

Does A Recession Affect Millennials' Career Expectations?

Final Honours Thesis

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Abstract

In recent years, scholars have shown an increased interest in understanding how Millennials' perceptions of entitlement impact both their work and academic lives (e.g., Ng, Schweitzer, & Lyons, 2010). However, there is minimal research on the impact that a recession has on Millennials as they transition from university to the labour market. The purpose of the current project was to gain a better understanding of the impact that the current recession in Alberta has on new graduates' career expectations. We used a mixed-methods design that incorporated both focus group data and questionnaire results from 62 third- and fourth-year business students in Alberta. Interestingly, participants' awareness of the recession had no impact on career expectations. Results demonstrated that immediate career expectations were driven by perceptions of entitlement, while future career expectations were affected by gender. Specifically, men had significantly higher future career expectations than women, even after controlling for entitlement and recession awareness. These findings can be used to assist universities in helping new graduates set realistic expectations when entering the workforce during a recession. At the same time, businesses can use the current results to tailor their recruiting techniques to target the specific needs and desires of graduating Millennials.

Acknowledgements

I would first like to extend my sincere gratitude to my supervisor, Leah Hamilton, for her continuous guidance and support. You have advised and encouraged me through my introduction to the research process and guided me into an area that I am passionate about. I am incredibly thankful for the numerous opportunities you have provided me and I could not have completed my honours thesis without your mentorship.

My sincere thanks also goes to the wonderful faculty in the Bissett School of Business at Mount Royal University, from who I received continuous support throughout the completion of this project. I would also like to give a special thank you to the research assistants who helped with the focus group data collection.

Finally, I would like to thank my friends, family, and Myles for their endless support and interest in my honours thesis.

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Literature Review

Introduction

Canadian university students from a generation classified as being entitled are currently graduating into a less than ideal labour market. Herbison and Boseman (2009) describe these individuals as being well educated, high tech oriented, and increasingly connected through technology (p.33). With all of these characteristics the expectation is that jobs should be readily available for these individuals; however, the current recession is preventing that from happening. Once a booming job market, Alberta has now reached an unemployment level of 9.0%, the highest it has been since 1996 (Government of Alberta, 2016) and within Alberta, Calgary's unemployment reached 10.2% in October 2016 (Government of Alberta, 2016). For individuals from a generation that "... holds on to dreams more fiercely" (Twenge, 2006, p.82) the potential implications of the recession may be difficult to grasp.

With the concept of psychological entitlement becoming increasingly popular in the media (Harvey & Martinko, 2009, p.459), psychologist and researcher Jean M. Twenge has placed a considerable focus on the prevalence of entitlement in the Millennial generation (Twenge, 2006). The Millennial generation, born between 1980 and 2000, labelled as "Generation Me" by Twenge (2006) have been recorded as having a high sense of entitlement, described by Harvey and Martinko (2009) as "expecting praise and success even when effort and performance are lacking" (p.459). Much of the research about the sense of entitlement felt by Millennials has been conducted around the effects that this has on different aspects of their work life, such as the relationship between entitlement and career choice, where career choice precedes a sense of

entitlement (Hurst & Good, 2009), and the high expectations in workplace psychological contracts due to entitlement (Linde & Gresse, 2014). Rousseau (1989) defines workplace psychological contracts as being the beliefs held by an individual about the terms and conditions of a mutual exchange relationship between two parties (p.123).

Research conducted by Dries, Pepermans and Kerpel (2008) showed that Millennials have a strong attachment to organizational security (p.921). This attachment would be threatened during a time of recession, defined as “a period of reduced economic activity” (Merriam-Webster’s online dictionary, n.d.). With an increasing number of Millennials having graduated into the work force and experienced the effects that a recession can have on their career and the labour market, a number of studies were conducted to analyze the expectations these new graduates had for their career during a recession (De Hauw & De Vos, 2010). The results of these studies were not consistent with the current beliefs of Twenge and other entitlement researchers, as many of the participants expressed their concern that the recession would negatively influence their career opportunities (De Hauw & De Vos, 2010, p.298).

The findings of De Hauw and De Vos (2010) challenge the belief that the Millennial generation displays “an unprecedented sense of entitlement” (Herbison & Boseman, 2009, p.33) even during challenging economic times. In this context, the current project will analyze how Millennials’ entitlement perceptions and awareness of the recession affect their career expectations creating a better understanding of how a recession is viewed by a generation with “supersized” career goals (Ng, Schweitzer, & Lyons, 2010, 282). This begins with a literature review that helped to guide the development of focus group questions and a survey with Mount Royal University

business students, looking at entitlement in Millennials, the impact of entitlement on career expectations, and career expectations during a recession. The results will be beneficial in assisting Millennial new graduates at Mount Royal University in their transition into the workplace during a challenging economic time.

Entitlement in Millennials

Entitlement has been a growing concept for the Millennial generation, yet there has been little research conducted around the potential outcomes of this sense of entitlement (Harvey & Martinko, 2009, p.471). Much of the discussion around entitlement involves the Millennial generation's desire for more materialistic goods (Twenge & Kasser, 2013). Twenge and Kasser (2013) conducted a series of studies between 1976 and 2007. Throughout these years they surveyed samples of grade 12 students at high schools in the United States, selected through multistage random sampling (Twenge & Kasser, 2013, 886). The results from Twenge and Kasser (2013) indicated that the graduates from the Millennial generation displayed drastically higher desires for material goods than the Baby Boomer graduates, graduating from the mid-1970's (p.889). An increasing number of graduates between the years of 2005 and 2007 expected to earn more than their parents; showing a strong increase in the materialistic expectations of the Millennials (Twenge & Kasser, 2013, p.889).

There has also been an interest in the different levels of entitlement felt by both men and women (Boswell, 2012). In a study involving 313 undergraduate students at an American university, a questionnaire was used to measure the students' levels of academic entitlement (Boswell, 2012, p.358), the belief that one deserves success in their academic life regardless of effort (Boswell, 2012, p.353). The results of this study

indicated that the male participants reported significantly higher levels of academic entitlement than the women (Boswell, 2012, p.359). This is consistent with the findings of Ng, Schweitzer, and Lyons (2010), where male students expressed stronger expectations for timely promotions and higher starting salaries than the female students (p.286). There are, however, limitations to the study conducted by Boswell (2010), as the sample comprised largely of students in the freshman and junior years and lacked significant participation from the senior level students, thus limiting the ability to make any generalizable statements (p.363).

Most recently there has been a belief that entitlement in the Millennial generation has a relationship with their levels of felt accountability, defined by Hall et al., (2003) as “an implicit or explicit expectation that one’s decisions or actions will be subject to evaluation by some salient audience(s)...” (p.33). This has been demonstrated through a study conducted by Laird, Harvey, and Lancaster (2015). This study involved a survey completed by 181 Resident Assistants from various universities around the United States (Laird et al., 2015, p.91). The results of their study indicated that low levels of accountability for the Resident Assistants, who hold both a student and employee role by enforcing rules in the dormitory, resolving conflicts, and organizing activities for fellow students, resulted in lower job satisfaction for the entitled participants. (Laird et al., 2015, pp.91-92). These results indicate that, for Resident Assistants who are high on entitlement, greater levels of responsibility lead to higher levels of satisfaction (Laird et al., 2015, p.92). This finding contradicts the common belief that entitled individuals do not expect to put in effort in order to achieve success (Harvey & Martinko, 2009, p.459). Importantly, these findings imply that the negative behaviours associated with entitled

behaviour can be negated through the use of tactics to increase responsibility (Laird et al., 2015, p.93).

Overall, the research involving the sense of entitlement and its influence on different aspects of everyday life for the Millennial generation, points at increasing expectations for material goods (Ng et al., 2010; Twenge & Kasser, 2013), and a strong need for more research to be conducted about the potential implications of having a sense of entitlement (Harvey & Martinko, 2009, p.471). In the study conducted by Twenge and Kasser (2013) it is stated that the Millennial generation believes in the importance of owning material goods, but expresses no desire to achieve this through hard work (p.894). A lot of the blame for these beliefs has been placed upon current parenting practices (e.g., “helicopter parenting”), in which the importance of each child’s thoughts and feelings is consistently enforced, unlike the generations before (Twenge, 2006, p.72). This individualistic behaviour has led to the belief that there isn’t anything this generation can’t do (Twenge, 2006, p.72). The instilment of these beliefs has not only been shown to have an impact on their personal lives, but also on the expectations for their career (Ng et al. 2010).

The Impact of Entitlement on Career Expectations

As more graduates from the Millennial generation begin to enter the workforce, an increasing amount of research has been done surrounding what they expect for their future career. There is a strong belief that the goals they set are “supersized” and their expectations are unrealistic (Ng et al., 2010, p.282). The expectation is that they will receive a strong work/life balance, while earning a high salary, and experiencing rapid advancement (Ng. et al., 2010, p.282). Ng, Schweitzer, and Lyons (2010) examined these

variables using a national survey, where they gathered data from 24,413 postsecondary students from institutes across Canada (p.283). The results of the survey showed that 71% of the participants would be willing to agree to a job below their expectations if it would assist them in starting their career (Ng et al., 2010, p.285). It was also observed that a large majority of the participants had an expectation that they would receive a promotion at their first job within eighteen months (Ng et al., 2010, p.285). This is similar to the findings of Linde and Gresse (2014), who, in their study of 179 students in their third year of economic and management studies, found that there was a correlation between entitlement and their career goals (p.286). They discovered that 95% of participants believed that their qualifications increased their expectations for their future careers, which provides an explanation as to why the study resulted in high-recorded levels for both entitlement and expectations. (Linde & Gresse, 2014, p.286). It is important to note that Linde and Gresse (2014) conducted their study in South Africa, which limits its relevance to Canadian undergraduate students.

The belief that there is a correlation between entitlement and expectations (Linde & Gresse, 2014, p.286) is contradictory to the findings of Hurst and Good (2010), who state, “pre-entry expectations are based on prior experiences” (p.576). Therefore, in Hurst and Good’s (2010) findings they express their belief that the expectations one has for their career precedes their perceptions of entitlement (p.576). Hurst and Good (2010) came to this conclusion by analyzing 224 survey responses from college students enrolled in courses pertaining to retail (p.576). They found that these individuals used their previous retail experience to shape the expectations that they had for their future career

(Hurst & Good, 2010, p.586). However, the implications of the study conducted by Hurst and Good (2010) are limited, as the study was conducted strictly within the retail sector.

All researchers do not share the belief, shown in the study conducted by Ng et al., (2010), that the Millennial graduates expect to advance quickly through their career.

Tomlinson (2007) used semi-structured interviews with 53 senior students to determine what attitudes students were developing towards the labour market and how this would influence their own expectations (p.288). The majority of participants in the study believed that their career progression would be a challenging process (Tomlinson, 2007, p.288). The students were mindful of the idea that they needed to present themselves as being employable to numerous different employers, as staying at one job for an extended period of time was viewed as “restrictive and limiting” (Tomlinson, 2007, p.289).

In an earlier study involving 224 MBA students, who had recently accepted a job offer, a relationship was discovered between the perceived obligations of the employer and the expected tenure of the students (Rousseau, 1990, p.397). Similar to the findings of Ng and colleagues (2010), Rousseau (1990) found that new graduates will accept a job that they view as providing them with an avenue to their future (p.285), Rousseau (1990) also discovered that these individuals would have lower expectations for their employer due to their anticipation of a short term of employment (p.397). This behaviour is displayed due to an increased level of entitlement and can result in numerous missed career opportunities (Linde & Gresse, 2014, p.280). In the study conducted by Rousseau (1990), it is important to note that participants were not Millennials and the findings speak only to the relationship between entitlement and career expectations.

The Millennials are a generation described as wanting it all and wanting it now (Ng et al., 2010, p.282). Wood (2004) found that the amount of time, effort, and resources that go into achieving a degree are attributed to the high expectations that the Millennial generation holds for their career (p.71). While there has yet to be a link established that connects having a sense of entitlement with the expectations that one has for their salary (Linde & Gresse, 2014, p.289), these individuals expect rapid promotion (Ng et al., 2010, p.285), and are constantly searching for more enriching work (Tomlinson, 2007, p.289).

Tomlinson (2007) found that new Millennial graduates discount the different economic structures that shape their opportunities, as they see their future as being a product of their own agency (p.289). Similarly, Dries et al. (2008) stated that the Millennial generation has learned about the unpredictability of the future, and as a result does not rely on their employer to be able to provide them stability (p.909). This implies that new graduates are prepared to handle a recession (Dries et al. 2008, p.909). Dries et al. (2008) argue that Millennials will have gained sufficient training to provide themselves with the ability needed to feel secure with an unpredictable economy and its influence on the labour market (p.909). However, this belief is not widely agreed upon, and several studies have shown that even though career expectations remain high, Millennials feel slightly less optimistic during a time of recession (De Hauw & De Vos, 2010).

Career Expectations During a Recession

After the recession in 2008, the career perspectives of Millennials have become an increasingly discussed topic. In a longitudinal study of Millennial grade 12 students in the United States, Twenge and Kasser (2013) found evidence differing from the current belief that students would change their perspective on their entitlement to materialistic goods during a recession (p.894). Twenge and Kasser (2013) used the findings of their study on materialism to show that the high levels of unemployment brought on by a poor economy will lead to higher levels of desire for goods in the future by Millennials (p.894).

In another study conducted about a recession's impact on career expectations, De Hauw and De Vos (2010) surveyed students who graduated during prosperous times in 2006 about their career expectations and then surveyed students who graduated during a recession in 2009 about the same topic (p.296). They discovered that while their recorded optimism was significantly lower than those of the 2006 graduates, the students graduating in 2009 still had high expectations for the content of their job and still expected high financial benefits (De Hauw & De Vos, 2010, p.298). In a similar study on graduates during turbulent economic times, Rae (2008) analyzed current surveys and the labour market to observe that the state of the economy is often given little attention by students and states his belief that this lack of knowledge about the economy is what causes the development of high career expectations (p.759).

However, the Millennial generation is better educated than any generation before it and as a result they are faced with high levels of debt (Berridge, 2014). There is an expectation that this education will provide them with their desired career (Wood, 2004,

p.71), yet during a recession, with a difficult labour market, these individuals are forced to delay the major decisions they expected to make as adults (Berridge, 2014). This belief is confirmed by Oreopoulos, Wachter, and Heisz (2008), who found a ten-year progress gap for those who graduate in a time of recession compared to those who graduate during prosperous economic times (p.33). Therefore, it would take ten years longer for someone graduating during a recession to reach the same level of progress than if they were to have graduated into a more traditional market (Oreopoulos et al., 2008).

The National Union of Students (2009) observed that students were attempting to deter the effects of a recession on their career by further educating themselves. This is consistent with Wood's (2004) argument, that gaining an education leads to higher career expectations (p.71). New graduates are most likely to see the difficult labour market as negotiable (Tomlinson, 2007, p.289) and put in more time, effort, and resources to gain an education so that they could further increase their expectations (Wood, 2004, p.71) and become more employable (Tomlinson, 2007, p.289).

Luck is said to play an important role in determining how Millennials are affected by a recession (Oreopoulos, Wachter, & Heisz, 2008, p.3). Oreopoulos et al. (2008) found that luck has the ability to categorize graduates into two groups: advantaged and less advantaged (p.3). Through the analysis of existing data it was observed that those considered less advantaged feel a stronger effect from the recession and graduates considered being at the top experience short and minimal effects (Oreopoulos et al., 2008, p.34).

While there has been minimal research conducted surrounding the topic of how graduating during a recession influences Millennials' career expectations, there has been

a strong base of evidence developed to assist in further research on the topic. There have been several studies conducted to demonstrate the effects of a recession on new Millennial graduates' careers, such as the information shown in the study by Oreopoulos et al. (2008), and information has been provided about what Millennials are doing to combat these effects, demonstrated by the survey conducted by the National Union of Students (2009). However, aside from the study conducted by De Hauw and De Vos (2010) looking at the career perspective of Millennials, the information regarding how a generation that has unrealistic career goals (Ng et al., 2010, p.282) will react to a difficult labour market is limited. There is a call to action by Ng et al. (2010) that the adjustment of career expectations are monitored as economic conditions change (p.290). The current 9.0% unemployment rate in Alberta (Government of Alberta, 2016) provided the opportunity to measure the adjustments, if any, of the career expectations held by new Millennial graduates.

Hypotheses

Based on the findings of the literature review, four hypotheses were developed:

1. Participants will have high career expectations, even during a recession.
2. Recession awareness will predict career expectations, such that higher awareness of the recession is associated with slightly lower career expectations.
3. Perceptions of entitlement will predict career expectations, such that higher entitlement is associated with higher career expectations.
4. Gender will predict career expectations, such that male students will have higher career expectations than female students.

Methodology

In their 2010 study, Ng and colleagues found that the Millennial generation has supersized goals and unrealistic expectations. Interestingly, it has also been shown that the high expectations possessed by Millennials persist even through challenging economic times (De Hauw & De Vos, 2010). To further build on these findings, the objective of this study was to gain a greater understanding of the impact that the current recession in Alberta has on senior Mount Royal University business students' expectations about entering the workforce. Specifically, this study examined the expectations that the business students at Mount Royal University have for their future career and if they have adapted these expectations based on the current economic climate. This project will increase the overall understanding of Millennials' career expectations and their future employment possibilities.

There were two stages to this research project: Study One was an exploratory study using focus groups; Study Two involved the completion of a questionnaire.

Study One

This study received ethics approval at Mount Royal University (HREB ID: 2016-29Sa), shown in Appendix A. This exploratory study involved three focus groups designed to explore third- and fourth-year business student's career expectations and how these expectations have been affected by the current economic downturn.

The focus groups were held at Mount Royal University, at the Bissett School of Business. The three focus groups took place throughout the month of May 2016. The participants of this study were over the age of 18, both male and female, and third and fourth year Mount Royal business students, as they are the closest to graduating and entering the workforce during the current recession. Participants were recruited for the focus group through posters (Appendix B) displayed around the Bissett School of Business and through three classroom visits (Appendix C).

The focus groups included between two and four participants, for a total of nine participants between the three focus groups. All nine of the participants were given an information and consent form (Appendix D) at the beginning of each focus group. This form was signed to indicate voluntary consent to participate and their understanding of what their participation entailed. Once consent had been given, each focus group participant was asked a series of structured focus group questions and corresponding probes (Appendix E). These questions revolved around the participants' career expectations, how the recession had affected these expectations, and what strategies the participants have used to assist them in their transition into the workforce during these challenging economic times. The focus groups were recorded through both detailed notes and an audiotape. No names were attached to any of the information provided by participants.

Upon conclusion of the focus group, each participant was given a debriefing form (Appendix F) and a demographic survey (Appendix G). The debriefing form outlined the various services at Mount Royal University that are available to each participant if they required it, such as Career Services and Student Counselling. The demographic survey

was distributed in order to report on the characteristics of the sample. Each participant was given \$10 and a slice of pizza to compensate for their time.

Participants

The participants included 9 individuals (5 female, 4 male) who were recruited through posters displayed around Mount Royal's Bissett School of Business and three classroom visits. Six participants identified as white, 1 as Asian, and 2 as East Indian. The age range of participants was 20 to 28, with an average age of 22. Eight participants were in their third year and only one student was in their fourth year. The majors of each participant varied and included 1 in Marketing, 4 in General Management, 2 in Accounting, 1 in Finance, and 1 in Psychology (minoring in Business). The anticipated industry that participants expected to work in upon graduation was diverse and included Finance and Insurance, Management of Companies and Enterprises, Health Care and Social Assistance, Retail Trade, and Information.

It is important to note that the individuals who participated in the focus groups were a very diverse and active group. Many of the participants were involved in school programs in order to better themselves and to increase their chances of gainful employment. The majority of participants were or had been involved in the Mount Royal co-op program and 4 participants were currently part of the first cohort of the Mount Royal Honours Program for business students. Therefore, the findings may not be representative of all Mount Royal business students.

Career Expectations

The majority of participants expressed high career expectations and expected to earn between \$40,000 to \$60,000 upon graduation with four weeks of vacation. After

gaining even further education salary expectations for the future were raised to \$80,000 to \$200,000. The participants did not expect to stay at a company for long periods of time, with the majority anticipating around 3 years or less. Many of the participants attributed their expectations for their future career to their investment in schooling, implying that the money and time spent on their education led to their high expectations.

As graduation was growing close for all participants, numerous individuals noted feeling more pressure to stand out in a pile of applicants. Regarding their potential future industry, numerous participants noted feeling less optimistic about the oil and gas industry and mentioned looking for diverse new career options outside of this industry.

Knowledge of the Current Calgary Recession

The knowledge levels about the Calgary recession varied among participants; however, all participants showed some knowledge of the recession in Calgary. Some stated that their interest in the subject has lessened as time has gone on, while others continued to keep up to date. Many participants only paid attention to the news to find out about big layoffs that were happening in the city to assist them in applying for jobs. One participant stated the belief that keeping up to date on the recession was a requirement in order to appear knowledgeable about specific companies during interviews.

When asked about the future for Calgary all participants appeared to be cautiously optimistic. The majority of participants expect the recession to have improved by the time they graduate; however, many still expressed concerns that it would impact their job search upon graduation. Two participants noted that the “boom and bust” cycles in

Calgary have been occurring more frequently and believe that the recession may improve in the short term but it is likely to happen again in the future.

Effect on Future Employment Possibilities

All participants displayed a level of confidence about their future employment possibilities. Many participants stated that they would be willing to accept a lower level position that would allow them to work their way up in their career. Numerous participants noted that diversifying their job search and looking into new industries, other than oil and gas, might be a requirement in order to get a job in the current Calgary market.

Due to the active and engaged nature of the group of participants, many of these individuals had already begun implementing and planning strategies in order to ease their transition into the workplace and increase their chances of employment. Therefore, the majority of these students expressed the opinion that they felt they were in a position to overcome the recession. Many students believed they would be able to successfully differentiate themselves from the majority of their graduating class in a pile of job applications.

Strategies to Overcome the Recession

All participants identified a variety of strategies they were using to assist in their job search during this challenging economic climate. Further education was a common strategy mentioned in all focus groups used to delay feeling the effects of the recession, with more education being used to ensure future job security. All participants noted the importance of both formally and informally networking with industry professionals, and

while most believed that developing a mentor would be beneficial, no participants had developed a formal mentoring relationship.

Relocating to find a job was mentioned in two of the three focus groups, with nearly all participants in the two groups stating that they would be willing to move out of Calgary if it would assist them in starting their career.

Numerous students identified the co-op program at Mount Royal as a very important resource in building a strong resume and also making industry connections. Participants discussed the co-op program in all three focus groups, with many participants speaking very highly about the program and all the benefits that it has provided for their job search. These benefits include developing resumes tailored for specific jobs, conducting a job search on company websites, and getting an internship position.

Overall, the participants felt that there was potential for the Calgary recession to negatively impact their future employment. However, this engaged group of students felt that the strategies that they had outlined in the focus groups would assist them in standing out among other applicants. As a result, the majority of participants displayed only minor concerns about their future employment during the current recession.

Study Two

This study received ethics approval at Mount Royal University (HREB ID: 2016-72), shown in Appendix H. The goal of study two was to further examine some of the key themes that emerged in the focus groups and to analyze the career expectations of Millennial students at Mount Royal University as they enter into the labour market during

a recession. After the focus group data was analyzed, a questionnaire containing both open and closed ended questions (Appendix I) was developed and open to Mount Royal business students from September 14, 2016 to September 22, 2016. The questionnaire contained 35 questions and asked the participants about their career expectations, their level of entitlement, and their awareness of the current Alberta recession.

In order to target 3rd and 4th year business students across all majors at the Bissett School of Business, the participants were recruited in two ways. First, posters were displayed around the Mount Royal campus (Appendix J), specifically in the Bissett School of Business. The second form of recruitment was through nine classroom visits where a handout with the direct link to the online survey was provided, shown in Appendix K. The study targeted 200 students and had a response rate of 31%. The questionnaire began with an information and consent form (Appendix L) and concluded with a debrief form, shown in Appendix M. An incentive of an online \$10.00 Tim Hortons gift card was offered to all participants.

Methods

An online survey was designed to look at the predictor and outcome variables of interest, as well as demographic variables.

Predictor Variables

To measure perceived entitlement, a nine-item scale by Campbell, Bonacci, Shelton, Exline, and Bushman (2004) was used. A sample item includes: "Great things should come to me" and is measured on a seven-point scale (1 = "Strongly Disagree, to 7 = "Strongly Agree"). Cronbach's alpha for this scale was .86.

To assess recession awareness, a two-item measure was developed for the current study that made the statements “Alberta is currently experiencing an economic recession” and “Alberta is experiencing the worst economic recession since the 1980s” and was measured on a seven-point scale (1 = “Strongly Disagree, to 7 = “Strongly Agree”). The two items were highly correlated ($r = .72$, $p < .01$) and therefore, an aggregate was made.

The expected negative personal impact from the recession was measured on a seven-item scale developed for the current study. A sample question includes: “I am worried about how the recession will affect my job options after I graduate” and was measured on a seven-point scale (1 = “Strongly Disagree, to 7 = “Strongly Agree”). Cronbach’s alpha for this scale was .92.

A measure of demographics was included at the end of the questionnaire, shown in Appendix N. These questions asked about the participant’s gender, age, and ethnicity. Questions about their academic life were asked to find out their year of study, anticipated major and minor, and GPA.

Outcome Variables: Exploratory

Several exploratory measures of career expectations were included in the current study for descriptive purposes.

The possibility of accepting a less than ideal job was measured through two questions. Participants were first asked to identify what their ideal job was, as specific as possible. This was followed by a question asking how willing participants would be to accept a job less than their ideal, measured on a seven-point scale (1 = “Strongly Disagree,” 7 = “Strongly Agree”).

Anticipated Tenure at a Company of participants was measured through two questions developed through personal communications with Leah Hamilton. A sample question includes: "I would like to find an organization where I spend my whole career" and was measured on a seven-point scale (1 = "Strongly Disagree," 7 = "Strongly Agree").

The accountability expectations of participants were measured through three questions. This included the yes or no question; "I expect to have coworkers reporting to me upon graduation"

Expected Industry that participants expect to work in was measured with a question developed through personal communications with Leah Hamilton. This questions specifically asked students what industry they expect to work in upon graduation.

In order to measure what participants valued when selecting a job, a question was developed that listed the five variables: salary, position, industry, job security, and level of responsibility and asked participants to rank the options from one (most important) to five (least important).

Outcome Variables: Main Analyses

Expected Salary measures were developed through personal communications with Leah Hamilton and items used in the study conducted by Ng, Schweitzer, and Lyons (2010), the dollar amount participants expected to receive following graduation and the dollar amount participants expected to receive after 5 years of work.

The expected timeline for promotion was measured through the question developed by Ng, et al (2010) that asks participants to indicate how soon they believe they will be promoted after graduation.

Participants

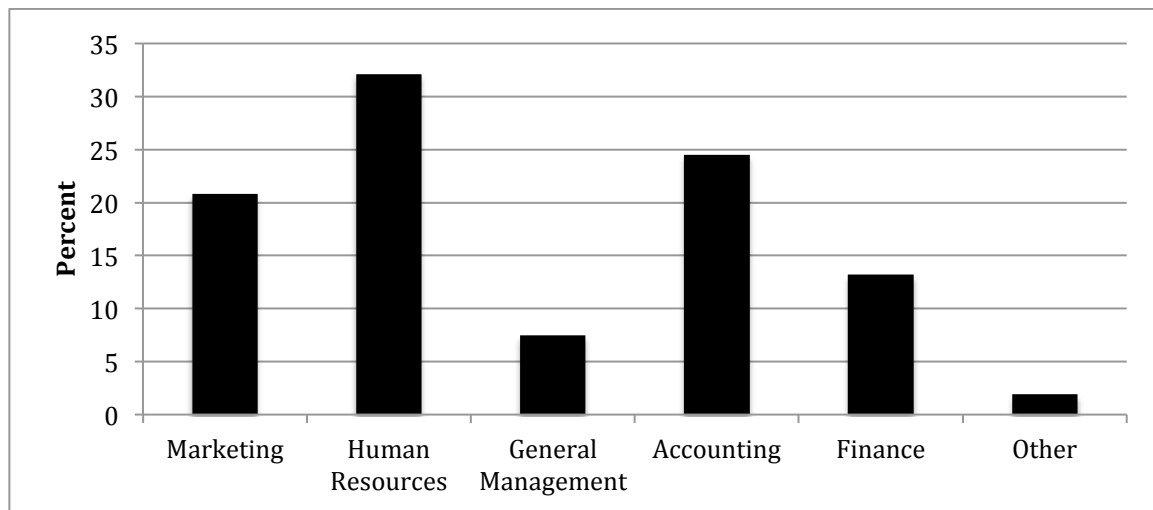
There were a total of 62 participants who completed the questionnaire. Nine of these participants were not included in the final analyses. Participants were excluded from the analyses if: 1) they were not in the business program ($N = 3$), 2) they were only in the 1st or 2nd year of their program ($N = 3$), 3) they did not pass a quality control question embedded in the online survey ($N = 2$), or 4) they were in their 1st or 2nd year and also did not pass the quality control questions ($N=1$). The final sample size studied in the analyses included 53 participants. Thirty-seven (69.8%) of these individuals were women and the remaining 16 (30.2%) were men. The mean age of participants was 22.65 years ($SD = 3.32$). All participants fell within the Millennial age range (born after 1980). 71.7% of participants identified as White, 17% as Asian, and the remaining 11.3% as other ethnicities. Of these participants 41.5% said they were currently searching for a job in Alberta.¹

All participants were Mount Royal University business students. 26.4% were in their third year, 56.6% in fourth year, and 17% in fifth year and beyond.² The majors of each participant varied, with the most common major being Human Resources (32.1%). See Figure 1 for the breakdown of majors. The y-axis indicates the percentage of participants who were enrolled in a given major.

¹ Whether or not participants were currently searching for a job did not have any impact on the results and will not be discussed further.

² Year of study did not have any impact on the results and will not be discussed further.

Figure 1: Participants' Majors



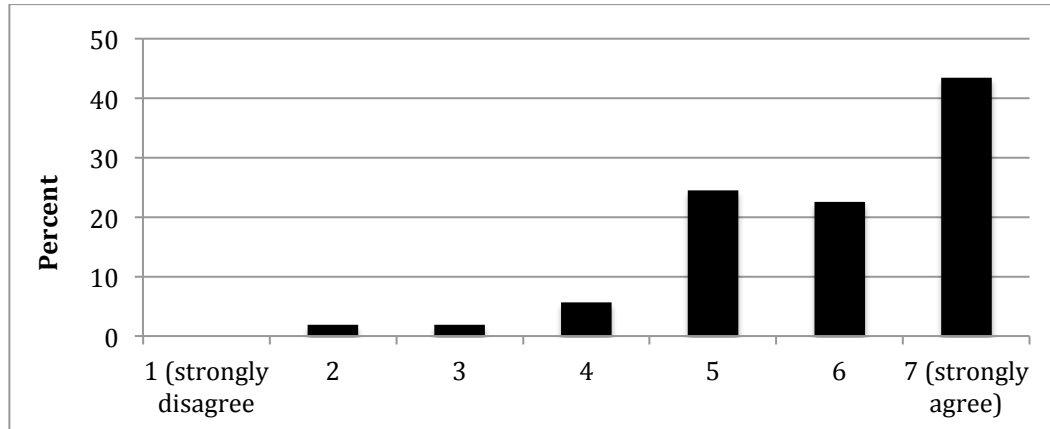
A large portion (41.5%) of participants had participated in the co-op program³ offered for each major at Mount Royal University and the majority (64.2%) of participants had a GPA of 3.5 and higher.

Preliminary Analysis

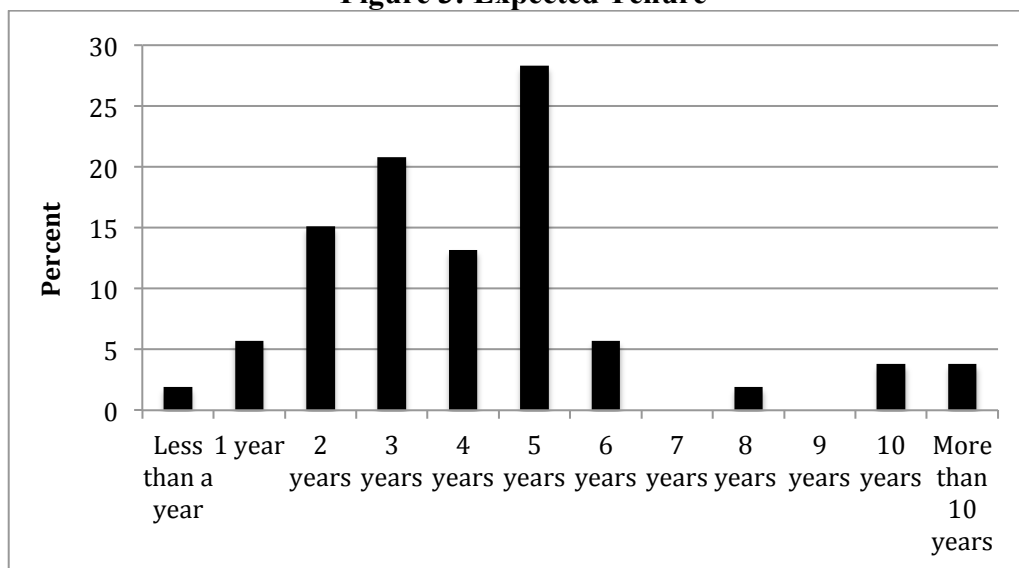
For the remaining figures in the report, the y-axis represents the percentage of respondents endorsing a given response option (e.g., in Figure 2, 43.4% strongly agreed that they would be willing to accept a job that they do not consider ideal).

43.4% of participants strongly agreed with the statement “I would be willing to accept a job that I do not consider ideal, but will be a good starting point for my career” and 90.5% of participants fell above the midpoint (4) of the scale (See Figure 2).

³ Participating in the co-op program did not have any impact on the results and will not be discussed further.

Figure 2: Accepting a Less Than Ideal Job

When asked if they would like to find an organization to spend their whole career at on a scale of one (strongly disagree) to seven (strongly agree) the mean response was 3.89 ($SD = 1.46$). Following this participants were asked how long they expected to stay at an organization in the position they were hired for. A large majority (77.4%) of participants answered within the 2 to 5 year range. The most common response was 5 years (28.3%), as demonstrated in Figure 3.

Figure 3: Expected Tenure

The majority of participants (58.5%) strongly agreed that they would be held accountable for their actions at their future job. The mean response was 6.55 on a 7-point scale ($SD = 0.79$) and when asked if they expected to have direct reports after graduation, only 7.5% of participants replied with yes. However, when asked the same question about five years after graduation 86.8% of participants expected to have coworkers reporting to them, shown in Table 1.

Table 1: Direct Reports Upon Graduation & Five Years After

	Direct Reports Upon Graduation	Direct Reports 5 Years After Graduation
Yes	7.5%	86.8%
No	92.5%	13.2%

Participants were asked what industry they hoped to work in after graduation. The most common industry among participants was oil and gas (28.3%), followed by other industries (17%), and finance and insurance (15.1%), as demonstrated in Table 2.

Table 2: Expected Industry Upon Graduation

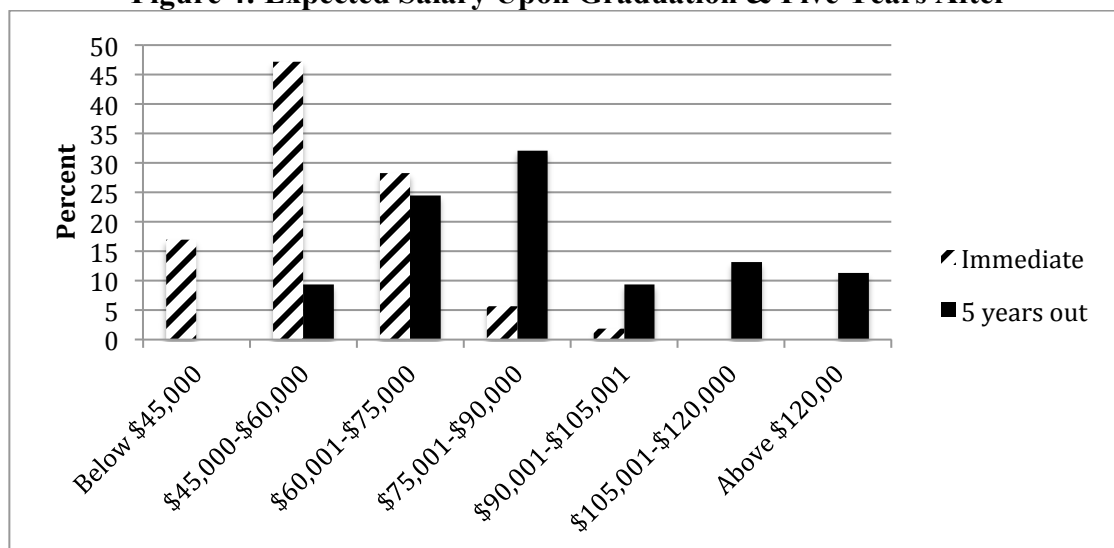
Oil and Gas	28.3%
Construction	3.8%
Retail Trade	5.7%
Transportation and Warehousing	3.8%
Finance and Insurance	15.1%
Real Estate, Rental, and Leasing	3.8%
Professional, Scientific, and Technical Services	5.7%
Management of Companies and Enterprises	3.8%
Arts, Entertainment, and Recreation	7.5%
Accommodation and Food Service	1.9%
Public Administration	3.8%
Other	17%

Participants were asked to rank salary, position, industry, job security, and level of responsibility in order of importance, with one being the most important. The least common component ranked as most important was salary (11.6%) and job security was given the number one rating most often (22.9%). See Table 3 to see the percentage rankings of each variable.

Table 3: Job Component Rankings

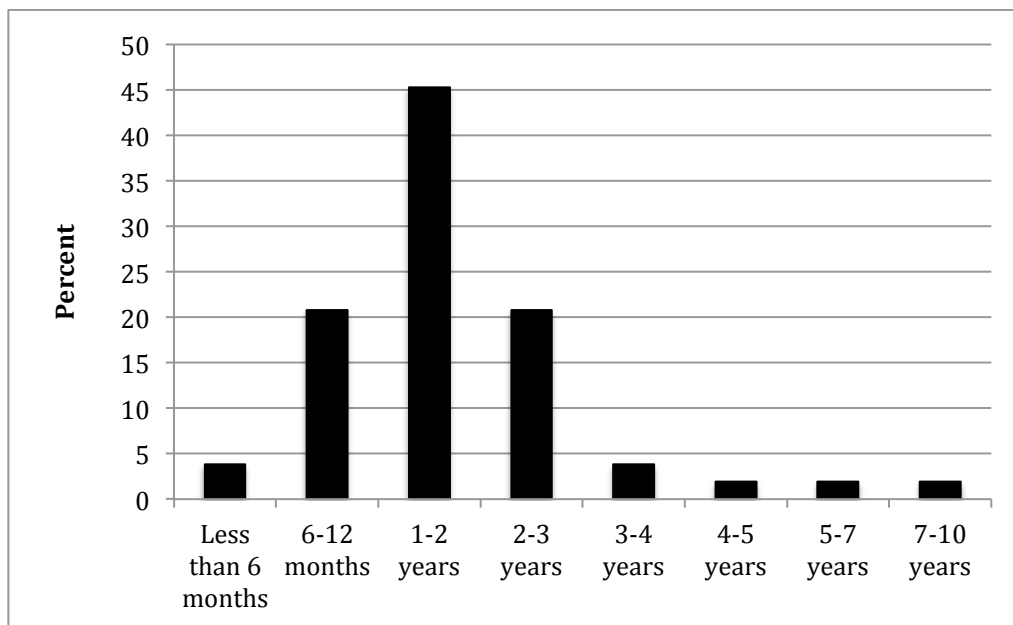
	Salary	Position	Industry	Job Security	Level of Responsibility
1 (most important)	11.6%	18.2%	18%	22.9%	21.6%
2	14%	31.8%	26%	14.6%	15.7%
3	20.9%	22.7%	16%	25.0%	23.5%
4	34.9%	6.8%	16%	22.9%	23.5%
5 (least important)	18.6%	20.5%	24%	14.6%	15.7%

Participants were asked about their expected salary upon graduation and then using the same scale asked about their salary expectations five years after graduation. Upon graduation 47.2% expected to be in the \$45,000-\$60,000 range. The approximate mean salary expectation upon graduation was \$57,849 ($SD = \$11,794.55$) and the mean salary five years after graduation was \$86,745 ($SD = \$22,968.34$) (Figure 4).

Figure 4: Expected Salary Upon Graduation & Five Years After

When asked about how soon participants expected to be promoted almost half (45.3%) reported the expectation to be 1-2 years and 86.9% answered between 6 months and 3 years. See Figure 5 for promotion expectations of participants.

Figure 5: Promotion Expectations



Taken together, the results of the exploratory analyses suggest that, even in light of the recession, participants continue to have high career expectations. Thus, hypothesis 1 is supported.

Main Analyses

Table 4 illustrates the intercorrelations among predictor variables. The results indicate that the female participants are more likely than the male participants to say that they have been personally impacted by the recession and less likely to say that the recession will impact their graduating class more than them.

GPA is negatively correlated with awareness of the recession and the extent to which participants believe the recession has had a negative impact on them personally. Interestingly, GPA is positively correlated with the extent to which participants believe

the recession will have a negative impact on others in their graduating class. Taken together, these findings suggest that higher GPAs tend to buffer students from worrying about the potential negative impact of the recession on their career.

Table 4: Study Two - Intercorrelations among Predictor Variables

	Major	Participation in co-op	Gender	GPA	Entitlement	Negative personal impact from recession	Negative impact on other students in graduating class	Recession awareness
Major	-	-	-	.01	-.04	-.02	.13	-.03
Participation in co-op	-	-	-	.15	.11	-.17	.14	-.03
Gender	-	-	-	-.24	.01	.29*	-.33*	.12
GPA	.01	.15	-.24	-	-.07	-.41**	.53**	-.33*
Entitlement	-.04	.11	.01	-.07	-	.21	.10	.16
Negative personal impact from recession	-.02	-.17	.29*	-.41**	.21	-	-.50**	.40**
Negative impact on other students in graduating class	.13	-.14	-.33*	.53**	.10	-.50**	-	-.05
Recession awareness	-.03	-.03	.12	-.33*	.16	.40**	-.05	-

* $p < .05$, ** $p < .01$.

DOES A RECESSION AFFECT MILLENNIALS' CAREER EXPECTATIONS?

Major was coded as follows: 0 = quantitative based (e.g. finance and accounting) and 1 = qualitative based (e.g. human resources, general management, and marketing)

Co-op was coded as follows: 0 = participated in co-op and 1 = did not participate in co-op

Gender was coded as follows: 0 = male and 1 = female

Table 5 illustrates the intercorrelations among the outcome variables. As anticipated, expected salary upon graduation moderately correlated with expected salary five years after graduation. Interestingly, there was no significant correlation between salary and how soon participants expect to be promoted. This illustrated that these outcome variables are independent.

Table 5: Study Two - Intercorrelations among Outcome Variables

	What is your expected salary upon graduation?	What is your expected salary 5 years after graduation?	Following graduation, how soon do you expect to be promoted?
What is your expected salary upon graduation?	-	.57**	-.08
What is your expected salary 5 years after graduation?	.57**	-	-.17
Following graduation, how soon do you expect to be promoted?	-.08	-.17	-

$p < .05$, ** $p < .01$

Table 6 illustrates the correlations between predictor and outcome variables. There was a moderate correlation between the participant majors and expected salary five years after graduation, with the quantitative majors, such as finance and accounting, showing higher expectations for salary than the qualitative majors, such as human resources and marketing.

Interestingly, gender correlated with salary expectations five years after graduation and the promotion expectations of participants, with the male participants having higher career expectations and expected to make a higher salary five years after graduation and be promoted faster than the female participants. However, when looking

at the expected salary upon graduation, there was no correlation with gender, but rather a correlation with the level of entitlement felt by participants.

Recession awareness was not correlated with salary expectations following graduation or five years after and also had no correlation with the promotion expectations of participants. Thus, hypothesis 2 was not supported.

Table 6: Study Two - Correlations between Predictor Variables and Outcome Variables

	What is your expected salary upon graduation?	What is your expected salary 5 years after graduation?	Following graduation, how soon do you expect to get promoted?
Major	-.16	-.28*	.08
Participation in co-op	.01	.05	.09
Gender	-.16	-.49**	.31*
GPA	-.02	.14	-.04
Entitlement	.30*	.19	-.02
Negative personal impact from recession	.15	-.13	.24
Negative impact on other students in graduating class	.02	.23	-.14
Recession awareness	-.03	.02	.18

$p < .05$, ** $p < .01$

Major was coded as follows: 0 = quantitative based (e.g. finance and accounting) and 1 = qualitative based (e.g. human resources, general management, and marketing)

Gender was coded as follows: 0 = male and 1 = female

Simultaneous Regressions

Expected salary upon graduation was regressed simultaneously on gender, entitlement, and recession awareness. The total amount of variance in the expectations for

salary upon graduation explained by the predictor variables was examined, as well as the regression coefficients for each predictor (holding the others constant). Results of the simultaneous regression analysis are presented in Table 5. The overall model was significant, $F(3.49) = 2.16$, $p = .01$, and accounted for 11.7% of the variance in expectations for salary upon graduation. Entitlement was marginally significant in predicting variance in the salary expectations upon graduation. Thus, hypothesis 3 was supported.

Table 7: Study Two - Summary of Simultaneous Regression Analysis for Expected Salary Upon Graduation

Variable	<i>B</i>	<i>SE B</i>
Gender	-0.30	0.26
Entitlement	0.23*	0.10
Recession Awareness	-0.04	0.09

$p = .05$

Gender was coded as follows: 0 = male and 1 = female

Expected salary five years after graduation was regressed simultaneously on gender, entitlement, and recession awareness. The total amount of variance in the expectations for salary five years after graduation explained by the predictor variables was examined, as well as the regression coefficients for each predictor (holding the others constant). Results of the simultaneous regression analysis are presented in Table 8. The overall model was significant, $F(3.49) = 6.40$, $p < .001$, and accounted for 28.1% of the variance in expectations for salary five years after graduation. Gender predicted a unique variance in the salary expectations five years after graduation, such that the male

participants expected to have a greater salary than the females participants. Thus, hypothesis 4 was supported.

Table 8: Study Two - Summary of Simultaneous Regression Analysis for Expected Salary Five Years After Graduation

Variable	<i>B</i>	<i>SE B</i>
Gender	-1.62**	0.39
Entitlement	0.23	0.16
Recession Awareness	0.06	0.14

** $p < .001$

Gender was coded as follows: 0 = male and 1 = female

Expected promotion was regressed simultaneously on gender, entitlement, and recession awareness. The total amount of variance in the expectations for promotion explained by the predictor variables was examined, as well as the regression coefficients for each predictor (holding the others constant). Results of the simultaneous regression analysis are presented in Table 9. The overall model was marginally significant, $F(3.49) = 2.24$, $p = .095$, and accounted for 12.1% of the variance in expectations for promotion. Gender was marginally significant in predicting variance in expected promotion, such that the male participants expected to be promoted faster than the female participants.

Table 9: Study Two - Summary of Simultaneous Regression Analysis for Expected Promotion

Variable	<i>B</i>	<i>SE B</i>
Gender	0.81*	0.37
Entitlement	-0.05	0.15
Recession Awareness	-0.15	0.13

* $p = .05$

The results of study two highlight that short-term and long-term career expectations are predicted by two different variables. Entitlement predicts the expectations of participants at the time of graduation and gender predicts participants' more long-term career expectations, like expected timeline for promotion and salary five years after graduation.

Discussion

The goal of this research project was to gain a better understanding of the impact that a recession has on Millennials' career expectations. With nearly seven million Millennials in Canada (Laird et al., 2015, p. 87) and an unemployment rate of 9.0% in Alberta (Government of Alberta, 2016), it is important to understand how Millennials are expecting to transition into this challenging labour market. This discussion will provide an overview of the findings of this two-part study and how these findings contribute to the literature, followed by the limitations of the current research, and concluding with some suggestions for future research.

Contribution to the Current Literature

The results of this two-part study offer support to the findings of previous studies, such as Ng and colleagues (2010) and Linde and Gresse (2014). The focus on career expectations during a recession provides a great contribution to the current literature and answers the call to action set out by Ng et al. (2010) that the adjustment of career expectations should be monitored as economic conditions change (p. 290). This study also builds on the study of De Hauw and De Vos (2010) to increase the limited available information about the impact that a recession has on career expectations for Millennials.

The findings of the current study were consistent with the findings of Ng and colleagues (2010), with the majority of participants showing a willingness to accept a job that they considered less than ideal, while also supporting the beliefs of Tomlinson (2007), with participants continuously seeking better opportunities and not planning to stay with the same company for extended periods of time.

Evidence from the existing literature suggests that entitled Millennials do not expect to put in extensive effort to achieve success (Harvey & Martinko, 2009). However, the findings in the current study show that Millennials expect to be accountable in their future career through their anticipation of having direct reports both upon graduation and five years after. This supports Laird and colleagues' (2015) findings that individuals anticipate and feel rewarded through high levels of responsibility in their career.

When looking at the expected industry among participants, oil and gas was identified as a desired industry to work in regardless of the 10.2% unemployment rate in Calgary (Government of Alberta, 2016), which largely impacts the oil and gas industry

specifically. However, lower levels of optimism regarding that industry were identified in the focus groups, where many participants suggested that they would be expanding their job search into different industries. This offers support to the findings of De Hauw and De Vos (2010), where low levels of optimism in a period of recession were recorded but were still accompanied by high career expectations.

The focus groups provided qualitative data confirming that participants had high expectations during a time of recession and that recession awareness did not lead to lower career expectations. Participants displayed high expectations for their future careers, even while expressing extensive knowledge about the current recession in Alberta. Participants were noted to use their education and extracurricular activities as a way to differentiate themselves from their fellow peers. This was showed through their expressed belief that their personal impact from the recession would be lower than the negative impact that the recession would have on the remainder of their graduating class.

Findings from study two (the survey) triangulated those found in study one (the focus groups). Participants had high career expectations, which included high expectations for salary upon graduation that further increased five years after graduation, as well as expectations for rapid promotion. These finding are consistent with the findings of Ng et al. (2010). The persistence of high career expectations during a recession might be problematic. Objectively speaking, Millennials may face high levels of un- and underemployment when they graduate, yet they appear overly optimistic about their future job search.

Previous research shows that there are high levels of entitlement in the Millennial generation, which leads to high career expectations, as there is a correlation between

entitlement and career goals (Linde & Gresse, 2014). The findings of the current research project replicated this past research (Linde & Gresse, 2014). As expected, entitlement impacted career expectations and was marginally significant in predicting the variance in salary expectations upon graduation. However, entitlement was only shown as a predictor to short-term career expectations and when looking into the future career expectations of Millennials, gender was shown to be the key predictor.

The most significant contribution of the current research comes in the findings related to gender. While these findings offer support to the previous literature, where gender was highlighted as an influential factor in the career expectations of Millennials (Ng et al., 2010), the findings of the current study provide further expansion on the topic by showing that gender is a key predictor in long-term career expectations of Millennials, with males expecting a higher salary and more rapid promotion than females.

Implications

There are numerous implications that can come from this study. Mount Royal University can benefit from reviewing these findings to gain a better understanding of students' career expectations during a recession. The current study can have implications for how professors at Mount Royal are teaching their students, and can lead to an overview of how their teaching strategies can influence the formation of their Millennial students' expectations. Specifically, it would be beneficial to provide more class discussions surrounding the reality of preparing to enter the difficult labour market. Career Services can also play a role in this by better understanding what these students expect and ensuring that their advice to students is relevant and reasonable. In combination, both the professors and Career Services can assist Mount Royal in better

preparing its students to graduate into a recession and successfully integrate into the job market.

This research project will also be beneficial in providing information to the students of Mount Royal, as they will be able to use these findings to look at their own career expectations and evaluate the attainability with a more realistic understanding of what the market looks like, while comparing their own beliefs with those of their fellow peers.

Finally, with a large number of Millennials entering the workforce (Laird et al., 2015) potential employers should begin looking at the different characteristics that these individuals possess, such as their outlook on work and how they react to various changes in the economy and labour market. Therefore, businesses can benefit from this research, as they will be able to gain an understanding of the high expectations of those entering the work force. This will provide value to the businesses, as they will be able to tailor their recruiting techniques to target the specific needs and desires of these millennial students

Limitations

While this study provides theoretical implications and considerable benefits to Mount Royal University, its students, and business professionals, it does have some limitations. The sample size is fairly small, with only 9 participants in the focus groups and 53 participants included in the questionnaire analyses. This study was also limited to Mount Royal University students, making the possible generalizability of this study low. The focus group and questionnaire data were strictly based on self-report measures,

which have the potential to introduce bias to the study. Finally, common method variance was identified as a potential limitation of study two.

Future Research

Further areas of research on the subject have been identified and include continuous monitoring of entitlement in Millennials during times of recession once they have entered the job market. Some suggestions for doing this include looking at how newly graduated Millennials adapt to their workplace after being hired during a recession and how newly hired Millennials react when their expectations are not met. For instance, how do Millennials fare if they end up un- or underemployed after their job search?

Another area that should be analyzed in more detail in future research is gender as a predictor variable. This may include looking at the ways in which men negotiate their salaries differently than women. Future research should continue to examine what fosters higher entitlement and higher career expectations among men than women. How does socialization (at home, at school, at university) impact men's career expectations?

Conclusion

This research project set out to answer the question: does a recession affect Millennials' career expectations? The findings of this study suggest that while there was awareness of the current recession, career expectations remained high. Alternatively, entitlement and gender were identified as key predictors of career expectations.

Overall, these findings assist in decreasing the degree of uncertainty surrounding the expectations that new graduates have during the process of entering the workplace in a downward economy. The current recession provided an opportunity to build on the

DOES A RECESSION AFFECT MILLENNIALS' CAREER EXPECTATIONS?

research of De Hauw and De Vos (2010), by contributing to the literature with a continued analysis of the impacts that a recession can have on a generation that "... holds on to dreams more fiercely" (Twenge, 2006, p.82).

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Appendix A: Ethics Approval (Study One)



Human Ethics Research Board
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e: hreb@mtroyal.ca
research.mtroyal.ca

April 4, 2016

Leah Hamilton and Anja Meier
School of Business
Mount Royal University

Dear Dr. Hamilton and Ms. Meier:

Re: Application Number 2016-29S The Influence of Alberta's Recession on Millennials' Career Expectations

The above-noted honors thesis ethics application including demographic questionnaire, focus group questions, debriefing form, recruitment advertisement and consent form was reviewed by the Student human Research Ethics Committee (SHREC), a subcommittee of the Human Research Ethics Board (HREB) and was found to be ethically acceptable on April 1. I am pleased to advise you that ethical clearance for this proposal has been granted to **April 2017**. You may request an extension if you wish to collect data beyond this date.

Please note that this clearance is contingent upon adherence to the limits of the project as outlined in your application, including the restriction of the student projects to minimal risk, and the appropriate education being provided to students regarding ethical conduct of research involving human participants. Prior permission must be obtained from the Board before implementing any substantive modification(s) to the submitted documentation.

Researchers are required to notify the Mount Royal University HREB immediately if any untoward or adverse event occurs during the student projects, or if data analysis or other review reveals undesirable outcomes for participants or the students. HREB and Mount Royal University adhere to the Tri-Council Policy Statement, "Ethical Conduct for Research Involving Humans".

You are required to submit a brief project completion report by **April 2017**.

Please accept the Board's best wishes for success with this project.

DOES A RECESSION AFFECT MILLENNIALS' CAREER EXPECTATIONS?

Yours sincerely,

A handwritten signature in dark ink, reading "Catherine Carter-Snell". The signature is fluid and cursive, with the first name "Catherine" written in a larger, more prominent script than the last name "Carter-Snell".

Cathy Carter-Snell, PhD
Chair, SHREC
Vice Chair, Human Research Ethics Board
Cc/pw

C.c. Department Chair

4825 Mount Royal Gate SW, Calgary, Alberta, Canada T3E 6K6

Appendix B: Recruitment Poster

Receive \$10.00 and Free Pizza

for participating in a focus group about 3rd and 4th
year business students' career expectations



The Influence of Alberta's Recession on Millennials' Career Expectations
The focus group will be conducted to generate more understanding about how a recession can affect students and their career expectations. The questions will revolve around your own career expectations, how they have been affected by a recession, and what strategies have been used to better prepare you for entering the workforce during challenging economic times.

This study has received ethics approval (2016-298). It is being conducted for Anja Meier's Honours Thesis under the supervision of Leah Hamilton, faculty member in the Department of Management, HR, & Aviation

For more information, please contact Anja Meier at ameie286@mtroyal.ca

Appendix A

To participate contact
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Appendix C: Classroom Script

Hello,

Thank you for allowing me to come into your class today. I just wanted to take a bit of your time to inform you about the focus groups that I will be holding in the Bissett School of Business on May 5th (tomorrow) at 6 and May 11th at 12. These focus groups will revolve around student career expectations during a recession. The questions that will be asked will include what your expectations are for your future career, if the recession has impacted these at all, and what sort of strategies you have used to ease your transition into the workplace. Upon conclusion of the focus group you will be given \$10 and free pizza. If you wish to attend please contact me through the email listed on the handout.

Thank you!

Handout:

If you wish to participate please contact:
ameie286@mtroyal.ca

Appendix D: Information and Consent Form

Letter of Information and Consent Form for Millennial Students

Project Title:

The Influence of Alberta's Recession on Millennials' Career Expectations

Investigators:

Leah Hamilton, PhD, Assistant Professor, Department of Management, Bissett School of Business, Mount Royal University

Anja Meier, Mount Royal Students, Bachelor of Business Administration, Bissett School of Business, Mount Royal University

Contact Information:

Leah Hamilton, Bissett School of Business, 4825 Mount Royal Gate SW, ph. 403-440-8548, email: lhilton@mtroyal.ca

Anja Meier, Bissett School of Business, 4825 Mount Royal Gate SW, Calgary, email: ameie286@mtroyal.ca

Summary of the Study:

The objective of this focus group is to gain a better understanding of business students and their career expectations during a recession. In order to do this a set list of questions has been developed and will be asked to all participants to encourage a group discussion on the topic and allowing us to observe any important ideas or trends. You are being invited to participate in the research project described above and throughout this consent form. This consent form is only a part of the consent process and serves as an overview of what the research questions is and what your participation will entail. You will receive a copy of this consent form that you must read carefully, as you should understand all of the accompanying information. If you have any questions, please contact us for help.

It is important to note that your decision to participate (or not participate) in this current study will have no effect on your relationship with Mount Royal University.

Participant's Involvement:

Participants will be asked to participate in one 60-minute focus group session where they will be free to answer a series of questions and prompts that will be asked. You will be asked about your own personal career expectations, what sort of impact (if any) the recession has had on these expectations, and what sort of strategies you have taken to assist you in your job search. The study will conclude with participants being asked to fill out a short demographic survey. The purpose of this questionnaire is to report on the demographics of the sample (age, gender, etc.).

The data will not be linked to any participants and will only be used in the aggregate.

Collection of Personal Information:

Information will be collected through a focus group with either the Principal Investigators (Anja Meier and Leah Hamilton) or one of the other trained project research assistants. You will be asked about your own personal career expectations, what sort of impact (if any) the recession has had on these expectations, and what sort of strategies you have taken to assist you in your job search.

Detailed notes will be taken throughout the focus group with no names attached.

You will be asked to complete a very short demographic survey at the end of the focus group. This survey will ask questions about sex, age range, year of study, and future career. This information will be used in the aggregate, looking across all participants.

At the end of the focus group you will be offered \$10.00 and pizza to thank you for your time.

All data collected will be used for research purposes only and be kept confidential. Your name will not be associated in any way with information that you provide during the focus group and the results from the study will be reported using a pseudonym or in aggregate. Any potentially identifying information will be removed and the only individuals with access to the data will be the investigators (Anja Meier and Leah Hamilton) and research assistants.

All data will be stored within a locked filing cabinet and electronic files that will be on password protected computers. All consent forms will be stored separately from the data and the interview transcripts will only be labelled by pseudonyms.

FOIP Notification:

The personal information that you provide to Mount Royal University is collected under the authority of the *Post-Secondary Learning Act* and the *Alberta Freedom of Information and Protection of Privacy (FOIP) Act* – Section 33(c). The information will be used for the purpose of conducting the research project. Collected personal information is protected from unauthorized access, collection, use, and disclosure in accordance with the FOIP Act and can be reviewed or corrected, where appropriate, on request. Questions regarding the collection of personal information can be directed to:

Assistant Professor – Leah Hamilton – Department of Management – Mount Royal University 4825 Mount Royal Gate SW Calgary, AB T3E 6K6 – 403-440-8548 – lhilton@mtroyal.ca

Student – Anja Meier – Bachelor of Business Administration – Mount Royal University 4825 Mount Royal Gate SW Calgary, AB T3E 6K6 ameie286@mtroyal.ca

Study Risks or Benefits for Participants:

There are three known risks to this study. One being that there is potential that the Principal Investigators (Anja Meier and Leah Hamilton) may know some of the participants, which may deter participants from sharing information. In order to overcome this there will be several groups available for the individuals to attend with one being done by a research assistant. Although we will do our best to ensure that all comments are kept confidential, there is a second risk that other participants may disclose information. Finally, there is a slight risk that participants may feel anxious to share information about trying to find a job, especially during a challenging economy. This risk will be mitigated by providing career services information, available on the debrief form.

The primary benefit to participating in this focus group is to have a better understanding of other student's career expectations about their future career during a recession. You may also learn about strategies that other students are using to overcome these challenging economic times.

Voluntary Participation and Withdrawal of Consent:

The participation for this focus group is voluntary and you are free to decline to answer any questions. You are under no obligation to participate in this research study and are free to withdraw from the focus group at any time without judgement. Your name will not be associated with the comments you make during the interview; therefore, it is not possible to withdraw your data after the focus group has been completed. You will be given information that is relevant to your decision to continue or withdraw your participation.

What will happen to the results of this research project?

The results of this focus group will be used to develop a greater understanding of the impact a recession has on business students' career expectations and then used to develop a proposal for further research on the topic.

Compensation:

The only benefits to participating in this study are \$10.00 and free pizza to compensate you for your time.

Signature (Written Consent):

Your signature on this form indicates that you are voluntarily consenting to participate in this research project, and you understand to your satisfaction the information regarding your participation in the research project and agreement to participate as a subject. Your participation will only begin once you have provided consent, and have been given adequate time and opportunity to consider the information provided, pose any questions you may have, and discuss and consider whether you will participate. This does not waive your legal rights nor release the investigators or involved institutions from their legal and professional

DOES A RECESSION AFFECT MILLENNIALS' CAREER EXPECTATIONS?

responsibilities. You are free to withdraw from the study at any time. If you have further questions concerning matters related to this research, please contact: Anja Meier, Student, Bachelor of Business Administration, Mount Royal University at ameie286@mtroyal.ca

You can also contact Leah Hamilton, Assistant Professor, Department of Management, Mount Royal University at leahamilton@mtroyal.ca or 403-440-8548

If you have any questions or concerns regarding your rights as a possible participant in this research please contact the Research Ethics Officer, at Mount Royal University, 403-440-8470, herb@mtroyal.ca

Participant's Name

Signature and Date

Investigator's Name

Signature and Date

Mount Royal University's Human Research Ethics Board has approved this research study. A copy of this consent form has been provided to you for your records and reference.

Appendix E: Focus Group Questions

Focus Group Questions For Millennials Entering the Workforce

- 1.) Can you start by telling us what expectations you have for your future career?
 - What salary do you expect to receive?
 - What industry will you be in?
 - What position do you believe you will have?
 - How long do you expect to stay with the organization?
- 2.) Has your expectations for your career changed as you become closer to entering the workforce?
 - Do you feel less optimistic about your future career?
 - Has acquiring an education made you feel more confident in your job search?
- 3.) Given your education and work experience, what type of job do you think you deserve after you graduate?
- 4.) Do you keep up to date on current economic conditions?
 - Do you regularly read the newspaper?
 - Do you have a strong understanding of the current economic environment?
- 5.) Do you have any concerns about the current recession in Calgary?
 - Do you anticipate any improvements in the upcoming months? Or do you anticipate that the situation will become worse?
- 6.) Do you believe that the current economy has an effect on your future employment possibilities?
 - Do you believe that you will have a harder time finding a job?
 - What sort of effect (if any) will it have on your future salary?
 - Will the recession impact what industry you conduct your job search in?
 - Do you expect to find a job in your field of study?
- 7.) What have you done (if anything) to prepare better prepare yourself for your future job search?
 - Have you increased your connections with industry professionals?
 - Have you discussed your potential options with a professional?
- 8.) Have you developed or used any strategies that will assist you in entering the workforce during this challenging economic time?
 - Have you updated your resume recently?

DOES A RECESSION AFFECT MILLENNIALS' CAREER EXPECTATIONS?

- Have you participated in any relevant certificate courses?

9.) Is there anything else that you would like to share with us about your career expectations and how the recession has or will impact you in the future?

Appendix F: Debrief Form

Debriefing Form – Millennial Students

Project Title: The Influence of Alberta's Recession on Millennials' Career Expectations

Additional Information about this Study:

In a 2010 study, Ng, Schweitzer, and Lyons found that the Millennial generation has supersized goals and unrealistic expectations. It has also been shown that the high expectations possessed by Millennials' persist even through challenging economic times (De Hauw & De Vos, 2010). To further build on these findings, the objective of this exploratory study is to gain a greater understanding of the impact that the current recession has on business students' expectations about entering the workforce. Specifically, for her honours thesis, Anja Meier will examine the expectations that the business students at Mount Royal University have for their future career and if they have adapted these expectations based on the current economic climate. This project will increase the overall understanding of Millennials' career expectations and their future employment possibilities. Anja will also investigate the strategies that business students are taking to assist in their transition to the workplace during this challenging economic climate.

If you would like to learn more on the subject, we recommend reading these 3 articles:

Boswell, S. S. (2012). 'I deserve success': Academic entitlement attitudes and their relationship with course self-efficacy, social networking, and demographic variables. *Social Psychology of Education, 15*(3), 353-365. doi:10.1007/s11218-012-9184-4

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*(2), 293-302. doi:10.1007/s10869-010-9162-9

Ng, E. W., Schweitzer, L., & Lyons, S. T. (2010). New Generation, Great Expectations: A Field Study of the Millennial Generation. *Journal of Business and Psychology, 25*(2), 281-292. doi:10.1007/s10869-010-9159-4

If you have any further questions, please do not hesitate to contact us. If you have any questions concerning your rights as a possible participant in this research, please contact the Research Ethics Officer at Mount Royal University, 403-440-8470, hreb@mtroyal.ca.

DOES A RECESSION AFFECT MILLENNIALS' CAREER EXPECTATIONS?

If you are interested in learning more options regarding your job search, please contact Career Services at Mount Royal University at studentjobs@mtroyal.ca or by phone at 403-440-6307

If you require any counseling services, please contact Student Counselling Services at 403-440-6362 or visit Wellness Services on the Mount Royal Campus in U216

Please email ameie286@mtroyal.ca if you would like to receive a summary of the results, which will be available after the data is analyzed.

Your participation is very much appreciated.

Sincerely,

Leah Hamilton, PhD
Assistant Professor
Department of Management
Bissett School of Business
Mount Royal University
ph: 403-440-8548
email: lhamilton@mtroyal.ca

Anja Meier
Bachelor of Business Administration
Bissett School of Business
Mount Royal University
email: ameie286@mtroyal.ca

Appendix G: Demographics Questionnaire

Demographic Questionnaire for Millennial Students

1.) What is your Major in the Bachelor of Business Administration Program at Mount Royal University? _____
and Minor? _____

2.) What year are you in? (3rd or 4th) _____

3.) What is your sex?

Male

Female

Other

4.) What is your ethnic background?

White

Black/African American

Hispanic

Asian

East Indian

Other (please specify) _____

5.) What is your age? _____

6.) What job do you hope to have after you graduate? Please be as specific as possible. (e.g., financial accountant). _____

7.) Please select the industry you hope to be working in after graduating from Mount Royal:

Oil and gas ____

DOES A RECESSION AFFECT MILLENNIALS' CAREER EXPECTATIONS?

Agriculture, forestry, fishing and hunting ____

Mining, quarrying, and oil and gas extraction ____

Utilities ____

Construction ____

Manufacturing ____

Wholesale trade ____

Retail trade ____

Transportation and warehousing ____

Information ____

Finance and insurance ____

Real estate and rental and leasing ____

Professional, scientific and technical services ____

Management of companies and enterprises ____

Administrative and support and waste management and remediation services ____

Educational services ____

Health care and social assistance ____

Arts, entertainment, and recreation ____

Accommodation and food services ____

Other services ____

Public administration ____

Other _____

Appendix H: Ethics Approval (Study Two)



Human Research Ethics Board

t: 403.440.8470 | f: 403.440.6299

e: hreb@mtroyal.ca

research.mtroyal.ca

August 31, 2016

Leah Hamilton and Anja Meier
Bissett School of Business
Mount Royal University

Dear Dr. Hamilton and Ms. Meier:

Re: Application Number 2016-72 The Influence of Alberta's Recession on Millennials' Career

The above-noted honours ethics application including questionnaire, demographic survey, recruitment poster and scripts, debriefing and consent forms was reviewed by the Human Research Ethics Board (HREB) and was found to be ethically acceptable on August 29th. I am pleased to advise you that ethical clearance for this proposal has been granted to **August 2017**. You may request an extension if you wish to collect data beyond this date.

Please note that this clearance is contingent upon adherence to the limits of the project as outlined in your application, including the restriction of the student projects to minimal risk, and the appropriate education being provided to students regarding ethical conduct of research involving human participants. Prior permission must be obtained from the Board before implementing any substantive modification(s) to the submitted documentation.

Researchers are required to notify the Mount Royal University HREB immediately if any untoward or adverse event occurs during the student projects, or if data analysis or other review reveals undesirable outcomes for participants or the students. HREB and Mount Royal University adhere to the Tri-Council Policy Statement, "Ethical Conduct for Research Involving Humans".

You are required to submit a brief project completion report by **August 2017**. Please accept the Board's best wishes for success with this project.

DOES A RECESSION AFFECT MILLENNIALS' CAREER EXPECTATIONS?

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'C. Gallop', with a stylized, cursive script.

Cynthia Gallop, PhD
Chair, Human Research Ethics Board
Cc/pw

C.c. Department Chair

4825 Mount Royal Gate SW, Calgary, Alberta, Canada T 3E 6K6

Appendix I: Questionnaire

Questionnaire

- 1.) Are you currently searching for a job in Alberta? Yes _____ No _____
- 2.) What industry do you expect to work in after you graduate from Mount Royal University? (Please be as specific as possible)
- _____
- 3.) What is your ideal job post-graduation? (Please be as specific as possible)
- _____
- 4.) I would be willing to accept a job that I do not consider ideal, but will be a good starting point for my career.
- | | | | | | | |
|-------------------|---|---|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Strongly Disagree | | | | | | Strongly Agree |
- 5.) What is your expected salary (in Canadian dollars - before taxes) upon graduation? Please select one of the following salary ranges.

	Below \$45,000
	45,000 – 60,000
	60,001 – 75,000
	75,001 – 90,000
	90,001 – 105,000
	105,001 – 120,000
	Above 120,001

- 6.) What is your expected salary (in Canadian dollars - before taxes) 5 years after graduation? Please select one of the following salary ranges.

	Below \$45,000
	45,000 – 60,000
	60,001 – 75,000
	75,001 – 90,000
	90,001 – 105,000
	105,001 – 120,000
	Above 120,001

DOES A RECESSION AFFECT MILLENNIALS' CAREER EXPECTATIONS?

7.) What factors influence the salary that you think you deserve?

8.) When choosing a job, what is most important to you? Please rank the following from 1 (most important) to 5 (least important):

- _____ Salary
- _____ Position
- _____ Industry
- _____ Job Security
- _____ Level of Responsibility

9.) I would like to find an organization where I will spend my whole career.

[illegible]

10.) How long do you expect to remain with a specific organization in the position you were hired for?

	Less than a year
	1 year
	2 years
	3 years
	4 years
	5 years
	6 years
	7 years
	8 years
	9 years
	10 years
	More than 10 years

11.) Following graduation, how soon do you expect to be promoted? (Please fill in the blank and circle months or years) _____ months/years

12.) I will be held accountable for my actions at my future job

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

Yes _____ No _____

Yes _____ No _____

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

[illegible][illegible]

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

[illegible][illegible]

1 2 3 4 5 6 7

DOES A RECESSION AFFECT MILLENNIALS' CAREER EXPECTATIONS?

Strongly Disagree

Strongly Agree

22.) Things should go my way

1 2
Strongly Disagree

7
Strongly Agree

23.) I feel entitled to more of everything

1 2
Strongly Disagree

Strongly Agree

Please indicate the extent to which you agree with the following items, using the scale below:

1	2	3	4	5	6	7
Strongly disagree						Strongly agree

24. Alberta is currently experiencing an economic recession.	1	2	3	4	5	6	7
25. Alberta is experiencing the worst economic recession since the 1980s.	1	2	3	4	5	6	7
26. I have been personally affected by the current recession.	1	2	3	4	5	6	7
27. I am worried about how the recession will affect me.	1	2	3	4	5	6	7
28. I am worried about how the recession will affect my job options after I graduate.	1	2	3	4	5	6	7
29. The recession will have a negative impact on the job I receive post-graduation.	1	2	3	4	5	6	7
30. The recession will make my post-graduation job search very challenging.	1	2	3	4	5	6	7
31. The recession will have a negative impact on the salary I receive post-graduation.	1	2	3	4	5	6	7
32. I am not worried about the recession.	1	2	3	4	5	6	7
33. The recession will not affect my post-graduation job search.	1	2	3	4	5	6	7
34. The recession will negatively impact the other students in my graduating class more than me.	1	2	3	4	5	6	7
35. The recession will have a negative impact on the jobs my graduating class receives post-graduation.	1	2	3	4	5	6	7

Appendix J: Recruitment Poster

What are your career expectations?

Receive a **\$10.00** Tim Hortons gift card for completing a short online questionnaire about the expectations you have for your first post graduation job!



The Influence of Alberta's Recession on Millennials' Career Expectations

This study is being conducted to generate more understanding about how a recession can affect students and their career expectations. The questions will revolve around your career expectations, such as expectations for salary, industry, position in the company, amount of responsibility, and anticipated tenure at a company

This study has received ethics approval (HREB ID). It is being conducted for Anja Meier's Honours Thesis under the supervision of Leah Hamilton, faculty member in the Department of Management, HR, & Aviation

For more information, please contact Anja Meier at ameie286@mtroyal.ca

To participate contact
ameie286@mtroyal.ca

To participate contact
ameie286@mtroyal.ca

To participate contact
ameie286@mtroyal.ca

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To participate contact
ameie286@mtroyal.ca

To participate contact
ameie286@mtroyal.ca

To participate contact
ameie286@mtroyal.ca

Appendix K: Classroom Script

Hello,

Thank you for allowing me to come into your class today. I just wanted to take a bit of your time to inform you about the research study that I'm conducting for my honours thesis. I'm currently looking for participants to fill out a short 15-minute online questionnaire. The questions that will be asked will revolve around your expectations for your future career. This includes questions about expectations for salary, industry, position in the company, amount of responsibility, and anticipated tenure at a company and each participant will receive a \$10.00 Tim Hortons gift card. If you wish to participate or would like to learn more about the project please contact me through the email listed on the handout or type in the url to go directly to the online survey

Thank you!

Handout:

To participate in my research project please contact:
ameie286@mtroyal.ca or type in the following url: [Insert URL]

Appendix L: Information and Consent Form

Letter of Information and Consent Form

Project Title:

The Influence of Alberta's Recession on Millennials' Career Expectations

Investigators:

Faculty Investigator: Leah Hamilton, PhD, Assistant Professor, Department of Management, Bissett School of Business, Mount Royal University

Student Investigator: Anja Meier, BBA Honours Student, Mount Royal Student, Bachelor of Business Administration, Bissett School of Business, Mount Royal University

Contact Information:

Principal Investigator/Faculty Member: Leah Hamilton, Bissett School of Business, 4825 Mount Royal Gate SW, ph. 403-440-8548, email: lhamilton@mtroyal.ca

Honours Thesis Student Researcher: Anja Meier, Bissett School of Business, 4825 Mount Royal Gate SW, Calgary, email: ameie286@mtroyal.ca

You are being invited to participate in a research project, as described above and in this consent form. Please note this consent form serves to provide an overview of what the research in question is about and what your participation would entail; it is only one part of the consent process. For further information please ask questions by emailing Leah Hamilton at lhamilton@mtroyal.ca. Read this consent carefully and be sure to understand any accompanying information. If you would like a printed copy of this letter either press "print screen" or send an email to Leah Hamilton.

Summary of the Study:

The objective of this questionnaire is to gain a better understanding of business students and their career expectations during a recession, such as expectations for salary, industry, position in the company, amount of responsibility, and anticipated tenure at a company. This information will then be used to assist Anja Meier in completing her Honours Thesis.

It is important to note that your decision to participate (or not participate) in this current study will have no effect on your relationship with Mount Royal University.

Participant's Involvement:

Participants will be asked to participate in completing an online survey that will take approximately 15 minutes to complete. You will be asked about your own personal career expectations, such as your expectations for salary, industry, position

in the company, amount of responsibility, and anticipated tenure at a company. The study will conclude with participants being asked to fill out a short demographic survey. The purpose of this questionnaire is to report on the demographics of the sample (age, gender, etc.).

All information is anonymous and confidential. It is not possible to link your responses back to your name. All responses will be looked at in the aggregate – this means that we will look at responses across all individuals that choose to participate.

Collection of Personal Information:

Information will be collected through a questionnaire where you will be asked about your expectations for salary, industry, position in the company, amount of responsibility, and anticipated tenure at a company.

You will be asked to complete a very short demographic survey at the end of the questionnaire. This survey will ask questions about sex, age range, year of study, and future career. This information will be used in the aggregate, looking across all participants.

All data collected will be used for research purposes only and be kept confidential. Your name will not be associated in any way with information that you provide in the questionnaire. The only people who will have access to the data collected are the Investigators: Leah Hamilton and Anja Meier. All data will be securely stored in a locked cabinet in a locked office, and on a password-protected computer. For electronic survey data, all data will be removed from the server and deleted immediately after the conclusion of data collection. All electronic records will be double deleted in seven years.

The online surveys are being administered by Qualtrics®, an American software company. As such, your responses are subject to U.S. laws, including the USA Patriot Act. The risks associated with participation are minimal, however, and similar to those associated with many email programs, such as Hotmail® and social utilities spaces, such as Facebook® and MySpace®.

At the end of the survey you will be offered a \$10 Tim Horton's gift certificate as a small token of thanks. You will be given a link to a separate online survey in which you will have to indicate your email address.

FOIP Notification:

The personal information that you provide to Mount Royal University is collected under the authority of the *Post-Secondary Learning Act* and the *Alberta Freedom of Information and Protection of Privacy* (FOIP) Act – Section 33(c). The information will be used for the purpose of conducting the research project. Collected personal information is protected from unauthorized access, collection, use, and disclosure in

accordance with the FOIP Act and can be reviewed or corrected, where appropriate, on request. Questions regarding the collection of personal information can be directed to:

Assistant Professor – Leah Hamilton – Department of Management – Mount Royal University 4825 Mount Royal Gate SW Calgary, AB T3E 6K6 – 403-440-8548 – lhampilton@mtroyal.ca

*Student – Anja Meier – Bachelor of Business Administration – Mount Royal University 4825 Mount Royal Gate SW Calgary, AB T3E 6K6
ameie286@mtroyal.ca*

Study Risks or Benefits for Participants:

There is a slight risk that participants may feel anxious to share information about trying to find a job, especially during a challenging economy. This risk will be mitigated by providing career services information, available on the debrief form.

The primary benefit to participating in this questionnaire is to gain a greater understanding of the research process.

Voluntary Participation and Withdrawal of Consent:

Participation is voluntary. You are free to decline to answer any questions. You are also free to withdraw from the study at any time. You can stop responding to the survey at any point during your completion of the questionnaire. Your data will be included in the data file in order to assess and report on patterns of missing data. If you are missing an extensive amount of data your responses will not be included in the analyses and any subsequent publications. You will not suffer any disadvantage or reprisal for withdrawing. You will be given, in a timely manner throughout the course of the research project, information that is relevant to your decision to continue or withdraw from participation.

What will happen to the results of this research project?

The results of this study will be used to develop a greater understanding of the impact a recession has on business students' career expectations and be presented in Anja Meier's honours thesis. We will also present the findings at MRU Research Days and at an academic conference.

Compensation:

The only benefits to participating in this study are a \$10.00 Tim Hortons gift card to compensate you for your time.

Signature (Written Consent):

Your signature on this form indicates that you are voluntarily consenting to participate in this research project, and you understand to your satisfaction the information regarding your participation in the research project and agreement to participate as a subject. Your participation will only begin once you have provided

DOES A RECESSION AFFECT MILLENNIALS' CAREER EXPECTATIONS?

consent, and have been given adequate time and opportunity to consider the information provided, pose any questions you may have, and discuss and consider whether you will participate. This does not waive your legal rights nor release the investigators or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time. If you have further questions concerning matters related to this research, please contact:

Anja Meier, Student, Bachelor of Business Administration, Mount Royal University at ameie286@mtroyal.ca

You can also contact Leah Hamilton, Assistant Professor, Department of Management, Mount Royal University at lharrison@mtroyal.ca or 403-440-8548

If you have any questions or concerns regarding your rights as a possible participant in this research please contact the Research Ethics Officer, at Mount Royal University, 403-440-8470, herb@mtroyal.ca

If you consent to participate, click the Yes button to go to the survey.

Yes I would like to participate _____

No I would not like to participate _____

Appendix M: Debrief Form

Debriefing Form

Project Title: The Influence of Alberta's Recession on Millennials' Career Expectations

Additional Information about this Study:

In a 2010 study, Ng, Schweitzer, and Lyons found that the Millennial generation has supersized goals and unrealistic expectations. It has also been shown that the high expectations possessed by Millennials' persist even through challenging economic times (De Hauw & De Vos, 2010). To further build on these findings, the objective of this study is to gain a greater understanding of the impact that the current recession has on business students' expectations about entering the workforce. Specifically, for her honours thesis, Anja Meier will examine the expectations that the business students at Mount Royal University have for their future career and if they have adapted these expectations based on the current economic climate. This project will increase the overall understanding of Millennials' career expectations and their future employment possibilities.

If you would like to learn more on the subject, we recommend reading these 3 articles:

Boswell, S. S. (2012). 'I deserve success': Academic entitlement attitudes and their relationship with course self-efficacy, social networking, and demographic variables. *Social Psychology of Education*, 15(3), 353-365.
doi:10.1007/s11218-012-9184-4

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(2), 293-302. doi:10.1007/s10869-010-9162-9

Ng, E. W., Schweitzer, L., & Lyons, S. T. (2010). New Generation, Great Expectations: A Field Study of the Millennial Generation. *Journal of Business and Psychology*, 25(2), 281-292. doi:10.1007/s10869-010-9159-4

If you have any further questions, please do not hesitate to contact us. If you have any questions concerning your rights as a possible participant in this research, please contact the Research Ethics Officer at Mount Royal University, 403-440-8470, hreb@mtroyal.ca.

DOES A RECESSION AFFECT MILLENNIALS' CAREER EXPECTATIONS?

If you are interested in learning more options regarding your job search, please contact Career Services at Mount Royal University at studentjobs@mtroyal.ca or by phone at 403-440-6307

If you require any counseling services, please contact Student Counselling Services at 403-440-6362 or visit Wellness Services on the Mount Royal Campus in U216

Please email ameie286@mtroyal.ca if you would like to receive a summary of the results, which will be available after the data is analyzed.

Your participation is very much appreciated.

Sincerely,

Leah Hamilton, PhD
Assistant Professor
Department of Management
Bissett School of Business
Mount Royal University
ph: 403-440-8548
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Appendix N: Demographics Questionnaire

Demographics

2.) What is your Major in the Bachelor of Business Administration Program at Mount Royal University? _____
and Minor? _____

2.) What year are you in? (3rd or 4th) _____

3.) What is your sex?

Male

Female

Other

4.) What is your ethnic background?

White

Black/African American

Hispanic

Asian

East Indian

Other (please specify) _____

5.) What is your age? _____

6.) What job do you hope to have after you graduate? Please be as specific as possible. (e.g., financial accountant). _____

7.) Please select the industry you hope to be working in after graduating from Mount Royal:

Oil and gas ____

DOES A RECESSION AFFECT MILLENNIALS' CAREER EXPECTATIONS?

Agriculture, forestry, fishing and hunting ____

Mining, quarrying, and oil and gas extraction ____

Utilities ____

Construction ____

Manufacturing ____

Wholesale trade ____

Retail trade ____

Transportation and warehousing ____

Information ____

Finance and insurance ____

Real estate and rental and leasing ____

Professional, scientific and technical services ____

Management of companies and enterprises ____

Administrative and support and waste management and remediation services ____

Educational services ____

Health care and social assistance ____

Arts, entertainment, and recreation ____

Accommodation and food services ____

Other services ____

Public administration ____

Other _____