

EARLY CAREER EXPECTATIONS OF INDIAN GEN 'Y.'

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Abstract: *The biggest challenge that lies before twenty-first century corporate is understanding the The biggest challenge before today's Managers is to understand the characteristics and expectations of people belonging to Gen 'Y.'* The topic needs a detailed attention to studies conducted by steel case in 2010 that one in every ten people on the planet is a Youth under 30 approximately 670 million in number, out of which 426 million are Indians. Hence, they cannot be ignored as they are the people in transition for future. The study has further importance as the existence of a multi-generational workforce affects two areas of human resources policy and employee development efforts: retention and motivation. Employees of diverse age groups react differently to programs designed to address these two areas, and also have differing expectations. Companies may need to rethink their existing practices to accommodate the Gen Y and give them the comfort level to help them perform their best in the organization. We had adopted a qualitative approach. Qualitative interviews were employed to understand work-related expectations of Gen Y, study and it is found that Gen Y has very different notions regarding the organization's obligations towards it and the work ethics it needs to follow. It prizes autonomy and flexibility and needs a clear picture regarding everything. In turn, it offers the organizations its technical skills and high creativity; but it is faithful to its career, not the organization.

Uniqueness and expectations of people belonging to Gen 'Y.' This topic needs comprehensive examination as a study conducted by Steel case in 2010 indicates that one in every ten people on the planet is a Youth under 30. This statement denotes of an approximate population numbering to 670 million, of which 426 million are Indians. Hence, their aspirations and workplace expectations cannot be neglected as they are the people in transition for future. Companies may need to reorganize their existing people management practices to accommodate the Generation Y and give them the comfort level to help them perform their best in the organization.

Keywords: *Gen Y, workplace expectations, early career expectations Qualitative approach, Employee development, Employer attractiveness*

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1. INTRODUCTION

'In this era of a multi-generational workforce, one of the biggest worries of the organizations is to understand the characteristics and expectations of people belonging to Gen 'Y .' (Murale et al. 2015). The term Gen 'Y' for this study represents, the generation that is born in the time frame of 1980 to 1995, (Erickson, 2009 and Roongrengsuke, 2010).The HR managers and organizations have a huge challenge before them as this is a generation which is very much expressive and which demands to be assigned the work which is interesting; otherwise, it does not hesitate to resort to job hopping. (Hunt & Weintraub, 2002; Nyce & Schieber, 2002).

A study conducted by Deloitte Consulting in 2005 projects that by 2025 that 40 to 60 percent of workers in both developed and emerging markets will be from Generation Y, and younger generations and any lapse in attracting these group will seriously hamper an organization's competitiveness.

Organizations should have a sound understanding of their expectations as this is a group which occupies a substantial space in their workforce at entry level, most of them which involve direct interaction with customers. Earlier studies by Kotter et al. (1978) reveal the problems faced by organizations witnessing a huge increase in their employee rolls. Mostly the response time for making decisions is limited and puts in an enormous level of pressure on young managers and leading to emotional as well as intellectual exhaustion of these new recruits. The organization may witness rapid changes in its structure and culture as a consequence of the rapid expansion in its staff strength, putting the subtle relations under stress.(Vasanthi, 2014) The new hire may be viewed with suspicion by the existing workforce and resulting in the formation of generation based cohorts within the organization. These changes will result in lacunae in communication and may create wariness among the different generations of the employees.

These organizations lack competent managers who are good at managing transformation and meeting a new type of workplace which is more dynamic in nature. .The anxiety associated with change, and unwillingness to delegate will further add complexity to existing chaos. In certain cases, the organization may not have an ample number of experienced people who shall be entrusted with authority. This shortage will eventually lead to lacunae in the assimilation process for the newly hired ones. The assimilation cycle and process may not be standardized, and

employees from the same group may undergo dissimilar socialization process. The lack of uniformity in assimilation may up in a higher level of dissonance between individual expectations and organizational work environments. Hence, an attempt in these lines will benefit the managers operating in India. Further the study is crucial as Generation Y has been identified as “ the most entrepreneurial generation in history ”, (Martin, 2005). Hence, the Implications of this study is important for organizations, as they have to convince Generation Y to work for a corporate rather than being fascinated by the appeal of self-employment. ‘The present study is of importance as the existence of a multigenerational workforce affects two areas of human resources policy and employee development efforts viz; retention and motivation (Murale et al. 2015).’ Employees of diverse generations react differently to programs designed to address these two areas. It helps in a better design of jobs and employee engagement activities. The study will also help empirically to verify the findings of the earlier studies on another part of the globe in the Indian context. The broad aim of this paper is to explore the following questions:

1. What are expectations of the Indian Gen “From their employers?
2. What are the factors that Motivates Gen “Y” to be in a job?
3. What all strategies can be adopted for Managing Gen “Y”?

Our study will help to reconnoiter the Generation Y’s expectations that are to be focused on and also in formulating methods for managing Generation Y.

Our study is divided into the following parts, the first part of next section gives an overall view of our categorization and conceptualization of Indian Generations based on preexisting literature in the field. The section after that deals with the methodology and the fourth one present our analysis and findings. The penultimate one discusses the managerial, and academic implications, and the last one will be the conclusion part.

2. LITERATURE

There is not much Indian Generation research that deals with their expectations in contrary to the west. Most of the studies have broadly classified generations into four groups. Veterans, Baby Boomers Gen X and Generation Y (Applebaum et al, 2004; Benson et al, 2011; Dulin, 2008; Fletcher et al., 2009; Gursoy, et al,2008; Karp et al, 2001; Kim, 2008; McGuire, et al , 2007;; Murphy et al 2010; Rood, 2011) . This approach focuses on

birth years and historically important events for categorization of generations. Though there are generational differences that exist with relation to work values and beliefs, there are arguments that the categorization of generations should be specific to a particular society as the work values and expectations are influenced by political, social economic and cultural factors and events ((Hole, Zhong, & Schwartz, 2010).

The above argument against categorization of generation is true because many events used for categorization by Western scholars has no or little effect on Asian countries (Yu et al., 2005). A quick review of Asian studies on multi-generations will reveal that the Asian generations did not have the same birth years (Egri et al., 2010). Further, Indian culture is diverse and is assumed to be having attributes of a composite culture, being the seventh largest nation in the world with 29 states and over 30 languages. It has people belonging to all major faith and is quite complex in nature. The regional, economical and demographical variations are significant. All these factors highlight need for adopting a better classification for defining generations of India. Few others had tried to develop generations that can reflect India's transformation. Erickson(2009) and Roongrengsuke,(2010) have classified them as Traditionalists (1922-43), Baby Boomers (1943/46-60/64), Gen X/Socialist (1964-80) and Generation Y (1980-95) a classification befitting the global standards. Ghosh et al. (2009) have broadly classified them into three such as conservators (1947-69), integrators (1970-84) and Y2 K(1985-1995).

Hole et al. (2010) in their work mentions about three generations prevalent in India. The generations were broadly classified as Traditional generation(1948-68), Nontraditional generation(1969-80) and Generation Y 1981onwards. Though this is very much in consideration by many scholars, We would like to adopt the model

proposed by Erickson(2009) and Roongrengsuke,(2010). Erickson(2009) and Roongrengsuke,(2010) classification is selected as it fits in the global orientation to a greater degree. With our Generation Y defined clearly, we would like to glance into expectations of Generation Y.

As the literature on work-related expectations of India Generation Y is very minimal, the authors have put in efforts to present a summary of studies about Generation Y available in the open domain as it will act as a prolog to this study.

Alsop, (2008) in his work remarks that the Generation Y is the most protected and most demanding amongst of all workplace generations. They exhibit strikingly conflicting attributes within themselves. They demonstrate

traits of being hard working by nature working and focused on accomplishing but many of them lack leadership trait and problem-solving ability. However, they enjoy autonomy and expect a well-defined set of jobs in the workplace. They are oriented towards philanthropic activities and possess a better degree of civic sense.

These findings are further covered in explicit or implicit Generation Y studies conducted across the world. Zemke(2001) in his studies picture Generation Y as an attractive lot with higher academic credentials, tech-savvy nature, but with idealistic expectations for career growth, pay hikes, perks, autonomy. They also seek for flexible working hours and fun at workplace. Hasting (2008) observes that they need continuous recognition and regular feedback. The studies carried out by Yeaton, 2008 and Martin, 2005 highlight that Generation Y anticipates support from their managers and will look for well-defined instructions, though they seek for autonomy for seeing the path and pace for achieving their goals. Lancaster et al. (2002) describe Generation Y as an aggressive, impatient lot who may not feel motivated by offering incentives and promotion on a distant time frame. Multiple authors observe that the conflict between Generation Y expectations and organizational realities, further augmented by the low tolerance of work atmosphere and inability to deliver, often results in premature resignations and higher attrition rates (Hunt & Weintraub, 2002; Nyce & Schieber, 2002). Job hopping in every two years for better career prospects is an underlying trait of Gen Y as they are aware of their much-sought expertise (Zemke et al., 2000, Filipczak, 1994). For Generation Y the term long-term commitment refers to a one year period, (Martin, 2005) and it has observed that only one out of five intends to have a career span with the same company for six years or more (Hastings, 2008). Lancaster et al. (2002) depict that generation Y focus on career security as an avenue to develop a solid portfolio of employability skills which may help them to seek a better career. Our review of some recent Indian literature highlights the following findings.

Mamta et al. (2013) study on expectations of Indian Generation Y reveals that the employee loyalty is higher in organizations that fulfill intrinsic needs and come out with plans for achieving personal goals of their staff. A similar study conducted by Parul and Jain (2012) highlights that the Professionals of Generation Y are highly inspired and performance driven when they are under an empathetic supervisor. Further, they are keen on the achievement of values in both work and social environment. They are critical to superfluous procedure and process. They can be termed as a cohort with a

strong sense of social responsibility and never fail to spot an opportunity to make their identity and space.

A summary of the various studies highlights that the generation Y expectations throw a unique set of challenges and possibilities for the talent management teams of today. This unique scenario them to adopt unorthodox methods to attract retain and motivate this new generation. Further, the shortage of highly skilled workforce invites a serious intervention and in this context prompts a study on these lines which will definitely aid the industry.

3. METHODOLOGY

We have adopted a qualitative approach and have conducted in-depth interviews to understand the career expectations of Indian Generation Y. The respondents of our interview process are executives of a leading business consulting firm which has its operations in Mumbai Bangalore and New Delhi. Interviews were generally employed for identification and establishment of career expectations and retention factors. The main advantage of an interview is that the responses to interview questions can be further converted into measurable variables (Kerlinger & Lee, 2000). They are also conducive enough for probing into the context and factors that lead the respondent to give a specific answer to a question. The research sample for our study consists of 52 executives who are presently working with the firm and another nine who were former employees. These executives were employed in different departments of the organization. The Interviews were conducted in the last two weeks of May 2015 and the first week of June 2015. The organization selected for our study is a global major in business consulting industry operating in more than 30 countries and has over 5000 employees in its rolls. This organization is a leading strategy advisor to 100 or more firms in India and is offering its service in sectors such as Airline, Finance, Healthcare, Media and so on. The company advises its clients on strategic issues such as Mergers and Acquisitions, performance improvement programs, private equity consulting and advanced analytics. The organization believes in developing their employees through their highly sophisticated human resource practices. The Professional Development Programme is one among such programmes targeted at consultants with an aim to improve their leadership competencies. The mentoring programme also helps them to fit themselves career development tracks, utilization of feedback from performance appraisals and in identifying further training needs. The organization believes in selective recruitment and hires only from renowned management and technology campuses spread across India. The

company has set a policy that too is considered one should have a strong, consistent academic record and should be a well-rounded individual shaving strong leadership trait.

3.1 The Participants and Interview process

The robustness of any qualitative research lies in the richness of the description of context and respondents from whom the data is collected (Rood & Douche, 2004). Henceforth the researchers have deployed purposive sampling as it enables the careful selection of units that helps in having a broader understanding of the topic under inquiry (Kerlinger & Lee, 2000; Silverman, 2000). The main criteria for participants to be considered for the study were that they (a) were consultants having Engineering Degree or Business Administration degree, and (b) were between the ages of 21 and 35. This effort is put in by researchers to match our criteria of Indian Generation Y; This careful selection was also done to ensure that the respondents fall within the organizational entry phase and early career phase as depicted by Greenhaus et al. (2000). The experience criterion set for the study was that these consultants must possess a work experience that is related to consultancy at least for one year. The experience composite was calculated as any consultancy assignment carried out by the employee on real site projects or an offshore project at his or her office space. 61 consultants across different management and engineering disciplines, irrespective of their gender race and educational institution were identified for our study. These respondents were employed with the organization in the on-going projects or the past. All of our respondents were enlisted in the organizations 'employee lists' while they worked for this organization. Of the research sample, 69 % were male, and 31 % were female. The sample showed a geographical dispersion within India 49 % from the North and North Western region followed by 35 % from Southern States and the rest of the North Eastern and Eastern States. All our respondents were born between 1980 and 1994, A breakdown of sample based on their birth year is depicted in appendices below. The qualitative research paradigm suggests that the responses of participants do not have to represent population; instead, the participants selected for the study are deemed to be important as individuals within the research setting. The participants consisted of 52 employees who are actively engaged in various projects and 9 of its former employees. One of the authors had worked in the organisation as intern during her master degree days and henceforth we had data access considerations. The necessary permission was obtained during the second week of March, and the data collection was scheduled for May 2015. We

approached the consultants and informed them that the study was part of an academic research initiative in the area. Of the 80 Consultants approached for the study, only 63 expressed their willingness to be part of the study, of the 63, we could not interview 2 participants due to organizational exigency. Prior appointments for 20Minutes with each of participant for interview were made at least three days in advance. The participants also assured that their identity would not be revealed to anyone and responses would be kept confidential. The participants were also explained that, at any stage of the study, they had the right to withdraw from study or to refrain from answering any of the questions asked during the interview. The 61 participants were interviewed for about 20 minutes, which was recorded using an audio recording device. A face to face approach was adopted in the interview process to elicit the participants experience, views and to recreate their career expectations. The interviews were carried out on a one to one basis and took place during office hours. The interview was conducted with the objective to map the early career expectations of consultants from the world of work. Though only standard questions were used for the interview process, the researchers have also raised a set of probing questions to have better clarity and understanding. At certain instances, the researcher requested the participant to elaborate more on the answer. The rationale behind this approach is that the participant should not answer the question in a stereotyped manner matching the researcher's expectations. The researchers have ensured that they were able to obtain answers to all the key questions in line with Jankowicz's (1995) guidelines on qualitative research. In our attempt to reduce the interviewer bias, the researcher has followed the recommendations of Reysoo and Heldens (2007) by probing more deeper about specific events and experiences; by posing short, direct questions which were clear and instantly recognizable. Each Interview session lasted approximately for 20 to 25 minutes.

3.2 Quality assurance and ethical considerations

The whole exercise of validating a study is not only to ratify people's perceptions of a situation but also to ensure that the findings are reflected in an accurate and truthful manner (Stainback & Stainback, 1988). Triangulation is one of the most recommended processes for ensuring the validity of any study. (Yin, 2008). The researchers gathered information from 61 different participants to ensure informant triangulation. Informant triangulation allows the researchers to have multiple measures of the same phenomenon (Neuman, 2005).

The triangulation aspects of theory ensured by the researchers after reviewing numerous theories and previous studies that are focussed exclusively on career expectations of Generation Y workforce and Graduates. The researcher has taken measures to adhere to Root and Fouche's guidelines (2004) for enhancing transferability of research findings, by the way of stating how data collection and analysis took place in the study. The research process was designed to ensure the integrity of the study and a great volume of notes were maintained as a check for the researchers. (Neuman, 2000). The validity and reliability dimensions were ensured by strictly following guidelines for qualitative research recommended by Neuman (2005), Page (1999), Roodt and Fouche (2004). Further, the researchers worked on systematic documentation of interviews by generating verbatim transcripts of the interviews and using field notes and interview notes. This process helped to ensure consistency and reliability in the data analysis. The reliability in a content analysis study depends on its stability i.e. the probability of a coder or group of coders re-coding the same data in similar fashion over a period. This precision could be achieved only through a peer review process which is adopted in our study, whereby the verbatim transcripts and themes are validated as stable and accurate.

The ethical aspects of research refer to the behavioral dimensions that researchers ought to demonstrate during the process of the investigation (Kerlinger & Lee, 2000). The researcher is bound by a moral as well as a professional obligation, even if the subjects are unaware or least concerned about ethical issues throughout the research process (Neuman, 2005). We ensured that the employees had expressed voluntary consent to participate and are not coerced to participate in our study. We had clearly briefed our participants about nature of our study and its implications for being transparent and gain trust after the in-depth interviews. However, we had made sure that only a broad view was provided to participants to prevent the risk of the idea being shared among participants who were yet to be interviewed. To administer the principle of freedom from

Coercion the participants were promised with the liberty to withdraw from the study without any obligation. We had also furnished a written agreement that confidentiality of the participants will be maintained and the data obtained will be safeguarded. Due to sensitive the nature of the information, we also informed them how the data will be utilized. The guidelines laid out by Stevens and Dial's (1994) were followed to avoid misuse of the information. To comply in line with these, we purposely asked only open-ended questions. Questions which are of summative in nature, or

yes or no type questions were totally ignored in our study design. The researchers have not put in any effort to influence the research design or data collection at any stage to ensure that it produced the desired outcome.

3.3 Data Analysis

The data analysis aims at reduction of data, (Robson, 1993), which is spread across some stages. A quasi-statistical approach was followed for the study, Content analysis was carried out to group words, themes and concepts to give meaning for the interview data (Crabtree & Miller, 1992). We followed a systematic qualitative content analysis in which the recorded interviews were verbatim transcribed by fellow colleagues who do not have any kind of interest in our study. The researchers engaged in rereading the transcripts several times to gain further insight into the interviews. An inductive data analysis was carried out to break down the contents into meaningful information. This process allowed the researcher to formulate explanations and relevant theories from the data itself. The term 'content' for the study refers to individual sentences pre-existing in the data. The informal content iteration process initiated by the researcher has helped in identifying the first order themes for our study. This iteration process includes searching for recurrent themes in the transcripts. These recurrent themes otherwise called as 'codes' refers to various topics, attitudes, concepts, various events and processes that are used for representing human activity and thought (Foreman & Damschroder, 2004). The coding can be described as a process of identifying persistent, words, phrases and themes underlying in the data and recognize patterns (Morse and Field, 1995). The informal content analysis helped the researcher to identify categories which are of potential relevance for the study. The themes identified from the study and transcripts were submitted to a peer who is a renowned qualitative methodologist. The peer was requested to give feedback to the on the themes identified. The peer had reverted to the researchers after a month's time validating the credibility of first order themes.

One of the researchers has practiced the use of codes as a measure of improving rigor while analyzing data. The informal content analysis followed by a formal content analysis in which the informational content, categorized in a systematic manner for further analysis and interpretation. This approach is highly appreciated as it enhances the methodological rigor of study (Miles & Huberman, 1994). Further the formal content analysis allows the researcher

to have a better understanding of subjective experience of participants by way of reorganizing and coding. These processes help the researcher to analyze data in a detached and impersonal manner, effectively reducing researcher bias (Weber, 1990). This is possible as the formal content analysis was carried out with the help of a coding book. The codebook was compiled out of inductive themes that were generated out of the primary informal content analysis. The codebook enabled the researcher to quantify and retrieve data that was not apparently evident in a transcript form. The researcher could also record them by way of representing their frequency of occurrence so that the subjective experience of respondents could be shared in a more accurate manner. The codes were revised, refined and updated, on a continuous basis as new concepts and themes surged as the informal content analysis progressed. This approach, in line with researchers' views' and an iterative process of induction, reduction and interpretation were carried out until a saturation point was attained. After this time-consuming coding process, the researchers entered all the data which are basically the first order themes in an excel spreadsheet. Their occurrence computed the first order themes in the interviews; the formal content analysis was continued till the second order themes were derived from the data. Peers also vetted the second order themes after a detailed discussion on the topic. The findings from the data analysis process are discussed in detail in the forthcoming section of this paper

4. FINDINGS OF THE STUDY

Generation Y has certain distinctive traits that influence work ethics and relationships; how the organization is managed, and perception of organizational hierarchy: Their different backgrounds and life experiences affect their differing expectations, distinct work ethics, deep-seated attitudes, opposing perspectives and diverse motivators. Table 1 indicates the first order themes identified from informal content analysis, 22 first order themes were identified. These themes were numbered explained and frequency of themes were depicted for better clarity of presentation. The frequency represents the number of times these first order themes were mentioned by participants in the interviews. We also elicited the related quotes for substantiating our classification from the verbatim interview transcripts

Here is a summary of the findings of the study of Generation Y illustrating these different themes:

Table 1.
First order themes and their explanations

<i>S. No</i>	<i>First order themes</i>	<i>Explanation</i>	<i>Frequency (number of Occasions words used in our interview)</i>	<i>Sample Quotes</i>
1	Career growth opportunities	Progression from a Consultant to a senior manager in the organizational Hierarchy	216	"It should provide me with Career growth opportunities "
2	Learning	Learning new skills and gaining knowledge of aspects related to management problems,	224	"It should help me to build new skills as I am curious to learn."
3	Mentoring	Being mentored by a senior employee and / somebody who has experienced the organizational work and atmosphere and having knowledge related to industry and work process	176	"A mentor or a buddy who will make me comfortable with the unsaid rules of the organization."
4	Characteristics of mentor	The expected characteristics and traits of a good mentor	138	"like to have a buddy who motivates me to take that extra effort to help me succeed, instead of someone who simply give a text book kind of speech."
5	Leadership	The ability of a functional head /organizational head to influence, motivate and effectively guide others.	209	"Leadership in the organization should be accessible to employees at all levels in the organization,....Lead by example - do what they say and say what they do...encourages employees to participate and get involved in strategic moves of the organization."

Table 1 Contd...

6	Support from Supervisors	Supervisor involvement and contribution in the success of individuals and team	183	".....provide technical inputs to my worksomebody who will help me move through the organization."
7	Relationship with peers	Opportunity to new people at work and working with others in a conducive / congenial work environment	157	"An easy access to any person in the organization, irrespective of the level. Appreciation of good work by friends,.....should have a chance to help a senior colleague."
8	Work life balance	The act of prioritizing between "work commitment and lifestyle of an individual	178	"I should have some type of activities at my workplace which is a good way to break away from routine....I love my workplace because of flex - timing that I have."
9	Compensation and benefits	The various forms of monetary and non-monetary remuneration provided by the Organization to its Employees	191	".....feel motivated to work in my organization because It offers me good Money.....Instant rewards like gift coupons or reward points which I can utilize at any point in time."
10	Feedback	The exchange of information about expected performance and exhibited performance	168	"..... I believe that it is important to receive feedback on my performance at regular intervals during an assignment."
11	Autonomy	The Degree of freedom and discretion allotted to an employee to make decisions	125	"I Opportunities to take responsibilities and chances to make my own decisions on how to work."

Table 1 Contd...

12	Changing career path	A well-defined change of career /job which an employee makes	166	"If I don't like my work, why should I continue? Even if I like my work, peer pressure makes me look for a change
13	Clear instructions to perform the task	Organizational communication with its employees	146 Clear instructions to perform the task assigned to me.... Knowing the exact deliverables and accountabilities
14	Involvement in decision-making	Chance to get involved in decision-making process	120	"I like to be involved in decision making policy framing processes "
15	opportunity for social work	A chance to work a corporate social responsibility initiative	91 opportunity to get involved in a social cause which may not be a part of my job role excites me.....
16	Relationship with previous organization	Encouragement and opportunity to be connected with former colleagues and supervisors	84	I would like to stay in touch with my previous organization because.... Would like to know what my friends in the organization are doing ,... have an emotional attachment to that organization Opportunities for me to go back to that organization
17	Work variety	Involvement in work that is not monotonous and deemed to be enjoyable	147	"Additional / new work responsibilities in my work."
18	Respect	Respect for colleagues, superiors and employees	201	"...enjoy working in an atmosphere where people love and respect each other..."

Table 1 Contd...

19	Involvement in challenging work	Involvement in a job which is I mentally stimulating and challenging	154I love to be in a competitive environment
20	Value addition to the organization	Delivering a work /process that will benefit or make a the difference to the organization	141 It is a matter of pride for me that my work impacts the business and growth of the organization
21	Recognition	Gaining appreciation in the form of monetary or Non-monetary rewards from colleagues and superiors.	161	" Appreciation of my work from the leadership / client in the organization..... A recognition and reward (may be a very small thing) which comes to me as a surprise
22	Corporate reputation	Collective judgments about a corporation	177is the best consulting firm to work forin this Part of world

The researchers after gaining approval of their first order themes went for a formal content analysis and regrouped the first order themes together into second group themes based on a broader group. These themes were further validated through an extensive peer review process. This broader regrouping was done based on an earlier work done by Vieira et al (2010) on their study on career expectations. These themes were highlighted in Table 2 given below:

Table 2.
Second Order Themes

<i>First order Theme</i>	<i>Frequency</i>	<i>Second Order theme</i>
Career growth opportunities	216	Job Attribute
Feedback	168	
Changing career path	166	
Involvement in challenging work	154	
Value addition to the organization	141	

Table 2 Contd...

Work variety	147	
Involvement in decision-making	120	
Relationship with peers	157	Work environment and culture
Respect	201	
opportunity for social work	91	
Corporate reputation	177	
Autonomy	125	
Support from supervisors	183	Perceived organizational support
Leadership	209	
Clear instructions to perform the task	146	
Characteristics of Mentor	138	
Recognition	161	
Learning	224	Learning & development
Mentoring	176	
Compensation and Benefits	191	Compensation & work life balance aspects
Work life balance	178	

The various first order themes were grouped into second order theme as follows. (1) Learning and Development (2) Job Attribute (3) Work environment and culture (4) Perceived Organizational support (5) Compensation and other benefits

5. LEARNING & DEVELOPMENT

Learning and Development emerged as a strong expectation of Gen Y with learning aspects discussed 224 times in our interviews. This matches in line with previous studies conducted by Cole(1999), Mabey (1996), Pitcher and Purcell (1998) where they found that Generation Y expects the organization to provide them opportunities for high-quality learning and development. In similar lines, mentoring was also found to be a major component in early career expectations of Gen Y. Our findings confirmed the earlier works in this area (Benzer, (2009: Glagola & Nichols, 2002; Hessen & Lewis, 2001; Parker Brown, 2001; Patrick, 2001).

5.1 Job Attributes

The next major theme that emerged in our discussion is the various attributes of Job. To mention few the opportunities for career growth (216 time) which was in line with studies by (Cable & Graham, 2000)involvement in

challenging work (154 times) described by McDermott, Mangan, and O'Connor (2006)), value addition to the organization (Vieira, 2010). Our study also confirms that the employees need to be in an interesting work earlier emphasized in the work carried out by Arnold and McKenzie-Davey (1994)

5.2 Work Environment and Culture

The work environment and culture, respect for employees, and relationships at work were considered to be important in the work related expectations of Generation Y. Respect for peers, positive image of the company, autonomy at the workplace, a chance to engage in socially responsible activities are highly appreciated by employee belonging to Generation Y.

5.3 Perceived Organizational support

Our study also highlighted that employees expect a human-like behavior in the relationship with the organization where they put in their effort. This is expected to happen through embodiment of the treatment they receive from superiors. In our study, it was found that the willingness to support by superiors and is viewed as a gesture of approval of their contributions. The support measures were viewed as reciprocal effort by the organization., This was seen in our study as the themes such as leadership (209 times) and support from supervisor (183 times) invited considerable traction in our work. The study helped to validate the importance of the construct perceived organizational support propagated by Eisenberger et al. (1990)

5.4 Compensation & Work life balance

The participants in our study expect a fair amount of importance to monetary and nonmonetary reward and recognition. This finding is in sync with results published by Gruber (2008) where engineers affirmed that they anticipated to be adequately remunerated and our content analysis highlighted the compensation aspects were discussed 191 times in our interviews. Our short study helped us to identify that Generation Y is concerned about work-life balance (178 times). This finding matched with earlier focus group discussion conducted by Grunewald and Wenzel (2009) which was exclusively centered on the topic career and work-life balance expectations of Generation Y. Many of our participants adhered to the view "I work to live, I don't live to work." though they had acknowledged that they were willing to tolerate the imbalance in their work life at times. Many of them put forward ideas for work-life integration

In short it can be summarized that workforce that belongs to Generation Y feel motivated to work in an organization because of certain factors. The most important of these factors is an opportunity to learn and grow in career, They are also drawn to organizations offering monetary remuneration in the form of a good pay package good job role with a lot of challenging assignments, which has a direct impact on the business. Generation Y also like to be associated with the growth of the organization, having a good reputation and having congenial work environment. For Gen Y, a mentor or a buddy who would make them comfortable with the unsaid rules of the organization is the most important factor in their office. They expect a great level of support from their superiors who can help them move through the organization and gain practical exposure. They yearn for well-balanced work life

6. IMPLICATIONS OF OUR STUDY

Our study gave a detailed overview of the career expectations of Indian Gen Y. The study helped us to have theoretical as well as managerial implications that may help practicing managers as well as future budding researchers. The study gives an insight to managers of consulting firms to give shape to their employee attraction as well as retention strategies with special reference to their employees who are in their early career phase. The findings from the research highlight the need and relevance of programs to address the learning and development needs of early career employees. This would facilitate their career growth aspirations. The recruiters can have an open forum with their potential future employees in selected campuses from where they regularly recruit. An invitation to share their career expectations will help in designing career progression plans and professional development workshops matching the employee expectations. The hidden advantage is that these discussions will help to check out the unrealistic career expectations of young career aspirants. This initiative also helps the training department and planning department to chart programmes according to peoples' aspirations and caliber. Another area that attracted the attention is the participant's dependence upon support from superiors and mentoring programs to have more exposure to real time challenging problems. The superiors and mentors can play a crucial role in facilitating this knowledge transfer process. Organization should focus on developing learning initiatives that are mentor centered. There should be combined effort by various unit head in identifying suitable mentors who are capable of facilitating knowledge transfer as this process is of extreme importance to the organization. The organization can meet another important expectation

by designing quality of work life initiatives which are considered to be extremely important by generation y workforce.

6.1 Limitations and Future scope of study

The available literature on Indian generation Y is very much limited and henceforth the researchers have relied upon nonacademic literature in certain sections of this work. The classification of Indian generation used for this study may not be consistent with other similar studies carried out on the similar topic. We are not sure whether the factors such as job attributes, perceived organizational support, work environment and compensation deducted from our study is consistent with this respect to this generational cohort. The Interview process was spread over a few weeks in an organization, so there exists a probability that participants might have already gained a clear idea about our study from their fellow organizational peers. This might have resulted in similar kind of responses while answering to our interview questions. Another serious limitation of our study is that the findings from the research were relevant only to consultants and other similar knowledge workers and not any other group of workers belonging to Generation Y. This limitation has crippled the generalizability of the research, because of a biased response entered in our data. However, the findings may aid organizations which are similar in its business operations. Our study has probed into early career expectations of Generation Y cohort and suggested that career management programs and mentoring should be the core of employee satisfaction and retention programs, However designing these programs invites a more detailed research strong in empirical aspects. There are serious lacunae in studying about career expectations of Gen Y from the academic community, The differences of expectations among different generational cohort are not studied in detail, and only a few studies discuss these differences, Further our study deals with career expectations of Generation Y consultants. Hence this area demands further empirical investigation

7. CONCLUSION

Generation Y is a huge generation. Hence, its every action has a great impact on the corporate world. Understanding Generation Y is vital for the organization because it is rapidly flooding into the workforce and challenging the enterprises to change their norms. So this is a generation which the organizations' cannot afford to ignore. This study was undertaken to understand the expectations of this generation from the organizations and it was found that Generation Y has

very different ideas regarding the organization's commitments towards it and the work ethics it needs to follow. It prizes autonomy and flexibility and needs a clear picture regarding everything. In turn, it offers the organizations with its technical skills and creativity; but it is faithful to its career, not the organization. So Generation Y needs to feel interested in the work assigned to it. Otherwise, it will not hesitate from resorting to switching over to another job. So the organization needs to address and fulfill these expectations of Generation Y to the best possible extent to get the best out of the Generation Y crowd, (2005). Generation Y: powerhouse. Deloitte Consulting LLP,

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