



The International Journal of Human Resource Management

ISSN: 0958-5192 (Print) 1466-4399 (Online) Journal homepage: <http://www.tandfonline.com/loi/rijh20>

One job, one deal...or not: do generations respond differently to psychological contract fulfillment?

Xander D. Lub, P. Matthijs Bal, Robert J. Blomme & René Schalk

To cite this article: Xander D. Lub, P. Matthijs Bal, Robert J. Blomme & René Schalk (2016) One job, one deal...or not: do generations respond differently to psychological contract fulfillment?, *The International Journal of Human Resource Management*, 27:6, 653-680, DOI: [10.1080/09585192.2015.1035304](https://doi.org/10.1080/09585192.2015.1035304)

To link to this article: <http://dx.doi.org/10.1080/09585192.2015.1035304>



Published online: 24 Apr 2015.



Submit your article to this journal [↗](#)



Article views: 233



View related articles [↗](#)



View Crossmark data [↗](#)

Full Terms & Conditions of access and use can be found at
<http://www.tandfonline.com/action/journalInformation?journalCode=rijh20>

One job, one deal . . . or not: do generations respond differently to psychological contract fulfillment?

Xander D. Lub^{a,b,*}, P. Matthijs Bal^c, Robert J. Blomme^d and René Schalk^{e,f}

^a*Saxion Hospitality Business School, Saxion University of Applied Sciences, Deventer, The Netherlands;* ^b*Faculty of Economics and Business Administration, VU University, Amsterdam, The Netherlands;* ^c*School of Management, University of Bath, Bath, UK;* ^d*Center for Leadership and Management Development, Nyenrode Business Universiteit, Breukelen, The Netherlands;* ^e*Human Resource Studies/Tranzo, Tilburg University, Tilburg, The Netherlands;* ^f*Faculty of Economic and Management Sciences, North West University, South Africa*

This paper investigates generational differences in the relations between psychological contract fulfillment and work attitudes. Data were collected from a sample of 909 employees in the Dutch service sector. Structural equation modeling analyses were used to test the moderating effects of generational differences on the influence of psychological contract fulfillment on affective commitment and turnover intention. The relationship between psychological contract fulfillment and these work outcomes was moderated by generational differences. Furthermore, results indicate that different generations respond differently to different aspects of psychological contract fulfillment, such as career development, job content, organizational policies, social atmosphere and rewards. The study provides evidence that generational differences impact the reciprocal relationship between employer and employee. Results from this study suggest that Baby Boomers and Generation X may be more motivated by social atmosphere, whereas Generation Y may be more motivated by job content and career development. Fair organizational policies are particularly motivating to Generation X, and providing rewards, though more important to Generation Y, seem mostly unrelated to work outcomes. This article is the first to study the moderation of generational differences in the relationships between psychological contract fulfillment and work outcomes.

Keywords: affective commitment; generational differences; generations; psychological contract fulfillment; turnover intention

Introduction

In recent years, the academic interest in generational differences has increased tremendously, as indicated by recent publications (e.g. Bellou, 2009; Benson & Brown, 2011; Brown, 2012; Cugin, 2012; Taylor, 2007) and special issues in academic journals (Deal, Altman, & Rogelberg, 2010; Macky, Macky, Gardner, & Forsyth, 2008). This rise in interest probably reflects the impact of large demographic, economic, cultural and technological shifts in society on the world of work. These societal shifts have a strong impact on how human resource management (HRM) managers have to manage a multi-generational workforce with potentially different perspectives on the employment relationship and on how employees perceive the psychological contract they have with their organization. Surprisingly though, very few papers take a generational perspective on the psychological contract.

Although several articles document the relationship between psychological contracts and age (see Bal, De Lange, Jansen, & Van der Velde, 2008 for a meta-analysis), they have

*Corresponding author. Email: x.d.lub@saxion.nl

one important limitation: they generally do not distinguish between age, time and cohort effects, and as such do not consider the alternative explanation of generational cohort effects (Masche & Van Dulmen, 2004; Schaie, 1965). Chronological age, the key variable in age diversity research, often serves as a proxy for underlying processes that can affect work-related processes and outcomes, such as biological age (in relation to physical and mental functioning), organizational age (related to seniority and job experience) or generational cohort effects (related to formative life experiences) (Kanfer & Ackerman, 2004; Peeters, Kooij, de Lange, Jansen, & Dikkers, 2008).

Furthermore, the psychological contract is viewed by many as a useful concept for understanding apparent changes to employment relationships brought about by new economic and organizational circumstances such as demographic diversity, increased reliance on temporary work and increased global competition in the market (Arnold, 1996; Anderson & Schalk, 1998; Guest, 2004), suggesting that change in the environment over time rather than age diversity affects the psychological contract. In this paper, we therefore argue that people build mental schemas about their psychological contracts based on this broad range of formative experiences and propose how each generational cohort's formative experiences impact on their psychological contract and related work outcomes.

The concept of generational cohorts has a strong tradition in sociology (Eyerman & Turner, 1998; Elder, Johnson, & Crosnoe, 2003), and several studies have shown that generational differences exist in people's values and life choices (Lyons, Higgins, & Duxbury, 2010; Lyons, Schweitzer, Ng, & Kuron, 2012; Twenge, Campbell, & Freeman, 2012). Moreover, within the scope of HRM, the majority of work on generational differences has focused on work values and work attitudes of different generations (Lyons & Kuron, 2014, Parry & Urwin, 2011).

Although in recent years the research on generational differences in work values and work attitudes has been growing (Macky, Cennamo, & Gardner, 2008; Costanza, Gardner, Fraser, Severt and Gade, 2012; Lyons et al., 2010, 2012; Solnet & Kralj, 2011), the evidence shows mixed findings. Also, despite the advances, the empirical evidence as well as theoretical justification for generational differences specifically linking work values and work attitudes is lacking in the current literature (Lyons & Kuron, 2014). A major theoretical issue in establishing this link is that generational values are proposed to be a result of broader formative experiences (Mannheim, 1952), whereas work attitudes are considered to be evaluations of a specific context such as the job or organization (Locke, 1976). Therefore, in understanding if and how generations may demonstrate different work attitudes, such as affective commitment or turnover intention, we need to understand why and how they may respond differently to organizational cues.

Compared with work values, a more proximal way of investigating generational responses to organizational cues is through the perspective of the psychological contract (Schalk, Campbell, & Freese, 1998; Tekleab, Takeuchi, & Taylor, 2005; Lub, Bal, Blomme, & Schalk, 2014). The psychological contract describes the reciprocal exchange of mutual obligations between the employee and the organization (Rousseau, 1995). This means that an employee perceives the employer to have certain obligations towards him/her and will reciprocate fulfilment of these obligations with positive work attitudes such as affective commitment, organizational citizenship behavior or intention to stay (Bal et al., 2008; Zhao, Wayne, Glibkowski, & Bravo, 2007). Although perceived obligations themselves may trigger these positive work attitudes (in anticipation of obligations fulfillment), it is the actual fulfillment of obligations that truly triggers positive work attitudes (Montes & Irving, 2008; Montes & Zweig, 2009).

So, why would this be different for different generations? As Rousseau (2001) points out, employees develop mental schemas about their psychological contracts as a result of a broad range of sources, including societal influences (e.g. social contracts, norms) and formative pre-employment factors (e.g. motives and values). These schemas affect the creation of meaning around reciprocity and mutuality that parties to the contract should demonstrate (Dabos & Rousseau, 2004).

We thus argue that people born in different generational cohorts have experienced different events and circumstances in a formative phase of their lives, and have developed different mental schemas about the world they live and work in. These different mental schemas are likely to affect the psychological contract of different generations in two ways: through the development of generationally specific perceived employer obligations (Hess & Jepsen, 2009, Lub, Nije Bijvank, Bal, Blomme, & Schalk, 2012; Lub et al., 2014) in a similar fashion to the link between general values and work values; Elizur & Sagie, 1999), and through the way different generations respond to fulfillment of employer obligations (Lub et al., 2014).

Therefore, this study examines the moderating role of generational differences in the relationships between psychological contract fulfillment and work outcomes, including affective commitment and turnover intention.

We use an existing typology for psychological contract fulfillment (Freese, Schalk, & Croon, 2008; Lub et al., 2012), which distinguishes among five different types of psychological contract fulfillment (job content, career development, social atmosphere, fairness of organizational policies and rewards), and we postulate specific hypotheses concerning the strength of the relations of each of these types of fulfillment with affective commitment and turnover intention for the generations in the workforce.

This study contributes to the literature on generations and psychological contracts in the workplace in three ways. First, this study responds to a call for more empirical evidence on generational differences in the workplace (Parry & Urwin, 2011; Westerman & Yamamura, 2007) and on generational differences in the link between psychological contracts and work attitudes in particular (Lyons & Kuron, 2014). Second, to the best of our knowledge, this study is the first to explore the moderation of generational cohorts on the relationship between fulfillment of the psychological contract and affective commitment and turnover intention. Third, the differentiated focus on psychological contract content in this paper allows us to make more relevant and specific recommendations for HRM practitioners in comparison with the more mainstream generational work values literature. Before presenting the hypotheses, we explain the concept of the psychological contract as well as generational theory and generational taxonomy, and finally discuss how they influence the psychological contract dynamics in the workplace.

Psychological contracts

Rousseau (1995, p. 9) defined the psychological contract as ‘individual beliefs, shaped by the organization, regarding the terms of an exchange agreement between the individual and their organization’. The psychological contract is founded on Social Exchange Theory, which postulates that employees and employers engage in exchanges whereby each party to the exchange reciprocates the other’s contributions (Blau, 1964). According to this norm of reciprocity (Gouldner, 1960), when employers do not fulfill their promises and obligations, employees experience psychological contract breach and reciprocate by adapting their contributions to the organization (e.g. by reducing their efforts and performance; Bal, Chiaburu, & Jansen, 2010).

Vice versa, employees experience fulfillment of the psychological contract and reciprocate by showing positive organizational attitudes, such as commitment and intention to stay with the organization. Fulfillment of obligations, or its negative counterpart breach (non-fulfillment) has been related to a range of work outcomes such as affective commitment (Coyle-Shapiro & Kessler, 2000; Tekleab & Taylor, 2000) and turnover intention (Montes & Zweig, 2009; Schalk et al., 1998). Affective commitment and turnover intention are considered important for organizations because these are well-known predictors of performance and turnover (Zhao et al., 2007).

Although many researchers have investigated fulfillment and breach of the psychological contract as a single construct (Zhao et al., 2007), the psychological contract includes a range of obligations that can be fulfilled or breached. A common typology to distinguish psychological contract fulfillment is the transactional–relational dimension (Conway & Briner, 2005; Robinson, Kraatz, & Rousseau, 1994). However, using the transactional–relational dimension comprising a crossover of specific workplace characteristics may lead to insufficient distinction and comprehension (Taylor & Tekleab, 2004). For example, training can be perceived both as part of a relational and a transactional dimension (Arnold, 1996).

Another, more detailed typology of psychological contracts departing from a content-based fulfillment of obligations is perhaps better understood in the light of generation-specific HRM practices in organizations (Lub et al., 2012). This typology fits well to the Dutch context of this study, and consists of Job Content (e.g. interesting, varied and challenging work), Career Development (e.g. career development, coaching, training, education), Social Atmosphere (e.g. cooperation within team, support by manager and colleagues, appreciation), Organizational Policies (e.g. fairness of organization, clear communication and participation) and Rewards (e.g. appropriate salary, benefits, performance pay; De Vos, Buyens, & Schalk, 2003, 2005; De Vos & Freese, 2011; Freese et al., 2008). As Rousseau and Schalk (2000) argue, specific employment conditions, labor laws and cultures in different countries can affect the type of perceived psychological contract obligations, as well as responses to fulfillment of these obligations.

Generations and their psychological contracts

A generation is defined as ‘an identifiable group (cohort) that shares birth years, (social) location and significant life events at critical development stages’ (Kupperschmidt, 2000, p. 66). Mannheim (1952) suggests that specifically experiences in one’s formative phase (age 16–25) determine one’s values and attitudes. These experiences form patterns and mental schemas that remain relatively stable over the course of the rest of their lives (Baltes, Reese, & Lipsitt, 1980; Kowske, Rasch, & Wiley, 2010; Ryder, 1965). Moreover, these mental schemas help individuals respond to situations in a wide range of contexts, including the employment relationship. Inglehart’s Inglehart (1997) theory of *intergenerational values change* further supports the role of societal events and trends in the development of generational identities. This theory is based on two assumptions: first, the ‘socialization’ hypothesis suggests that basic values of adults reflect the socioeconomic conditions of their childhood and adolescence. Second, the ‘scarcity’ hypothesis proposes that high value is placed on those socio-economic aspects that were in short supply during a generation’s childhood and adolescence (Inglehart, 1997).

Empirical evidence for the role of societal events and trends has been provided by Schuman and Scott (1989) and Schuman and Rodgers (2004), who showed in their time-lag studies that important social events were indeed remembered differently by cohorts

who experienced these events during their formative life-stage. Also, events in the formative life-stage tended to shape the way later events were interpreted, further supporting the importance of this formative life-stage for the future outlook on life (Schuman & Rodgers, 2004). Hence, events that people experience during their formative stages in their lives shape their values and beliefs, and these beliefs have changed for new generations as society changes over time (De Meuse, Bergmann, & Lester, 2001; Hiltrop, 1996).

Although many authors have pointed to the impact of values and societal events on the psychological contract (Anderson & Schalk, 1998; Rousseau, 1995, 1998, 2001; Rousseau & Schalk, 2000), this has not yet resulted in further studies on the connection between generational identities and psychological contracts. As mentioned in the introduction, Rousseau (2001) suggested that antecedents of psychological contracts are activated to a large extent through pre-employment experiences. These pre-employment experiences include societal events that people have experienced in the formative phase of their lives. These experiences lead employees to develop mental schemas about their psychological contracts, which affect the creation of meaning around reciprocity and mutuality that parties to the contract should demonstrate (Dabos & Rousseau, 2004).

Moreover, development of the psychological contract in the organizational context takes place through interactions (such as breach and fulfillment of obligations) with agents of the organizations (coworkers, managers and HRM representatives) that are also shaped through organizational changes embedded in larger societal trends (Hiltrop, 1996). However, the psychological contract literature has thus far largely ignored the impact of these societal developments on the formation of and reactions to the psychological contract (Anderson & Schalk, 1998; Cullinane & Dundon, 2006). This is surprising, given that the concept of psychological contract was born out of societal changes and resulting changes in the way organizations interacted with their employees (Anderson & Schalk, 1998; Rousseau, 1995), and thus would reflect a changed employee perspective on the psychological contract for new generations shaped in a new societal reality.

Based on the reciprocity principle (Gouldner, 1960), this would mean that, although all generations evaluate to what extent obligations are fulfilled, each does so colored by experiences in their formative years, and will reciprocate accordingly. Hence, because different generations have different needs, they are likely to differ in their responses to psychological contract fulfillments. Therefore, we now explore different generations, their formative experiences, and hypothesize in what way this impacts their response to fulfillment of obligations.

A generational taxonomy

A few challenges arise when trying to classify generations. First, a broad range of labels exists in the literature to categorize generational cohorts, with varying sets of generations. Moreover, proposed cohort lengths range from very general (old vs. young) to very specific (early, middle and late Baby Boomers). Even though different labels for cohorts have been proposed (Twenge, 2010), a general consensus seems to exist on the presence of generational cohorts in the workforce and on some of the shared experiences that have shaped their values and behaviors (Eisner, 2005; Hess & Jepsen, 2009). The most commonly used distinction suggests three generations that together comprise the vast majority of the workforce: Baby Boomers, born between 1945 and 1964; Generation X, born between 1965 and 1980; and Generation Y, born between 1981 and 1995 (Eisner, 2005; Smola & Sutton, 2002).

Another issue lies in the generational configuration across different nations. According to Mannheim (1952), generations develop within unique socio-historic locations, which suggests that international generational categorizations are theoretically inappropriate. This is an argument repeated in recent reviews on the generational literature (Lyons & Kuron, 2014, Parry & Urwin, 2011). However, although Mannheim's argument may very well have been true for the context in which his seminal work was produced (the original version of this paper was written in 1928 in Germany), generational sociologists more recently argue that the study of generations needs to take a perspective that embraces globalism (Edmunds & Turner, 2005, Urry, 2003).

Since the 1960s, the influence of technology, media and communication advances have created a common frame of historical and formative events for 'global generations', or at least in Western cultures. This time coincides with the formative period of the Baby Boomers, the first generation to have such globalized access to news through the media. A number of great political and cultural and demographic events and shifts (JFK, the Vietnam War, emancipation, increased travel and migration) coincided with the rise of new communications technology, which facilitated a global reach of these events (Edmunds & Turner, 2005; McLuhan, 1964). There is widespread agreement that the generation of the 1960s spearheaded the developments in gender, family and social welfare relations, as well as a shift to consumerism that affected all aspects of life in Northern and Western Europe and the USA (Eyerman & Turner 1998; Farber, 1994; Van Den Broek, 1999). Indeed, the Dutch context in which this study took place shares many defining events such World War II and the post-World War II prosperity, technological advances (i.e. landing on the Moon), the economic crisis in the 1980s, and economic rise in the 1990s, the role of the Internet, 9/11 and the consequential War on Terror. Although the Dutch literature on generations and their formative experiences is sparse, categorizations of generational cohorts (early Baby Boomers, late Baby Boomers, Pragmatists (GenX) and Screenagers (GenY)) largely follow descriptions as well as cohort distributions consistent with US categories (Becker, 1992; Bontekoning, 2000). Therefore, we adopt Eisner's (2005) categorization, which is similar to existing Dutch categorizations (Bontekoning, 2000), but offers the advantage of easier comparison to the international literature on generations. Furthermore, we reflect on formative events using both the broader Western as the narrower national Dutch context to frame the generational taxonomy in this study.

In the next section, we first introduce the different generations, their formative periods and descriptions. Then, in reference to the five dimensions of the psychological contract (Job Content, Career Development, Social Atmosphere, Organizational Policies and Rewards; Freese et al., 2008), we explore how fulfillment of these obligations relates to the work outcomes affective commitment and turnover intention for the three generations and present our hypotheses.

Baby Boomers

Baby Boomers grew up at a time of post-World War II prosperity and formed one of the largest generations in history. This generation was active in radical social changes including the women's movement, rise of the welfare system and experienced technological advances such as the Moon Landing (Macky, Dries, Pepermans, & De Kerpel, 2008; Strauss & Howe, 1991). Moreover, Baby Boomers grew up experiencing the rebuilding of the Netherlands after the Second World War, and associated growing economic prosperity (Becker, 1992). The values that are associated with this generation are optimism (Smola & Sutton, 2002), a strong work ethic and high job involvement (Egri & Ralston, 2004). Furthermore, Baby

Boomers are suggested to value extrinsic measures of success and rewards, such as career success (Gursoy, Maier, & Chi, 2008; Sullivan, Forret, Carraher, & Mainiero, 2009). Benson and Brown (2011) suggest that Baby Boomers as a result of their early life experiences tend to value teamwork and group cooperation.

Generation X

Generation X grew up during times of globalization, economic crises, massive downsizing in organizations and increasing divorce rates (Beutell & Wittig-Berman, 2008; Bontekoning, 2000; Eisner, 2005). In other words, they grew up with 'financial, family and societal insecurity; rapid change; great diversity' (Smola & Sutton, 2002, p. 365). Moreover, as they encountered a workplace saturated by a demographically large cohort of Baby Boomers, Generation X experienced more difficulties in establishing a career and to obtain growth in their work (Becker, 1992). In response, Generation X is suggested to be more independent and 'me'-oriented than Baby Boomers, less loyal to organizations and more loyal to the profession (Macky, D'Amato, & Herzfeldt, 2008; Bontekoning, 2000; Yu & Miller, 2005).

Generation Y

Generation Y grew up in relative wealth, with global economic prosperity and low unemployment levels for most of their lives (Bontekoning, 2000; Solnet & Hood, 2008). Although the recent global recession will probably shape the identities of late Generation Y and early next generation individuals to some extent, De Hauw and de Vos (2010) conclude that the recession did not dampen the expectations of Generation Y to a large extent. Other important events include the rise of Internet, the attacks of 9/11 and the consequential War on Terror (Macky et al., 2008). Generation Y-ers have been raised with the perceptions that they can be and do anything they want (Eisner, 2005), which has created a self-confident generation. This perception has been solidified in the Web 2.0 environment they grew up in, where an individual can choose freely in which dialogs, purchases or networks to engage (Tapscott, 2009). Indeed, Twenge and colleagues (Twenge & Campbell, 2001; Macky, Twenge, & Campbell, 2008) provide compelling evidence of a generation with higher levels of self-esteem and narcissism and lower needs for social approval. Finally, this generation is suggested to expect more from employers (Macky et al., 2008), be less committed to their organization and more likely to leave if not satisfied (Gursoy et al., 2008; Macky et al., 2008).

Hypotheses

Job Content

Job Content should theoretically be important to all generations. It touches work motivation on a daily basis as it pertains to issues such as variation, challenge, interesting work and autonomy (Freese et al., 2008). We do however hypothesize that when employers fulfill their obligations concerning Job Content, Generation Y, being the most individualistic generation, will have the strongest reactions. Growing up in a digital world, this generation is set to be more geared towards a constant stream of impulses and multi-tasking parallel thinking (Berl, 2006; Tapscott, 2009). Because Generation Y has grown up with a variety of tasks and activities they simultaneously work on, they are more inclined to have similar expectations of their employer. In comparison, Baby Boomers grew up at a time where participation in a collaborative effort to rebuild the country was

perhaps more important than individual development (Becker, 1992). Hence, when employers provides Generation Y with challenging and stimulating tasks in their work, they are more likely than other generations to respond with increased commitment and loyalty to the organization. Therefore, we hypothesize:

Hypothesis 1: Fulfillment of Job Content obligations relates more strongly (a) positive to affective commitment, and (b) negative to turnover intention for Generation Y than for other generations.

Career development

Generation Y has grown up in relative prosperity. According to Inglehart's (1997) scarcity hypothesis, generational cohorts growing up in relative economic wealth (Generation Y) tend to be more focused on personal growth and self-enhancement. Career development, with areas such as career opportunities, training and coaching would fulfill Generation Y's need for personal growth and development. Hence, fulfillment of these obligations would lead to reciprocation through positive work attitudes. As stated earlier, the recent global economic recession does not seem to have changed their expectations. De Hauw and de Vos (2010) conclude from their multi-wave data that high career expectations are still embedded in Generation Y, even in times of recession. Hence, we hypothesize that:

Hypothesis 2: Fulfillment of Career Development obligations relates more strongly (a) positive to affective commitment, and (b) negative to turnover intention for Generation Y than for other generations.

Social atmosphere

Social atmosphere, in a similar vein as Job Content, should be important to all generations in the workplace. Issues such as a good working atmosphere, appreciation and recognition and support from colleagues and supervisors will benefit both younger and older employees. However, we propose that each generation will respond differently to fulfillment of social atmosphere obligations.

Baby Boomers, a large demographic group, have grown up used to an environment where working together was respected and are suggested to appreciate teamwork (Becker, 1992; Benson & Brown, 2011; Bontekoning, 2000). For Generation X, their formative years have not provided quite the same nurturing environment as for Baby Boomers (Smola & Sutton, 2002). More particularly, as they have grown up in economic uncertain times and found themselves struggling to start careers, they are actively seeking for working environments that support their self-esteem and sense of coherence. We argue therefore, in line with Inglehart's (1997) scarcity hypothesis that Generation X will respond more strongly to fulfillment of this obligation. Findings by Benson and Brown (2011) support this hypothesis. Hence, their responses to fulfillment of these obligations are likely to be positive. In fact, several authors point to the importance of mentoring, appreciation and constructive feedback for Generation X (Berl, 2006; Tulgan, 2003; Zemke, Raines, & Filipczak, 2000;). Moreover, Benson and Brown (2011) found that both supervisor and coworker support were important predictors for commitment and turnover intention for Generation X.

Finally, we propose that for Generation Y this aspect of work is less important, given their lower need for social approval (Macky et al., 2008; Twenge & Campbell, 2001) and their 24/7 connectedness to social networks outside of the workplace that would more

likely fulfill social atmosphere needs normally provided in the workplace. Therefore, we hypothesize that:

Hypothesis 3: Fulfillment of Social Atmosphere obligations relates more strongly (a) positive to affective commitment, and (b) negative to turnover intention for Generation X and Baby Boomers than for Generation Y.

Organizational policies

Organizational policies are defined as those obligations organizations have towards the employees with respect to how the organization communicates towards the employees and enacts fair treatment, communication and HR practices (Freese et al., 2008). They concern fair and honest treatment of all employees and deal with issues such as participation opportunity, fair supervision and clear feedback on performance as well as clear and fair rules (Freese et al., 2008). Organizational policies not only concern the existence of policies in an organization, but also the enactment of these policies, as perceived by the employees. In general, employees prefer open and clear communication by the organization, as well as flexibility and just treatment.

However, the extent to which employees value this is likely to differ among generations. Generation X has grown up with economic insecurities, a changing workplace where commitment was not necessarily reciprocated with job security (Anderson & Schalk, 1998; Becker, 1992; Bontekoning, 2000) and a labor market saturated with a large Baby Boomer cohort making it difficult to enter. Therefore, they will be particularly sensitive to fair treatment in the workplace. Vice versa, Generation Y has higher levels of self-esteem, narcissism and lower need for social approval (Macky et al., 2008), which would make them less prone to respond to 'fair treatment for all' type of policies. Thus, for Generation X the enactment of organizational policies is a strong indicator of their value in the organization, and hence, will be particularly reciprocated by them with higher commitment and lower turnover intentions. Therefore, we hypothesize:

Hypothesis 4: Fulfillment of Organizational Policies obligations relates more strongly (a) positive to affective commitment, and (b) negative to turnover intention for Generation X than for other generations.

Rewards

Empirical evidence is inconclusive on the importance of extrinsic rewards to Generation Y and other generations (Parry & Urwin, 2011). For instance, some researchers suggest that Generation Y is more motivated by interesting work than by money (Lancaster & Stillman, 2005; Rawlins, Indvik, & Johnson, 2008). Others point to the sense of entitlement and narcissism of Generation Y, which would suggest that extrinsic rewards are more important to Generation Y than to other generations (Twenge & Campbell, 2009; Twenge, Campbell, Hoffman, & Lance, 2010).

As our Generation Y sample is experiencing their first economic crisis at the time of data-collection (in 2010), Rewards fulfillment (including job security) may be particularly salient to this generation.

Therefore, we hypothesize:

Hypothesis 5: Fulfillment of Rewards obligations relates more strongly (a) positive to affective commitment, and (b) negative to turnover intention for Generation Y than for other generations.

Method

Sample and procedure

This study reports results from data of four samples of employees in different industries (Total $N = 909$). The total sample comprised of 909 respondents. Five respondents who did not fill in their birth year or belonged to a generation preceding the Baby Boomers were removed from the data-set. The remaining sample comprised 904 respondents (67% female) with a mean age of 35 ($SD = 10.6$; 23% Baby Boomers ($N = 202$), 45% Generation X ($N = 403$), 33% Generation Y ($N = 295$)). Forty-six percent of the sample had some form of professional education, and 43% held either a Bachelor degree or higher (see Table 1).

All data were collected between January and May 2010. The four industries included hospitality, tourism, facility management and financial services. All organizations are for-profit service-oriented companies. Response rates range from 49% for the hospitality sample to 94% for the insurance sample. An overview of the samples with their consecutive response rates and demographics is provided in Table 2.

Respondents from the hospitality sample worked in service positions at 12 properties of a large international hotel chain ($N = 223$). Respondents from the financial services industry worked at two different locations of a corporate insurances department of a large national insurance company in a service and support function ($N = 197$).

Both the hospitality and the financial services respondents were asked to fill out surveys at their work locations. Managers were instructed to allow employees to temporarily leave their stations and join a research assistant in a private office during work hours to fill out the surveys. All respondents were allowed to fill in surveys anonymously.

Respondents from the tourism sample ($N = 363$; mostly working for small or medium sized enterprises, providing travel advice to customers) and facility management sample ($N = 116$; mostly managing facilities on-site for corporate clients) could not be conveniently approached with written questionnaires and were therefore approached by e-mail through representative industry organizations and provided with a login-code to fill out a digital survey. Both these samples were incentivized to participate by entry into a sweepstakes to win a gift voucher. Respondent anonymity was guaranteed by separately storing contact details and survey responses. No individual details were shared with the organizations that took part in the study.

Table 1. Demographic information.

	<i>Boomers</i>	%	<i>Gen X</i>	%	<i>Gen Y</i>	%
Gender						
Female	113	56	280	69	216	73
Male	90	44	125	31	80	27
Highest level of education						
Primary	7	4	8	2	2	1
Secondary	36	19	14	4	26	9
Trade/technical	72	37	187	47	145	51
Undergraduate degree	53	28	139	35	84	29
(Post)graduate degree	25	13	50	13	29	10

Table 2. Descriptives for the four subsamples.

<i>Hotels (N = 224; response rate 35%)</i>	<i>Tourism (N = 365; response rate 26%)</i>
<i>Demographics</i>	
Gender: 50.2% female, 49.8% male	Gender: 92% female, 8% male
Age: 35.01 years (SD = 12.94)	Age: 33.58 years (SD = 9.86)
Cohorts: Baby Boomers (24.2%), Generation X (52.8%), Generation Y (46.6%)	Cohorts: Baby Boomers (14.6%), Generation X (48.5%), Generation Y
Education: High School or lower (37%), Trade diploma (45%), Bachelor Degree or higher (18%)	Education: High School or lower (5%), Trade diploma (66%), Bachelor or higher
<i>Contract type: Fixed (53%), Temporary (47%)</i>	<i>Contract type: Fixed (77%), Temporary</i>
<i>Insurance (N = 199; response rate 94%)</i>	<i>Facility Management (N = 116; response rate 30%)</i>
<i>Demographics</i>	
Gender: 59.4% female, 40.6% male	Gender: 62.9% female, 37.1% male)
Age: 35.43 years (SD = 9.10)	Age: 38.41 years (SD = 10.05)
Cohorts: Baby Boomers (32%), Generation X (52.8%), Generation Y (15.2%)	Cohorts: Baby Boomers (27.6%), Generation X (50%), Generation Y (22.4%)
Education: High School or lower (9%), Trade diploma (29%), Bachelor Degree or higher (62%)	Education: High School or Lower (0%), Trade diploma (4%), Bachelor Degree or higher (96%)
<i>Contract type: Fixed (8%), Temporary</i>	<i>Contract type: Fixed (85%), Temporary (15%)</i>

Measures

Psychological contract fulfillment

The Tilburg Psychological Contract Questionnaire (TPCQ; Freese et al., 2008) includes measures for five dimensions of the psychological contract initially developed for the Dutch context: Job Content, Development Opportunities, Social Atmosphere, Organizational Policies and Rewards. Respondents are asked to rate 30 items for psychological contract obligations with regard to the following work aspects: Job Content (6 items; e.g. interesting and challenging work); Career Development (6 items, e.g. career development, coaching, training, education); Social Atmosphere (5 items; e.g. cooperation within team, support by manager and colleagues, appreciation); Organizational Policies (8 items, e.g. clear and fair rules and regulations, open communication, participation in important decision, keeping you informed) and Rewards (e.g. appropriate salary, benefits, performance pay) (Freese et al., 2008). The following question was posed to respondents: 'In the employment relationship employees have expectations about what the organization will offer. To what extent is your organization obliged to offer you the following?' All psychological contract obligations scales had appropriate Cronbach's alphas ranging from $\alpha = 0.79$ to $\alpha = 0.87$.

The measure for contract fulfillment was then based upon the obligation scales, using a summarizing single-item for each dimension (Nagy, 2002; Wanous, Reichers, & Hudy, 1997) as deemed appropriate in previous studies (Freese et al., 2008; Freese, Schalk, & Croon, 2011). The following question was asked: 'To what extent did your employer fulfill the obligations with regard to... (Job Content, Career Development, Social Atmosphere, Organizational Policies, Rewards). All psychological contract items (both obligations and fulfillment) were measured with a 5-point Likert scale, ranging from 'not at all' to 'to a great extent'. Hypotheses 1–5 were tested using psychological contract fulfillment for

each dimension separately. The dimensions of the TPCQ (Freese et al., 2008) are based on instruments used in earlier studies (De Vos et al., 2003, 2005; Schalk et al., 1998), and validated in a later study (Freese et al., 2011).

Work outcomes

Affective commitment was measured by three items (e.g. I feel emotionally connected to this organization) from the scale of Meyer and Allen (1991), using a 5-point Likert scale ranging from 'totally disagree' to 'totally agree' ($\alpha = 0.89$). Turnover intention was measured by three items (e.g. I'm looking into positions with other organizations) based on Ten Brink (2004), using a 5-point Likert scale ranging from 'totally disagree' to 'totally agree' ($\alpha = 0.84$).

Demographic variables

The following demographic variables were measured: Gender, Education Level and Birth year (and based on Eisner's (2005) taxonomy three cohorts were classified: Baby Boomers (born 1945–1964), Generation X (born 1965–1980) and Generation Y (born 1981–1995)).

Analysis

The correlations among the variables under study are shown in Table 3 for the full sample and Table 4 for the three generational cohorts. Structural equation modeling (SEM, Jöreskog & Sörbom, 2005) was used to test the hypotheses. Covariance analyses were preferred over hierarchical regressions due to the former's correction for measurement error. Moreover, another important advantage of SEM is the ability to test models including both outcomes in the same model as well as comparative model fit of the different generations. Hypotheses were tested with structural equation modeling using LISREL 8.72 (SEM; Jöreskog & Sörbom, 2005). Standardized coefficients were reported in the analyses. Multi-group analyses with SEM were used to test the differences in relations for the three cohorts (Byrne, 1998). In all models, we controlled for the effects of gender and education. Moreover, as generational categories may include people within an age range of 20 years (Kupperschmidt, 2000; Smola & Sutton, 2002), we controlled for chronological age *within* cohorts. Testing for within-cohort age effects allows us to have a clearer indication of the generational differences in the effects of contract fulfillment on the outcomes. Because controlling for age within a cohort removes the explained variance in the outcomes due to age effects (such as maturation or experience; Peeters et al., 2008), the variance left to explain can be further ascribed to generation effects rather than age effects.

To evaluate each model, established goodness-of-fit indices were used (Hu & Bentler, 1999). For the Root Mean Square Error of Approximation (RMSEA), a value of 0.05 or below is considered as good fit, and a value of 0.10 or below as acceptable. Furthermore, Standardized Root Mean Square Residual (SRMR) should be lower than 0.05. The Non-Normed Fit Index (NNFI), Comparative Fit Index (CFI), and Incremental Fit Index (IFI) should all be above 0.90.

The hypothesized multi-group unconstrained model was tested with the single indicators for the contract fulfillment types, and latent variables with the items as indicators for affective commitment and turnover intention (see Figure 1 for more details). In this model, the structural paths were freely estimated for each generation. Subsequently,

Table 3. Means, standard deviations, reliabilities and correlations of the study variables for the full sample.

Variables	Mean	SD	1	2	3	4	5	6	7	8	9	10
1 Gender ^a	1.67	.47										
2 Education ^b	3.43	.88	-.13**									
3 Age	34.85	10.58	-.19**	-.09**								
4 FPC JC	3.77	.70	.05	.09**	.06							
5 FPC Dev	3.41	.98	-.01	.06	.06	.53**						
6 FPC SA	3.86	.78	.03	.00	-.16**	.41**	.36**					
7 FPC OP	3.53	.79	.03	.06	.01	.44**	.45**	.49**				
8 FPC RW	3.04	.97	-.11**	.10**	.16**	.34**	.51**	.26**	.38**			
9 AffCom	3.55	.81	.02	-.06	.21**	.39**	.35**	.32**	.34**	.27**	.89	
10 TI	2.62	1.02	-.04	.10**	-.20**	-.28**	-.26**	-.23**	-.26**	-.24**	-.33**	.84

Notes: * $p < 0.05$, ** $p < 0.01$, FPC = fulfillment of psychological contract obligations, JC = job content, Dev = career development, SA = social atmosphere, OP = organizational policies, RW = rewards, AffCom = affective commitment, TI = turnover intention. Bold indicates Cronbach Alpha values of these two scales.

^a 1 = male, 2 = female.

^b Range 1-5, 5 highest.

Table 4. Means, standard deviations, reliabilities and correlations of study variables per cohort (baby boomers/generation X/generation Y).

Variables	Mean	SD	1	2	3	4	5	6	7	8	9	10
1 Gender ^a	1.56/1.69/ 1.73	.50/.46/.45										
2 Education ^b	3.27/3.53/ 3.39	1.03/.83/ .82	-.24**/- .11* / -.07									
3 Age	47.10/35.76/ 25.34	10.72/5.80/ 5.07	-.09/- .22** / -.09	-.29**/ -.13**/.28**								
4 FPC JC	3.81/3.82/ 3.68	.72/.70/.68	-.06/.09/.09 -.02	-.18*/.11* / -.08	-.01/.04/ -.08							
5 FPC Dev	3.52/3.41/ 3.34	.97/.96/ 1.00	.04/- .02/ .01	.05/.10/.04 -.09	.04/.03/ -.09	.57**/.53**/ .51**						
6 FPC SA	3.78/3.83/ 3.96	.79/.76/.78	-.09/.05/.05 -.07	.18*/-.06/ -.07	-.22**/- .04 / -.23**	.40**/.39**/ .31**	.40**/.39**/ .42**					
7 FPC OP	3.59/3.51/ 3.50/2.82	.80/.79/ 1.00	-.16*/.07 / .15*	.15*/.03/.05 -.09	.03/.01/ -.09	.48**/.43**/ .41**	.49**/.48**/ .38**	.55**/.51**/ .47**				
8 FPC RW	3.24/3.10/ 2.82	.90/.95/.99	-.15*/-.10* / -.03	.16*/.15**/ .01	-.02/.11* / .08	.33**/.33**/ .35**	.46**/.51**/ .54**	.36**/.32**/ .17*	.38**/.40**/ .38**			
9 AffCom	3.77/3.57/ 3.39	.79/.82/.78	-.02/.06/.05 -.09	-.14*/-.09/ .09	.19**/.12* / .01	.37**/.38**/ .40**	.29**/.33**/ .39**	.32**/.43** / .24**	.30**/.39**/ .28**	.22**/.23**/ .28**	.90/.90/ .86	
10 TI	2.37/2.56/ 2.88	.97/1.01/ 1.01	-.04/- .07 / .14*	-.15*/.03 / .14*	-.13/- .10* / -.05	-.22**/- .24**/ -.35**	-.26**/- .25**/ -.27**	-.19**/- .32**/ -.21**	-.17*/-.33** / -.20**	-.13/- .22** / -.27**	-.24**/- .31**/ -.36**	.84/.82/ .85

Notes: * $p < 0.05$, ** $p < 0.01$. Scores represent respectively Baby Boomers/Generation X/Generation Y, FPC = Fulfillment of Psychological Contract Obligations, JC = Job Content, Dev = Career Development, SA = Social Atmosphere, OP = Organizational Policies, RW = Rewards, AffCom = Affective Commitment, TI = Turnover intention
^a 1 = male, 2 = female.
^b Range 1-5, 5 highest.

this model was tested against a model with all structural paths fixed for the three cohorts to compare the proposed three-cohort solution against a single group solution. Moreover, the proposed model was tested against a model with reversed causality, whereby commitment and turnover intention predict fulfillment of the psychological contract.

Results

The proposed unconstrained model reached acceptable fit, $\chi^2(139) = 521.83, p < 0.001$; $\chi^2/df = 3.75$; SRMR = 0.055; NNFI = 0.90; CFI = 0.95; RMSEA = 0.090; 90% confidence interval = 0.081, 0.099. Moreover, the model fit significantly better than the fully constrained model, $\Delta\chi^2 = 149.11, \Delta df = 32, p < .001$ as well as the reversed causality model, $\Delta\chi^2 = 1898.85, \Delta df = 73, p < .001$.

Moreover, we assessed 10 models in which each individual structural path between the five fulfillment dimensions and the two outcome variables were freely estimated whilst the other structural paths were constrained to be equal among the three generations to assess which of the specific paths could be freely estimated. All of these 10 models provided a significantly better fit than the constrained model, suggesting that all of the paths significantly differed among the three generations (see Table 5 for more details). The explained variance in the endogenous variables for each cohort in the proposed model was: 27% for affective commitment and 9% for turnover intention for Baby Boomers; 35% for affective commitment and 14% for turnover intention for Generation X; 28% for affective commitment and 23% for turnover intention for Generation Y.

Finally, Z-scores were calculated to examine the statistical significance of the differences between each pair of generations for the different relations between psychological contract fulfillment and the outcome variables. Unstandardized coefficients and standard errors for each of the paths in the model were used and Z-scores were

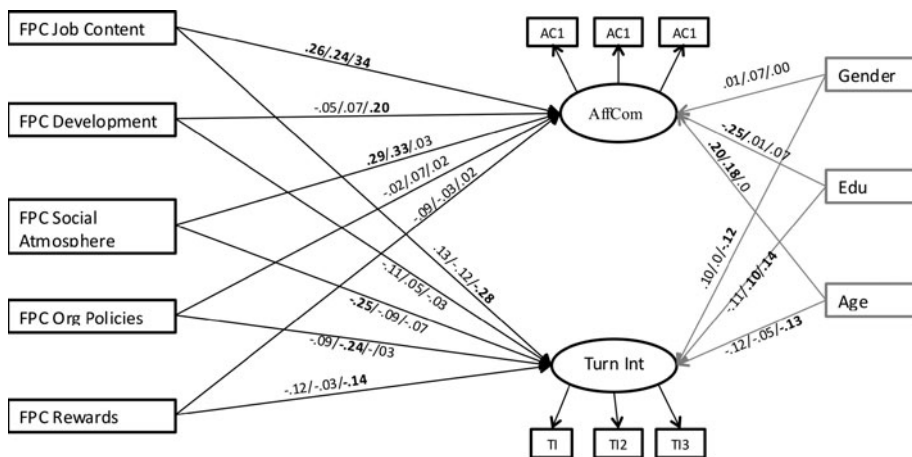


Figure 1. Structural Model ($N = 900$). Model fit $\chi^2(139) = 521.83***$; $\chi^2/df = 3.75$; SRMR = .055; NNFI = .90; CFI = .95; RMSEA = .090; 90% confidence interval = 0.081, .099. Intercorrelations of independent variables are omitted from the diagram; Control variables are shaded gray; FPC = fulfilment of psychological contract dimension; Org policies = organizational policies; AffCom = affective commitment; Turn Int = turnover intention; standardized coefficients are reported for three generations (Baby Boomers/Generation X/Generation Y); significant standardized coefficients are in bold.

Table 5. Results of model testing.

<i>Model fit</i>	χ^2	<i>df</i>	χ^2/df	<i>SRMR</i>	<i>NNFI</i>	<i>CFI</i>	<i>RMSEA</i>	<i>90% CI</i>	Δdf	$\Delta\chi^2$
Multigroup (Baby Boom: <i>N</i> = 202, GenX: <i>N</i> = 403, GenY: <i>N</i> = 295)										
Baseline, Constrained model	670.94***	171	3.92	.079	.90	.94	.092	.084, .100		
Proposed 3 cohorts unconstrained model	521.83***	139	3.75	.055	.90	.95	.090	.081, .099	32	149.11***
Alternative model: reversed causality	2420.68***	212	11.42	.140	.69	.76	.185	.180, .190	41	1749.74***
Common-method factor model	1911.38***	238	8.03	.180	.73	.77	.154	.150, .160	67	1240.44***
Specific Path Analyses										
Development-commitment free	576.94***	157	3.67	.064	.91	.95	.089	.081, .098	14	94.00***
Development-leave intention free	574.94***	157	3.66	.060	.91	.95	.089	.081, .098	14	96.00***
Job content-commitment free	577.53***	157	3.68	.065	.91	.95	.090	.081, .098	14	93.41***
Job content-leave intention free	570.73***	157	3.63	.058	.91	.95	.089	.080, .097	14	100.21***
Organizational policies-commitment free	571.05***	157	3.64	.068	.91	.95	.089	.080, .097	14	99.89***
Organizational policies-leave intention free	573.74***	157	3.65	.067	.91	.95	.089	.080, .097	14	97.20***
Rewards-commitment free	577.12***	157	3.68	.065	.91	.95	.089	.081, .098	14	93.82***
Rewards-leave intention free	570.76***	157	3.64	.060	.91	.95	.089	.080, .097	14	100.18***
Social Atmosphere-commitment free	553.73***	157	3.53	.070	.91	.95	.087	.078, .095	14	117.21***
Social Atmosphere-leave intention free	577.28***	157	3.68	.066	.91	.95	.089	.081, .098	14	93.66***

Notes: ****p* < .001. SRMR = standardized root mean square residual; RMSEA = root mean square error of approximation; NNFI = non-normed fit index; CFI = comparative fit index; 90% CI = 90% confidence interval.

computed with the following formula (Quiñones, Ford, & Teachout, 1995):

$$Z = \frac{USC_{Gen1} - USC_{Gen2}}{\sqrt{(SE_{Gen1} - SE_{Gen2})^2}},$$

where USC is the unstandardized coefficient and SE is the standard error.

Hypothesis 1 predicted that fulfillment of job content obligations related more positively to affective commitment (hypothesis 1a) and more negatively to turnover intention (hypothesis 1b) for Generation Y than for other generations. The results for hypothesis 1 are shown in Table 6. Standardized coefficients for the three cohorts are consecutively $\gamma_{BabyBoomers} = 0.26$, $p < 0.01$; $\gamma_{GenX} = 0.24$, $p < 0.001$; $\gamma_{GenY} = 0.34$, $p < 0.001$ for affective commitment, and $\gamma_{BabyBoomers} = 0.13$, ns; $\gamma_{GenX} = -0.12$, ns; $\gamma_{GenY} = -0.28$, $p < 0.001$ for turnover intention.

Fulfillment of job content obligations relates more positively to affective commitment for Generation Y than for Generation X ($Z_{GenY-GenX} = 1.99$, $p < 0.05$). Moreover, fulfillment of job content obligations relates more negatively to turnover intention for Generation Y than for Generation X and Baby Boomers ($Z_{GenY-GenX} = 3.41$, $p < 0.001$; $Z_{BabyBoomers-GenY} = -3.34$, $p < 0.001$). Therefore, Hypothesis 1 is partly supported for affective commitment, and fully supported for turnover intention.

Hypothesis 2 predicted that fulfillment of career development obligations related more positively to affective commitment (hypothesis 2a) and more negatively to turnover intention (hypothesis 2b) for Generation Y than for other generations. The results for hypothesis 2 are shown in Table 6. Standardized coefficients for the three cohorts are consecutively $\gamma_{BabyBoomers} = -0.05$, ns; $\gamma_{GenX} = 0.07$, ns; $\gamma_{GenY} = 0.20$, $p < 0.01$ for affective commitment, and $\gamma_{BabyBoomers} = -0.11$, ns; $\gamma_{GenX} = 0.05$, ns; $\gamma_{GenY} = -0.03$, ns for turnover intention.

Fulfillment of career development obligations relates more positively to affective commitment for Generation Y than for Baby Boomers and Generation X ($Z_{BabyBoomers-GenY} = -17.40$, $p < 0.001$; $Z_{GenY-GenX} = 2.97$, $p < 0.01$). Moreover, fulfillment of career development obligations relates more negatively to turnover intention for Generation Y than for Generation X ($Z_{GenY-GenX} = 2.69$, $p < 0.01$). Also, even though standardized coefficients were both non-significant, fulfillment of career development obligations relates more positively to affective commitment for Generation X than for Baby Boomers ($Z_{BabyBoomers-GenX} = -3.03$, $p < 0.01$), and more negatively to turnover intention for Baby Boomers than for Generation X ($Z_{BabyBoomers-GenX} = 2.57$, $p < 0.01$). However, for none of the three cohorts the relationship between fulfillment of career development obligations and turnover intention was significant. Therefore, Hypothesis 2 is fully supported for affective commitment, but not supported for turnover intention.

Hypothesis 3 predicted that fulfillment of social atmosphere obligations related more positively to affective commitment (hypothesis 3a) and more negatively to turnover intention (hypothesis 3b) for Baby Boomers and Generation X than for Generation Y. The results for hypothesis 3 are shown in Table 6. Standardized coefficients for the three cohorts are consecutively $\gamma_{BabyBoomers} = -0.29$, $p < 0.001$; $\gamma_{GenX} = 0.33$, $p < 0.001$; $\gamma_{GenY} = 0.03$, ns for affective commitment, and $\gamma_{BabyBoomers} = -0.25$, $p < 0.05$; $\gamma_{GenX} = 0.09$, ns; $\gamma_{GenY} = -0.07$, ns for turnover intention.

Fulfillment of social atmosphere obligations relates more positively to affective commitment for Generation X than for Generation Y ($Z_{GenY-GenX} = -7.31$, $p < 0.001$) and also relates more positively to affective commitment for Baby Boomers than for Generation Y; ($Z_{BabyBoomers-GenY} = 3.54$, $p < 0.001$). Moreover, fulfillment of social

Table 6. Standardized coefficients predicting affective commitment and turnover intention for three generations and Z-scores for differences between generations.

<i>Dependent variables</i>	<i>Affective commitment</i>			<i>Turnover intention</i>		
	<i>BB</i> γ	<i>Gen X</i> γ	<i>Gen Y</i> γ	<i>BB</i> γ	<i>Gen X</i> γ	<i>Gen Y</i> γ
<i>Control variables</i>						
Gender ^a	.01	.07	.00	.10	.00	-.12*
Education ^b	-.25***	.01	.07	-.11	.10*	.14*
Age	.20**	.18***	.06	-.12	-.05	-.13*
<i>Independent variables</i>						
FPC Job Content	.26**	.24***	.34***	.13	-.12	-.28***
FPC Development	-.05	.07	.20***	-.11	.05	-.03
FPC Social Atmosphere	.29***	.33***	.03	-.25*	-.09	-.07
FPC Organizational Policies	-.02	.07	.02	-.09	-.24***	-.03
FPC Rewards	-.09	-.03	.02	-.12	-.03	-.14*
<i>Explained Variance</i>	.27***	.35***	.28***	.09**	.14**	.23***
<i>Z-score for differences</i>	<i>BB-Gen X</i>	<i>BB-Gen Y</i>	<i>Gen Y-Gen X</i>	<i>BB-Gen X</i>	<i>BB-Gen Y</i>	<i>Gen Y-Gen X</i>
FPC job content	1.37	0.50	1.99*	2.10*	-3.34***	3.41***
FPC development	-3.03**	-17.40***	2.97**	2.57**	1.43	2.69**
FPC social Atmosphere	-.44	3.54***	-7.31***	1.70	2.01*	-1.10
FPC Organizational Policies	-4.92***	-1.17	-1.80	-5.35***	0.99	-5.21***
FPC Rewards	.93	1.00	-1.21	2.43*	-6.20***	2.65**

Notes: Standardized regression coefficients and Z-scores are reported * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, BB = Baby Boomers (born 1945–1964), Gen X = Generation X (born 1965–1980), Gen Y = Generation Y (born 1981–1995), FPC = fulfillment of psychological contract obligation.

^a 1 = male, 2 = female.

^b Range 1–5, 5 highest.

atmosphere obligations only relates more negatively to turnover intention for Baby Boomers than for Generation Y ($Z_{\text{BabyBoomers-GenY}} = 2.01, p < 0.05$). Therefore, Hypothesis 3 is fully supported for affective commitment, and partly supported for turnover intention.

Hypothesis 4 predicted that fulfillment of organizational policies obligations related more positively to affective commitment (hypothesis 4a) and more negatively to turnover intention (hypothesis 4b) for Generation X than for other generations. The results for hypothesis 4 are shown in Table 6. Standardized coefficients for the three cohorts are consecutively $\gamma_{\text{BabyBoomers}} = -0.02, \text{ns}$; $\gamma_{\text{GenX}} = 0.07, \text{ns}$; $\gamma_{\text{GenY}} = 0.02, \text{ns}$ for affective commitment, and $\gamma_{\text{BabyBoomers}} = -0.09, \text{ns}$; $\gamma_{\text{GenX}} = -0.24, p < 0.001$; $\gamma_{\text{GenY}} = -0.03, \text{ns}$ for turnover intention.

Fulfillment of organizational policies obligations relates more positively to affective commitment for Generation X than for Baby Boomers ($Z_{\text{GenY-GenX}} = -4.92, p < 0.001$). Moreover, fulfillment of organizational policies obligations relates more negatively to turnover intention for Generation X than for Baby Boomers and Generation Y ($Z_{\text{BabyBoomers-GenX}} = -5.35, p < 0.001$; $Z_{\text{GenY-GenX}} = -5.21, p < 0.001$). However, for none of the three cohorts the relationship between fulfillment of organizational policies obligations and affective commitment was significant. Therefore, hypothesis 4 is not supported for affective commitment, but supported for turnover intention.

Hypothesis 5 predicted that fulfillment of rewards obligations related more positively to affective commitment (hypothesis 5a) and more negatively to turnover intention (hypothesis 5b) for Generation Y than for other generations. The results for hypothesis 5 are shown in Table 6. Standardized coefficients for the three cohorts are consecutively $\gamma_{\text{BabyBoomers}} = -0.09, \text{ns}$; $\gamma_{\text{GenX}} = 0.03, \text{ns}$; $\gamma_{\text{GenY}} = 0.02, \text{ns}$ for affective commitment, and $\gamma_{\text{BabyBoomers}} = -0.12, \text{ns}$; $\gamma_{\text{GenX}} = -0.03, \text{ns}$; $\gamma_{\text{GenY}} = -0.14, p < 0.001$ for turnover intention.

Fulfillment of rewards obligations does not relate more positively to affective commitment for Generation Y than for Baby Boomers and Generation X ($Z_{\text{BabyBoomers-GenY}} = 1.00, \text{ns}$; $Z_{\text{GenY-GenX}} = -1.21, \text{ns}$). Fulfillment of rewards obligations does relate more negatively to turnover intention for Generation Y than for Baby Boomers and Generation X ($Z_{\text{BabyBoomers-GenY}} = -6.20, p < 0.001$; $Z_{\text{GenY-GenX}} = 2.65, p < 0.01$). However, for none of the three cohorts the relationship between fulfillment of rewards obligations and affective commitment was significant. Therefore, hypothesis 5 is not supported for affective commitment, but fully supported for turnover intention.

Discussion

This study examined generational differences in the relations between psychological contract fulfillment and work outcomes. We explored these relationships by formulating a number of hypotheses about differences among generations in the relations between several aspects of psychological contract fulfillment and work outcomes. Overall, we found support for our hypothesis that generational differences moderate the relationship between psychological contract fulfillment and affective commitment and turnover intention.

In this study, we explored specific fulfillment of several dimensions of psychological contract obligations (Job Content, Career Development, Social Atmosphere, Organizational Policies and Rewards) in relation to work outcomes from a generational perspective. Exploration of these relationships provides us with a clearer picture of the responses of different generations to fulfillment of psychological contract obligations. The model fit results indicate a significantly better fit for our proposed three-generation

solution than for a single group solution. Furthermore, although effect sizes were modest, and control variables accounted for some explained variance, we found support for all of the five hypotheses. First, we proposed that fulfillment of Job Content obligations would be a stronger predictor of work outcomes for Generation Y than for other generations. We found support for this hypothesis in relation to turnover intention and to affective commitment. Although Job Content turned out to be a significant predictor of work outcomes for all generations, a challenging and varied job particularly seems to be a requirement to Generation Y, who grew up with the rich choice and variation found in the digital world (Tapscott, 2009).

Next, we proposed that fulfillment of Career Development obligations would be a stronger predictor of work outcomes for Generation Y than for other generations. We found support for this hypothesis in relation to affective commitment but not in relation to turnover intention. Generation Y has been suggested to have a particular focus of self-development (Macky, Wong, Gardiner, Lang, & Coulon, 2008) combined with high self-esteem and a sense of entitlement (Macky et al., 2008; Twenge & Campbell, 2009) which may explain a particular focus on development opportunities in their career. Employers who provide these growth opportunities find reciprocation in kind from Generation Y through increased affective commitment. However, the lack of predictive value for Development for Turnover Intent would suggest Generation Y will still leave for better opportunities if provided elsewhere.

We further proposed that for Generation X and Baby Boomers fulfillment of Social Atmosphere obligations was a stronger predictor of work outcomes than for generation Y. Our results supported this hypothesis. Fulfillment of Social Atmosphere obligations was a stronger predictor of affective commitment for Baby Boomers and Generation X than for Generation Y and in the case of turnover intention for Baby Boomers over Generation Y. These results are in line with earlier findings of Benson and Brown (2011). Moreover, findings of Macky et al. (2008) and Twenge (2010) who found higher levels of narcissism and individualism, as well as a lower need for social approval in Generation Y may provide a further explanation why Generation Y is less responsive to fulfillment of Social Atmosphere obligations.

We also proposed that for Generation X, fulfillment of Organizational Policies obligations was a stronger predictor of work outcomes than for other generations. Our results supported this hypothesis. We found that for Generation X fulfillment of Organizational Policies obligations was a more important predictor for turnover intention than for Baby Boomers and Generation Y. These findings support Eisner's (2005) findings. She concluded that Generation X, having experienced insecurity in their work and private lives as they grew up, responds particularly well to fair treatment and clarity of communication on their employers' part. Organizational policies did however not predict affective commitment for any generation, suggesting that fair organizational policies function more as a hygiene factor; they prevent turnover intention, but do not cause increased commitment.

Finally, we proposed that Rewards fulfillment was a stronger predictor of work outcomes for Generation Y than for other generations. Our results did partly support this hypothesis. Although Rewards were not a strong predictor for work outcomes, we found that for Generation Y fulfillment of Rewards obligations was a more important predictor of turnover intention than for Generation X. This seems to provide some support for the popular belief that Generation Y has a higher sense of entitlement than previous generations (Macky et al., 2008; Twenge & Campbell, 2009). However, we did not find that Rewards fulfillment also predicts affective commitment, in particular for Generation

Y. Perhaps extrinsic rewards are not so much a predictor of commitment, which would line with more general findings on the relationship between rewards and motivation (Deci, Koestner, & Ryan, 1999) which suggest that extrinsic rewards even undermine intrinsic motivation. We therefore propose that Rewards fulfillment (i.e. salary and job security) may function as a hygiene factor in contemporary jobs; employees expect them to be provided, and if not provided employees will leave. Given that these data were collected early on in the economic crisis, it may be that this has changed over the past few years; recent youth unemployment is likely to be a formative experience that shapes Generation Y's outlook on work and they may have developed an appreciation for job security and pay as a consequence.

Limitations and suggestions for further research

This study has several limitations. First, data were collected at a single point in time for independent and outcome variables, and therefore we need to treat causal inferences in this article with caution (Taris & Kompier, 2006). We did however test for reversed causality, and found a significantly worse fitting model (see Table 4). Yet, even though we found no evidence for reversed causality, longitudinal research could shed more light on these issues.

Furthermore, when studying generational differences, aging or social and cultural change one faces certain unavoidable inferential problems. Generational differences are inevitably confounded with maturational and cultural changes, as each individual within a generation is born and ages in the same historical period (Schaie, 1965, 1986; Costa & McCrae, 1982). Although this article does not aim to compare different perspectives on age, we did control for chronological age effects within generational cohorts and still found significant differences between generations. Moreover, a number of studies exploring generational differences in work values based on large-scale time-lag studies over extended periods do suggest that cohort effects provide a better explanation than age effects for differences between different age groups in the workforce (Hansen & Leuty, 2012; Twenge et al., 2010, 2012; Smola & Sutton, 2002). However, we do recommend studying different age perspectives in work-related behaviors in a comparative manner to better capture the impact of all the different age-related motives that individuals may have. Future research could address this issue by a: adopting longitudinal and cross-sequential study designs with multiple measurement points to separate independent and outcome variables, and b: trying to avoid confounding by using alternative variables to determine generational membership, such as the experience of historical events that shape generations (Dencker, Joshi, & Martocchio, 2008; Schaie, 1986; Schuman & Rodgers, 2004).

In line with these limitations, some of our findings could alternatively be attributed to career stage effects. A study by Lyons et al. (2012) did however demonstrate that the traditional career stages model (Super, 1957) may no longer hold true for younger generations. Multi-directional career paths (upward, lateral, downwards; Baruch, 2004), also called boundaryless careers (Arthur & Rousseau, 1996), may in fact be a generational phenomenon in its own right, with each generation following different career trajectories. Moreover, Hess and Jepsen's (2009) study (departing from the traditional career stages model) found only very limited effects of career stages on relations of psychological contracts with work outcomes.

Furthermore, future studies could include group-level demographic effects within generations. For instance, as new generations entered the workplace, they did so in

different gender distributions, and with different levels of education as previous generations. Future research is needed to disentangle these effects and create a more comprehensive understanding (Parry & Urwin, 2011; Twenge, 2010).

Theoretical implications

This study contributes to a more precise understanding of the impact of psychological contract fulfillment on work outcomes. Researchers have established clear links between contract breach (or non-fulfillment) and outcomes such as affective commitment (Coyle-Shapiro & Kessler, 2000; Tekleab & Taylor, 2000), turnover intention (Schalk et al., 1998). Although a number of studies explored age as a moderator in this relationship (Bal et al., 2008) and others described a change in the psychological contract over time as a result of societal changes (Anderson & Schalk, 1998; Schalk, 2004), very few studies have explored the alternative explanation of generational differences in psychological contracts (Hess & Jepsen, 2009; Lub, Bal, & Blomme, 2011, 2012).

Our results suggest that different generations may respond differently to the fulfillment of these contracts. As our SEM-analyses indicate, a multi-group (three generational cohorts) solution provided a better fit than a single-group solution. Moreover, to the knowledge of the researchers, most previous age diversity studies have not controlled their data for cohort effects. This would suggest that a generational cohort approach may provide an alternative, or additional, explanation to previous studies that indicate chronological age differences in responses to the psychological contract (Bal et al., 2008; Zhao et al., 2007). Although more empirical evidence of generational differences in the workplace is being published, findings as well as topics of study still vary widely (Costanza, Badger, Fraser, Severt, & Gade, 2012; Parry & Urwin, 2011). This suggests that further research is needed to get a better understanding of how, and if, generational differences impact different aspects of work. Results from this study suggest that the concept of psychological contract provides an attractive avenue for better understanding how employees from different generations interact differently, or in some cases similarly, with their organizations.

Practical implications

This study has several practical implications for organizations. Organizations face challenging times with a new generation entering the workforce, and a generation of older workers leaving as a global financial crisis unfolds. Understanding different generations and incorporating empirical evidence thereof into people management therefore becomes a more pressing matter. First, this study provides further evidence of the reciprocal nature of the psychological contract. As we come to better understand the psychological contract, this may offer organizations the opportunity to better 'manage' the psychological contract they entertain with employees. Findings from this study suggest that organizations may need to be more attentive to different responses to psychological contract fulfillment that different generations may have with their organizations.

Results from this study suggest that all generations respond well to varied, interesting and challenging work with a balanced workload. Generation Y may respond particularly well to career development options such as promotions, training, coaching and broad professional development, whereas Generation X seems to respond particularly well to organizations and managers that adhere to clear and fair organization policies. Generation X and Baby Boomers also seem to be more motivated by a good working atmosphere with

cooperative and supportive colleagues and superiors, whereas Generation Y seems to be more individualistic. Lastly, rewards seem to be a hygiene factor for all generations (but in particular for Generation Y) with fulfillment of rewards obligations having little impact on work outcomes. Finally, different studies on generations are showing mixed results and limited effect sizes on generational differences (Costanza et al., 2012). Organizations therefore need to be careful in adopting stereotypical approaches to managing different generations.

Disclosure statement

No potential conflict of interest was reported by the authors.

References

- Anderson, N., & Schalk, R. (1998). The psychological contract in retrospect and prospect. *Journal of Organizational Behavior*, 19, 637–647. doi:10.1002/(SICI)1099-1379(1998)19:1 <637:AID-JOB986>3.0.CO;2-H
- Arnold, J. (1996). The psychological contract: A concept in need of closer scrutiny? *European Journal of Work and Organizational Psychology*, 5, 511–520. doi:10.1080/13594329608414876
- Arthur, M. B., & Rousseau, D. M. (1996). *The boundaryless career*. New York, NY: Oxford University Press.
- Bal, P. M., De Lange, A. H., Jansen, P. G. W., & Van der Velde, M. E. G. (2008). Psychological contract breach and job attitudes: A meta-analysis of age as a moderator. *Journal of Vocational Behavior*, 72, 143–158. doi:10.1016/j.jvb.2007.10.005
- Bal, P. M., Chiaburu, D. S., & Jansen, P. G. W. (2010). Psychological contract breach and work performance. *Journal of Managerial Psychology*, 25, 252–273. doi:10.1108/02683941011023730
- Baltes, P. B., Reese, H. W., & Lipsitt, L. P. (1980). Lifespan developmental psychology. *Annual Review of Psychology*, 31, 65–110. doi:10.1146/annurev.ps.31.020180.000433
- Baruch, Y. (2004). Transforming careers: From linear to multidirectional career paths. *Career Development International*, 9, 58–73. doi:10.1108/13620430410518147
- Becker, H. A. (1992). *Generaties en hun kansen* [Generations and their opportunities]. Amsterdam: Meulenhof.
- Beutell, N. J., & Wittig-Berman, U. (2008). Work-family conflict and work-family synergy for generation X, baby boomers, and matures. *Journal of Managerial Psychology*, 23, 507–523. doi:10.1108/02683940810884513
- Bellou, V. (2009). Profiling the desirable psychological contract for different groups of employees: Evidence from Greece. *The International Journal of Human Resource Management*, 20, 810–830. doi:10.1080/09585190902770711
- Benson, J., & Brown, M. (2011). Generations at work: Are there differences and do they matter? *The International Journal of Human Resource Management*, 22, 1843–1865. doi:10.1080/09585192.2011.573966
- Berl, P. S. (2006, March/April). Crossing the generational divide: Supporting generational differences at work. *Exchange Organizational Behavior Teaching Journal*, 73–78. Retrieved from <http://eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ755625>
- Blau, P. M. (1964). *Exchange and power in social life*. New York, NY: John Wiley & Sons.
- Bontekoning, A. C. (2000). Generatiegolven als vernieuwingsimpulsen. Over de verborgen kracht van generaties [Generation waves as impulses for renewal. About the hidden power of generations]. *Management & Organisatie*, 1, 37–51.
- Brown, M. (2012). Responses to work intensification: Does generation matter? *The International Journal of Human Resource Management*, 23, 3578–3595. doi:10.1080/09585192.2011.654348
- Byrne, B. M. (1998). *Structural equation modeling with LISREL, PRELIS, and SIMPLIS: Basic concepts, applications, and programming*. Mahwah, NJ: Erlbaum.
- Cennamo, L., & Gardner, D. (2008). Generational differences in work values, outcomes and person-organisation values fit. *Journal of Managerial Psychology*, 23, 891–906. doi:10.1108/02683940810904385

- Cogin, J. (2012). Are generational differences in work values fact or fiction? Multi-country evidence and implications. *The International Journal of Human Resource Management*, 23, 2268–2294. doi:10.1080/09585192.2011.610967
- Conway, N., & Briner, R. B. (2005). *Understanding psychological contracts at work. A critical evaluation of theory and research*. Oxford: Oxford University Press.
- Costa, P. T., & McCrae, R. R. (1982). An approach to the attribution of aging, period, and cohort effects. *Psychological Bulletin*, 92, 238–250. doi:10.1037/0033-2909.92.1.238
- Costanza, D. P., Badger, J. M., Fraser, R. L., Severt, J. B., & Gade, P. A. (2012). Generational differences in work-related attitudes: A meta-analysis. *Journal of Business and Psychology*, 27, 375–394. doi:10.1007/s10869-012-9259-4
- Coyle-Shapiro, J., & Kessler, I. (2000). Consequences of the psychological contract for the employment relationship: A large scale survey. *Journal of Management Studies*, 37, 903–930. doi:10.1111/1467-6486.00210
- Cullinane, N., & Dundon, T. (2006). The psychological contract: A critical review. *International Journal of Management Reviews*, 8, 113–129. doi:10.1111/j.1468-2370.2006.00123.x
- D'Amato, A., & Herzfeldt, R. (2008). Learning orientation, organizational commitment and talent retention across generations. *Journal of Managerial Psychology*, 23, 929–953. doi:10.1108/02683940810904402
- Dabos, G. E., & Rousseau, D. M. (2004). Mutuality and reciprocity in the psychological contracts of employees and employers. *The Journal of Applied Psychology*, 89, 52–72. doi:10.1037/0021-9010.89.1.52
- De Hauw, S., & de Vos, A. (2010). 'Millennials' career perspective and psychological contract expectations: Does the recession lead to lowered expectations? *Journal of Business and Psychology*, 25, 293–302. doi:10.1007/s10869-010-9162-9
- De Meuse, K. P., Bergmann, T. J., & Lester, S. W. (2001). An investigation of the relational component of the psychological contract across time, generation and employment status. *Journal of Managerial Issues*, 13, 102–119.
- De Vos, A., Buyens, D., & Schalk, R. (2003). Psychological contract development during organizational socialization: Adaptation to reality and the role of reciprocity. *Journal of Organizational Behavior*, 24, 537–559. doi:10.1002/job.205
- De Vos, A., Buyens, D., & Schalk, R. (2005). Making sense of a new employment relationship: Psychological contract-related information seeking and the role of work values and locus of control. *International Journal of Selection and Assessment*, 13, 41–52. doi:10.1111/j.0965-075X.2005.00298.x
- De Vos, A., & Freese, C. (2011). Sensemaking during organizational entry: Changes in newcomer information seeking and the relationship with psychological contract fulfilment. *Journal of Occupational and Organizational Psychology*, 84, 288–314. doi:10.1111/j.2044-8325.2011.02024.x
- Deal, J. J., Altman, D. G., & Rogelberg, S. G. (2010). Millennials at work: What we know and what we need to do (if anything). *Journal of Business and Psychology*, 25, 191–199. doi:10.1007/s10869-010-9177-2
- Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125, 627–668. doi:10.1037/0033-2909.125.6.627
- Dencker, J., Joshi, A., & Martocchio, J. (2008). Towards a theoretical framework linking generational memories to workplace attitudes and behaviors. *Human Resource Management Review*, 18, 180–187. doi:10.1016/j.hrmr.2008.07.007
- Dries, N., Pepermans, R., & De Kerpel, E. (2008). Exploring four generations' beliefs about career. *Journal of Managerial Psychology*, 23, 907–928. doi:10.1108/02683940810904394
- Edmunds, J., & Turner, B. S. (2005). Global generations: Social change in the twentieth century. *The British Journal of Sociology*, 56, 559–577. doi:10.1111/j.1468-4446.2005.00083.x
- Egri, C. P., & Ralston, D. A. (2004). Generation cohorts and personal values: A comparison of China and the United States. *Organization Science*, 15, 210–220. doi:10.1287/orsc.1030.0048
- Eisner, S. P. (2005). Managing generation Y. *SAM Advanced Management Journal*, 8, 4–15. Retrieved from <http://www.freepatentsonline.com/article/SAMAdvancedManagementJournal/140749015.html>

- Elder, G. H. E., Johnson, M. K., & Crosnoe, R. (2003). Emergence and development of life course theory. In J. T. Mortimer & M. J. Shanahan (Eds.), *Handbook of the life course* (pp. 3–19). New York, NY: Springer.
- Elizur, D., & Sagie, A. (1999). Facets of personal values: A structural analysis of life and work values. *Applied Psychology*, 48, 73–87. doi:10.1111/j.1464-0597.1999.tb00049.x
- Eyerman, R., & Turner, B. S. (1998). Outline of a theory of generations. *European Journal of Social Theory*, 1, 91–106. doi:10.1177/136843198001001007
- Farber, D. (Ed.). (1994). *The sixties: From memory to history*. Chapel Hill, NC: The University of North Carolina Press.
- Freese, C., Schalk, R., & Croon, M. (2008). De Tilburgse Psychologisch Contract Vragenlijst [The Tilburg psychological contract questionnaire]. *Gedrag en Organisatie*, 21, 278–294.
- Freese, C., Schalk, R., & Croon, M. (2011). The impact of organizational changes on psychological contracts. *Personnel Review*, 40, 404–422. doi:10.1108/00483481111133318
- Gouldner, A. W. (1960). The norm of reciprocity: A preliminary statement. *American Sociological Review*, 25, 161–178. doi:10.2307/2092623
- Guest, D. E. (2004). The psychology of the employment relationship: An analysis based on the psychological contract. *Applied Psychology: An International Review*, 53, 541–555. doi:10.1111/j.1464-0597.2004.00187.x
- Gursoy, D., Maier, T., & Chi, C. (2008). Generational differences: An examination of work values and generational gaps in the hospitality workforce. *International Journal of Hospitality Management*, 27, 448–458. doi:10.1016/j.ijhm.2007.11.002
- Hansen, J-I. C., & Leuty, M. E. (2012). Work values across generations. *Journal of Career Assessment*, 20, 34–52. doi:10.1177/1069072711417163
- Hess, N., & Jepsen, D. M. (2009). Career stage and generational differences in psychological contracts. *Career Development International*, 14, 261–283. doi:10.1108/13620430910966433
- Hiltrop, J. M. (1996). Managing the changing psychological contract. *Employee Relations*, 18, 36–49. doi:10.1108/01425459610110227
- Hu, L.-T., & Bentler, P. M. (1999). Cut-off criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. In *Structural Equation Modeling* (Vol. 6, pp. 1–55). New York, NJ: Vintage Books.
- Inglehart, R. (1997). *Modernization and postmodernization: Cultural, economic, and political change in 43 societies*. Princeton, NJ: Princeton University Press.
- Jöreskog, K. G., & Sörbom, D. (2005). *LISREL 8.72*. Chicago, IL: Scientific Software International.
- Kanfer, R., & Ackerman, P. F. (2004). Aging, adult development, and work motivation. *Academy of Management Review*, 29, 440–458.
- Kooij, D., de Lange, A., Jansen, P., & Dikkers, J. (2008). Older workers' motivation to continue to work: Five meanings of age. *Journal of Managerial Psychology*, 23, 364–394. doi:10.1108/02683940810869015
- Kowske, B. J., Rasch, R., & Wiley, J. (2010). 'Millennials' (lack of) attitude problem: An empirical examination of generational effects on work attitudes. *Journal of Business and Psychology*, 25, 265–279. doi:10.1007/s10869-010-9171-8
- Kupperschmidt, B. R. (2000). Multigeneration employees: Strategies for effective management. *Health Care Manager*, 19, 65–76. doi:10.1097/00126450-200019010-00011
- Lancaster, L. C., & Stillman, D. (2005). *When generations collide*. New York, NY: Collins Business.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology (1990)* (pp. 1319–1328). Palo Alto, CA: Consulting Psychologists Press.
- Lub, X. D., Bal, P. M., & Blomme, R. (2011). Psychological contract and organizational citizenship behavior: A new deal for new generations? *Advances in Hospitality and Leisure*, 7, 107–128.
- Lub, X. D., Bal, P. M., Blomme, R., & Schalk, R. (2014). Why do generational differences in psychological contracts exist? In E. Parry (Ed.), *Generational diversity at work. New research perspectives* (pp. 37–51). New York, NY: Routledge.
- Lub, X. D., Nije Bijvank, M., Bal, P. M., Blomme, R., & Schalk, R. (2012). Different or alike?: Exploring the psychological contract and commitment of different generations of hospitality workers. *International Journal of Contemporary Hospitality Management*, 24, 553–573. doi:10.1108/09596111211226824

- Lyons, S. T., Higgins, C. A., & Duxbury, L. (2010). Work values: Development of a new three-dimensional structure based on confirmatory smallest space analysis. *Journal of Organizational Behavior, 31*, 969–1002.
- Lyons, S. T., & Kuron, L. K. J. (2014). Generational differences in the workplace: A review of the evidence and directions for future research. *Journal of Organizational Behavior, 35*, S139–S157. doi:10.1002/job.1913
- Lyons, S. T., Schweitzer, L., Ng, E. S. W., & Kuron, L. K. J. (2012). Comparing apples to apples: A qualitative investigation of career mobility patterns across four generations. *Career Development International, 17*, 333–357. doi:10.1108/13620431211255824
- Macky, K., Gardner, D., & Forsyth, S. (2008). Generational differences at work: Introduction and overview. *Journal of Managerial Psychology, 23*, 857–861. doi:10.1108/02683940810904358
- Macky, K., Twenge, J. M., & Campbell, S. M. (2008). Generational differences in psychological traits and their impact on the workplace. *Journal of Managerial Psychology, 23*, 862–877. doi:10.1108/02683940810904367
- Macky, K., Wong, M., Gardiner, E., Lang, W., & Coulon, L. (2008). Generational differences in personality and motivation. *Journal of Managerial Psychology, 23*, 878–890. doi:10.1108/02683940810904376
- Mannheim, K. (1952). The problem of generations. In P. Kecskemeti (Ed.), *Essays on the sociology of knowledge* (pp. 378–404). London, UK: Routledge.
- Masche, J. G., & Van Dulmen, M. H. (2004). Advances in disentangling age, cohort, and time effects: No quadrature of the circle, but a help. *Developmental Review, 24*, 322–342. doi:10.1016/j.dr.2004.04.002
- McLuhan, M. (1964). *Understanding media*. London, UK: Routledge & Kegan Paul.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review, 1*, 61–89. doi:10.1016/1053-4822(91)90011-Z
- Montes, S. D., & Irving, P. G. (2008). Disentangling the effects of promised and delivered inducements: Relational and transactional contract elements and the mediating role of trust. *The Journal of Applied Psychology, 93*, 1367–1381. doi:10.1037/a0012851
- Montes, S. D., & Zweig, D. (2009). Do promises matter? An exploration of the role of promises in psychological contract breach. *The Journal of Applied Psychology, 94*, 1243–1260. doi:10.1037/a0015725
- Nagy, M. S. (2002). Using a single-item approach to measure facet job satisfaction. *Journal of Occupational and Organizational Psychology, 75*, 77–86. doi:10.1348/096317902167658
- Parry, E., & Urwin, P. (2011). Generational differences in work values: A review of theory and evidence. *International Journal of Management Reviews, 13*, 79–96. doi:10.1111/j.1468-2370.2010.00285.x
- Quiñones, M. A., Ford, J. K., & Teachout, M. S. (1995). The relationship between work experience and job performance: A conceptual and meta-analytic review. *Personnel Psychology, 48*, 887–910. doi:10.1111/j.1744-6570.1995.tb01785.x
- Rawlins, C., Indvik, J., & Johnson, P. R. (2008). Understanding the new generation: What the Millennial cohort absolutely, positively must have at work. *Journal of Organizational Culture, Communications and Conflict, 12*(2), 1–8.
- Robinson, S. L., Kraatz, M. S., & Rousseau, D. M. (1994). Changing obligations and the psychological contract: A longitudinal study. *The Academy of Management Journal, 37*, 137–152. doi:10.2307/256773
- Rousseau, D. M. (1995). *Psychological contracts in organisations: Understanding the written and unwritten agreements*. London, UK: Sage.
- Rousseau, D. M. (1998). Why workers still identify with organizations. *Journal of Organizational Behavior, 19*, 217–233. doi:10.1002/(SICI)1099-1379(199805)19:3<217:AID-JOB931>3.0.CO;2-N
- Rousseau, D. M. (2001). Schema, promise and mutuality: The building blocks of the psychological contract. *Journal of Occupational and Organizational Psychology, 74*, 511–541. doi:10.1348/096317901167505
- Rousseau, D. M., & Schalk, R. (2000). Introduction. In D. M. Rousseau & R. Schalk (Eds.), *Psychological contracts in employment. Cross-national perspectives* (pp. 1–29). Thousand Oaks, CA: Sage.

- Ryder, N. B. (1965). The cohort as a concept in the study of social change. *American Sociological Review*, 30, 843–861. doi:10.2307/2090964
- Schaie, K. W. (1965). A general model for the study of developmental problems. *Psychological Bulletin*, 64, 92–107. doi:10.1037/h0022371
- Schaie, K. W. (1986). Beyond calendar definitions of age, time, and cohort: The general developmental model revisited. *Developmental Review*, 6, 252–277. doi:10.1016/0273-2297(86)90014-6
- Schalk, R. (2004). Changes in the employment relationship across time. In J. A. M. Coyle-Shapiro, L. M. Shore, M. S. Taylor, & L. E. Tetrick (Eds.), *The employment relationship. Examining psychological and contextual perspectives* (pp. 284–311). Oxford: Oxford University Press.
- Schalk, R., Campbell, J. W., & Freese, C. (1998). Change and employee behaviour. *The Leadership & Organization Development Journal*, 19, 157–163. doi:10.1108/01437739810210202
- Schuman, H., & Rodgers, W. L. (2004). Cohorts, chronology, and collective memories. *Public Opinion Quarterly*, 68, 217–254. doi:10.1093/poq/nfh012
- Schuman, H., & Scott, J. (1989). Generations and collective memories. *American Sociological Review*, 54, 359–381. doi:10.2307/2095611
- Smola, K. W., & Sutton, C. D. (2002). Generational differences: Revisiting generational work values for the new millennium. *Journal of Organizational Behavior*, 23, 363–382. doi:10.1002/job.147
- Solnet, D., & Hood, A. (2008). Generation Y as hospitality employees: Framing a research agenda. *Journal of Hospitality and Tourism Management*, 15, 59–68. doi:10.1375/jhtm.15.59
- Solnet, D., & Kralj, A. (2011). Generational differences in work attitudes: Evidence from the hospitality industry. *FIU Hospitality Review*, 29, 37–54.
- Strauss, W., & Howe, N. (1991). *Generations: The history of America's future, 1584–2089*. New York, NY: Quill William Morrow.
- Sullivan, S. E., Forret, M. L., Carraher, S. M., & Mainiero, L. A. (2009). Using the kaleidoscope career model to examine generational differences in work attitudes. *Career Development International*, 14, 284–302. doi:10.1108/13620430910966442
- Super, D. E. (1957). *Psychology of careers*. New York, NY: Harper and Brothers.
- Tapscott, D. (2009). *Grown up digital. How the net generation is changing your world*. New York, NY: McGraw-Hill.
- Taris, T. W., & Kompier, M. (2006). Games researchers play—Extreme-groups analysis and mediation analysis in longitudinal occupational health research. *Scandinavian Journal of Work, Environment and Health*, 32, 463–472. doi:10.5271/sjweh.1051
- Taylor, J. (2007). The next generation of workers in Australia: Their views on organizations, work and rewards. *The International Journal of Human Resource Management*, 16, 1919–1933. doi:10.1080/09585190500298594
- Taylor, S. M., & Tekleab, A. G. (2004). Taking stock of psychological contract research: Assessing progress, addressing troublesome issues, and setting research priorities. In J. Coyle-Shapiro, L. Shore, M. S. Taylor, & L. Tetrick (Eds.), *The employment relationship: Examining psychological and contextual perspectives* (pp. 253–283). Oxford: Oxford University Press.
- Tekleab, A. G., Takeuchi, R., & Taylor, M. S. (2005). Extending the chain of relationships among organizational justice, social exchange, and employee reactions: The role of contract violations. *Academy of Management Journal*, 48, 146–157. doi:10.5465/AMJ.2005.15993162
- Tekleab, A. G., & Taylor, M. S. (2000). *Easing the pain: Determinants and effects of psychological contract violations*. Paper presented at the Academy of Management meeting, Toronto, Canada.
- Ten Brink, B. E. H. (2004). *Psychological contract: A useful concept?* Enschede: Print Partners.
- Tulgan, B. (2003). *Generational shift: What we saw at the workplace revolution*. Retrieved from <http://www.rainmakertinking.com/rwp.htm>
- Twenge, J. M. (2010). A review of the empirical evidence on generational differences in work attitudes. *Journal of Business and Psychology*, 25, 201–210. doi:10.1007/s10869-010-9165-6
- Twenge, J. M., & Campbell, W. K. (2001). Age and birth cohort differences in self-esteem: A cross-temporal meta-analysis. *Personality and Social Psychology Review*, 5, 321–344. doi:10.1207/S15327957PSPR0504_3
- Twenge, J. M., & Campbell, W. K. (2009). *The narcissism epidemic: Living in the age of entitlement*. New York, NY: Free Press.
- Twenge, J. M., Campbell, W. K., & Freeman, E. C. (2012). Generational differences in young adults' life goals, concern for others, and civic orientation, 1966–2009. *Journal of Personality and Social Psychology*, 102, 1045–1062. doi:10.1037/a0027408

- Twenge, J. M., Campbell, S. M., Hoffman, B. J., & Lance, C. E. (2010). Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing. *Journal of Management*, *36*, 1117–1142. doi:10.1177/0149206309352246
- Urry, J. (2003). Social networks, travel and talk. *British Journal of Sociology*, *54*, 155–175. doi:10.1080/0007131032000080186
- Van Den Broek, A. (1999). Does differential cohort socialization matter? The “age invariance” hypothesis and political socialization. *Political Psychology*, *20*, 501–523. doi:10.1111/0162-895X.00154
- Wanous, J. P., Reichers, A. E., & Hudy, M. J. (1997). Overall job satisfaction: How good are single-item measures? *Journal of Applied Psychology*, *82*, 247–252. doi:10.1037/0021-9010.82.2.247
- Westerman, J. W., & Yamamura, J. H. (2007). Generational preferences for work environment fit: Effects on employee outcomes. *Career Development International*, *12*, 150–161. doi:10.1108/13620430710733631
- Yu, H.-C., & Miller, P. (2005). Leadership style: The X generation and baby boomers compared in different cultural contexts. *Leadership & Organization Development Journal*, *26*, 35–50. doi:10.1108/01437730510575570
- Zemke, R., Raines, C., & Filipczak, B. (2000). *Generations at work*. New York, NY: Performance Research Associates.
- Zhao, H., Wayne, S., Glibkowski, B., & Bravo, J. (2007). The impact of psychological contract breach on work-related outcomes: A meta-analysis. *Personnel Psychology*, *60*, 647–680. doi:10.1111/j.1744-6570.2007.00087.x