previous cohorts of employees.	– Question 7
Hypothesis 4: In the Cameron/Quinn model, the Future Workforce seeks a more flexible type of organisational culture than previous cohorts of employees.	– Question 5 – Question 8
Hypothesis 5: The Future Workforce seeks to work for an organisation with a higher degree of diversity than previous cohorts of employees.	– Question 10

4.2.2. Operationalisation of Hypothesis 1

Question 1 as well as the majority of the survey questions, unless mentioned differently in this explanatory chapter, asked the respondents to indicate to which extent they agree with specific statements. As such, respondents were able to choose values within a five-level Likert scale ranging from 0 – not at all to 4 –completely. Additionally, respondents were given the opportunity to refrain from answering an item by selecting “not applicable”. As table 4 indicates, the first question relates to

hypothesis 1 and divides the dependent variable flexible working arrangements into three different dimensions: (1) flexible working hours, (2) flexible working locations and (3) flexible career paths. Additionally, the table (as all following tables) shows that in the survey, the dimensions were operationalised with a certain number of indicators, which can be directly linked to one of the dimensions. The indicators were formulated by the author in such a way that they match the findings of the literature research with respective sources that are indicated in the last column.

Table 4 Operationalisation of H1 in Question 1.

Hypothesis 1: The future workforce seeks more flexible working arrangements than previous cohorts of employees.			
Question 1: When working for an organisation, it is important to me that...			
Variable	Dimension	Indicator(s)	References
Flexible working arrangements	Flexible working hours	<ul style="list-style-type: none"> – I can accommodate my working and private live with each other. – I can choose my working schedule independently. 	Fratičkova and Kirchmayer, 2018; Hernaus and Pološki Vokic, 2014; Klaffke, 2014; Lyons et al., 2015; Myers and Sadaghiani, 2010
	Flexible working locations	<ul style="list-style-type: none"> – I can choose my working location (e.g. office/home/elsewhere) independently. 	Fratičkova and Kirchmayer, 2018; Hernaus and Pološki Vokic, 2014; Klaffke, 2014; Lyons et al., 2015; Myers and Sadaghiani, 2010
	Job Mobility	<ul style="list-style-type: none"> – I can easily choose a job <i>within another field</i> of expertise within my organisation. – I can easily choose another job <i>in my field</i> of expertise within my organisation. 	Lyons et al., 2015

Question 4 further investigated flexible working arrangements with a focus on the working space. Here, the respondents were given six different workplaces which they were asked to rank from the most preferred at the top, to the least preferred at the bottom. The ranking was done by dragging and dropping the items from the left side of the survey window to the respective field on the right side of the window. To ensure that the items were easy to understand and to increase the validity of the question, respondents were provided with a short description of every working space at the bottom of the question. Please refer to the appendix to see the full question layout including the item descriptions.

As explained in table 5, this question again investigated hypothesis 1, but this time uses working space as the variable, which is operationalised with items that can be either categorised as (1) high or (2) low in flexibility. In this question, flexibility refers to whether respondents can change their working space every day or whether they have a designated working space they return to every day. The items used for this question have been elaborated solely by the author of this research work.

Table 5 Operationalisation of H1 in Question 4.

Hypothesis 1: The future workforce seeks more flexible working arrangements than previous cohorts of employees.			
Question 4: Which is your preferred working space?			
Variable	Dimension	Indicators	References
Working space	High flexibility	<ul style="list-style-type: none"> – Home office – Public space – Open space office 	Bodin Danielsson and Theorell, 2019; Kellner et al., 2019; own considerations
	Low flexibility	<ul style="list-style-type: none"> – Own office alone – Own office shared with colleagues – Cubicle 	

Analogous to the fourth question, in question 9, which operationalised hypothesis 1, the respondents were provided with five different work schedules which they were again asked to rank from the most preferred option at the top and the least preferred option at the bottom. At this point, the author finds

it important to disclose that these items are based on research done about common working schedules to be found in the Austrian law on work schedules (Arbeitszeitgesetz) and can be divided into two dimensions (1) high and (2) low flexibility.

Table 6 illustrates how the degree of flexibility was allocated among the items related to work schedules:

Table 6 Operationalisation of H1 in Question 9.

Hypothesis 1: The future workforce seeks more flexible working arrangements than previous cohorts of employees.			
Question 9: Which are your preferred working times?			
Variable	Dimension	Indicators	References
Working times	High flexibility	<ul style="list-style-type: none"> – Work time account – Flexitime – Schedule based on trust 	Arbeitszeitgesetz, Version 2020; Kellner et al., 2019; own considerations
	Low flexibility	<ul style="list-style-type: none"> – Fixed schedule – Shift work 	

4.2.3. Operationalisation of Hypotheses 2a and 2b

Question 2 refers to hypotheses 2a and 2b and investigates the formal aspects of an organisation. As can be seen in table 7, this is done with the help of two dependent variables, namely organisational identification and CSR-related goals. The former variable is indicated by (1) the accordance of organisational goals with personal goals and (2) the alignment of the organisation's actions with its strategies and goals (Hsieh et al., 2018). The latter can be distinguished into two indicators which focus on the organisation's will to take care of (1) its stakeholders and (2) the environment. The term "emphasises" in hypothesis 2b was operationalised in the same way as the term "seek" in the other hypotheses by the introductory statement.

Table 7 Operationalisation of H2a and H2b in Question 2.

Hypothesis 2a: The Future Workforce seeks organisational identification more than previous cohorts of employees.			
Hypothesis 2b: The Future Workforce emphasises CSR-related goals more than previous cohorts of employees.			
Question 2: When working for an organisation, it is important to me that...			
Variable	Dimension	Indicator(s)	References
Organisational identification	Accordance with personal goals	<ul style="list-style-type: none"> – I can identify myself with its goals and values. – I can have an impact on the organisation. 	2018 Deloitte Millennial Survey. 2018; Fratičkova and Kirchmayer, 2018; Kapoor and Solomon, 2011; Klaffke, 2014
	Alignment of actions and strategies and goals	<ul style="list-style-type: none"> – Its actions are aligned with its strategies and goals. 	Own considerations following Hsieh, 2018
CSR-related goals	Care taking of stakeholders	<ul style="list-style-type: none"> – It takes care of the needs of other stakeholders (e.g. customers, suppliers, etc.). – It takes care of their employees' needs. 	Hernaus and Pološki Vokic, 2014; Hershatter and Epstein, 2010; Klaffke, 2014; Myers and Sadaghiani, 2010; own considerations
	Care taking of the environment	<ul style="list-style-type: none"> – It takes care of the environment (e.g. recycles waste, reduces CO2 emissions, etc.). – It takes an active approach towards making a positive impact in the world. 	

4.2.4. Operationalisation of Hypothesis 3a

Table 8 provides insights on the operationalisation of hypothesis 3a, which dealt with the element formal organisation in the form of Hofstede's culture dimension power distance, which was already mentioned in the part on literature research above. This model was intentionally used to be able to better understand the perception of the respondents with regard to the formal organisation and as an

aid for the operationalisation of the hypothesis. Therefore, the dimensions for this hypothesis were (1) high and (2) low power distance, as proposed by the Hofstede model (Hofstede et al., 2010).

Question 3 explicitly refers to the relationship between the respondents and their superior. Yet, the aim of this question was not only to distinguish between high and low power distance, but also to examine what other aspects are important for the respondents regarding their relationship. Therefore, complementary items have been added to the questions by the author.

Table 8 Operationalisation of H3a in Question 3.

Hypothesis 3a: In the Hofstede model, the Future Workforce has a lower power distance than previous cohorts of employees.			
Question 3: When working for an organisation, it is important to me that my manager / supervisor...			
Variable	Dimension	Indicator(s)	References
Power distance	Low power distance	<ul style="list-style-type: none"> – Is my mentor. – And I have a friendly relationship. 	Hernaus and Pološki Vokic, 2014; Hershatter and Epstein, 2010; Iorgulescu, 2016; Kapoor and Solomon, 2011; Klaffke, 2014; Myers and Sadaghiani, 2010; own considerations
	High power distance	<ul style="list-style-type: none"> – And I have a professional relationship. 	
	Other aspects of relationship	<ul style="list-style-type: none"> – Frequently praises my work. – Represents my interests. – I know how I can develop my career within my organisation. – Supports me whenever needed. – Communicates information openly to me. 	

The sixth question again focuses on the examination of hypothesis 3a and the power distance dimension in Hofstede's model of culture. Here, however, the focus is not on the relationship of superiors and their subordinates as in question 3, but on the respondents' perception of organisational structure and how hierarchies respectively decision-making and communication should work in an

organisation. Hence, the hypothesis was operationalised in a similar way as in question 3, but with a different approach in the indicators, which are shown in table 9.

Table 9 Operationalisation of H3a in Question 6.

Hypothesis 3a: In the Hofstede model, the Future Workforce has a lower power distance than previous cohorts of employees.			
Question 6: When working for an organisation, it is important to me that my manager / supervisor...			
Variable	Dimension	Indicators	References
Power distance	Low power distance	<ul style="list-style-type: none"> – Decisions are made by the people with the most knowledge to do so, no matter which hierarchical position they have. – Decisions are made under consensus of different parties with the required knowledge to do so. – Formalised procedures provide guidance on how to solve a task and can be interpreted to reach the best outcome. 	Adler, 2004; Hofstede et al., 2010
	High power distance	<ul style="list-style-type: none"> – Decisions are made by managers, because they know what is best for the organisation. – Formalised procedures provide a clear direction about how to solve a task and should be followed to reach the best outcome. 	
	Other aspects of hierarchy	<ul style="list-style-type: none"> – I can work independently. – Open communication is facilitated. 	own considerations

4.2.5. Operationalisation of Hypothesis 3b

The aim of question 7 was to examine to which extent certain characteristics of a job are important to the respondents with respect to the task / job itself and to receive a clearer result for the element formal organisation. This was done by operationalising hypothesis 3b and the term professional fulfilment found in Trockel et al. (2017). As displayed in table 10, there are three dimensions for the

variable professional fulfilment: (1) happiness and job satisfaction, (2) the feeling of the respondents that they are in control of the situation, be it a known or an unknown / a difficult one and (3) the requirement that the respondents' work is meaningful. All three dimensions were investigated with the help of two indicators each, while additional aspects of tasks have been included in the question as well to gain more insight.

Table 10 Operationalisation of H3b in Question 7.

Hypothesis 3b: The Future Workforce seeks more **fulfilment** in their tasks than previous cohorts of employees.

Question 7: When working for an organisation, it is important to me that my task / job...			
Variable	Dimension	Indicators	References
Fulfilment	Happiness and job satisfaction	<ul style="list-style-type: none"> – Is enjoyable and not boring. – Makes me happy. 	Kapoor and Solomon, 2011; Klaffke, 2014; Myers and Sadaghiani, 2010; Trockel et al., 2018
	Feeling of being in control (in difficult situations)	<ul style="list-style-type: none"> – Requires me to take responsibility. – Requires me to adapt to different situations. 	
	Meaningful work	<ul style="list-style-type: none"> – Is meaningful to me.. – (Requires me to take responsibility.) 	
	Other aspects of tasks	<ul style="list-style-type: none"> – Pays me well. – Is clearly defined. – Has a certain routine. – Is secure and that I cannot easily be fired. 	own considerations

4.2.6. Operationalisation of Hypothesis 4

Question 5 focused on hypothesis 4 which was about the organisational culture based on the Competing Values Framework by Cameron and Quinn (2011). Here, the respondents were asked to select up to five boxes containing qualities they believe an organisation should convey through its organisational culture. The visualisation of this question can be found together with the other survey questions in the appendix. As it can be observed in table 11, each dimension identified one of the

quadrants in the framework: (1) clan, (2) adhocracy, (3) hierarchy and (4) market. Each indicator directly referred to one of the dimensions as illustrated in the table below and thus, explained whether respondents preferred a flexible organisational culture or not. With regard to the analysis of the results and the following interpretation of the model in relation to the outcome of the survey, it needs to be said that only the items that refer to the indicators clan and adhocracy will be evaluated as part of a flexible organisation culture. The items that can be associated with hierarchy and market refer to cultures with low flexibility. A more detailed explanation of how this question was analysed can be found in the respective chapter on data analysis. Another aspect that should not be forgotten is that here, the term flexibility refers to the definition of the framework.

Table 11 Operationalisation of H4 in Question 5.

Hypothesis 4: In the Cameron/Quinn model, the Future Workforce seeks a more flexible type of organisational culture than previous cohorts of employees.			
Question 5: Please select up to five qualities your ideal organisation should convey through its culture.			
Variable	Dimension	Indicators	References
Flexible organisational culture	Clan (high flexibility)	<ul style="list-style-type: none"> – Teamwork – Inclusion – Participativeness – Family – Responsibility 	Cameron and Quinn, 2011; Kieser and Ebers, 2014
	Adhocracy (high flexibility)	<ul style="list-style-type: none"> – Innovation – Entrepreneurship – Dynamism – Adaptability 	
	Hierarchy (low flexibility)	<ul style="list-style-type: none"> – Meritocracy – Standardisation – Routine – Control – Clarity – Specialisation 	
	Market (low flexibility)	<ul style="list-style-type: none"> – Competitiveness – Individualism – Activity – Profitability – Productivity 	

Table 12 provides an overview of the operationalisation of hypothesis 4 in question 8. Similar to question 5, question 8 also investigates the Competing Values Framework. Nevertheless, here, the flexible organisational culture as explained in the relevant literature, is used as the variable and is comprised by either a (1) high or (2) low manifestation, which are represented by the indicators shown in the below table.

Table 12 Operationalisation of H4 in Question 8.

Hypothesis 4: In the Cameron/Quinn model, the Future Workforce seeks a more flexible type of organisational culture than previous cohorts of employees.			
Question 8: When working for an organisation, it is important to me that ...			
Variable	Dimension	Indicators	References
Flexible organisational culture	High flexibility	<ul style="list-style-type: none"> – I receive the support I need. – My personal advancement is supported. – Training and development are valued and promoted. – I can easily create relationships. – There is a high degree of diversity in the workforce. 	Fрати́чкова and Kirchmayer, 2018; Hernaus and Pološki Vokic, 2014; Hershatter and Epstein, 2010; Kapoor and Solomon, 2011; Klaffke, 2014
	Low flexibility	<ul style="list-style-type: none"> – I work individually. – It strives to be the market / industry leader. 	
	Other aspects of culture	<ul style="list-style-type: none"> – My achievements are acknowledged. – I can commit myself to its philosophy and purpose. 	

4.2.7. Operationalisation of Hypothesis 5

The last hypothesis-focused question, question 10, asked respondents about how they see their ideal colleagues with regard to diversity as this was the dependent variable of the connected hypothesis 5. As visible in table 13, the author of the thesis has divided the variable into four indicators – (1) origin, (2) gender, (3) age and (4) experience. Again, other aspects have been included to gain a broader picture about how colleagues are perceived by the respondents. In this question, the term “seeks” has been operationalised by the following opening of the statement “My ideal colleagues...”.

Table 13 Operationalisation of H5 in Question 10.

Hypothesis 5: The Future Workforce seeks to work for an organisation with a higher degree of diversity than previous cohorts of employees.			
Question 10: My ideal colleagues...			
Variable	Dimension	Indicator	References
Diversity	Origin	<ul style="list-style-type: none"> – Come from different countries and cultures. – Share my values. 	Myers and Sadaghiani, 2010; own considerations
	Gender	<ul style="list-style-type: none"> – Have different genders. 	
	Age	<ul style="list-style-type: none"> – Are both younger and older than me. 	
	Experience	<ul style="list-style-type: none"> – Have different educational backgrounds. – Are as equally experienced as I am. 	
	Other aspects of colleagues	<ul style="list-style-type: none"> – Learn from each other. – Support each other. – Facilitate teamwork. – Like me. 	

4.2.8. Other questions / parts of the survey

In question 11, the same principle was used as in the questions about working spaces and working times (questions 4 and 9), but with the difference that here, respondents were asked to rank the most

relevant criteria for choosing an employer. Respondents were asked to rank the following criteria from most to least relevant: (1) organisational culture, (2) task / work itself, (3) salary, (4) strategy and goals of the organisation, (5) office space and equipment, (6) colleagues and (7) supervisor. For the visualisation of this question, please refer to the appendix. The intention of this question was to investigate another aspect outside the hypotheses related to the Scott / Davis model, which could potentially be different among the two target groups.

Lastly, in question 12, respondents were asked to provide their demographic data as mentioned above. In the end of the survey, there was a thank you-message and respondents were informed that it is possible to receive the outcomes of the survey as well as a short summary of the thesis if they provided their e-mail address. In the last window, respondents received a message that their responses have been saved and that the window can be closed.

4.3. Data collection

As already mentioned before, the online survey used for this thesis was distributed via e-mail and the social media platforms LinkedIn as well as Facebook to be able to reach a broad number of respondents with different backgrounds. The survey was released in two waves – the first wave being from November 8, 2019 until December 13, 2019, while the second wave lasted from December 14, 2019 until January 16, 2020 and introduced a new question with minimal changes to the wording. The old and new version of the respective question are marked accordingly in the relevant section of the appendix.

When opening the link to the survey the respondents were able choose whether they would like to answer the survey in English or in German. This possibility was given to increase the return flow. After choosing a language version. Then, the survey unfolded in the order that was explained above.

In total, 234 respondents have filled in the survey out of which 182 delivered valid cases, which were used for the analysis of this master thesis. The difference in responses results in the fact that 51 people have not fully completed the survey, and this was a requirement for the submission to be valid and useful for further analysis. A possible reason for this relatively high number of exits could be length of the survey and the fact that the questions were rather detailed. Also, the author of the thesis has received notes that parts of the survey were not correctly displayed on mobile devices, which could have also contributed to this matter, as nowadays many people use their smartphones to surf the internet. Concretely, the drag-and-drop questions (Q4, Q9 and Q11) as well as the question with the multiple-choice boxes (Q5) were not properly visible compared to the desktop-version. Therefore, the author suggests refraining from using such questions and instead utilising question types with more basic layout and no drag-and-drop functionality such as the Likert-scaled questions used in all other questions of the survey, which were easier to navigate and did not result in errors.

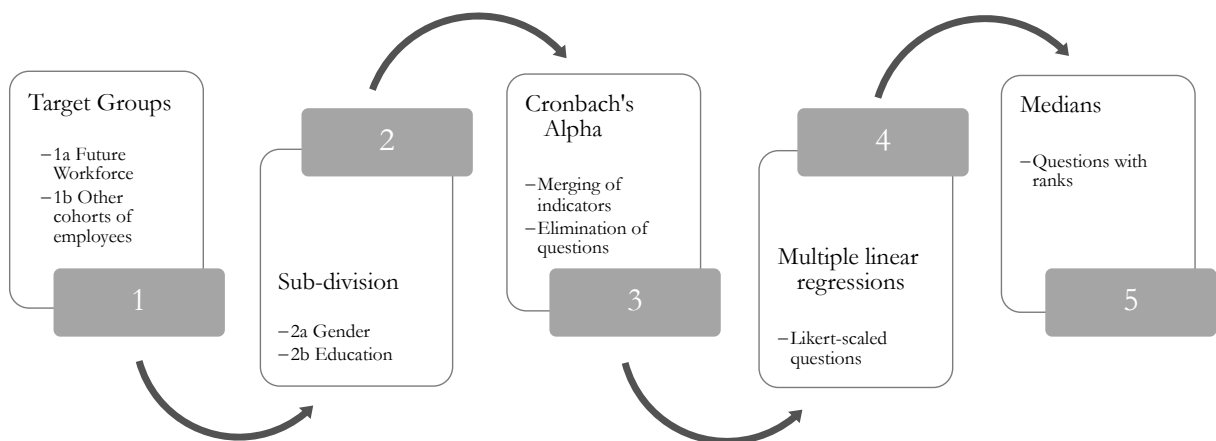
5. Analysis of Empirical Results

This part of the thesis treats the analysis of the data collected with the help of the survey that was introduced in the previous chapter. First, the author will describe how she proceeded with the analysis of the data before she will deep dive into the demographics of the respondents and the data analyses related to the five hypotheses.

5.1. Procedure of the Data Analysis

As visible in figure 1, the data analysis was divided into five stages:

Figure 6 Procedure of the Data Analysis. (own illustration)



5.1.1. Description of the sample

In the first stage, the sample was divided into the two target groups of this master thesis – the Future Workforce (1a) and other cohorts of employees (1b). As already stated in chapter 4.2.1, the Future Workforce was comprised of all respondents whose age was either equal to or lower than 30 years and/or those who had exactly or less than three years of work experience. All other respondents were allocated among the other cohorts of employees (older than 30 years and more than three years of work experience). From the total sample of 182 valid responses, 89 respondents (49%) corresponded

with the characteristics of the Future Workforce, while 93 (51%) were assigned to the target group “other cohorts of employees”.

The second stage consisted of two steps, which aimed at differentiating even more between each individual target group to have the possibility to go into further detail with the data analysis if necessary or relevant. Step 2a was used to differentiate the gender of the respondents of each target group. Here, the respondents had four options to choose from: (1) female, (2) male, (3) other, (4) I prefer not to answer. In step 2b, the target groups were sub-divided into academics, being all respondents who possessed a bachelor's, master's or PhD degree and non-academics for respondents who did not hold a university certificate at all. Taking a closer look at the Future Workforce, it can be said that 60 respondents (67%) stated to be female, 28 (31%) were male and 1 person (1%) preferred not to answer. Out of the whole group of the Future Workforce, 64 (72%) were academics and 25 (28%) were non-academics. From the group of other cohorts of employees, there were 58 (62%) female and 34 (37%) male respondents, while 1 person (1%) indicated “other” as the gender. In this target group, 58 (62%) respondents counted as academics and 35 (38%) did not graduate from university.

5.1.2. Calculation of Cronbach's alpha

The purpose of stage 3 was to reduce the complexity of the survey and thus of the analysis as well as to eliminate indicators which were not reliable. According to Atteslander (2000), reliability measurement is important to find out whether the questions used in the survey are accurate enough to measure what they are supposed to measure. Therefore, to ensure internal consistency of items, the author calculated Cronbach's alpha with the help of SPSS Statistics 26 for the indicators of Likert-scaled questions which were operationalised to describe the same dimension respectively variable. Cronbach's alpha is generally interpreted in such a way that it can have a value between 0, referring to no consistency and 1, indicating full consistency, making the item redundant. Therefore, values above 0.8 are preferred, but values around 0.7 are accepted. (Krebs and Menold, 2014) Hence, the aim of the author was to reach the highest possible value for alpha. Accordingly, the author has decided to omit all questions that resulted in a value for Cronbach's Alpha below 0.6. In general, it can be said that the

aim of this step was to merge as many items as possible to reach a compact, but consistent scope of items which could then be analysed.

As a first step, the author calculated Cronbach's Alpha for all item batteries as they were used in the survey. With this step, she was able to verify the overall reliability of each question. In fact, the results of this calculation have shown, that question 6 was not reliable enough and therefore had to be taken out of the analysis. In the second step, she assorted several items of each item battery in such a way that they would semantically fit together.

Consequently, whenever the value of Cronbach's Alpha could have been increased by omitting one item, this item was taken out of the sample and the remaining items were merged together. The following tables will illustrate how the author proceeded with this system. Please note that opposite to the chapter before, the order of the tables will not be with regard to the hypotheses, but in the order of the survey i.e. question 1 before question 2, etc. as this was also the order which the author followed when calculating Cronbach's Alpha.

As can be observed in table 14, three statements should have been merged into one. However, statement three was omitted from this block as to increase Cronbach's Alpha to a more acceptable value of 0.699. The remaining two statements were therefore merged into the item "flexible working arrangements". Statement three was analysed independently as "work-life-balance".

Table 14 Cronbach's Alpha of new item "flexible working arrangements" (own illustration).

Question 1: When working for an organisation, it is important to me that...

Aim: Merge items into one – "flexible working arrangements"

#	Cronbach's Alpha of selection: 0.654	Cronbach's Alpha if item is omitted
1	... I can choose my working schedule independently.	0.358
2	... I can choose my working location (e.g. office/home/elsewhere) independently.	0.548
3	... I can accommodate my working and private life with each other.	0.699

Table 15 indicates, that the selected two items, both regarded as being related to job mobility in the sense of Lyons et al. (2015), together exhibit an acceptable Cronbach's Alpha of 0.722 and thus were merged into one new item, "job mobility". Also the fact, that having the items stand alone rather than would have reduced the value massively, supported the decision of the author to merge these two items.

Table 15 Cronbach's Alpha of new item "job mobility" (own illustration).

Question 1: When working for an organisation, it is important to me that...

Aim: Merge items into one – "job mobility"

#	Cronbach's Alpha of selection: 0.722	Cronbach's Alpha if item is omitted
1	... I can easily choose another job in my field of expertise within my organisation.	0.353
2	... I can easily choose another job within another field of expertise within my organisation.	0.443

As table 16 indicates, statement three was excluded from this selection to reach a higher value of Cronbach's Alpha of 0.651. The remaining two statements were therefore merged into the item "alignment and identification with goals". Statement three was analysed independently as "impact". This way, the author managed to keep the newly merged item without having to compromise much in the number of items to analyse.

Table 16 Cronbach's Alpha of new item "alignment and identification with goals" (own illustration).

Question 2: When working for an organisation, it is important to me that...

Aim: Merge items into one – “alignment and identification with goals”

#	Cronbach's Alpha of selection: 0.521	Cronbach's Alpha if item is omitted
1	... I can identify myself with its goals and values.	0.253
2	... its actions are aligned with its strategies and goals.	0.358
3	... I can have an impact on the organisation.	0.651

Since Cronbach's alpha of this selection of items was already acceptable (please refer to the similar case in table 15) and omitting item 2 would not have significantly increased the number, the author has decided to merge all items of this battery into the new item “Corporate Social Responsibility” as visible in table 17. The author justifies this decision by referring to state-of-the-art literature that includes taking care of employees' needs in common Corporate Social Responsibility measures.

Table 17 Cronbach's Alpha of new item “Corporate Social Responsibility” (own illustration).

Question 2: When working for an organisation, it is important to me that...

Aim: Merge items into one – “Corporate Social Responsibility”

#	Cronbach's Alpha of selection: 0.724	Cronbach's Alpha if item is omitted
1	... it takes care of the environment (e.g. recycles waste, reduces CO2 emissions, etc.).	0.596
2	... it takes care of its employees' needs.	0.735
3	... it takes care of the needs of other stakeholders (e.g. customers, suppliers, etc.).	0.717
4	... it takes an active approach towards making a positive impact in the world.	0.546

Table 18 clearly shows that similar to the case before, with a value for Cronbach's alpha of 0.683, the selected items were suited to be merged together into “attention”. All other items were treated separately and individually for the data analysis as they did not show any commonalities. Please note

that in the upcoming section these items will be abbreviated with a heading summarising the content of the item.

Table 18 Cronbach's Alpha of new item "Attention" (own illustration).

Question 3: When working for an organisation, it is important to me that my manager / supervisor...

Aim: Merge items into one – "Attention"

#	Cronbach's Alpha of selection: 0.683	Cronbach's Alpha if item is omitted
1	... frequently provides me with feedback.	0.638
2	... frequently praises my work.	0.661
3	... supports me whenever needed.	0.585
4	... represents my interest.	0.621
5	... communicates information openly to me.	0.655

As already mentioned in the introduction of this part of the chapter, question 6 was omitted completely due to an unacceptable Cronbach's alpha value of 0.540. This is also why, for purposes of brevity and relevance, the respective table will not be displayed here in this thesis, but only in the appendix. Nevertheless, with regard to the corresponding hypothesis, H3a, there were still the answers to question 5 which were sufficient to investigate it.

Related to table 19, it can be said that statement 3 was eliminated from the selection to increase the value of Cronbach's alpha to 0.623 to be able to merge the remaining items into "Personal Involvement". For the further analysis, item 3 was treated individually. Similar to the case of table 17, respectively the merging of item "alignment and identification with goals", the author followed the aim to merge items to reduce the complexity of the analysis rather than analysing each item individually.

Table 19 Cronbach's Alpha of new item "Personal Involvement" (own illustration).

Question 7: When working for an organisation, it is important to me that my task / job ...

Aim: Merge items into one – "Personal Fulfillment"

#	Cronbach's Alpha of selection: 0.553	Cronbach's Alpha if item is omitted
1	... requires me to take responsibility.	0.438
2	... is meaningful to me.	0.427
3	... makes me happy.	0.623
4	... requires me to adapt to different situations.	0.391

Similar to several tables before, table 20 illustrates, that the selection resulted in an acceptable Cronbach's Alpha (0.728) and thus was merged into the new item, "development". The remaining items of this question were treated individually in the data analysis.

Table 20 Cronbach's Alpha of new item "Development" (own illustration).

Question 8: When working for an organisation, it is important to me that ...

Aim: Merge items into one – "Development"

#	Cronbach's Alpha of selection: 0.728	Cronbach's Alpha if item is omitted
1	... training and development are valued and promoted.	0.593
2	... my personal advancement is supported.	0.633
3	... I receive the support I need.	0.691

With this selection of items, as visible in table 21, the highest value of Cronbach's alpha (0.805) was calculated. Hence, all items were merged into the new item "diversity".

Table 21 Cronbach's Alpha of new item "Diversity" (own illustration).

Question 10: My ideal colleagues...

Aim: Merge items into one – "Diversity"		
#	Cronbach's Alpha of selection: 0.805	Cronbach's Alpha if item is omitted
1	... come from different countries and cultures.	0.648
2	... are both younger and older than me.	0.686
3	... have different genders.	0.622
4	... have different educational backgrounds.	0.661

Overall, after this process step, it could be said that the use of Cronbach's alpha and the merging of items proofed to be a good method for reducing the number of items to be analysed. In total, the survey was reduced by 39 items during the merging process and another five items have been deleted as their reliability could not have been confirmed. Additionally, the whole sixth question was taken out of the analysis, leaving six questions which underwent stage 4 – the multiple linear regression. In stage 5, questions 4, 5 and 9 were analysed with the help of calculating medians.

In the upcoming sub-chapters, the data analysis will be presented according to the respective hypotheses. At this point, it is important to mention that for purposes of brevity and due to the scope of this thesis, only the analyses with significant results will be discussed in this chapter and will be used for the interpretation of the results in relation to the support of the hypotheses in the next chapter. Also, only results that are relevant for answering the research question will be presented. Hence, the last question of the survey about which factors are important for making the decision to join an organisation (question 11) will not be covered here, as it turned out that this question did not contain any added value to for the outcome of this research project.

5.2. Data analysis for Hypothesis 1

Hypothesis 1 was operationalised with the help of questions 1, 4 and 9, the results of which will be presented in this section in numerical order.

Question 1 was Likert-scaled and analysed with the help of a multiple linear regression as shown in table 22. The multiple regression was calculated in such a way that the demography displayed in the first column was taken as the reference and compared to the opposite demography (dummy variables) i.e. future workforce vs. other cohorts of employees; female vs. male, other and prefer not to answer as well as academic vs. non-academic. Please note that this was the procedure for all analyses of multiple linear regressions.

*Table 22 Q1: Multiple Linear Regression (own illustration). Level of significance: * = 0.05*

Question 1

N=182

Scale: agree 0 = not at all | 4 = completely

Question: When working for an organisation, it is important for me that...

Demography	Flexible Working		Job Mobility		Work-Life-Balance	
<i>Adjusted R-Squared</i>	0.010		0.017		0.001	
	Reg. coeff.	Sig.	Reg. coeff.	Sig.	Reg. coeff.	Sig.
<i>(Constant)</i>	3.618		3.255		4.348	
<i>Future Workforce¹</i>	-0.128	0.355	0.276	0.114	0.139	0.259
<i>Female²</i>	0.333	0.798	0.082	0.618	0.049	0.676
<i>Academic³</i>	0.294*	0.049	-0.374*	0.047	0.150	0.258

Dummy Variables:

0 = Other Cohorts of Employees | 0 = Male, Other, I prefer not to answer | 0 = Non-academic

Overall, it can be seen in the table above that there are no significant values for the future workforce compared to the other cohorts of employees. Nevertheless, at a level of significance of 5%, respondents with a university degree agreed more with statements related to flexible working and job mobility than non-academics.

Given the fact that the results for question 1 were not significant for the Future Workforce and this is necessary for answering whether the respective hypothesis was supported by the data or not, it is essential to look at the results of questions 4 and 9.

In this type of question, respondents were asked to rank the provided office spaces from 1 – most preferred to 6 – least preferred. Hence, a lower median indicates a higher preference. The tables above show the results of the median calculation performed in the course of the data analysis and suggest a respective ranking for both target groups.

Question 4

Table 243 Q4: Medians – Future Workforce
(own illustration).

Future Workforce (N=89)			
Rank	Item	Flexibility	z
1	Own office with colleagues	Low	2
2	Own office alone	Low	3
3	Home office	High	3
4	Cubicle	Low	3
5	Open office	High	5
6	Public space	High	6

Table 23 Q4: Medians – Other Cohorts of Employees
(own illustration).

Other Cohorts of Employees (N=93)			
Rank	Item	Flexibility	z
1	Own office with colleagues	Low	2
2	Own office alone	Low	2
3	Home office	High	3
4	Cubicle	Low	3
5	Open office	High	5
6	Public space	High	6

As can be observed in table 23, the Future Workforce has ranked the option “own office with colleagues” with a median value of 2 first, followed by “own office alone”, “home office” and “cubicle” ranked immediately after with a median of 3. “Open space” (z=5) and “public space” (z=6) resulted to be the least preferred office spaces.

Table 24 shows a similar pattern for the target group “other cohorts of employees”. Here, “own office with colleagues” reached the same median of 2 as in table 23. However, “own office alone” exhibits z=2, which makes it more preferred by the other cohorts of employees compared to the Future Workforce. Other than that, the second target group ranked the remaining office spaces like the group with less work experience.

Comparing both tables with each other, it becomes evident that there is no significant difference in the rankings between the Future Workforce and other cohorts of employees. Yet, when taking a closer

look at the median values, one can see that in table 24, the option “own office alone” is slightly more preferred among the other cohorts than among the Future Workforce. This overall outcome resulting without any difference between the target groups, however, suggests that the hypothesis is not supported by the data. Nonetheless, one needs to deep dive into the results of question 9 before the final interpretation can be made.

Question 9

Table 26 Q9: Medians – Future Workforce (own illustration).

Future Workforce (N=89)			
Rank	Item	Flexibility	z
1	Flexitime	High	2
2	Work time account	High	3
3	Schedule based on trust	High	3
4	Fixed schedule	Low	3
5	Shift work	Low	5

Table 256 Q9: Medians – Other Cohorts of Employees (own illustration).

Other Cohorts of Employees (N=93)			
Rank	Item	Flexibility	z
1	Flexitime	High	2
2	Work time account	High	2
3	Schedule based on trust	High	2
4	Fixed schedule	Low	4
5	Shift work	Low	5

Similar to question 4, in question 9, respondents ranked the given work schedules according to their preference with 1 being the most preferred and 5 being the less preferred work schedule. Table 25 indicates that for the Future Workforce, “flexitime” (z=2) was the most preferred type of work schedule. The options “work time account”, “schedule based on trust” and “fixed schedule” show a median of 3, and “shift work” notably is the least preferred timetable with a median of 5.

Related to table 26, it can be said that the other cohorts of employees also preferred “flexitime” most, but also favoured “work time account” and “schedule based on trust” more than the Future Workforce – all with a median of 2. Similarly, “fixed schedule” (z=4) and “shift work” (z=5) were least favourite work schedules of the other cohorts of employees, which both evidently lag behind the other options.

Correspondingly, the tables here, show a comparable picture of the results, namely that the ranking between the two target groups is almost the same. In fact, table 26 indicates that the other cohorts of employees prefer ranks 2 and 3, both options with high flexibility, even more than the Future Workforce, which even hints a reverse picture of what the respective hypothesis proposed.

When interpreting these results with regard to hypothesis 1, namely, that the Future Workforce seeks more flexible working arrangements than other cohorts of employees, it can be concluded that this hypothesis is not supported by the data collected in this sample. The author justifies this decision with the fact that question 1 did not provide any significant results and both question 4 as well as question 9 indicated a similar picture, namely that there are no significant differences between the two target groups.

5.3. Data analysis for Hypothesis 2a and 2b

As was explained in the chapter about the methodology of this research project, question 2 was used to operationalise hypotheses 2a and 2b. The aim of this question was to gather information about what respondents found important with regard to organisational strategy and goals. As this question was in the form of a Likert-scale, it was analysed with the help of a multiple linear regression, which result is depicted in the following table:

*Table 27 Q2: Multiple Linear Regression (own illustration). Level of significance: * = 0.05*

Question 2

N=182

Scale: agree 0 = not at all | 4 = completely

Question: When working for an organisation, it is important for me that...

Demography	Organisational Identification				Corporate Social Responsibility	
	Impact		Alignment and identification with goals			
<i>Adjusted R-Squared</i>	0.021		-0.010		0.033	
	Reg. coeff.	Sig.	Reg. coeff.	Sig.	Reg. coeff.	Sig.
<i>(Constant)</i>	3.536		4.310		3.774	
<i>Future Workforce¹</i>	-0.103	0.473	0.039	0.702	0.288*	0.011
<i>Female²</i>	0.130	0.341	0.086	0.371	0.158	0.137
<i>Academic³</i>	-0.062	0.570	0.349*	0.025	-0.015	0.902

Dummy Variables:

0 = Other Cohorts of Employees | 0 = Male, Other, I prefer not to answer | 0 = Non-academic

With regard to impact on an organisation or the alignment and identification with organisational goals, table 27 indicates no significant results for the Future Workforce. Nevertheless, it can be seen that the Future Workforce significantly agreed more with items related to Corporate Social Responsibility than other cohorts of employees. Moreover, when observing the results of academics more closely, one can see that this group of respondents significantly agreed more to items that were operationalised for the importance of alignment and identification with organisational goals.

Given the fact that there were no significant results for the Future Workforce related to items on “Impact” as well as “Alignment and identification with goals”, hypothesis 2a, stating that the Future Workforce seeks more organisational identification than other cohorts of employees, was not supported by the data.

Hypothesis 2b, on the contrary, namely, “The Future Workforce emphasises CSR-related goals more than other cohorts of employees” was supported by the data since there is a significantly more positive correlation for the Future Workforce when compared to the second target group.

5.4. Data analysis for Hypothesis 3a

Hypothesis 3a was operationalised in the survey with the help of two questions. For the first one, question 3 and the second, question 6, which results of the multiple linear regression shall be presented here below.

*Table 28 Q3: Multiple Linear Regression (own illustration). Level of significance: * = 0.05; (*) = 0.1*

Question 3

N=182

Scale: agree 0 = not at all | 4 = completely

Question: When working for an organisation, it is important for me that my manager / supervisor...

Demography	Low Power Distance				High Power Distance	
	Friendly Relationship		Mentor		Professional Relationship	
<i>Adjusted R-Squared</i>	0.012		0.039		0.037	
	Reg. coeff.	Sig.	Reg. coeff.	Sig.	Reg. coeff.	Sig.
<i>(Constant)</i>	3.193		3.072		4.217	
<i>Future Workforce¹</i>	0.180	0.284	0.043	0.803	-0.353*	0.013
<i>Female²</i>	-0.120	0.449	0.165	0.312	0.229(*)	0.085
<i>Academic³</i>	0.334(*)	0.065	0.522	0.005	0.135	0.371

Dummy Variables:

0 = Other Cohorts of Employees | 0 = Male, Other, I prefer not to answer | 0 = Non-academic

As table 28 illustrates, the Future Workforce shows only one significant result with regard to the professional relationship to their supervisor / manager, an attribute that is linked to high power distance in the Hofstede model. The data displays that the Future Workforce significantly disagrees more with items that related to a professional relationship with superiors than other cohorts of employees. Hence, they disagree with high power distance than their experienced counterparts. Regarding the other demographic sub-groups, it can be said that women and academics both significantly agreed more with items related to attention from the superior, being either praise, frequent feedback or regular communication. Also, women seemed to prefer professional relationships to their superiors more than men (at a level of significance of 10%) and respondents with university degrees almost significantly agreed more to items which were operationalised for a friendly and mentor-like relationship with managers than people without academic background.

As already mentioned in the introduction of this section, question 6 was also used to operationalise hypothesis 3a, which is why it will now be analysed in the following.

*Table 29 Q3: Multiple Linear Regression (own illustration). Level of significance: * = 0.05; (*) = 0.1*

Question 6

N=182

Scale: agree 0 = not at all | 4 = completely

Question: When working for an organisation, it is important for me that...

Demography	Low Power Distance					
	Decisions made with knowledge		Decisions under consensus		Formalised procedures provide guidance	
<i>Adjusted R-Squared</i>	-0.011		0.007		0.010	
	Reg. coeff.	Sig.	Reg. coeff.	Sig.	Reg. coeff.	Sig.
<i>(Constant)</i>	4.012		4.131		3.768	
<i>Future Workforce¹</i>	0.174	0.402	0.171	0.391	0.196	0.352
<i>Female²</i>	-0.063	0.645	0.060	0.652	-0.220	0.115
<i>Academic³</i>	0.173	0.430	-0.140	0.510	0.325	0.147

Demography	High Power Distance			
	Decisions made by managers (inverted)		Formalised procedures provide direction (inverted)	
<i>Adjusted R-Squared</i>	0.009		-0.006	
	Reg. coeff.	Sig.	Reg. coeff.	Sig.
<i>(Constant)</i>	3.677		2.354	
<i>Future Workforce¹</i>	0.122	0.612	0.327	0.192
<i>Female²</i>	-0.315	0.050	-0.010	0.954
<i>Academic³</i>	-0.008	0.975	0.161	0.545

Dummy Variables:

0 = Other Cohorts of Employees | 0 = Male, Other, I prefer not to answer | 0 = Non-academic

Given the fact that, as table 29 shows, there are no significant results for question 6, the interpretation of the support of the respective hypothesis needs to be done based on the results for question 3 alone. Built on the fact that the Future Workforce significantly disagreed with statements related to high power distance and did not explicitly significantly agree with statements that related to low power distance, it can be suggested that hypothesis 3a, being “In the Hofstede model, the Future Workforce has a lower power distance than other cohorts of employees”, is only partly supported by the collected data.

5.5. Data analysis for Hypothesis 3b

In the survey used for this Master thesis, hypothesis 3b was operationalised using question 7. With regard to the interpretation of this question, no significant results for the items that were used in the operationalisation of this hypothesis with regard to the Future Workforce were found as table 30 illustrates:

*Table 30 Q7: Multiple Linear Regression (own illustration). Level of significance: * = 0.05; (*) = 0.1*

Question 7

N=182

Scale: agree 0 = not at all | 4 = completely

Question: When working for an organisation, it is important for me that **my task / job**...

Demography	Personal Fulfilment	
<i>Adjusted R-Squared</i>	0.014	
	Reg. coeff.	Sig.
<i>(Constant)</i>	4.039	
<i>Future Workforce¹</i>	-0.055	0.573
<i>Female²</i>	0.161(*)	0.080
<i>Academic³</i>	0.051	0.218

Dummy Variables:

0 = Other Cohorts of Employees | 0 = Male, Other, I prefer not to answer | 0 = Non-academic

Hence, the author comes to the conclusion that this hypothesis was not supported by the data that was collected.

5.6. Data analysis for Hypothesis 4

To operationalise hypothesis 4, the author of this thesis used question 5 and question 8, the results of which will be presented in the following sub-section.

With regard to question 5, it needs to be mentioned that this question was a multiple-choice-style question in which the respondents were asked to choose up to five attributes / values, called qualities in the survey, an organisation should convey through its culture. For the analysis of this question, the attributes provided were clustered according to their culture in the Cameron / Quinn Model and thus,

their degree in flexibility (either high or low). In a next step, each respondent's selection was divided into these two categories and the respective proportions compared to the total number of selected items was calculated. To provide an example, the following assumption can be made: a respondent selected four items, out of which three can be allocated to high flexibility and one to low flexibility. Thus, the proportion of high flexibility is 0.75 and the proportion of low flexibility equals to 0.25. Table 31 indicates the means of all proportions that were calculated differentiated by whether respondents were part of the Future Workforce (FWF) or Other Cohorts of Employees (OCE). The same system was used for calculating the distribution of the attributes that could be found within low flexibility cultures. This method was used purposefully, because the respondents were asked to choose up to five attributes, which resulted in the fact that not all respondents have selected five items in total. Hence, the total numbers of selected items differed between the two target groups, which would have been difficult to compare, unless the above explained systems was used. Finally, a t-Test with two-samples assuming equal variances was calculated to determine the significance in the results, which can also be observed in the table below. The whole procedure of the data analysis of this question can be found in the appendix.

Question 5

Table 31 Q5: Proportions and t-Test of Culture Attributes (own illustration).

N=182; Total number of selections: FWF = 428 attributes; OCE = 434 Question: Please select up to five qualities your ideal organisation should convey through its culture.				
	FWF High Flexibility	OCE High Flexibility	FWF Low Flexibility	OCE Low Flexibility
<i>Proportions Mean</i>	0,683	0,624	0,317	0,376
<i>Proportions Variance</i>	0,033	0,054	0,033	0,054
Results of the t-Test with two-samples assuming equal variances				
<i>Observations</i>	89	93	89	93
<i>Pooled Variance</i>	0,044		0,044	
<i>Hypothesized Mean Difference</i>	0		0	
<i>df</i>	180		180	
<i>t Stat</i>	1,893		-1,893	
<i>P(T<=t) one-tail</i>	0,030		0,030	
<i>t Critical one-tail</i>	1,653		1,653	

Abbreviations: FWF = Future Workforce | OCE = Other Cohorts of Employees

As visible in table 31, the Future Workforce has selected a total of 428 attributes out of which on average 68,3% corresponded with cultures that are characterised by high flexibility and 31,7% are related to low flexibility cultures. The other cohorts of employees, on the other hand, chose 434 attributes in total from which on average 62,4% of all attributes could be allocated to high flexibility and 37,6% to low flexibility cultures. The t-Test has proven that there is a significant difference of 5,9% with which the Future Workforce preferred high flexibility cultures more than other cohorts of employees. Consequently, the inverse conclusion suggests that the target group Other Cohorts of Employees favoured low flexibility cultures more than the Future Workforce with the same difference.

Taking the hypothesis into consideration, which states that the Future Workforces emphasises high flexibility cultures more than other cohorts of employees, it could be suggested that H4 could be supported by the data.

Nevertheless, question 8 was also utilised for the operationalisation of this hypothesis and should consequently be included in the according interpretation. This question, similar to the ones before, was a Likert-scaled question, which is why a multiple linear regression was used to analyse the data provided by the respondents, the results of which can be observed in table 32:

*Table 32 Q8: Multiple Linear Regression (own illustration). Level of significance: * = 0.05; (*) = 0.1*

Question 8

N=182

Scale: agree 0 = not at all | 4 = completely

Question: When working for an organisation, it is important for me that...

Demography	High Flexibility					
	Development		Diversity of workforce		Easy Relationships	
<i>Adjusted R-Squared</i>	0.016		0.014		0.043	
	Reg. coeff.	Sig.	Reg. coeff.	Sig.	Reg. coeff.	Sig.
<i>(Constant)</i>	4.752		3.288		3.633	
<i>Future Workforce¹</i>	0.090	0.270	0.004	0.981	0.345*	0.008
<i>Female²</i>	0.130(*)	0.092	0.283(*)	0.070	0.188	0.125
<i>Academic³</i>	0.101	0.251	0.206	0.245	0.080	0.563
Demography	Low Flexibility					
	Leader position in market		Work individually			
<i>Adjusted R-Squared</i>	0.001		-0.015			
	Reg. coeff.	Sig.	Reg. coeff.	Sig.		
<i>(Constant)</i>	3.130		2.788			
<i>Future Workforce¹</i>	0.088	0.682	-0.100	0.684		
<i>Female²</i>	-0.354(*)	0.084	-0.028	0.864		
<i>Academic³</i>	0.060	0.797	0.004	0.988		

Dummy Variables:

0 = Other Cohorts of Employees | 0 = Male, Other, I prefer not to answer | 0 = Non-academic

Table 32 indicates that there is only one significant result for the Future Workforce, namely that they agreed more to statements that operationalised the fact that relationships are easy to create, which is indeed an aspect of high flexibility cultures as they emphasise personal interactions. Other than that, at a significance level of 10%, women agreed more with items that related to development and diversity of the workforce, while disagreeing more with items that denoted that the organisation strives to take up the leading position within its industry or market – answers which should have been expected from the Future Workforce, according to the literature research done before to support the idea of flexible cultures.

Therefore, and in combination with the result of the fifth question, the author comes to conclusion that hypothesis 4, “In the Cameron/Quinn model, the future workforce seeks a more flexible type of organisational culture than other cohorts of employees”, can be supported by the collected data.

5.7. Data analysis for Hypothesis 5

With the help of question 10, hypothesis 5 was operationalised. At this point, it is necessary to mention that the elements “Share my values” and “Equally experienced” homogeneity of colleagues rather than diversity. Hence, table 33 presents the data are in an inverted version to allow for a better comparison.

*Table 33 Q8: Multiple Linear Regression (own illustration). Level of significance: * = 0.05; (*) = 0.1*

Question 10

N=182

Scale: agree 0 = not at all | 4 = completely

Question: My ideal colleagues...

Demography	Diversity of co-workers		Share my values (inverted)		Equally experienced (inverted)	
<i>Adjusted R-Squared</i>	0.004		0.023		0.004	
	Reg. coeff.	Sig.	Reg. coeff.	Sig.	Reg. coeff.	Sig.
<i>(Constant)</i>	3.374		1.711		2.925	
<i>Future Workforce¹</i>	0.306(*)	0.096	-0.080	0.700	0.365	0.111
<i>Female²</i>	-0.036	0.836	0.335*	0.014	0.096	0.525
<i>Academic³</i>	0.031	0.686	0.069	0.753	0.119	0.624

Dummy Variables:

0 = Other Cohorts of Employees | 0 = Male, Other, I prefer not to answer | 0 = Non-academic

Similar to the case of H3b before, the multiple linear regression of the data collected for question 10, did not show any significant results in relation to diversity which is the main variable of H5. Hence, the author suggests that hypothesis 5 is not supported by the data.

Yet, at a 10%-level of significance, these results are not significant enough for the hypothesis to be supported. Nevertheless, it should be mentioned that female respondents significantly disagreed more with the statement that it is important for them that colleagues share the same values as they do.

5.8. Support of the Hypotheses

Summarising this chapter, it can be said that two hypotheses, namely hypotheses 2b and 4, were supported, while hypothesis 3a was partly supported by the data collected for this master thesis. Consequently, hypotheses 1, 2a, 3b and 5 were not supported by the data, due to the lack of significant results. Table 34 provides an overview of the empirical results in relation to the hypotheses:

Table 34 Support of Hypotheses (own illustration).

Hypothesis	Interpretation
H1: The Future Workforce seeks more flexible working arrangements than previous cohorts of employees.	NOT SUPPORTED
H2a: The Future Workforce seeks organisational identification more than previous cohorts of employees.	NOT SUPPORTED
H2b: The Future Workforce emphasises CSR-related goals more than previous cohorts of employees.	SUPPORTED
H3a: In the Hofstede model, the Future Workforce has a lower power distance than previous cohorts of employees.	PARTLY SUPPORTED
H3b: The Future Workforce seeks more fulfilment in their tasks than previous cohorts of employees.	NOT SUPPORTED
H4: In the Cameron/Quinn model, the Future Workforce seeks a more flexible type of organisational culture than previous cohorts of employees.	SUPPORTED
H5: The Future Workforce seeks to work for an organisation with a h degree of diversity than previous cohorts of employees.	NOT SUPPORTED

6. Discussion of Empirical Results

In this chapter, the results presented in the previous section will be further discussed in relation to the research question and the underlying Scott/Davis Model, while elaborating on possible reasons why the data has revealed the way it did. In a further step, the author will deep-dive into which impact the COVID-19 pandemic has on the results of the thesis and how this relates to further research. Also, the chapter will cover where the limitations of this thesis lie, and which other topics would be interesting to investigate more thoroughly.

As the preceding chapter has shown, the data collected in the sample of this master thesis supported about half of the hypotheses. To be exact, H2b and H4 were supported and H3a was partly supported by the data – which implied that the Future Workforce within the sample did emphasise CSR-related goals and cultures with high flexibility more, while having a tendency towards a lower power distance than the respondents who are related to other cohorts of employees. For all other hypotheses, the results did not provide proof of significant differences between the target groups or significant results at all.

With regard to the research question being

“Which characteristics is the Future Workforce looking for in an organisation and how do they differ from other cohorts of employees?”,

the empirical results have shown that when it comes to the strategy and goals of the organisation, the Future Workforce is looking for active engagement in matters related to Corporate Social Responsibility; i.e. taking care of major stakeholders such as employees, customers and suppliers, but also sustainable use of resources and mindfulness towards the environment. Respecting the formal organisation, the Future Workforce does not like to have a professional relationship with their superiors. However, the data did not show any evidence that they prefer friendly relationships over professional ones. As professional relationships with managers are considered high power distance in the Hofstede model, it can only be suggested that there is a tendency away from high power distance and towards low power distance cultures. With regard to the organisational culture, respectively

informal organisation, it can be said that the Future Workforce preferred cultures with high flexibility such as the clan or adhocracy culture over cultures that are characterised by low flexibilities i.e. hierarchy and market more than other cohorts of employees. This means that the Future Workforce prefers cultures which are designed for agility, emphasise personal relationships and value responsibility. Comparing this result to what was explained in the introductory chapter about the target groups, one can see that this resembles the literature research about the Future Workforce. The same can be proposed with regard to strategy and goals as well as the core element “formal organisation.

For the other core elements in the Scott/Davis Model, the results from the data collected in this research show that there are no significant differences between the answers both target groups have provided, which suggests that both target groups have similar opinions about and demands towards their organisation. As to work and technology, the results have shown that both groups of respondents prefer working in their own office, either together with their colleagues or alone, followed by the flexible option of home office and the cubicle, another form of workspace with less flexibility. Therefore, it can be said that opposite to what can be found in the literature about the Future Workforce, this group of the sample showed a rather conservative view about their preferred workplace. Concerning work times, the Future Workforce just as other cohorts of employees ranked flexible schedules such as flexitime, work time account and schedule based on trust highest. Here, the data reflected what was found in the literature regarding the Future Workforce. Nevertheless, the author would have expected the other cohorts to answer in a more traditional way.

Finally, the data gathered has not indicated any significant results for the hypothesis that dealt with the diversity of the organisational participants, the last remaining core element. This means that the Future Workforce did not favour diverse co-workers more than the other cohorts of employees – a result the author finds rather positive, given the fact that diverse teams are usual in a globalised world.

In the opinion of the author, a possible reason for the likeness of the answers provided could be the fact that similarly as described in the introduction of this thesis, in the recent years, many organisations have started to focus more on younger employees and oriented their business conduct on what is here called the Future Workforce to become an attractive employer for them. Consequently, the assumption is that employees with work experience have seen themselves confronted with this described change at a pace at which they were able to better accommodate with the new and altered situation. In fact, the author even suggests that it is possible that existing employees have gotten used to modern ways of work so much that they see and appreciate benefits new work arrangements bring about. Hence, their opinions might have converged towards the ones of the new group of workers. Still, at this point the author finds it important to mention that this represents only a personal theory and that this hypothesis is subject to further study.

Nonetheless, at least for the present sample, generational differences as presented in the first chapters of this thesis in fact did not prevail as much as literature would have suggested between the two target groups for the majority of questions and items. Admittedly, this could be the case due to the limited number of respondents or the fact that the target group “other cohorts of employees” consisted of diverse groups of people, especially in terms of age and “generations”, which might not have been selective enough.

Yet, other studies have also come to similar results that differences between generations and distinctive cohorts of employees are either very small or not significant. Cucina et al. (2018) stated that one limitation of their study, which came to a comparable outcome to this thesis, could be the fact that respondents have been employed by the investigated organisation for a long time, which could have resulted in their homogenous results. This, however, was not the case for this master thesis as the respondents were not part of one single organisation but answered the survey individually and independently from their employers.

Moreover, Parry and Urwin (2011, p. 102) argue that “*a generation must exhibit such differences in order to be considered as such*”. Therefore, the author comes to the conclusion that there are two possible reasons

for why the results have revealed the way they did. First, the results of the present thesis hint that there actually are no generational differences, which could imply that the prerequisites of employees towards their organisations are in fact similar and the idea of generational differences should be re-considered as a whole. Second, the target group “other cohorts of employees” itself was not selective enough due to the fact that, as literature research suggests, it indeed was composed by two generations and therefore did not produce a consistent picture that could be compared to the Future Workforce.

In relation to the first interpretation, Volini et al. (2020) come to a similar conclusion in their 2020 Deloitte Global Human Capital Trends, namely that generational differences about how organisations are perceived cease to exist, respectively that organisations should focus on categorising their workforce with other factors than age. To be specific, they suggest that organisations should stop segmenting their employees according to the generational cohort they belong to but should start emphasising more on individual experiences and individualisation to reach a better understanding of the mindsets of their employees, which seem to be similar taking the results of the present study into account.

Another aspect which should not be forgotten in the context of this thesis is the outbreak of the COVID-19 pandemic. In the light of this global crisis that was omnipresent during the times at which this thesis was written, parts of the elements investigated do not seem to be adequate anymore. This is especially the case for the core element “work and technology”. Here, the results have shown that both target groups of the study preferred to work in a stationary office. Due to the lockdown imposed by national governments as a reaction to the fast spreading of the Corona virus, many organisations had to change their business conduct to the more flexible form of home office and with them also their employees. In addition, schools, universities and other educational institutions were also forced to modify their curricula to home-based learning – a change that undoubtedly also affected the Future Workforce in the way they experienced work and learning, which they will bring to their organisations once they start to work on a full-time basis. Given the fact that in April 2020, 70% of home office workers in Austria wished to keep this type of working arrangement (Arbeiterkammer Österreich, 2020

taken from de.statista.com), it is important to mention that the results of this study should be interpreted considering that the data was collected during winter 2019, when there were no signs of COVID-19 in Europe yet. Nevertheless, the current situation brings up a lot of potential to re-consider the results of this thesis for future studies.

First, it can be suggested that the imposed transformation of work and learning respectively study life would have had an effect on the way respondents answered to the questions if the survey was published during the pandemic. Hence, the author would find it interesting and relevant to investigate whether the current situation has an influence on the respondents i.e. whether flexible work forms have become more attractive due to the new situation compared to the clear preference for stationary offices.

Another aspect which, in the opinion of the author, would be worth to further explore, is the effect of COVID-19 on the answers with respect to strategy and goals. Here, the data has significantly shown that the Future Workforce emphasises goals that are closely tied to Corporate Social Responsibility more than other cohorts of employees. With the pandemic re-focussing media and political attention to other topics than profitability and efficiency, it would be interesting to study, whether this change of mind also has an influence on the differences between the target groups of this thesis and whether this could be an aspect in which the proven dissimilarities converge.

Moreover, the lockdown has forced many organisations to terminate many work contracts or register their employees for short-time work. Concerning the informal organisation, the author would suggest to re-assess whether the result that both the Future Workforce and other cohorts of employees seek to work in flexible cultures, would be reversed towards more stability and security that can be found in hierarchical organisations or whether this need for belonging and inclusion is even strengthened due to the pandemic and its effects.

As the COVID-19 pandemic and the preceding remarks have shown, the impact the environment of an organisation can have, should not be underestimated. The crisis has proven that organisations are

heavily influenced by external factors, which underlines the importance of studying this core element. Still, as already explained earlier on, an organisational environment is most likely not relevant for a job candidate's decision about which position to accept a job offer, which is why the author has decided not to investigate this aspect of organisations. Nonetheless, she finds it important to point out that the element as such has a clear reason for existence and should not be forgotten when examining organisations to gain a holistic view.

6.1. Limitations of the thesis

In the first part of this chapter, the author already touched upon a few limitations of this research work, which should now be summarised in more detail.

The major outcome of this thesis is that despite the fact that the workforce is made up of employees with different ages and levels of work experience, the way these diverse employees wish to work seems to be more similar than different. Paired with this apparent trend away from the differentiation of employees using the term “generation” and also “cohorts”, this leads to the implication that the title and the aim of this thesis might not be adequate. Instead of “Designing an Organisation for the Future Workforce”, the author is of the opinion that working on future research with regard to “Designing an Organisation for the Future” would more fitting, leaving the target group of the research open rather than focussing on one group in particular.

Also, the authors of the theoretical framework, Scott and Davis (2015), argue that due to globalisation and ground-breaking innovations in the information and communication sector, organisations have evolved in a completely new manner, which makes traditional views (including theirs) on organisations inadequate anymore. Additionally, the precarious COVID-19 situation has changed the way organisations conduct business and how employees as well as the Future Workforce perceive work and their employers. Considering the above-mentioned arguments, the author has to acknowledge that the results of this thesis have possibly lost their meaning and did not meet the intentions set at the beginning of this research project.

Moreover, the fact that a whole question had to be omitted due to a low Cronbach's Alpha value, must be considered a limitation of this thesis. This could be a result of the author's choosing of items for the survey rather than using questions which have already been used in previous research projects. Hence, the author recommends to research for existing similar studies and test these with a new sample of respondents instead to ensure reliability and also comparability to other research. Nevertheless, the author is proud to mention that even though this made the survey rather complex and hard to analyse, the outcome of the merging of items was more successful than expected in the beginning of the data analysis.

6.2. Further Research

Nonetheless, the fact that the results turned out the way they did, opened up several interesting new research ideas. Other than the specifically mentioned research topics that were introduced by the Corona pandemic, the author sees a necessity to conduct further studies in relation to the subject of this master thesis.

Related to the issue of reliability of the survey that was touched upon in the section on the limitations of the thesis, it would be interesting and logically necessary to explore whether the generational differences found in this thesis, respectively the absence of these difference, can be found with regard to more reliable question sets and also with two target groups that are internally somewhat more homogenous.

Furthermore, as also already mentioned earlier, the author makes the proposition that a possible reason for the similarity in answers in this study could be the fact that the target group "other cohorts of employees" has already had the chance to get used to the new working environment organisations have designed to attract the Future Workforce and finds it beneficial. In combination with the trend to move away from segmenting employees according to age and generations, the author finds it appropriate to

recommend further investigating the assumptions above and conduct a larger scale qualitative study to collect more information about the motives of the respondents why they answered the way they did.

Additionally, the data has shown that there were several cases in which people with academic backgrounds significantly answered differently than non-academics. Here, the author sees the potential of gaining more insight about how education affects the way organisations are perceived and what personnel requires from their employers.

7. Conclusion

Closing this thesis, it can be said that the survey, which was conducted with the help of 182 respondents, has come to the result that there is a difference between the Future Workforce and other cohorts of employees with regard to two core elements of the Scott / Davis model. (1) Concerning “strategy and goals” it can be said that the Future Workforce significantly emphasises topics that are related to Corporate Social Responsibility more than the second target group. (2) With regard to the formal aspect of organisations, the data has shown that the Future Workforce indeed has a lower power distance than other cohorts of employees and seeks a more friendly than professional relationship with their employer. Therefore, the research question can be answered by saying that the Future Workforce is looking for an organisation that engages in Corporate Social Responsibility activities and which has a low power distance. This differs compared to other cohorts of employees in such a way that the Future Workforce finds Corporate Social Responsibility more important and disagrees more with professional relationships to superiors than their experienced counterparts.

For all other core elements, however, the data has not provided any significant differences, which in return puts the use of cohorts or generations for such studies into question. In addition, the COVID-19 pandemic has also put the results of this thesis in a different light, as the introduction of home office and social distancing policies possibly would have influenced the respondents to answer the survey in another way than six months before the pandemic when the survey took place.

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Appendix

A. Abstract

Labour organisations see themselves confronted with two possibly opposing views. On the one side, there is the future workforce with demands such as high flexibility and mindful business conduct, which have not existed to this extent before. On the other side, there is the current workforce, who are used to the existing types of organisations.

Therefore, the aim of this study was to better understand the requirements of the Future Workforce and to explore how these demands differ from other cohorts of employees. To do so, the following research question was created: *“Which characteristics is the Future Workforce looking for in an organisation and how do they differ from other cohorts of employees?”*. To be able to answer it, an online survey was conducted among a sample of working people, who were divided into the two target groups (Future Workforce / other cohorts of employees) and provided answers on the core-elements of organisations according to Scott and Davis.

The results of the research have shown that the Future Workforce emphasises topics that are related to Corporate Social Responsibility and cultures characterised by high flexibility more than other cohorts of employees. With regard to the formal aspect of organisations, it can be said that the Future Workforce has a significantly lower power distance (as per Hofstede) than their counterparts with more work experience. For all other queried aspects, however, the data did not show any significant results or significant differences, which brings the author to the conclusion that, for the present sample, generational differences did not exist and that this phenomenon should be further investigated, as it has also been visible in other empirical studies.

B. Kurzzusammenfassung

Arbeitsorganisationen sehen sich mit der „Future Workforce“ mit einer Gruppe von Arbeitenden konfrontiert, die vermeintlich neue Anforderungen an sie stellt, nämlich beispielsweise mehr Flexibilität und verantwortungsvolles Handeln, in einem noch nie dagewesenen Ausmaß. Auf der anderen Seite steht die aktuelle Belegschaft, die die bestehende Form der Organisation gewohnt ist.

Das Ziel dieser Studie war es daher, die Forderungen der Future Workforce besser zu verstehen und zu untersuchen, inwiefern sich diese von anderen Kohorten von Arbeitenden unterscheiden. Um diese Vorgabe zu erreichen, wurde die folgende Forschungsfrage gestellt: *“Which characteristics is the Future Workforce looking for in an organisation and how do they differ from other cohorts of employees?”*. Für die Beantwortung dieser, wurde eine Online-Umfrage mit berufstätigen Personen durchgeführt, welche anhand ihrer Berufserfahrung in die beiden Zielgruppen (Future Workforce bzw. other cohorts of employees) aufgeteilt wurden und Fragen zu den Kernelementen des Scott-Davis Modells beantworteten.

Die Ergebnisse der Studie haben gezeigt, dass der Future Workforce Corporate Social Responsibility-Themen sowie Unternehmenskulturen mit hoher Flexibilität wichtiger sind als anderen Kohorten von Arbeitenden. Betreffend den formellen Aspekt von Organisationen, kann gesagt werden, dass die Future Workforce über eine signifikant niedrigere Machtdistanz (nach Hofstede) besitzt als Arbeitende mit mehr Berufserfahrung. Abgesehen davon, ergaben die Daten für alle anderen erfragten Aspekte keine signifikanten Ergebnisse. Dies bringt die Autorin zu dem Schluss, dass es zumindest in dieser Stichprobe kaum generationale Unterschiede gab und dass dieses Phänomen näher untersucht werden sollte, da es bereits in anderen empirischen Studien ähnliche Ergebnisse gab.

C. Questionnaire English

Welcome to my survey!

In my master thesis, I investigate what employees are looking for in their ideal organisation.

The survey will take about 10 minutes.

Thank you very much for investing time in answering my questions! Your answers contribute a lot to my thesis and are highly appreciated!

Best regards,

Kristina

1. To which extent do you agree with the following statements?

Please select one of the boxes for each statement. 0 indicates that you do not agree at all and 4 indicates that you agree completely with the statement.

	not at all		completely	
When working for an organisation, it is important to me that...	0	1	2	3 4
... I know how I can develop my career within my organisation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I can choose my working location (e.g. office/home/elsewhere) independently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I can accommodate my working and private life with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I can easily choose a job <i>within another field</i> of expertise within my organisation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I can choose my working schedule independently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I can easily choose another job <i>in my field</i> of expertise within my organisation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

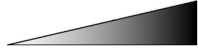
2. To which extent do you agree with the following statements?

Please select one of the boxes for each statement. 0 indicates that you do not agree at all and 4 indicates that you agree completely with the statement. You can also choose to provide no answer on a statement. In this case, please select "not applicable".

	not at all		completely	
When working for an organisation, it is important to me that...	0	1	2	3 4
... it takes care of the needs of other stakeholders (e.g. customers, suppliers, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... it takes an active approach towards making a positive impact in the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I can have an impact on the organisation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... it takes care of the environment (e.g. recycles waste, reduces CO2 emissions, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... its actions are aligned with its strategies and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... it takes care of their employees' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I can identify myself with its goals and values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... it is loyal to me, otherwise I am not loyal to it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. To which extent do you agree with the following statements?

Please select one of the boxes for each statement. 0 indicates that you do not agree at all and 4 indicates that you agree completely with the statement.

	not at all						completely	
	0	1	2	3	4		not applicable	
When working for an organisation, it is important to me that my manager / supervisor...								
... frequently provides me with feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... and I have a friendly relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... supports me whenever needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... communicates information openly to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... and I have a professional relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... is my mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... frequently praises my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... represents my interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	

4. Which is your preferred working space?

Please rank the following working spaces in such a way that your most preferred working space is ranked first (1) and your least preferred working space is ranked last (6). (Please see below for explanations.)

Home office	most preferred
Own office shared with colleagues	2
Public space	3
Open space office	4
Own office alone	5
Cubicle	least preferred

Explanation of items:

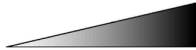
- **Open space office**
You work in a big open office where you do not have your own desk, but share all desks with your colleagues and sit at a different desk every day.
- **Cubicle**
You work in a big open office where you have your own desk.
- **Own office**
You work in your own office within your organisation's office building. The setting of your own office can either be by yourself (alone) or in a shared office with your colleagues.
- **Home office**
You work from home.
- **Public space**
You work from a public place.
e.g. a café, a library, a park, etc.

5. Please select up to five qualities your ideal organisation should convey through its culture.

Clarity	Standardisation	Responsibility	Productivity	Adaptability
Inclusion	Activity	Meritocracy	Entrepreneurship	Innovation
Routine	Specialisation	Dynamism	Individualism	Competitiveness
Family	Control	Profitability	Team work	Participativeness

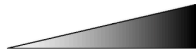
6. To which extent do you agree with the following statements?

Please select one of the boxes for each statement. 0 indicates that you do not agree at all and 4 indicates that you agree completely with the statement.

	not at all						completely	
	0	1	2	3	4		not applicable	
When working for an organisation, it is important to me that...								
... formalised procedures provide guidance on how to solve a task and can be interpreted to reach the best outcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... formalised procedures provide a clear direction about how to solve a task and should be followed to reach the best outcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... decisions are made under consensus of different parties with the required knowledge to do so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... decisions are made by managers, because they know what is best for the organisation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... decisions are made by the people with the most knowledge to do so, no matter which hierarchical position they have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... I can work independently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... open communication is facilitated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	

7. To which extent do you agree with the following statements?

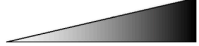
Please select one of the boxes for each statement. 0 indicates that you do not agree at all and 4 indicates that you agree completely with the statement.

	not at all						completely	
	0	1	2	3	4		not applicable	
When working for an organisation, it is important to me that my task / job ...								
... has a certain routine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... requires me to adapt to different situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... is enjoyable and not boring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
...contributes to the goals of the organisation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... requires me to take responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... makes me happy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... is secure and that I cannot easily be fired.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... pays well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... is clearly defined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... is meaningful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	

Please note that in this question, the marked items were formulated together in one item for the first version of the survey.

8. To which extent do you agree with the following statements?

Please select one of the boxes for each statement. 0 indicates that you do not agree at all and 4 indicates that you agree completely with the statement.

	not at all						completely	
	0	1	2	3	4		not applicable	
When working for an organisation, it is important to me that...								
... I can commit myself to its philosophy and purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... training and development are valued and promoted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... there is a high degree of diversity in the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... my achievements are acknowledged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... I can easily create relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... I receive the support I need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... I work individually.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... my personal advancement is supported.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... it strives to be the market/industry leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	

9. Which are your preferred working times when working full-time?

Please rank the following working times in such a way that your most preferred working time is ranked first (1) and your least preferred working time is ranked last (5). (Please see below for explanations.)

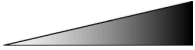
Work time account	most preferred
Flexitime	2
Schedule based on trust	3
Shift work	4
Fixed schedule	least preferred

Explanation of items:

- **Fixed schedule**
You have a fixed schedule during which you have to be at work
e.g. Monday - Friday from 09:00-18:00
- **Shift work**
You have an alternating schedule during which you have to be at work, because you share your working space with your colleagues
e.g. Monday, Wednesday, Friday from 08:00-17:00; Tuesday, Thursday from 17:00-02:30
- **Work time account**
You can accumulate overtime hours that can be consumed as free time at a later point
e.g. In the first week of June you work 2 extra hours every day. In August you take a whole day off and leave two hours earlier the day before.
- **Flexitime**
You can come to and leave from work as you wish, but usually have a time period in which you are required to be at work (i.e. core time).
e.g. Monday 09:15-18:15; Tuesday 10:30-19:30; Wednesday 08:00-17:30; etc. with 11:00-14:00 as the core time
- **Schedule based on trust**
You can come to and leave from work as you wish, but are not required to record your working times - your performance is measured according to other factors such as pre-defined goals.
e.g. revenue generated; projects finished

10. To which extent do you agree with the following statements?

Please select one of the boxes for each statement. 0 indicates that you do not agree at all and 4 indicates that you agree completely with the statement.

	not at all						completely	
	0	1	2	3	4		not applicable	
My ideal colleagues...								
... learn from each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... have different genders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... share my values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... have different educational backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... come from different countries and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... support each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... facilitate team work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... are as equally experienced as I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
... are both younger and older than me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	

11. What are your most important criteria for choosing an employer?

Please rank the following criteria in such a way that the most relevant criterium is ranked first (1) and your least relevant is ranked last (7).

Salary	most important
Organisational culture	2
Office space and equipment	3
Colleagues	4
Supervisor	5
Job / work itself	6
Strategy and goals of the organisation	least important

12. Please provide the following demographic data about yourself:

Please select your gender

- ☐ female
☐ male
☐ other
☐ I prefer not to answer

Please indicate your year of birth

Please indicate your country of origin

Please indicate your highest level of education

 ▼

Please indicate your field of studies

Please indicate your current occupation

 ▼

Please indicate your years of (full-time) work experience

 ▼

Please indicate in which industry / sector your ideal organisation operates.

Thank you very much for completing this survey and helping me with my Master thesis!

Your contribution is very much valued and highly appreciated!

You would like to receive more information about my study and/or want to provide me with further insights/feedback/etc.?
Please feel free to contact me under a01350914@unet.univie.ac.at!

Would you like to receive the results of my study? Please leave your contact information below! I will get in touch with you as soon as they are ready to be distributed.

Your answers were transmitted, you may close the browser window or tab now.

D. Questionnaire German

Willkommen zu meiner Umfrage!

In meiner Masterarbeit untersuche ich, welche Eigenschaften ArbeitnehmerInnen in Ihren idealen Arbeitgebern / Organisationen suchen.

Die Umfrage dauert ungefähr 10 Minuten.

Vielen Dank, dass Sie sich die Zeit nehmen, meine Fragen zu beantworten! Ihre Antworten tragen sehr viel zu meiner Masterarbeit bei und sind sehr geschätzt!

Beste Grüße,

Kristina

1. Wie sehr stimmen Sie den folgenden Aussagen zu?

Bitte wählen Sie eine der Boxen für jede Aussage aus. Bei 0 stimmen Sie gar nicht zu und bei 4 stimmen sie völlig zu.

	stimme gar nicht zu		stimme völlig zu			
	0	1	2	3	4	nicht zutreffend
Wenn ich in einer Organisation arbeite, ist es mir wichtig, dass...						
... ich leicht einen anderen Job <i>in einem anderen Berufsfeld</i> innerhalb meiner Organisation finden kann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ich weiß, wie ich mich in meiner Organisation beruflich weiterentwickeln kann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ich meinen Arbeitsplatz (z.B. Büro/zu Hause/woanders) selbständig wählen kann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ich meine Arbeitszeiten selbständig wählen kann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ich mein Berufs- und Privatleben miteinander vereinbaren kann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ich leicht einen anderen Job <i>in meinem Berufsfeld</i> innerhalb meiner Organisation finden kann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Wie sehr stimmen Sie den folgenden Aussagen zu?

Bitte wählen Sie eine der Boxen für jede Aussage aus. Bei 0 stimmen Sie gar nicht zu und bei 4 stimmen sie völlig zu.

	stimme gar nicht zu		stimme völlig zu			
	0	1	2	3	4	nicht zutreffend
Wenn ich in einer Organisation arbeite, ist es mir wichtig, dass...						
... sie mir gegenüber loyal ist, sonst bin ich es nicht ihr gegenüber.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ihre Strategie mit ihren Werten übereinstimmt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... sie sich um die Bedürfnisse ihrer MitarbeiterInnen kümmert.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... sie aktiv einen positiven Einfluss auf die Welt nimmt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... sie aktiv Umweltschutz betreibt (z.B. Recycling betreibt, CO2 Emissionen reduziert, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... sie sich um die Bedürfnisse anderer Stakeholder (z.B. Kunden, Lieferanten, etc.) kümmert.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ich mich mit ihren Zielen und Werten identifizieren kann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ich Einfluss auf die Organisation nehmen kann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Wie sehr stimmen Sie den folgenden Aussagen zu?

Bitte wählen Sie eine der Boxen für jede Aussage aus. Bei 0 stimmen Sie gar nicht zu und bei 4 stimmen sie völlig zu.

	stimme gar nicht zu					stimme völlig zu	
	0	1	2	3	4		nicht zutreffend
Wenn ich in einer Organisation arbeite, ist es mir wichtig, dass meine Führungskraft...							
... mein Mentor / meine Mentorin ist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... meine Arbeit regelmäßig lobt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... und ich ein professionelles Verhältnis pflegen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... mich wann immer notwendig unterstützt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... mir regelmäßig Feedback gibt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... und ich ein freundschaftliches Verhältnis pflegen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... meine Interessen vertritt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... mir Information offen kommuniziert.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>

4. Welcher ist Ihr bevorzugter Arbeitsplatz?

Bitte reihen Sie die folgenden Arbeitsplätze so, dass Ihr am meisten bevorzugter Arbeitsplatz als erster (1) und Ihr am wenigsten bevorzugter Arbeitsplatz als letzter (6) gereiht ist. (Für Erklärungen siehe unten.)

Öffentlicher Raum	am meisten bevorzugt
Eigenes Büro (mit KollegInnen)	2
Eigenes Büro (alleine)	3
Home office	4
Freiraumbüro mit fixem Arbeitsplatz	5
Freiraumbüro ohne fixem Arbeitsplatz	am wenigsten bevorzugt

Erklärung der Auswahlmöglichkeiten:

- **Freiraumbüro**
Sie arbeiten in einem großen, offenen Büro, wo Sie keinen eigenen Schreibtisch haben. Sie teilen alle verfügbaren Schreibtische mit Ihren KollegInnen und sitzen jeden Tag an einem anderen Schreibtisch.
- **Freiraumbüro mit fixem Arbeitsplatz**
Sie arbeiten in einem großen, offenen Büro, wo Sie Ihren eigenen Schreibtisch haben.
- **Eigenes Büro**
Sie arbeiten in einem eigenen Büro innerhalb der Büroräumlichkeiten Ihrer Organisation. Dies kann entweder alleine oder in einem mit KollegInnen geteilten Büro erfolgen.
- **Home office**
Sie arbeiten von zuhause.
- **Öffentlicher Raum**
Sie arbeiten von einer öffentlichen Stelle.
z.B. ein Café, eine Bibliothek, ein Park, etc.

5. Bitte wählen Sie bis zu fünf Qualitäten die Ihre ideale Organisation durch die Organisationskultur vermitteln sollte.

Routine	Teamwork	Individualismus	Leistungsgesellschaft	Wettbewerbsfähigkeit
Innovation	Spezialisierung	Anpassungsfähigkeit	Verantwortung	Familie
Kontrolle	Beteiligung	Dynamik	Ertragskraft	Standardisierung
Klarheit	Aktivität	Inklusion	Unternehmertum	Produktivität

6. Wie sehr stimmen Sie den folgenden Aussagen zu?

Bitte wählen Sie eine der Boxen für jede Aussage aus. Bei 0 stimmen Sie gar nicht zu und bei 4 stimmen sie völlig zu.

	stimme gar nicht zu					stimme völlig zu	
	0	1	2	3	4		nicht zutreffend
Wenn ich in einer Organisation arbeite, ist es mir wichtig, dass...							
... ich eigenständig arbeiten kann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... Entscheidungen von Personen getroffen werden, die dafür das meiste Wissen haben, egal auf welcher Ebene der Hierarchie sie sich befinden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... offene Kommunikation gewährleistet wird.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... Entscheidungen von Führungskräften getroffen werden, da diese wissen, was das Beste für die Organisation ist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... formelle Arbeitsabläufe einem Hinweise geben, wie eine Aufgabe gelöst werden soll und interpretiert werden kann, um das beste Ergebnis zu erzielen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... Entscheidungen im Konsens verschiedener Parteien getroffen werden und diese das notwendige Wissen dafür haben.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... formelle Arbeitsabläufe eine klare Richtung vorgeben, wie eine Aufgabe gelöst werden soll, um das beste Ergebnis zu erzielen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>

7. Wie sehr stimmen Sie den folgenden Aussagen zu?

Bitte wählen Sie eine der Boxen für jede Aussage aus. Bei 0 stimmen Sie gar nicht zu und bei 4 stimmen sie völlig zu.

	stimme gar nicht zu					stimme völlig zu	
	0	1	2	3	4		nicht zutreffend
Wenn ich in einer Organisation arbeite, ist es mir wichtig, dass meine Aufgabe / mein Beruf...							
... von mir erfordert, dass ich mich an verschiedene Situationen anpasse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... klar definiert ist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... mich glücklich macht.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... eine gewisse Routine hat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... zu den Organisationszielen beiträgt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... von mir erfordert, Verantwortung zu übernehmen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... Spaß macht und nicht langweilig ist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... gut bezahlt ist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... bedeutsam für mich ist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
... sicher ist und ich nicht leicht entlassen werden kann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>

Please note that in this question, the marked items were formulated together in one item for the first version of the survey.

8. Wie sehr stimmen Sie den folgenden Aussagen zu?

Bitte wählen Sie eine der Boxen für jede Aussage aus. Bei 0 stimmen Sie gar nicht zu und bei 4 stimmen sie völlig zu.

	<div> <div>stimme gar nicht zu</div> <div> <div></div> <div></div> <div></div> <div></div> <div></div> </div> <div>stimme völlig zu</div> </div>					
	0	1	2	3	4	
Wenn ich in einer Organisation arbeite, ist es mir wichtig, dass...						nicht zutreffend
... ich alleine arbeite.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... sie anstrebt, der Markt-/Industrieführer zu sein.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... Weiterbildung und Entwicklung geschätzt und gefördert werden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... meine Leistungen anerkannt werden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... die Belegschaft divers ist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ich mich der Philosophie der Organisation und deren Zweck verschreiben kann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ich leicht Beziehungen aufbauen kann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... meine persönliche Entwicklung unterstützt wird.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ich die Unterstützung erhalte, die ich benötige.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Wenn Sie Vollzeit arbeiten, welche Arbeitszeiten bevorzugen Sie?

Bitte reihen Sie die folgenden Arbeitszeitformen so, dass Ihre am meisten bevorzugte Arbeitszeitform als erste (1) und Ihre am wenigsten bevorzugte Arbeitszeitform als letzte (5) gereiht ist. (Für Erklärungen siehe unten.)

	am meisten bevorzugt
Gleitzeit	2
Schichtarbeit	3
Vertrauensarbeitszeit	4
Fixe Arbeitszeiten	am wenigsten bevorzugt
Arbeitszeitkonto	

Erklärung der Auswahlmöglichkeiten:

- **Fixe Arbeitszeiten**
Sie haben fixe Arbeitszeiten während denen Sie im Büro sein müssen.
z.B. Montag - Freitag von 09:00-18:00
- **Schichtarbeit**
Sie haben abwechselnde Arbeitszeiten, weil Sie sich Ihren Arbeitsplatz mit Ihren KollegInnen teilen.
z.B. Montag, Mittwoch, Freitag von 08:00-17:00; Dienstag, Donnerstag von 17:00-02:30
- **Arbeitszeitkonto**
Sie akkumulieren Überstunden die Sie als Freizeit zu einem späteren Zeitpunkt konsumieren können.
z.B. In der ersten Juniwoche arbeiten Sie jeden Tag 2 Stunden länger. Im August nehmen Sie sich einen Tag frei und gehen am Vortag 2 Stunden früher nach Hause.
- **Gleitzeit**
Sie können zur Arbeit kommen und von der Arbeit gehen wann Sie wollen, haben aber meistens geregelte Zeiten während denen Sie in der Arbeit sein müssen (= Kernzeit).
z.B. Montag 09:15-18:15; Dienstag 10:30-19:30; Mittwoch 08:00-17:30; etc. mit 11:00-14:00 als Kernzeit
- **Vertrauensarbeitszeit**
Sie können zur Arbeit kommen und von der Arbeit gehen wann Sie wollen, sind aber nicht verpflichtet eine Zeitaufzeichnung zu führen - Ihre Leistung wird anhand von vordefinierten Kriterien gemessen.
z.B. erzielter Umsatz; abgeschlossene Projekte

10. Wie sehr stimmen Sie den folgenden Aussagen zu?

Bitte wählen Sie eine der Boxen für jede Aussage aus. Bei 0 stimmen Sie gar nicht zu und bei 4 stimmen sie völlig zu.

	<div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 10px;">stimme gar nicht zu</div> <div style="width: 100px; height: 20px; background: linear-gradient(to right, white, black);"></div> <div style="text-align: center; margin-left: 10px;">stimme völlig zu</div> </div>					
	0	1	2	3	4	nicht wichtig
Meine idealen Kollegen...						
... teilen meine Werte.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... lernen von einander.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... unterstützen sich gegenseitig.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... haben unterschiedliche Geschlechter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... gewährleisten team work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... sind sowohl jünger als auch älter als ich.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... mögen mich.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... kommen aus unterschiedlichen Ländern und Kulturen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... sind genauso erfahren wie ich.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... haben unterschiedliche Bildungshintergründe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Welche sind Ihre wichtigsten Kriterien bei der Arbeitgeberauswahl?

Bitte reihen Sie die folgenden Kriterien so, dass das am meisten relevante Kriterium als erstes (1) und das am wenigsten relevante als letztes (7) gereiht ist.

Kollegen	am wichtigsten
	2
Führungskraft	3
	4
Gehalt	5
	6
Arbeitsplatz und Büroausstattung	am unwichtigsten
Organisationskultur	
Strategie und Ziele der Organisation	
der Beruf / die Arbeit selbst	

12. Bitte geben Sie die folgenden demografischen Daten über sich an:

Bitte wählen Sie Ihr Geschlecht

- ☐ weiblich
☐ männlich
☐ sonstiges
☐ Ich möchte mein Geschlecht nicht angeben.

Bitte geben Sie Ihr Geburtsjahr an

Bitte geben Sie Ihr Herkunftsland an

Bitte geben Sie Ihre höchste Ausbildung an

 ▼

Bitte geben Sie Ihr Studienfach an

Bitte geben Sie Ihre aktuelle Beschäftigung an

 ▼

Bitte geben Sie Ihre (Vollzeit-)Berufserfahrung an (in Jahren)

 ▼

Bitte geben Sie an, in welchem Bereich / Sektor Ihre ideale Organisation wirtschaftet.

Vielen Dank, dass Sie diese Umfrage ausgefüllt und mir bei meiner Masterarbeit geholfen haben!

Ihr Beitrag ist sehr wertvoll für mich und ich schätze ihn sehr!

Würden Sie gerne mehr über meine Studie erfahren und/oder mir nähere Eindrücke/Feedback geben?
Sie können mich gerne untr_a01350914@unet.univie.ac.at kontaktieren!

Würden Sie gerne die Ergebnisse meiner Studie erhalten? Bitte hinterlassen Sie mir Ihre Kontaktdaten! Ich melde mich gerne sobald diese vorliegen bei Ihnen.

Ihre Antworten wurden gespeichert, Sie können das Fenster jetzt schließen.

E. Social Media Posts (samples)



Kristina Goliasch

Human Capital Consulting at Deloitte
8 Monate • Bearbeitet •

...

What is the future workforce looking for in their employer and how does this differ from other employees?

This is the question I work on in my master thesis, but to be able to answer it, I need your help. Please be so kind to support my thesis by filling out the following survey:

<https://lnkd.in/dKDGrNv>

Thank you very much for your contribution, it is highly appreciated!

PS: Die Umfrage kann auch auf Deutsch ausgefüllt werden. ;-)

[#futureworkforce](#) [#futureorganisation](#) [#masterthesis](#) [#survey](#)

👍 13 • 4 Kommentare



Kristina Goliasch

Human Capital Consulting at Deloitte
7 Monate •

...

Dear network,

Thank you very much to all those, who have already participated in my survey! I highly appreciate your effort!

Nevertheless, I still need more responses for my Master thesis. In my study, I investigate what employees are looking for in their organisation.

Please be so kind to fill in my survey via the following link:

<https://lnkd.in/dKDGrNv>

Thanks a lot! May your Christmas holidays be especially wonderful! :-)

[#masterthesis](#) [#survey](#) [#futureworkforce](#) [#futureorganisations](#)

👍 15



Kristina Goliasch 🌸 hoffnungsvoll.

28. Dezember 2019 •

...

Liebe Nachbarinnen und Nachbarn,

ich schreibe gerade meine Masterarbeit an der Uni Wien und untersuche, wie der ideale Arbeitgeber/die ideale Organisation aussehen soll. Dafür wäre ich euch sehr dankbar, wenn ihr meinen Fragebogen ausfüllen würdet. Er ist völlig anonym, dauert ca. 10 Minuten und kann von allen ausgefüllt werden. Ich benutze eure Antworten auch nur für meine Masterarbeit und lösche danach alle Daten!

Ich würde mich wirklich sehr freuen, wenn ihr meine Fragen unter folgendem Link beantwortet:

https://www.soscisurvey.de/organisation_futureworkforce/

Vielen lieben Dank und ein frohes neues Jahr an alle!

LG, Kristina

PS: Danke an die Gruppen-Admin, dass ich meinen Fragebogen posten darf. 😊

👍 5

27 Kommentare

F. Cronbach's Alpha (as taken from SPSS)

Question 1

Reliabilitätsstatistiken	
Cronbachs Alpha	Anzahl der Items
,622	6

Item-Skala-Statistiken				
	Skalenmittelwert, wenn Item weggelassen	Skalenvarianz, wenn Item weggelassen	Korrigierte Item-Skala-Korrelation	Cronbachs Alpha, wenn Item weggelassen
Work and Technology 1: ... I can choose my working schedule independently.	18,96	11,191	,380	,569
Work and Technology 1: ... I can choose my working location (e.g. office/home/elsewhere) independently.	19,45	10,636	,384	,565
Work and Technology 1: ... I can accommodate my working and private life with each other.	18,43	12,666	,230	,618
Work and Technology 1: ... I can easily choose another job in my field of expertise within my organisation.	19,57	9,341	,436	,542
Work and Technology 1: ... I can easily choose a job within another field of expertise within my organisation.	20,00	9,713	,393	,563
Work and Technology 1: ... I know how I can develop my career within my organisation.	18,49	12,318	,315	,595

Question 2

Reliabilitätsstatistiken	
Cronbachs Alpha	Anzahl der Items
,727	8

Item-Skala-Statistiken				
	Skalenmittelwert, wenn Item weggelassen	Skalenvarianz, wenn Item weggelassen	Korrigierte Item-Skala-Korrelation	Cronbachs Alpha, wenn Item weggelassen
Strategy and Goals: ... I can identify myself with its goals and values.	28,18	17,630	,557	,680
Strategy and Goals: ... it takes care of their employees' needs.	27,93	18,427	,494	,694
Strategy and Goals: ... it takes care of the needs of other stakeholders (e.g. customers, suppliers, etc.).	28,76	16,936	,440	,695
Strategy and Goals: ... it takes an active approach towards making a positive impact in the world.	28,76	15,043	,604	,655
Strategy and Goals: ... it is loyal to me, otherwise I am not loyal to it.	28,55	18,669	,157	,765
Strategy and Goals: ... its actions are aligned with its strategies and goals.	28,27	18,021	,483	,692
Strategy and Goals: ... I can have an impact on the organisation.	28,76	18,612	,274	,728
Strategy and Goals: ... it takes care of the environment (e.g. recycles waste, reduces CO2 emissions, etc.).	28,78	15,841	,523	,676

Question 3

Reliabilitätsstatistiken	
Cronbachs Alpha	Anzahl der Items
,719	8

Item-Skala-Statistiken				
	Skalenmittelwert, wenn Item weggelassen	Skalenvarianz, wenn Item weggelassen	Korrigierte Item-Skala-Korrelation	Cronbachs Alpha, wenn Item weggelassen
Formal Organisation 1: ... frequently provides me with feedback.	27,88	15,605	,488	,675
Formal Organisation 1: ... frequently praises my work.	28,71	15,522	,445	,684
Formal Organisation 1: ... communicates information openly to me.	27,37	17,814	,422	,698
Formal Organisation 1: ... and I have a friendly relationship.	28,70	16,035	,319	,715
Formal Organisation 1: ... and I have a professional relationship.	27,83	17,092	,277	,718
Formal Organisation 1: ... is my mentor.	28,57	14,755	,448	,684
Formal Organisation 1: ... supports me whenever needed.	27,79	15,672	,590	,660
Formal Organisation 1: ... represents my interests.	28,01	16,160	,400	,693

Question 6

Reliabilitätsstatistiken	
Cronbachs Alpha	Anzahl der Items
,540	7

Item-Skala-Statistiken				
	Skalenmittelwert, wenn Item weggelassen	Skalenvarianz, wenn Item weggelassen	Korrigierte Item-Skala-Korrelation	Cronbachs Alpha, wenn Item weggelassen
Formal Organisation 2: ... open communication is facilitated.	22,67	10,764	,221	,520
Formal Organisation 2: ... decisions are made by managers, because they know what is best for the organisation.	24,71	9,332	,189	,545
Formal Organisation 2: ... decisions are made by the people with the most knowledge to do so, no matter which hierarchy...	23,25	9,834	,225	,518
Formal Organisation 2: ... decisions are made under consensus of different parties with the required knowledge to do so.	23,17	9,932	,222	,519
Formal Organisation 2: ... formalised procedures provide a clear direction about how to solve a task and should be followed.	24,01	7,707	,441	,413
Formal Organisation 2: ... formalised procedures provide guidance on how to solve a task and can be interpreted to re...	23,59	8,762	,407	,442
Formal Organisation 2: ... I can work independently.	22,84	10,809	,207	,524

Question 7

Reliabilitätsstatistiken	
Cronbachs Alpha	Anzahl der Items
,679	10

Item-Skala-Statistiken				
	Skalenmittelwert, wenn Item weggelassen	Skalenvarianz, wenn Item weggelassen	Korrigierte Item-Skala-Korrelation	Cronbachs Alpha, wenn Item weggelassen
Formal Organisation 3: ... requires me to take responsibility.	36,85	20,826	,209	,676
Formal Organisation 3: ... is clearly defined.	37,22	17,973	,365	,651
Formal Organisation 3: ... pays well.	36,76	19,365	,456	,639
Formal Organisation 3: ... is secure and that I cannot easily be fired.	37,13	18,404	,378	,647
Formal Organisation 3: ... is meaningful to me.	36,72	18,980	,412	,642
Formal Organisation 3: ... makes me happy.	36,59	19,756	,365	,652
Formal Organisation 3: ... has a certain routine.	37,98	18,375	,320	,662
Formal Organisation 3: ... is enjoyable and not boring.	36,52	21,501	,124	,688
Formal Organisation 3: ... requires me to adapt to different situations.	37,24	19,461	,292	,664
Formal Organisation 3: ... contributes to the goals of the organisation.	36,99	18,039	,506	,623

Question 8

Reliabilitätsstatistiken	
Cronbachs Alpha	Anzahl der Items
,716	9

Item-Skala-Statistiken				
	Skalenmittelwert, wenn Item weggelassen	Skalenvarianz, wenn Item weggelassen	Korrigierte Item-Skala-Korrelation	Cronbachs Alpha, wenn Item weggelassen
Informal Organisation 1: ... there is a high degree of diversity in the workforce.	31,58	18,179	,417	,686
Informal Organisation 1: ... training and development are valued and promoted.	30,71	20,028	,437	,688
Informal Organisation 1: ... my personal advancement is supported.	30,73	19,623	,472	,681
Informal Organisation 1: ... I can easily create relationships.	31,21	18,888	,481	,676
Informal Organisation 1: ... I can commit myself to its philosophy and purpose.	31,22	18,924	,376	,694
Informal Organisation 1: ... I receive the support I need.	30,75	20,035	,464	,685
Informal Organisation 1: ... I work individually.	32,49	18,848	,323	,707
Informal Organisation 1: ... my achievements are acknowledged.	30,66	20,237	,422	,690
Informal Organisation 1: ... it strives to be the market/industry leader.	32,23	17,203	,340	,717

Question 10

Reliabilitätsstatistiken

Cronbachs Alpha	Anzahl der Items
,731	10

Item-Skala-Statistiken

	Skalenmittelwert, wenn Item weggelassen	Skalenvarianz, wenn Item weggelassen	Korrigierte Item-Skala-Korrelation	Cronbachs Alpha, wenn Item weggelassen
People 1: ... come from different countries and cultures.	35,21	31,296	,543	,681
People 1: ... share my values.	34,88	36,313	,413	,707
People 1: ... support each other.	33,90	41,139	,186	,733
People 1: ... facilitate <u>team work</u> .	33,98	40,635	,229	,730
People 1: ... are as equally experienced as I am.	36,13	38,325	,187	,742
People 1: ... learn from each other.	34,07	39,465	,343	,720
People 1: ... are both younger and older than me.	34,76	32,129	,516	,687
People 1: ... have different genders.	34,98	28,956	,629	,661
People 1: ... have different educational backgrounds.	35,18	31,969	,520	,686
People 1: ... like me.	34,79	37,749	,301	,722

G. Data Analysis of Question 5 with Microsoft Excel

Proportions Future Workforce

#	Sum	FWF	Flexible	Proportion	Unflexible	Proportion
Respondent 1	4	FWF	3	0,75	1	0,25
Respondent 2	5	FWF	2	0,4	3	0,6
Respondent 3	5	FWF	4	0,8	1	0,2
Respondent 4	5	FWF	4	0,8	1	0,2
Respondent 5	4	FWF	3	0,75	1	0,25
Respondent 6	5	FWF	5	1	0	0
Respondent 7	5	FWF	2	0,4	3	0,6
Respondent 8	5	FWF	5	1	0	0
Respondent 9	5	FWF	4	0,8	1	0,2
Respondent 10	5	FWF	1	0,2	4	0,8
Respondent 11	5	FWF	2	0,4	3	0,6
Respondent 12	4	FWF	3	0,75	1	0,25
Respondent 13	5	FWF	5	1	0	0
Respondent 14	5	FWF	3	0,6	2	0,4
Respondent 15	5	FWF	4	0,8	1	0,2
Respondent 16	5	FWF	5	1	0	0
Respondent 17	5	FWF	2	0,4	3	0,6
Respondent 18	5	FWF	3	0,6	2	0,4
Respondent 19	5	FWF	4	0,8	1	0,2
Respondent 20	5	FWF	3	0,6	2	0,4
Respondent 21	5	FWF	3	0,6	2	0,4
Respondent 22	5	FWF	4	0,8	1	0,2
Respondent 23	5	FWF	3	0,6	2	0,4
Respondent 24	5	FWF	4	0,8	1	0,2
Respondent 25	5	FWF	4	0,8	1	0,2
Respondent 26	4	FWF	3	0,75	1	0,25
Respondent 27	5	FWF	3	0,6	2	0,4
Respondent 28	5	FWF	4	0,8	1	0,2
Respondent 29	5	FWF	1	0,2	4	0,8
Respondent 30	5	FWF	3	0,6	2	0,4
Respondent 31	4	FWF	2	0,5	2	0,5
Respondent 32	5	FWF	5	1	0	0
Respondent 33	5	FWF	4	0,8	1	0,2
Respondent 34	5	FWF	4	0,8	1	0,2
Respondent 35	5	FWF	4	0,8	1	0,2
Respondent 36	5	FWF	4	0,8	1	0,2
Respondent 37	5	FWF	2	0,4	3	0,6
Respondent 38	5	FWF	3	0,6	2	0,4
Respondent 39	5	FWF	4	0,8	1	0,2
Respondent 40	3	FWF	3	1	0	0
Respondent 41	5	FWF	4	0,8	1	0,2
Respondent 42	5	FWF	3	0,6	2	0,4
Respondent 43	5	FWF	2	0,4	3	0,6
Respondent 44	5	FWF	4	0,8	1	0,2
Respondent 45	5	FWF	3	0,6	2	0,4
Respondent 46	5	FWF	3	0,6	2	0,4
Respondent 47	5	FWF	4	0,8	1	0,2
Respondent 48	5	FWF	4	0,8	1	0,2
Respondent 49	5	FWF	4	0,8	1	0,2
Respondent 50	3	FWF	1	0,333333	2	0,666667
Respondent 51	5	FWF	3	0,6	2	0,4
Respondent 52	5	FWF	3	0,6	2	0,4
Respondent 53	5	FWF	2	0,4	3	0,6
Respondent 54	4	FWF	1	0,25	3	0,75
Respondent 55	5	FWF	4	0,8	1	0,2
Respondent 56	5	FWF	3	0,6	2	0,4
Respondent 57	4	FWF	3	0,75	1	0,25
Respondent 58	5	FWF	2	0,4	3	0,6
Respondent 59	5	FWF	3	0,6	2	0,4
Respondent 60	5	FWF	3	0,6	2	0,4
Respondent 61	4	FWF	3	0,75	1	0,25
Respondent 62	2	FWF	1	0,5	1	0,5
Respondent 63	5	FWF	3	0,6	2	0,4
Respondent 64	5	FWF	4	0,8	1	0,2
Respondent 65	5	FWF	2	0,4	3	0,6
Respondent 66	5	FWF	4	0,8	1	0,2
Respondent 67	5	FWF	3	0,6	2	0,4
Respondent 68	5	FWF	4	0,8	1	0,2
Respondent 69	5	FWF	3	0,6	2	0,4
Respondent 70	5	FWF	4	0,8	1	0,2
Respondent 71	4	FWF	3	0,75	1	0,25
Respondent 72	5	FWF	5	1	0	0
Respondent 73	5	FWF	3	0,6	2	0,4
Respondent 74	5	FWF	4	0,8	1	0,2
Respondent 75	4	FWF	3	0,75	1	0,25
Respondent 76	5	FWF	3	0,6	2	0,4
Respondent 77	5	FWF	3	0,6	2	0,4
Respondent 78	5	FWF	4	0,8	1	0,2
Respondent 79	5	FWF	4	0,8	1	0,2
Respondent 80	5	FWF	4	0,8	1	0,2
Respondent 81	5	FWF	3	0,6	2	0,4
Respondent 82	5	FWF	4	0,8	1	0,2
Respondent 83	5	FWF	3	0,6	2	0,4
Respondent 84	5	FWF	4	0,8	1	0,2
Respondent 85	5	FWF	4	0,8	1	0,2
Respondent 86	5	FWF	4	0,8	1	0,2
Respondent 87	5	FWF	3	0,6	2	0,4
Respondent 88	5	FWF	4	0,8	1	0,2
Respondent 89	5	FWF	4	0,8	1	0,2

Proportions Other Cohorts of Employees

#	Sum	FWF	Flexible	Proportion	Unflexible	Proportion
Respondent 90	5	OCE	5	1	0	0
Respondent 91	5	OCE	3	0,6	2	0,4
Respondent 92	5	OCE	2	0,4	3	0,6
Respondent 93	4	OCE	3	0,75	1	0,25
Respondent 94	5	OCE	4	0,8	1	0,2
Respondent 95	5	OCE	2	0,4	3	0,6
Respondent 96	5	OCE	2	0,4	3	0,6
Respondent 97	5	OCE	2	0,4	3	0,6
Respondent 98	4	OCE	2	0,5	2	0,5
Respondent 99	1	OCE	0	0	1	1
Respondent 100	5	OCE	4	0,8	1	0,2
Respondent 101	5	OCE	3	0,6	2	0,4
Respondent 102	5	OCE	3	0,6	2	0,4
Respondent 103	5	OCE	1	0,2	4	0,8
Respondent 104	1	OCE	1	1	0	0
Respondent 105	2	OCE	2	1	0	0
Respondent 106	5	OCE	3	0,6	2	0,4
Respondent 107	5	OCE	3	0,6	2	0,4
Respondent 108	5	OCE	4	0,8	1	0,2
Respondent 109	5	OCE	5	1	0	0
Respondent 110	5	OCE	3	0,6	2	0,4
Respondent 111	5	OCE	3	0,6	2	0,4
Respondent 112	5	OCE	4	0,8	1	0,2
Respondent 113	5	OCE	3	0,6	2	0,4
Respondent 114	5	OCE	3	0,6	2	0,4
Respondent 115	5	OCE	4	0,8	1	0,2
Respondent 116	5	OCE	2	0,4	3	0,6
Respondent 117	4	OCE	1	0,25	3	0,75
Respondent 118	5	OCE	4	0,8	1	0,2
Respondent 119	4	OCE	2	0,5	2	0,5
Respondent 120	4	OCE	2	0,5	2	0,5
Respondent 121	5	OCE	4	0,8	1	0,2
Respondent 122	5	OCE	4	0,8	1	0,2
Respondent 123	5	OCE	3	0,6	2	0,4
Respondent 124	5	OCE	3	0,6	2	0,4
Respondent 125	1	OCE	0	0	1	1
Respondent 126	5	OCE	3	0,6	2	0,4
Respondent 127	5	OCE	3	0,6	2	0,4
Respondent 128	5	OCE	4	0,8	1	0,2
Respondent 129	5	OCE	4	0,8	1	0,2
Respondent 130	5	OCE	3	0,6	2	0,4
Respondent 131	4	OCE	4	1	0	0
Respondent 132	5	OCE	4	0,8	1	0,2
Respondent 133	5	OCE	4	0,8	1	0,2
Respondent 134	5	OCE	3	0,6	2	0,4
Respondent 135	4	OCE	3	0,75	1	0,25
Respondent 136	5	OCE	3	0,6	2	0,4
Respondent 137	2	OCE	0	0	2	1
Respondent 138	5	OCE	4	0,8	1	0,2
Respondent 139	4	OCE	3	0,75	1	0,25
Respondent 140	5	OCE	5	1	0	0
Respondent 141	5	OCE	5	1	0	0
Respondent 142	5	OCE	3	0,6	2	0,4
Respondent 143	5	OCE	3	0,6	2	0,4
Respondent 144	5	OCE	4	0,8	1	0,2
Respondent 145	4	OCE	1	0,25	3	0,75
Respondent 146	5	OCE	4	0,8	1	0,2
Respondent 147	5	OCE	1	0,2	4	0,8
Respondent 148	5	OCE	4	0,8	1	0,2
Respondent 149	5	OCE	4	0,8	1	0,2
Respondent 150	5	OCE	4	0,8	1	0,2
Respondent 151	3	OCE	1	0,333333	2	0,666667
Respondent 152	5	OCE	2	0,4	3	0,6
Respondent 153	5	OCE	3	0,6	2	0,4
Respondent 154	5	OCE	5	1	0	0
Respondent 155	5	OCE	4	0,8	1	0,2
Respondent 156	5	OCE	3	0,6	2	0,4
Respondent 157	5	OCE	2	0,4	3	0,6
Respondent 158	5	OCE	3	0,6	2	0,4
Respondent 159	5	OCE	2	0,4	3	0,6
Respondent 160	4	OCE	2	0,5	2	0,5
Respondent 161	5	OCE	2	0,4	3	0,6
Respondent 162	5	OCE	4	0,8	1	0,2
Respondent 163	5	OCE	3	0,6	2	0,4
Respondent 164	5	OCE	3	0,6	2	0,4
Respondent 165	5	OCE	2	0,4	3	0,6
Respondent 166	4	OCE	3	0,75	1	0,25
Respondent 167	5	OCE	4	0,8	1	0,2
Respondent 168	5	OCE	1	0,2	4	0,8
Respondent 169	5	OCE	5	1	0	0
Respondent 170	5	OCE	3	0,6	2	0,4
Respondent 171	5	OCE	4	0,8	1	0,2
Respondent 172	5	OCE	4	0,8	1	0,2
Respondent 173	5	OCE	2	0,4	3	0,6
Respondent 174	5	OCE	4	0,8	1	0,2
Respondent 175	5	OCE	4	0,8	1	0,2
Respondent 176	5	OCE	4	0,8	1	0,2
Respondent 177	5	OCE	3	0,6	2	0,4
Respondent 178	5	OCE	2	0,4	3	0,6
Respondent 179	5	OCE	3	0,6	2	0,4
Respondent 180	5	OCE	2	0,4	3	0,6
Respondent 181	5	OCE	3	0,6	2	0,4
Respondent 182	5	OCE	2	0,4	3	0,6