

8-3-2014

The Impact of Psychological Contract Fulfillment on Employee Engagement in the Millennial Generation: The Moderating Effects of Generational Affiliation

Traron Moore

Follow this and additional works at: http://scholarworks.gsu.edu/bus_admin_diss

Recommended Citation

Moore, Traron, "The Impact of Psychological Contract Fulfillment on Employee Engagement in the Millennial Generation: The Moderating Effects of Generational Affiliation." Dissertation, Georgia State University, 2014.
http://scholarworks.gsu.edu/bus_admin_diss/42

This Dissertation is brought to you for free and open access by the Programs in Business Administration at ScholarWorks @ Georgia State University. It has been accepted for inclusion in Business Administration Dissertations by an authorized administrator of ScholarWorks @ Georgia State University. For more information, please contact scholarworks@gsu.edu.

PERMISSION TO BORROW

In presenting this dissertation as a partial fulfillment of the requirements for an advanced degree from Georgia State University, I agree that the Library of the University shall make it available for inspection and circulation in accordance with its regulations governing materials of this type. I agree that permission to quote from, to copy from, or publish this dissertation may be granted by the author or, in his/her absence, the professor under whose direction it was written or, in his absence, by the Dean of the Robinson College of Business. Such quoting, copying, or publishing must be solely for the scholarly purposes and does not involve potential financial gain. It is understood that any copying from or publication of this dissertation which involves potential gain will not be allowed without written permission of the author.

Traron Moore

NOTICE TO BORROWERS

All dissertations deposited in the Georgia State University Library must be used only in accordance with the stipulations prescribed by the author in the preceding statement.

The author of this dissertation is:

TRARON MOORE
989 FERN AVENUE SE
ATLANTA, GEORGIA 30315

The director of this dissertation is:

SUBHASHISH SAMADDAR

DEPARTMENT OF MANAGERIAL SCIENCES
ROBINSON COLLEGE OF BUSINESS ADMINISTRATION
GEORGIA STATE UNIVERSITY
ATLANTA, GEORGIA 30303

The Impact of Psychological Contract Fulfillment on Employee Engagement in the Millennial Generation: The Moderating Effects of Generational Affiliation:

BY

TRARON NEAL MOORE

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree

Of

Executive Doctorate in Business

In the Robinson College of Business

Of

Georgia State University

GEORGIA STATE UNIVERSITY
ROBINSON COLLEGE OF BUSINESS
2014

Copyright by
Traron Neal Moore
2014

ACCEPTANCE

This dissertation was prepared under the direction of the *TRARON NEAL MOORE*'s Dissertation Committee. It has been approved and accepted by all members of that committee, and it has been accepted in partial fulfillment of the requirements for the degree of Doctoral of Philosophy in Business Administration in the J. Mack Robinson College of Business of Georgia State University.

H. Fenwick Huss, Dean

DISSERTATION COMMITTEE

Dr. Subhashish Samaddar (Advisor)

Dr. Kay Bunch

Dr. Ed Miles

TABLE OF CONTENTS

| | |
|--|------|
| TABLE OF CONTENTS | IV |
| LIST OF TABLES | VI |
| LIST OF FIGURES..... | VII |
| ABSTRACT..... | VIII |
| CHAPTER I – RESEARCH OBJECTIVE..... | 1 |
| Introduction..... | 1 |
| Motivation of the Study | 2 |
| Theoretical and Conceptual Framework..... | 3 |
| Research Question | 4 |
| Significance of the Study..... | 4 |
| CHAPTER II – LITERATURE REVIEW | 5 |
| What are psychological contracts?..... | 5 |
| What are the major ways psychological contracts operate? | 6 |
| Have psychological contracts been shown to be impacted by age or generational affiliation?.. | 7 |
| What is employee engagement?..... | 9 |
| Why does employee engagement matter?..... | 11 |
| CHAPTER III - METHODS | 12 |
| Model | 12 |
| Variance Model..... | 13 |
| Hypothesis..... | 14 |
| Psychological Contracts and Employee Engagement..... | 14 |
| Moderating Influence of Generational Affiliation..... | 16 |
| Controls – Supervisory Status, Gender, and Tenure..... | 18 |
| Secondary Data Source | 19 |
| Participants..... | 19 |
| Measures | 20 |
| Dependent Variable - Employee Engagement..... | 20 |
| Independent Variable - Psychological Contracts..... | 21 |
| Moderator..... | 22 |
| Data Cleaning and Diagnostics..... | 22 |
| CHAPTER IV - RESULTS | 24 |
| Confirmatory Tests | 26 |
| Additional Data Analysis | 28 |
| Additional Data Analysis..... | 28 |
| CHAPTER V – DISCUSSION | 32 |
| Overview of Study | 32 |
| Implications..... | 34 |
| Limitations | 36 |

| | |
|--|----|
| Future Research | 37 |
| Conclusions..... | 38 |
| APPENDIX A – DEMOGRAPHIC DATA | 39 |
| APPENDIX B – SURVEY ITEMS..... | 40 |
| APPENDIX C – MODEL ASSUMPTIONS TESTING | 45 |
| APPENDIX D – SUPPORTING SPSS OUTPUT..... | 49 |
| APPENDIX E – FULL FACTOR ANALYSIS..... | 52 |
| BIBLIOGRAPHY..... | 57 |
| VITA..... | 61 |

LIST OF TABLES

| | |
|---|----|
| TABLE 1. GENERATIONAL GROUPINGS | 7 |
| TABLE 2. GENERATIONAL DIFFERENCES (STEELCASE, 2008) | 9 |
| TABLE 3. REPRESENTATIVE DEFINITIONS OF EMPLOYEE ENGAGEMENT | 10 |
| TABLE 4. DESCRIPTIVE STATISTICS AND CORRELATIONS FOR STUDY VARIABLES..... | 24 |
| TABLE 5. RESULTS OF HIERARCHICAL REGRESSION ANALYSES FOR EMPLOYEE ENGAGEMENT | 25 |
| TABLE 6. FACTOR ANALYSIS PSYCHOLOGICAL CONTRACTS | 30 |
| TABLE 7. FACTOR ANALYSIS EMPLOYEE ENGAGEMENT..... | 31 |

LIST OF FIGURES

| | |
|---|----|
| FIGURE 1. PSYCHOLOGICAL CONTRACT/EMPLOYEE ENGAGEMENT CO-VARIATION MODEL | 12 |
| FIGURE 2. HYPOTHESIZED DIRECTION OF CO-VARIATION | 13 |
| FIGURE 3. REGRESSION MODEL FOR MILLENNIALS ONLY | 26 |
| FIGURE 4. REGRESSION MODEL FOR NON-MILLENNIALS | 27 |
| FIGURE 5. SCATTERPLOT OF A SIMPLE RANDOM SAMPLE OF 500 RESPONDENTS | 28 |

ABSTRACT

The Impact of Psychological Contract Fulfillment on Employee Engagement in the Millennial Generation: The Moderating Effects of Generational Affiliation:

BY

TRARON NEAL MOORE

April 28, 2014

Committee Chair: *Dr. Subhashish Samaddar*

Major Academic Unit: Managerial Sciences

Prior empirical and theoretical research suggests that engaged employees are more productive and, in turn, those companies are more successful. The present study empirically examines the relationship between psychological contract fulfillment and employee engagement. It also examines whether Millennial generational affiliation moderates this relationship. The study uses archived secondary data of a major U.S. retail chain where the employees rated themselves on various items including psychological contract fulfillment items and employee engagement items. Two hypotheses were developed and tested while controlling for employee tenure, supervisory status and gender. Hierarchical regression was used to determine the extent of the relationship between psychological contract fulfillment in predicting employee engagement and to assess whether Millennial generational affiliation moderated the relationship. The results suggest that psychological contract fulfillment does relate to employee engagement

and can predict 49.9% ($p < .001$) of the variance in employee engagement. Results also suggest that Millennial generational affiliation, when compared with other generational cohorts, does not in a statistically significant amount, moderate the relationship between psychological contract fulfillment and employee engagement. Both theoretical and practical implications are discussed.

CHAPTER I – RESEARCH OBJECTIVE

Introduction

Employee engagement has been empirically linked to organizational commitment (Saks, 2006), role performance (Rich, LePine, & Crawford, 2010) and theoretically to productivity (Irvine, 2009; Masson, Royal, Agnew & Fine, 2008). In 2013 empirical research emerged indicating that employee engagement is associated with psychological contracts (Bal, Kooij, & DeJong, 2013; Chang, Hsu, Liou, & Tsai, 2013). Rousseau (1989) defined psychological contracts as the beliefs that are held by an individual regarding what they owe the organization, and what the organization owes them. Thus, fulfillment of employer promises, obligations, and commitments increases employee engagement (Coffman & Gonzalez-Molina, 2002; Bal et al., 2013; Chang et al., 2013). Chang et al. (2013) and Bal et al. (2013) empirically demonstrated that an increase in psychological contract fulfillment is related to an increase increase in employee engagement. Current research on the relationship between psychological contracts and employee engagement is silent as to whether generational affiliation is a factor in this relationship (Bal et al. 2013; Chang et al. 2013).

Researchers propose that associated positive behaviors (Bal et al., 2013; Chang et al., 2013) resulting from a positive “affective –motivational” state of mind (p.2122) are of great importance to the business. As the greying workforce retires, organizations will have to rely on younger employees to fill the void left by older retiring employees. Researchers propose that Millennial employees have less employer centric attitudes towards work (Shaw & Fairhurst, 2008). As such, there is value in understanding the relationship of psychological contracts to employee engagement (Maxham, Netemeyer, Lichtenstein, 2008; Saks, 2006; Witemeyer, 2013). Therefore, in this study there are two primary objectives: (1) to test psychological contract

fulfillment empirically as it relates to employee engagement in an American retail setting and, (2) to extend the understanding of this relationship by examining whether generational affiliation has a statistically significant moderating effect; specifically, with regard to the Millennial generation versus all other generational cohorts.

Motivation of the Study

Employee engagement has received much popular press in the past few years (Britt, 2003; Irvine, 2009; Kruse, 2012; Macey & Schneider, 2008a; Mastrangelo, 2009). In *Follow This Path*, Gallop consultants Coffman and Gonzales-Molina (2002) estimate that more than \$253 billion worldwide are lost annually because low or inadequate employee engagement. Although this is an estimate, even if it is over-estimated by \$200 billion, this is not a trivial concern. Another phenomenon occurring simultaneously to the low levels of employee engagement in the workforce is that the composition of the workforce is changing. Millennials are quickly entering the workforce at a time when the Baby Boomer generation (i.e., those individuals born between 1946 and 1964) is beginning to exit the workforce (Meister & Willyerd, 2010). By 2020 Millennials are projected to constitute more than 50% of the workforce (Meister & Willyerd, 2010). In 2020 Baby Boomers (then age 56-74) continue their exit from the workforce, the employee engagement levels of Millennials (then age 26- 41) will become increasingly important as they become the majority of the workforce. Evaluating and better understanding the relationship between Millennial employees and their employer could provide valuable insight into Millennial work behaviors (Rousseau, 1989; Kahn, 1990; Rousseau, 1994; Sels, Janssens & van den Brande, 2004). Understanding to what extent psychological contract fulfillment is related to Millennials' as opposed to all other generational cohorts' levels of

employee engagement may be critical in garnering the positive behaviors associated with employee engagement.

Theoretical and Conceptual Framework

This is an exploratory study that examines the extent to which generational affiliation (GA) is related to psychological contract fulfillment (PCF) and employee engagement (EE). Three distinct strains of literature will be used as a theoretical foundation. Employee engagement serves as the first stream of literature for the current project, as an understanding of the antecedents and consequences of employee engagement is of essential. The second theoretical element is psychological contracts. While psychological contracts have been studied extensively (Aggarwal, Datta, & Bhargava, 2007; Rousseau, 1989; Sels et al., 2004), research with respect to how they impact employee engagement is limited (Chang et al., 2013; Bal, et al., 2013). Literature on generational cohorts represents the third and final theoretical element. This study seeks to have a better understanding of the relationship generational affiliation has with the psychological contract – employee engagement relationship.

Lyons and Kuron (2014) describe generational affiliation as a group of people born within the same “historical and socio-cultural contexts who experienced the same formative experiences and develop unifying commonalities (p. 141).” The statement “*unifying commonalities*” states that there are similarities but also suggest differences among generational cohorts. Millennials (those born about 1979 -1994) matured during the birth of the Internet and the globalization of society (Debevec, Schewe, Madden, & Diamond, 2013). The psychological contract fulfillment and employee engagement relationship is expected to vary, in a statistically significant way in Millennials versus other generations. The overlay of these three literature

streams helps to identify a gap in the literature that this study seeks to address in the research question posed below.

Research Question

To what extent is psychological contract fulfillment related to employee engagement in the Millennial generation compared to other generations in a retail environment?

Significance of the Study

The significance of this study is twofold. From an academic standpoint there are no published papers exploring the empirical relationship between psychological contract fulfillment and employee engagement as moderated by generational affiliation. As recently as December 2013, Festing and Schafer call for an empirical study of the moderating effect of generational affiliation on psychological contract fulfillment as it relates to “engaged TM [talent management] practices” (p. 268). This is noteworthy as it implies that generational affiliation may function as a moderator, separate and apart from any direct effects that generational affiliation might explain. From a practical standpoint, understanding the relationship between employee engagement, psychological contract fulfillment and generational affiliation will assist organizations in understanding if and how HR practices should be modified.

CHAPTER II – LITERATURE REVIEW

To aid in the exploration of psychological contract, generational affiliation and employee engagement, a subset of literature has been selected based on its relevance to the following questions:

1. What are psychological contracts?
2. What are the major ways psychological contracts operate?
3. Have psychological contracts been shown to be impacted by age or generational affiliation?
4. What is employee engagement?
5. Why does employee engagement matter?

To answer these questions, a review of relevant peer reviewed journal articles, government reports, and articles from popular press were completed. This review focuses on major advances and connections made within them.

What are psychological contracts?

Menninger (1958) first coined the term psychological contract to describe the reciprocal relationship between a treating therapist and his or her patient. Argyris (1960) extended the term to employee expectations in the workplace. Levinson, Price, Munden, Mandl, and Solley (1962) expanded the idea of the psychological contract to include “unwritten contracts” and all “unwritten” expectations between the employer and the employee (p. 22). Schalk and Roe (2007), noted that psychological contracts are, largely, “implicit and unspoken”, (p. 167). Levinson et al. (1962) and Schein (1965) expand the concept of psychological contracts by adding that psychological contracts could contain both tangible and mental expectations regarding resources. In his research, Kotter (1973) defined the psychological contract as an implied understanding

between the individual and the organization regarding what each is to give and receive. Schein (1980) posits that there is an inseparable and complex interaction between the employee and organization and that the interaction can be managed. This is the first indication that psychological contracts have strategic value. These assertions set the foundation for Rousseau and her research on psychological contracts.

Rousseau's (1989) seminal work defined psychological contracts as the beliefs that are held by an individual regarding employee and employer reciprocity. The author renewed interest in the study of psychological contracts by slightly adjusting the definition from *expectation* to *owe*. This definition implies that each party understands and accepts that the relationship is based on contributions to the other. Rousseau highlights the construct as *individually subjective* (1989). This means that there may be differences between what the employee expects and what the company or manager believes has been promised. The difference of understanding ignited research regarding employee reactions based on fulfillment and breach of psychological contract.

What are the major ways psychological contracts operate?

When promises are kept or expectations met, individuals consider psychological contracts fulfilled (Rousseau, 1989; Kickul & Lester, 2001). Using Rousseau's (1989) definition, a psychological contract violation, or breach, is denoted by a failure to meet the expectations of one of the parties. When an employee receives what they expect, it creates a potential reaction in attitude and/or behavior (Kickul & Lester, 2001). Hess and Jepsen (2009) demonstrated that there is a relationship between psychological contract fulfillment and three cognitive responses: satisfaction, commitment, and turnover intention. Levels of fulfillment at work have also been shown to impact emotional attachment, affect and the desire to remain with the organization (Hess & Jepsen, 2009). This may be because, as fulfillment decreases, employees may attempt to

restore balance (Ng & Feldman, 2009). Ng and Feldman (2009) note that “employees may reduce loyalty and trust, withdraw their efforts and contributions (p. 1056).”

Have psychological contracts been shown to be impacted by age or generational affiliation?

Generational affiliation speaks to the generation or year grouping in which people are born. It is well accepted that there have been six generational designations over the past 100 years. These generational designations are as follows: G.I. Generation; Silent Generation (also known as Matures); Baby Boomers; Generation X; Millennials (also known as Gen Y), and New Silent Generation (sometimes referred to as Generation Z). These groupings are shown in Table 1. The generational groupings serve as a model for understanding how group members may behave, think, or feel as a function of their generational affiliation, especially when one considers how technological advances, economics, politics, and social conventions can guide the norms, behaviors, and expectations of the various generations (DelCampo, Haggerty, Haney & Knippel, 2010).

Table 1. Generational Groupings

| Generation | Associated Birth Years |
|-------------------|-------------------------------|
| G.I. Generation | 1900 - 1924 |
| Silent Generation | 1925 - 1945 |
| Baby Boom | 1946 - 1964 |
| Generation X | 1965 - ~1978 |
| Millennial | ~1979 - ~ 1994 |
| New Silent | ~1995 - present |

Previous generations have clearly defined beginning and end years. However, the literature concerning the beginning and end-points of Generation X, Millennials, and the New Silent Generation tends to use *about* terms and approximations with regard to birth years and ranges (Deal, Stawiski, Gentry, Graves, Weber & Ruderman, 2013; Smola & Sutton, 2002).

Table 2 is adapted from Steelcase (2008) and summarizes the various traits of the six different

generations in question. Table 2 also incorporates the work of Twenge (2010) and Smola and Sutton (2002) regarding work attitudes, values and expectations.

As can be seen in Table 2, Millennials (those born between 1979 and 1994) are different from their predecessors. The Millennials use different idioms, have different beliefs and values, and have a higher technology requirement (Deal, 2007; Shaw & Fairhurst, 2008) as compared to previous generations. Millennials are tech-savvy and quickly integrate technological advances into their daily lives. Research has demonstrated that in general, Millennials see the world differently than other generations, especially since Millennials believe that only your parents love you unconditionally and that you should find passion in your work (Hill, 2002). Millennials have a higher external locus of attribution and narcissism than previous generations (Twenge, Konrath, Foster, Campbell, & Bushman, 2008); believing that if, they work within the guidelines that success will follow.

The research of Ng and Feldman (2009) posits that age may play a role in moderating response to psychological contract breach. In their research, they divide workers into two categories: older (more than 40) and younger (less than 40). They propose that age has an impact on the flexibility of employees to change their expectation with regard to psychological contracts. In 2009, Hess and Jepsen empirically demonstrated that, with regard to relational and transactional psychological contracts, Baby Boomers were substantially statistically higher than Generation X. There were no statistically significant differences found between Millennials and Baby Boomers. They also demonstrated that transactional psychological contract affinity was higher for baby boomers than for Millennials. Hess and Jepsen concluded that Millennials “may have lower perceptions of all employment obligations than the other generational groups” (p.

275). This is noteworthy, and corroborative to Hill's (2002) work, as it implies that Millennial employees may expect less from organizations than other generations to begin with.

Table 2. Generational Differences (Steelcase, 2008)

| | Influences | Characteristics | Pros | Cons | Workplace Style |
|-----------------------------|---|---|---|--|---|
| Traditionals 1909 - 1945 | WWs, Churchhill, Roosevelt, DeGaulle, Military Service, Class system, train travel | Dedication, sacrifice, conformity, respect, hierarchy, patience, duty before pleasure | Stable, loyal, detail oriented, thorough, hard working | Resistance to change, reluctant to rock the boat, shy from conflict, unexpressive and reserved | Derive identity from place, space reflects accomplishment and position, hierarchy, boundaries |
| Boomers 1946 - 1964 | JFK, contraception, television, Beatles, Swinging 60's | Optimistic, team oriented, personal gratification, health and well-being, personal growth, work involvement, | Driven, aggressive, aim to please, team players, relationship focused | Technologically challenged, reluctant to disagree with peers, process ahead of result, self-centered, not budget minded | Importance of corporate culture, and feeling part of the whole, private office, break away private enclaves, collaboration spaces, centralized knowledge center |
| Generation X 1965 - 1978 | The Cold War, Thatcher, Mitterrand, Kohl, Star Wars, Rock music, European Union, car travel | Independent, diverse, global thinkers, technological, fun, informal, self-reliant, pragmatic, detached, entrepreneurial | Adaptable, techo literate, independent, unintimidated by authority, creative | Impatient, different manners, skeptical, perceived as lazy, quick to criticize, lack of assertiveness, emphasize result over process | Look and quality are important, support expression in individual space; personal, flexible mobile workstation; alternative officing; open accessible leadership, team areas |
| Millenials 1979 - 1994 | Internet, mobile phones, texts, gaming, global warming, Facebook, cheap air travel | Optimism, civic duty, confident, easily bored, sociable, moral, streetwise, environmental, nurtured | Meaningful work, tenacious, multi-tasking, realistic, tech savvy, heroic spirit | Need for structure and supervision, inexperienced, job hoppers, work isn't everything Workplace Style | They can work anywhere, informal and fluid use of space, space for mentoring, fun open collaborative spaces, plug and play tech environment, no boundaries or hierarchy |

What is employee engagement?

Employee engagement has been criticized as being nothing more than consultant speak, or a poorly defined construct (Little & Little, 2006). However, employee engagement can be defined as a construct that consists of cognitive, emotional, and behavioral components that are

associated with individual role performance and subsequent commitment (Rich et al., 2010; Saks, 2006). In general, employee engagement centers on employee behavior and its action towards meeting organizational goals (Shuck & Wollard, 2010). Table 3 below details representative selection of employee engagement definitions.

Table 3. Representative Definitions of Employee Engagement

| Definition | Source |
|--|---------------------------------------|
| “The harnessing of organization members’ selves to their work roles; in engagement people employ and express themselves physically, cognitively, and emotionally during role performances.” | Kahn (1990, p. 694) |
| “Contains two underlying dimensions of work-related well-being: (1) activation (ranging from exhaustion to vigor) and (2) identification, ranging from cynicism to dedication” | Schaufeli et al. (2002, p. 74) |
| “Employees’ willingness and ability to help their company succeed, largely by providing discretionary effort on a sustainable basis.” | Towers Perrin (2003, p. 2) |
| “A positive, fulfilling, work-related state of mind that is characterized by vigor, dedication and absorption.” | Schaufeli & Bakker (2004, p. 295) |
| “The measure of an employee’s emotional and intellectual commitment to their organization and its success.” | Hewitt Associates (2004, p. 2) |
| “Knowing what to do and wanting to do the work.” | Sibson Consulting (2007, p. 3) |
| “The extent to which employees commit to something or someone in their organization, how hard they work and how long they stay as a result of that commitment.” | Macy & Schneider (2008b, p. 8) |
| “The extent to which employees are motivated to contribute to organizational success and are willing to apply discretionary effort to accomplishing tasks important to the achievement of organizational goals.” | Wiley, Kowske & Herman (2010, p. 351) |

Despite the popularity of the term, there is no agreement on the meaning of employee engagement. Definitions range from “wanting to do the work” (Sibson Consulting, 2007) to specific degrees of “work related well-being.” In the latter, “work related well-being,” words like “vigor” and “cynicism” are used to describe it (Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002). Consistent among these definitions, however, is the idea is that the way employees feel (emotional state) is related to their desire to act (cognitive state). More specifically, engaged employees will put effort towards meeting what they understand the organizational goals to be. For the purpose of this project, employee engagement will be defined using Wiley et al.’s (2010) definition as “the extent to which employees are motivated to

contribute to organizational success and are willing to apply discretionary effort to accomplishing tasks important to the achievement of organizational goals” (p. 351). Thinking of employee engagement as motivation to do more than the minimum captures the core of this construct and calls attention to the emotional/cognitive link. By operationally defining employee engagement in this way, it becomes clear that there is value to organizations in monitoring levels of employee engagement and learning how to influence levels of employee engagement.

Why does employee engagement matter?

Findings suggest The consequences of high levels of employee engagement are higher job satisfaction, higher organizational commitment, lower intention to quit and higher organizational citizenship behaviors as empirically demonstrated.(Saks, 2006). Shuck, Reico, and Rocco (2011) condense these consequences of employee engagement into two succinct categories: intentional turnover and discretionary effort. Intention to turnover is viewed as the desire to either leave the organization or stay with the organization, whereas discretionary effort is defined as an employee’s behavior in completing a task that goes beyond the minimum requirements to complete the task (Lloyd, 2008). Coffman and Gonzalez-Molina (2002) estimate that a lack of employee engagement accounts for more than \$253 billion of world-wide loss, demonstrating that engagement may be related to the financial statements.

CHAPTER III - METHODS

Model

In order to investigate the primary research question as to what extent does psychological contract fulfillment positively or negatively impact the level of employee engagement in the Millennial generation as compared to other generations in a retail environment, a variance model will be used. A variance model approach will be taken as the interest is in understanding how a change in one variable (psychological contracts) is related to a change in another variable (employee engagement), allowing for the moderating effect of generational affiliation.

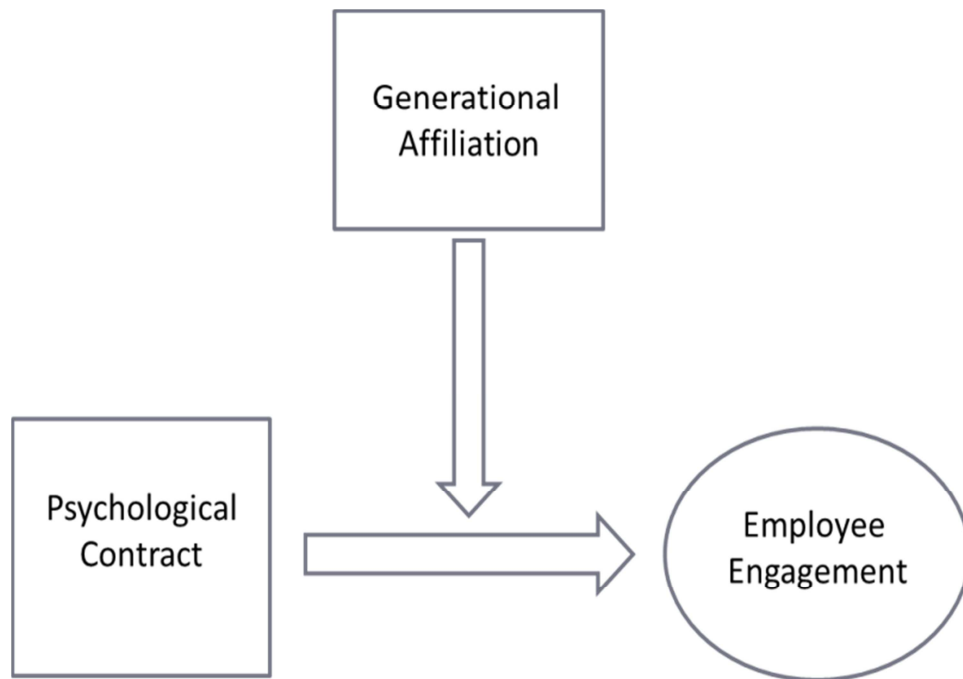


Figure 1. Psychological Contract/Employee Engagement Co-Variation Model

In this model, it is expected that a covariation between the constructs of psychological contracts and employee engagement will be moderated by generational affiliation. By using psychological contracts as the independent variable and employee engagement as the dependent variable, it becomes possible to hypothesize that when there is an increase in the fulfillment of

psychological contracts, an increase in employee engagement will occur. Figure 2 below provides a graphical representation of this hypothesized relationship.

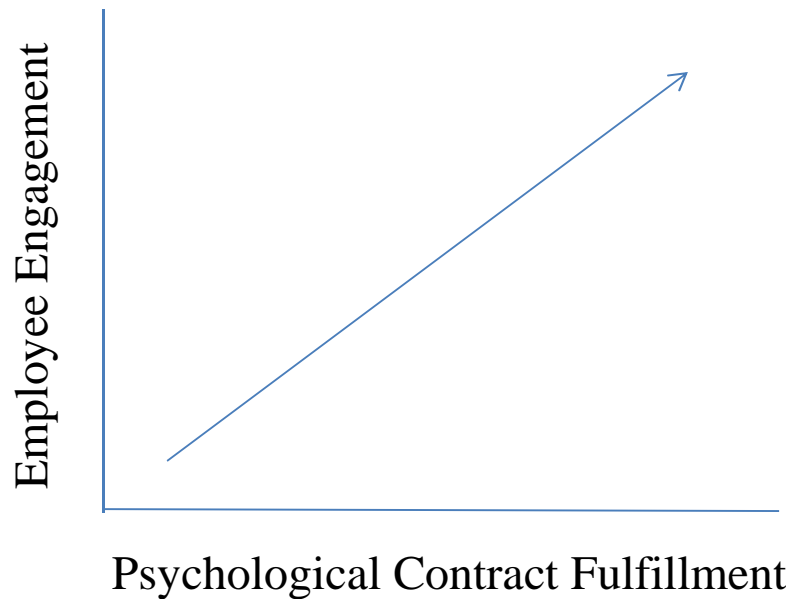


Figure 2. Hypothesized Direction of Co-Variation

Variance Model

Key Elements

There are six key elements in the variance model according to Van De Ven (2007):

- Fixed entities with varying attributes;
- Explanations based on efficient causality;
- Generality depends on uniformity across contexts;
- Time ordering among independent variables is immaterial;
- Emphasis on immediate causation;
- Attributes have a single meaning over time.

In determining whether the variance model is the appropriate model to use, the six preceding criteria were reviewed. In reviewing the first criteria, fixed entity with varying

attributes - it is acknowledged that the construct of employee engagement is related to, not only, the construct under review (psychological contracts), but also to others not under consideration. Although other variables impact employee engagement, it is posited that there exists efficient causality between psychological contracts and employee engagement to support the model.

Relationships between variables exist when a predictor variable relates directly to a dependent variable and is associated with a change in the dependent variable. This study will investigate whether psychological contracts and employee engagement function in that way, with the boundary conditions being the generation under consideration (i.e. Millennials), a retail setting, given the that geographic/cultural condition is confined to the USA. The boundary conditions are set as such, as it is posited that this model is only generalizable to the greater population of the United States.

Lastly, the model's variables will have fixed definitions and will continue to use the definitions provided at the beginning of the study. Upon reviewing the attributes of a process model, it becomes apparent that a variance model is the most logical choice for the empirical investigation of the proposed research question.

Hypothesis

Psychological Contracts and Employee Engagement

Kahn (1990) empirically connects role performance to the employees' emotional and psychological state. He described his study as having the premise that "people can use varying degrees of their selves, physically, cognitively, and emotionally, in work role performances..." (p. 692). Kahn's statement foretells a later connection between psychological contracts and the not yet created employee engagement construct.

Although Argyris (1960) was first to use the term psychological contract in the context of work, Rousseau (1989, 1994, and 2000) is credited with developing the seminal empirical work on the topic. From Rousseau's work, we understand that psychological contracts speak to the informal expectations held by both the employee and the employer – terming them fulfilled when kept and violated or breached when broken. Later, Rousseau and Wade-Benzoni (1994) would introduce four forms of contracts: transactional, transitional, balanced, and relational. These types of psychological contracts underpin the way employees and employers understand the work relationship. Interestingly, Rousseau and Tijoriwala (1998) in their discussion on the quantitative assessment of psychological contracts note that an employee may report a violation and still report a degree of fulfillment (p. 690- 691). This suggests that employees evaluate the psychological contracts in a cumulative fashion. This variable treatment of the psychological contract construct extended to the creation of global measures of the construct (Rousseau & Tijoriwala, 1999), which Rousseau (2000) included in her Psychological Contract Inventory (PCI).

The indication that psychological contracts have a cognitive and/or emotional aspect which can then be globally measured is noteworthy. This is important to the present research since employee engagement has also been defined as having emotional/cognitive aspects (Table 3).

Table 3 reveals a common theme among employee engagement writers; that there is an emotional, cognitive, and behavioral component to the construct. Of particular interest are the emotional and cognitive components. Words like affect, feel, cognitive and emotional have been used to describe psychological contracts and employee engagement. It is the emotional-cognitive aspect that connects employee engagement and psychological contracts. It is through the relatedness of the constructs that this study seeks to find an empirical relationship.

This study posits that employee engagement and psychological contracts, being impacted by aspects of the same core components (emotion and cognition), may thereby have an impact on each other. As such, the following is hypothesized.

H1: An employee's perceived psychological contract fulfillment is positively related to the employee's level of employee engagement.

Moderating Influence of Generational Affiliation

Having reviewed the relationship between psychological contracts and employee engagement it becomes apparent that these constructs are created through the subjective reflection/reaction of the individual, being based on what the employee thinks and feels. Contained within the notion that the relationship is subjective is the suggestion that it is also contextual. This implies that other factors, such as contextual factors, may be related to the psychological contract- employee engagement relationship.

Within this contextual operation of psychological contracts and employee engagement, this study seeks to investigate whether generational affiliation, as a contextual factor, has an impact on that relationship. In examining the potential for generational affiliation, as a contextual factor, to moderate the psychological contract-employee engagement relationship, it is necessary to identify those psychological contract components which (a) are captured in components of

employee engagement and (b) are subject to moderation based on generational affiliation. Cognitive and emotional components are present in both psychological contracts and employee engagement. The question then becomes as to whether these components are moderated by generational affiliation?

In reviewing the literature, researchers are studying psychological contracts, their components and attempting to understand the impact of age (Ng & Feldman, 2009). Ng and Feldman (2009) refer to the work of cognitive emotional neuroscience researchers. The neuroscience research of Isaacowitz and Riediger (2011) state that it should not be taken for granted that age will moderate *all* cognition/emotion links. However, this work suggests that there are differences in older versus younger workers based on how they perceive and process information. Other research (Costanza, Badger, Fraser, Severt, & Gade, 2012) suggests no statistically significant differences between generations regarding work-related outcome. Recalling that between psychological contracts and employee engagement are relational contexts which assists in explicating the inconsistencies among studies.

According to available research on Millennials, there is the suggestion that this generational cohort should respond differently to psychological contract failures. This statement is based on a documented need for fairness and civic duty (Holt, Marques & Way, 2012). It is proposed, that because of the need for fairness and civic duty, Millennials will generate statistically significant differences with regard to the emotional and cognitive links associated with employee engagement scores among the generational cohorts - specifically showing a stronger reaction in Millennials to psychological contract fulfillment - than in other generational cohorts.

H2: Generational affiliation will moderate the relationship between psychological contract fulfillment and employee engagement. Specifically, the effects of psychological

contract fulfillment will relate more strongly on employee engagement among Millennials than other generations.

Controls – Supervisory Status, Gender, and Tenure

The literature suggests (Aggarwal et al., 2007; Bal et al., 2013; Deal et al., 2013) that there are may be several variables which impact the relationship between psychological contracts and employee engagement. In particular, it is expected that generational affiliation, tenure, gender, and supervisory status will effect employee engagement. This study focuses on the impact of generational affiliation in the relationship between psychological contract fulfillment and employee engagement. As such, employee engagement has been identified as the dependent variable, with psychological contracts being the independent variable. Supervisory status, gender and tenure have been identified as control variables. Work by Deal et al. (2013) that focused on Baby Boomers and Generation X, and work by James, McKechnie, and Swanberg (2011), who focused on older versus younger workers, confirmed that levels of employee engagement may be impacted by age. Specifically, research has shown that age and tenure will co-vary (Costanza et al., 2012). This potential covariation could create a potential issue of multicollinearity. To avoid this, tenure will be controlled for. Although the literature is not in agreement as to why supervisory status matters; the literature is clear that it does (Deal, et al., 2013). Deal (2013) does go on to say that some effects that are attributed to age could potentially have been done so incorrectly. The author states that supervisory status through tenure being ultimately reflected in generational affiliation may be the culprit. The research demonstrates that supervisory status with the organization and therefore increased age could account for some of the differences in work attitudes. To isolate generational affiliation - tenure and supervisory status will also be controlled for.

Secondary Data Source

The retail industry was selected for this study. The US Census Bureau (2013) reports US retail sales to have been more than \$4.5 trillion in 2013, making it a substantial portion of the US economy and therefore important to understand better. In cooperation with a major US retailer, data from the organization's Employer of Choice (EOC) survey was obtained. The organization collected the data from May 2013 through August 2013. Their survey included items relevant to the current study. These items included employee engagement measures, global psychological contract measures, and age groups. Given the retailer's strong desire to maintain the confidentiality of participants, the identity of the participants and the identity of the company are not shared as part of this project. The retailer that distributed the questionnaire to its employees is a large organization, with more than 280,000 employees nationwide. In order to manage such a massive operation, the organization is divided into regions. Those regions are then divided into divisions and districts, respectively. To achieve successful administration of the annual Employer of Choice survey, the organization surveys approximately 10-15 districts per month.

Participants

According to the United States Department of Labor (2014), there were 4,668,300 retail sales workers in the United States in 2012. Given a .80 power and $\alpha=.05$, a sample size of at least 385 participants is required to produce statistically significant results.

The data set consisted of 101,884 participants out of the organization's 281,054 employees. This represents a crude response rate of 36.3 percent. The sample of employees who participated in the survey is representative of the organization with respect to a number of key demographic characteristics such as status, age, tenure, race, and gender. The sample consisted of Millennials (30.6%) and non-Millennials (46.2%). Many of the respondents were either in the

18- to 24-year-old category (17.9%) or the 45- to 54-year-old category (16.3 %) and were male (60.3%). There were no survey participants younger than 18. Located in Appendix A is a more detailed description of survey demographic data and organization demographic data.

The organization collected information from current employees on basic demographic information, workplace attributes, managerial efficiency, peer relationships, and overall satisfaction with their job. Included in the survey were questions about psychological contract fulfillment from both the employee and employer perspective (see Appendix B for the complete survey). Although there were 96 items on the entire questionnaire, it is important to note that none of the questions required an answer. In other words, if the employee wished to skip a question, they were able to do so with no penalty. The survey was administered in an employee only section of the retail outlet and was computer-based. Surveys were administered in English, with an option of taking it in Spanish. The organization gave employees approximately one hour to complete the computer-based survey.

Measures

Dependent Variable - Employee Engagement

There is no universally accepted measurement for employee engagement. Moreover, there is still much disagreement about what employee engagement actually is. There are questions regarding whether it is personal or organizational (Macey & Schneider, 2008a; Saks, 2006), whether it has core components (Dalal, Brummel, Wee, & Thomas, 2008; Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002; Shuck et al., 2011) and whether it is permanent or temporary (Dalal et al., 2008). Employee engagement measures, at best, estimate antecedent levels of constructs theorized to contribute to employee engagement. Pride, job satisfaction, commitment and advocacy consistently appear as factors for the measurement of employee

engagement. Those factors are sometimes used to create subcategories of measurement to achieve complex employee engagement measures. This project does not seek to investigate employee engagement measures, but rather to understand if employee engagement, in the broadest sense, is related to the interaction of generational affiliation on the dependent variable of psychological contracts. The Kenexa Employee Engagement Index (Wiley et al., 2010) was used to measure the four facets of employee engagement. This index contains the four facets core to employee engagement, which includes: (1) pride, (2) satisfaction, (3) commitment, and (4) advocacy. Each item was rated on a 5-point Likert scale (1= Strongly Disagree/Very Dissatisfied; 5= Strongly Agree/Very Satisfied). The relevant items included from the survey were the question that measured pride (I am proud to work for “Organization”), satisfaction (Considering everything, how would you rate your overall satisfaction with “Organization” at the present time?), commitment (I rarely think about looking for a new job with another company), and advocacy (I would recommend “Organization” as a great place to work). Wiley et al. (2010) reported an internal reliability alpha of .91 as part of their study. In the current study, alpha reliability for the index was .86. An aggregate variable was computed by taking the average of the four facets: pride, satisfaction, commitment and advocacy. The new aggregate variable was labeled employee engagement (EE).

Independent Variable - Psychological Contracts

The Psychological Contract Inventory (PCI) (Rousseau, 2000) is a psychometric instrument used to assess an individual’s belief between that person and another party; in this case, an employer (Rousseau, 1989). The items used to measure global Psychological Contract fulfillment included questions on employer fulfillment (Overall, how well does your employer fulfill its commitments to you; In general, how well does your employer live up to its promises).

In the current study, an adaptation of the aforementioned employer fulfillment items were used to assay psychological contract fulfillment as understood by the employee's evaluation of the employer. Specifically, employer fulfillment was measured via three items: In thinking about the commitment *Organization* has made to me, *Organization* has kept these commitments; In general, *Organization* lives up to the promises it makes to me; Most times *Organization* keeps the obligations it has made to me. Each item was rated on a 5-point Likert scale (1= Strongly Disagree/Very Dissatisfied; 5= Strongly Agree/Very Satisfied). The items, which were labeled PC4, PC5, and PC6 respectively, were the sole measures of psychological contract fulfillment. The alpha reliability coefficient for the index was .96. The correlations for the items PC4, PC5 and PC6 were above .85. They were collapsed into a single item (Global PC) to avoid any problems with multicollinearity.

Moderator

Age, PC4, PC5 and PC6 were self-reported by respondents. PC4, PC5 and PC6 were measured as continuous variables using a Likert scale. Although age was initially captured as a continuous variable, it was dummy-coded for the purposes of producing the dummy-coded variable Generational Affiliation (GA) for analyses. Millennials, those ages 18-34, were the youngest group and were coded 0, with all other older age groups being coded 1. The moderator variable, "Generational Affiliation x Global PC" was then calculated as the product of the centered Global PC variable and Generational Affiliation (Miles & Shelvin, 2001).

Data Cleaning and Diagnostics

Assumptions for the multiple regression were tested (Field, 2009). Correlations between all variables did not exceed .90, indicating singularity and the absence of multicollinearity. Tolerance being $>.10$ and VIF scores being <10 were within the appropriate ranges to indicate

the absence of multicollinearity. Evaluation of the scatterplot supports a homoscedastic and linear relationship. In the Normal P-P Plot, the points lie in a nearly straight line. This suggests no major deviation from normality. The Mahalanobis distances that were produced as a part of the regression calculation did contain values slightly above the critical value assigned to the number of variables in this study. However, given the size of the dataset, it would not be unusual for it to contain outliers (Pallant, 2007). Moreover, Cook's Distance suggests that these outliers do not have an inordinate influence on the results of the model as a whole. The last assumption of multiple regression is sample size. The sample size used in this study is sufficient for the purposes of regression (Field, 2009; Pallant, 2007). During analysis, cases with missing values were excluded listwise, resulting in a sample of 62,046. Supporting SPSS output is presented in Appendix C.

CHAPTER IV - RESULTS

The data were analyzed using Pearson Correlation and hierarchical multiple regression. Descriptive statistics and correlations for the study variables are presented in Table 4. Table 5 presents the results of the hierarchical regression analyses for employee engagement. The variables and moderator were entered into the hierarchical regression in three steps. The control variables of tenure, gender and supervisory status were entered first. The variable which measured Global Psychological Contract was added in the second step. The moderator, Generational Affiliation x Global PC, was added in the last step. The control variables did not explain a large portion of variance in the dependent variable of employee engagement. All controls (tenure, gender and supervisory status) accounted for approximately 4.4% ($p < .001$) of the variance in employee engagement (Table 5, Model 1).

Hypothesis 1 posited that an employee's perceived psychological contract fulfillment is positively related to the employee's level of employee engagement. This hypothesis was supported (Table 4; Table 5, Model 2). The bivariate correlation coefficient revealed that employee engagement and GlobalPC were statistically significantly and positively related ($r = .73$, $p < .001$). Follow-up analysis using hierarchical multiple regression indicates that GlobalPC ($\beta = .624$, $p < .001$) was related to the dependent variable, further supporting the hypothesized relationship.

Table 4. Descriptive statistics and correlations for study variables

| Variables | Mean | s.d. | 1 | 2 | 3 | 4 | 5 |
|-----------------------|--------|---------|----------|----------|----------|---------|---------|
| 1. EE | 3.7242 | 0.93389 | | | | | |
| 2. Tenure | 3.7264 | 1.60093 | -0.054** | | | | |
| 3. Gender | 1.6045 | 0.48896 | -0.036** | -0.009* | | | |
| 4. Supervisory Status | 1.8007 | 0.39946 | -0.164** | -0.36** | -0.04** | | |
| 5. GlobalPC | 3.7286 | 0.07358 | 0.731** | -0.082** | -0.014** | -.117** | |
| 6. GA | 0.6069 | 0.82575 | 0.038** | 0.423** | -0.015** | -.173** | 0.030** |

** $p < .001$, * $p < .01$

The result of step 2 indicated that the variance accounted for with the controls (tenure, gender and supervisory status) and the independent variable of Global PC equaled 54 percent of the variation in the dependent variable (adjusted $R^2=.54$, $p<.001$).

Table 5. Results of Hierarchical Regression Analyses for Employee Engagement

| Variables | Model 1 | | Model 2 | | Model 3 | |
|--------------------------------------|---------|------|-----------|------|---------|------|
| | B | SE B | B | SE B | B | SE B |
| Step 1: Control | | | | | | |
| Tenure | -.076** | .002 | -.020** | .002 | -.020** | .002 |
| Gender | -.087** | .008 | -.057** | .005 | -.057** | .005 |
| Supervisory Status | -.499** | .010 | -.213** | .007 | -.213** | .007 |
| Step 2: Independent | | | | | | |
| Global Psychological Contract | | | .624** | .002 | .620** | .004 |
| Step 3: Moderator | | | | | | |
| Generational Affiliation x Global PC | | | | | .007* | .005 |
| Constant | 5.047 | | 1.931 | | 1.947 | |
| R^2 | .0437 | | .5429 | | .5429 | |
| Adjusted R^2 | .0437 | | .5429 | | .5429 | |
| F | 945.140 | | 33887.197 | | 2.117 | |
| ΔR^2 | .0437 | | .4993 | | .0000 | |
| ** $p<.001$, * $p<.20$ n=62,046 | | | | | | |

Hypothesis 2 states that generational affiliation will moderate the relationship between psychological contract fulfillment and employee engagement. Specifically, this hypothesis proposed that the effects of psychological contract fulfillment among Millennials will be stronger on employee engagement than other generations. As can be seen in Model 3 of Table 5, this hypothesis appears to be initially supported by the data, as the coefficient for the variable is statistically significant ($\beta=.007$, $p<.01$). However, the addition of the moderator in step 3 had no statistically significant impact on the overall predictive efficacy of the regression model. The variance (ΔR^2) accounted for by the moderator (Generational Affiliation x Global PC) was equal

to .0000 and was not statistically significant. As such, it must be concluded that there is no support for the second hypothesis.

Confirmatory Tests

Initial analysis yielded strong results for H1 and statistically insignificant results for H2. A battery of confirmatory tests was completed to ensure accurate reporting. The first, in the battery of confirmatory tests, was to split the sample based on Millennial and non-Millennial status. Then, test the relationship between psychological contract and employee engagement in the Millennial group through multiple hierarchical regression, holding the controls constant. Figure 3 shows the result for that regression model.

Model Summary - Millennials

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | Change Statistics | | | Sig. F Change |
|-------|-------------------|----------|-------------------|----------------------------|-----------------|-------------------|-----|-------|---------------|
| | | | | | | F Change | df1 | df2 | |
| 1 | .303 ^a | .092 | .092 | .89484 | .092 | 823.797 | 3 | 24385 | .000 |
| 2 | .740 ^b | .547 | .547 | .63190 | .455 | 24516.320 | 1 | 24384 | .000 |

a. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?"

b. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?", Level of Psychological Contract (Associate perspective -PC4, PC5, and PC6)

Figure 3. Regression Model for Millennials only

The results indicate a statistically significant relationship between Global PC and employee engagement (adjusted $R^2 \Delta = .455$, $p < .001$). The next step was to test the relationship between psychological contracts and employee engagement in non-Millennials through multiple hierarchical regression, holding controls constant. Figure 4 shows the results for that regression model. Supporting SPSS output can be seen in Appendix D.

Model Summary - All Other Generations

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | Change Statistics | | | Sig. F Change |
|-------|-------------------|----------|-------------------|----------------------------|-----------------|-------------------|-----|-------|---------------|
| | | | | | | F Change | df1 | df2 | |
| 1 | .214 ^a | .046 | .046 | .90796 | .046 | 601.968 | 3 | 37653 | .000 |
| 2 | .738 ^b | .544 | .544 | .62765 | .498 | 41142.664 | 1 | 37652 | .000 |

a. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?"

b. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?", Level of Psychological Contract (Associate perspective -PC4, PC5, and PC6)

Figure 4. Regression Model for non-Millennials

The results indicate a statistically significant relationship between Global PC and employee engagement (adjusted $R^2 \Delta = .498$, $p < .001$). Although both instances of the split sample show strong and statistically significant relationship between psychological contracts and employee engagement, it cannot be concluded that the two results are statistically significantly different. To determine whether the split sample regressions differ statistically an F-statistic will be calculated using the formula $F = SS_1 / SS_2$. As such, $F = .656411$, $df = 1, 62035$, yielding a p-value of 0.4178, which by conventional criteria is not statistically significant.

Figure 5 is a scatterplot of a simple random sample of 500 (SRS500) cases from the complete dataset. The scatterplot suggest that when levels of global PC are low (i.e., the psychological contract fulfillment is low), the scores for employee engagement are also low. Creating the scatterplot from SRS500 clearly depicts the relationship between GlobalPC and employee engagement. Presenting it in this way enables it to be seen without indicating all data points present, as is the case with the complete dataset.

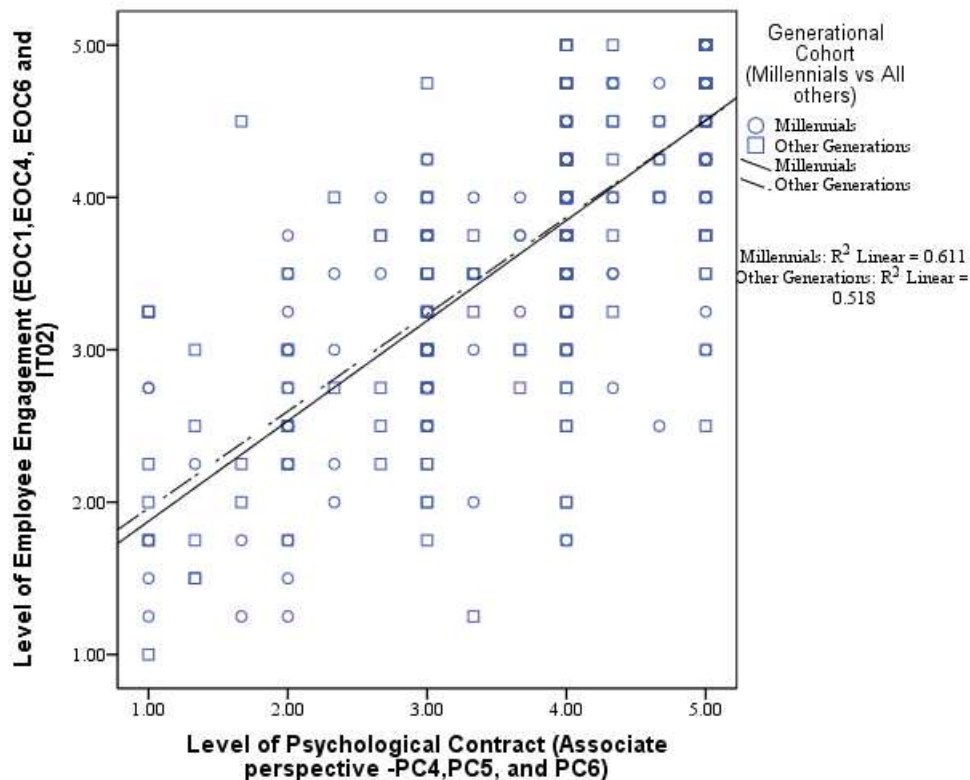


Figure 5. Scatterplot of a Simple Random Sample of 500 respondents

Additional Data Analysis

Having completed the hypothesis testing with only partial success, efforts focused on the evaluation of the selected instruments. Factor analysis revealed that the measures for Global PC (PC4, PC5, and PC6) all loaded onto the same component; although with other items. Global PC loaded with items belonging to a category with leadership related themes. The employee engagement measures (EOC4, EOC1, IT02, and EOC6) all loaded onto the same component as well. Factor analysis follows in Tables 6 and 7. The employee engagement items loaded with other items related to satisfaction. The measures loaded as expected and into separate components. With regard to Global PC, noting that the leadership is held responsible for fulfilling the employee's psychological contract, it is reasonable that the construct would load with other Leadership items. Given the aforementioned relationship with employee engagement

and affect, it is reasonable that the employee engagement measure would load with other measures of satisfaction. The full factor analysis is contained in Appendix E.

Table 6. Factor Analysis Psychological Contracts

| | | | | | | | | | | | |
|---|---|------|------|------|------|------|------|--|------|--|--|
| L e a d e r s h i p | 39. Management at my store is sincere in its attempt to understand the associate's point of view. | .682 | .303 | | | | | | | | |
| | 38. Management at my store creates an environment of openness and trust. | .678 | .305 | | | | | | | | |
| | 42. Management at my store really cares about my well being. | .660 | .304 | | | | | | | | |
| | 43. I feel valued as an employee of "Organization." | .634 | | .391 | | | | | | | |
| | 23. Management at my store gives recognition to associates who provide superior customer service. | .628 | | | | | | | | | |
| | 37. Management at my store effectively demonstrates "Organization" Core Values. | .625 | | | | | | | | | |
| | 40. I am kept informed about matters affecting me. | .620 | .320 | | | | | | | | |
| | 47. How satisfied are you with the recognition you get for the work you do? | .620 | .318 | | | | | | | | |
| | 35. From what I have seen, the most qualified people are selected when job openings are filled. | .618 | | | | | | | | | |
| | 36. Associates who want to build a career at "Organization" can make it happen through dedication and hard work. | .598 | | | | | | | | | |
| | 45. How satisfied are you with the information you receive from management on what's going on in "Organization?" | .596 | | | | | | | | | |
| | 46. How satisfied are you with your involvement in decisions that affect your work? | .592 | | | | | | | | | |
| | 41. I am encouraged to come up with new and better ways of doing things. | .584 | | | | | | | | | |
| | 31. How satisfied are you with your opportunity to get a better job in "Organization?" | .563 | | .414 | | | | | | | |
| | 25. Management at my store does a good job of ensuring all associates create a legendary experience with each customer engagement. | .549 | | | .456 | | | | | | |
| | 26. Management at my store does a good job of ensuring that all associates strive to exceed customer expectations. | .547 | | | .470 | | | | | | |
| | 28. "Organization" associates have equal opportunities for advancement regardless of gender, age, sexual orientation, race, religion, or cultural background. | .545 | | | | | | | | | |
| | 32. I am given a real opportunity to improve my skills at "Organization." | .544 | | .345 | | | .302 | | | | |
| | In general, the "Organization" lives up to the promises it makes to me. | .511 | | .379 | | | | | .302 | | |
| | 34. My most recent performance review included a helpful discussion of my career opportunities . | .510 | .322 | | | | | | | | |
| | 24. Management at my store does a good job of executing customer clinics and workshops. | .503 | | | .332 | | | | | | |
| | In thinking about the commitments the "Organization" has made to me; the "Organization" has kept these commitments. | .501 | | .371 | | | | | | | |
| | Most times the "Organization" keeps the obligations it has made to me. | .496 | | .367 | | | | | | | |
| | 7. At "Organization", the dignity of the individual is never compromised. | .476 | | | .341 | | | | | | |
| 33. I know how to find out about job openings at "Organization" for which I might be qualified. | .396 | | | | | .383 | | | | | |
| 44. I feel like my work makes an important contribution to the success of "Organization." | .372 | | .340 | | | | | | | | |

Table 7. Factor Analysis Employee Engagement

| | | | | | | | | | | | | |
|--|--|------|--|------|------|------|--|------|--|------|--|--|
| S a t i s f a c t i o n | If you have your own way, will you be working for "Organization" 12 months from now? | | | .668 | | | | | | | | |
| | 1. How do you like your job, the kind of work you do? | | | .633 | | | | | | | | |
| | Considering everything, how satisfied are you with your job? | .336 | | .603 | | | | | | | | |
| | I rarely think about looking for a new job with another company. | .315 | | .594 | .326 | | | | | | | |
| | 2. I am proud to work for the "Organization." | | | .592 | | | | .363 | | | | |
| | I would recommend "Organization" as a great place to work. | .372 | | .561 | | | | | | | | |
| | If I were offered a comparable position with similar pay and benefits at another company, I would stay at "Organization" | .334 | | .555 | | | | | | | | |
| | 3. My work gives me a sense of accomplishment. | | | .546 | | | | | | | | |
| | How would you rate the "Organization" to work for compared to other companies? | .323 | | .529 | | | | | | | | |
| | Considering everything, how would you rate your overall satisfaction with the "Organization" at the present time? | .389 | | .514 | | | | | | | | |
| | How likely are you to recommend shopping at "Organization" to your friends and family? | | | .468 | .306 | | | .342 | | | | |
| | How do you rate "Organization" in providing job security for people like yourself? | .367 | | .371 | | .315 | | | | | | |
| | 15. I'm committed to making "Organization" the #1 customer service retailer in the world. | | | .363 | .308 | | | .356 | | .313 | | |

- EOC4 Pride
- EOC1 Satisfaction
- IT02 Commitment
- EOC6 Advocacy
- PC ER Psychological Contract

CHAPTER V – DISCUSSION

Overview of Study

Festing and Schafer (2014) call for “research that systematically addresses generation-specific issues in TM [talent management], including an exploratory dimension that considers the individual perspectives of talent belonging to various generations” (p. 262). The primary purpose of this study was to examine the relationship of generational affiliation to the psychological contract fulfillment and employee engagement relationship. Another role of this study was to qualify empirically the relationship between psychological contract fulfillment and employee engagement. This research was completed using secondary data, from a major US retailer’s annual Employee of Choice (EOC) survey. Results of the study highlight the relationship between psychological contract fulfillment and employee engagement and reveal interesting information about generational moderation of that relationship. This final chapter of the dissertation offers a summary of major findings, discusses practical and theoretical implications, the limitations of the study and potential direction for future research.

Based on the employees’ self-rating of psychological contract fulfillment and engagement, the research findings associated with this study support the notion that psychological contract fulfillment will relate positively to employee engagement. There is strong support for the direct effect hypothesized; thus, strengthening the empirical foundation regarding the relationship.

To test whether the relationship between psychological contract fulfillment and employee engagement is moderated by generational affiliation, specifically Millennials, multiple hierarchical regression was used. Although there was an extremely large dataset, $n= 62,046$, results do not support the hypothesis that generational affiliation moderates this relationship.

Empirically testing of the relationship between psychological contract fulfillment and employee engagement furthers understanding with regard to how the relationship functions. Research results suggest that 49% of the variance in employee engagement is explained by psychological contracts. The potential issue with a high R^2 is that it may raise cause concern with regard to multicollinearity. There is additional sensitivity to this, as the correlation factor for the two constructs, employee engagement and psychological contracts, was .731. Although, the two constructs are highly correlated, factor analysis suggests that they are separate constructs. Noting that both constructs are connected via cognitive-emotional linkages – the importance of how employees feel about the work environment is underscored, especially when the financial impact of lost employee engagement is considered.

The results obtained in this study, as well as its departure from what has been suggested in the literature regarding the expected effect of generational affiliation, is noteworthy. Generational research would suggest that attitudinal differences between the generations should be sufficient to affect work outcomes (Smola & Sutton, 2002; Twenge, 2010). However this research suggests that, at least as it relates to psychological contract fulfillment and employee engagement, it does not. Deal (2007) and Deal et al. (2013) suggest that, generationally, people are more similar than dissimilar. The results of this research support Deal's notion. Perhaps this is has more to do with human physiology than psychology. The emotional-cognitive linkage, likely responsible for the high R^2 between psychological contract fulfillment and employee engagement, may create reactions that are similar in people and function without regard to demographic features. Researchers Isaacowitz and Riediger (2011 p.962) state that, "Demonstrations of age invariance in cognition-emotion links would be developmentally intriguing ...". This study supports, based on adults that were a part of the retailer's EOC survey,

that there seems to be invariance in the emotional-cognitive responses between generations and thus an absence of generational differentiation as it relates to the psychological contract fulfillment and employee engagement.

“Systematic differences in jobs or organizations” (Lyons & Kuran, 2014, p. 146) may be worth considering as an alteration on the potential for the emotional-cognitive links in the way they relate to psychological contract fulfillment. This would suggest that organization processes may predispose organizations to retain certain types of employees that may respond similarly – supporting the suggestion that process may mitigate generational affiliation effects or that predisposition to affect towards process may support emotional-cognitive link similarity across generations. In light of research having previously demonstrated that within person variance can occur based on the situation (Fleeson, 2001; Lyons & Kuran 2014) the pursuit of contextual delineation may prove difficult, yet valuable in helping to better understand emotional cognitive links in context.

This study provides incremental learning at the intersection of psychological contracts, employee engagement and generational affiliation. This is especially true when one considers that these three topics have not been previously reviewed together. Additionally, this study provides this information in the context of a retail setting. This is of significance as the retail sector of business garnered more than \$4.5 trillion worth of trade in 2013 (US Department of Labor, 2014), making it a very important business sector in the United States.

Implications

A theoretical contribution of this research is that it unites three areas of research not previously researched together; psychological contracts, employee engagement and generational

affiliation. The results indicate that while there is a strong relationship between psychological contract fulfillment and employee engagement, the relationship does not appear to be moderated by generational affiliation. This finding adds to a growing body of literature regarding how employee engagement functions. The results presented here also add to existing literature regarding generational differentiation. Results suggest that generational affiliation does not always function to change the relationship between other variables.

Additionally, this study illuminates the failure of generational affiliation to moderate a relationship that is very strong; the relationship between psychological contract fulfillment and employee engagement. Failure of generational affiliation to moderate strong direct effects could have serious implications for understanding, what to expect as Millennials mature and continue to enter the workforce.

From a practical perspective, there is a growing interest in understanding Millennials, as it is projected that by the year 2020 that they will comprise more than 50% of the US workforce. Should the supposition hold true that variables with a strong direct will not be impacted by generational affiliation then a pattern of systematic verification could be averted, unless there is support for the understanding that the relationship between two variables is special. This would make Festing and Shaefer's (2013) call for systematic investigation of generational issues unnecessary.

Psychological contracts, like the written documents after which they are named, can be altered, satisfied or violated. It is suggested that psychological contracts become part of a company's overall business strategy and be managed in alignment with the company's overall corporate strategy (Ployhart, Van Iddekinge & MacKenzie, 2011; Rousseau, 1994; Rousseau & Wade-Benzoni, 1994). Non-management and/or poor management of psychological contracts

leave room for ambiguity and violation. This ambiguity eventually causes the employee to reconcile that ambiguity with what they need or want on the basis of what they have, as well as what they think they have, think they want, or think they should have. This research adds support for the idea that there should be management of psychological contracts, given its relationship with organizational profitability vis-à-vis employee engagement. In an immediate and very practical sense, this study suggests that leaders and organizations should take special care in the making and keeping of promises, obligations and commitments.

Limitations

This study was completed using secondary data from a major US retailer. Using secondary data has inherent limitations, regarding the design and capture of respondents' answers. These limitations can be especially pronounced when the survey results are used for purposes not originally intended. One such limitation encountered in the completion of this research was the categories used to capture age. The age data did not readily lend itself to generational comparison. The only generational category that could be clearly separated out amongst the response choices for the variable age was the Millennial category. As a result, the study is unable to clearly describe how all of the different generations relate to psychological contract fulfillment and employee engagement. Two distinct groups were created: Millennials and all others. A greater depth of insight could have been achieved were it possible analyze the other generations separately.

The data set, while robust in number, is cross sectional in nature. Data collected in this way lends itself most readily to understand only the current status of the respondents and the current status of the organization. Research has demonstrated that psychological contracts may

have a cumulative effect over time (Rousseau & Wade-Benzoni, 1994). Cross-sectional data, due to its nature, is unable to properly model this cumulative effect, which means that it is limited in its ability to detect the strength of the effects in the present. Lastly, cross-sectional data only captures current employees. The data does not capture employees who may have suffered severe psychological contract non-fulfillment that may have already exited or been exited from the organization.

Future Research

The suggestion that the relationship between psychological contract fulfillment and employee engagement operate independently of generational affiliation could indicate the failing of generational affiliation to impact strong relationships. As has been noted, this research indicates that psychological contracts account for 49% of the variability in employee engagement. Future study might test generational affiliation on constructs not related as strongly.

Current literature discusses generational values in terms of leisure, extrinsic, intrinsic, altruistic and social values (Deal et al., 2010; Schullery, 2013; Twenge, 2010). Embarking on research to better understand issues around the context of psychological contract fulfillment and non-fulfillment could prove useful as this and other research suggests that reactions and actions may be contextual (Sonnenberg, Koene & Paauwe, 2011; Schullery, 2013).

Isaacowitz and Riediger (2011) suggest that research across neuroscience and psychology be integrated to provide better information. As such, research using magnetic resonance imaging (MRI) to capture brain activity could be used to directly and physically link responses to psychological contract breach and fulfilment. This would enable researchers to better understand brain physiology and functionality as technological advances are connecting more of the body brain interactions.

Conclusions

The aim of this study was to gain insight into the relationship generational affiliation has with the psychological contracts and employee engagement relationship. The empirical results suggest that generational affiliation does not have a statically significant relationship to the psychological contract fulfillment and employee engagement relationship. However, the empirical evidence does support the idea that psychological contract fulfillment is related to employee engagement.

Organizations and their leaders will face many challenges in the coming years. One of the most important challenges will be hiring, training, managing and retaining Millennial employees. Based on insights generated from this research, it can be concluded that overreliance on generational stereotypes could lead to faulty decision-making by employers. While there are some meaningful differences between generations, this study supports that there may be core ways that all generations are alike. Leaders would be well served to remember that employees are people, and not just members of their generation.

APPENDIX A – DEMOGRAPHIC DATA

| | Survey % | Organization % |
|-----------------------------|----------|----------------|
| Fulltime | 48.5 | 43.5 |
| Part-time | 46 | 52.6 |
| Temp Full | 0.3 | 3.4 |
| Temp Part | 4.3 | 0.5 |
| 18-24 | 17.9 | 19.3 |
| 25-34 | 12.6 | 21.3 |
| 35-44 | 10.3 | 16.1 |
| 45-54 | 16.6 | 18.14 |
| 55-64 | 7.8 | 17.24 |
| 65 and Over | 12.1 | 7.13 |
| Less than 3 months | 5.9 | 7.9 |
| 3 months - less than 1 year | 18.5 | 21 |
| 1-2 years | 18.5 | 19.4 |
| 3-5 years | 16.4 | 12.2 |
| 6-10 years | 21.9 | 21.6 |
| 11-15 years | 11.5 | 11.6 |
| 16 years or more | 5.7 | 6.2 |

APPENDIX B – SURVEY ITEMS

| | |
|-------------|---|
| divcode | Division Code |
| divname | Division Name |
| regcode | Region Code |
| regname | Region Name |
| distname | District Name |
| distcode | District Code |
| distnumber | District Number |
| PC1 | In thinking about the commitments I have made to the organization; I have kept these commitments. |
| PC2 | In general, I live up to the promises I make to the organization. |
| PC3 | Most times I keep the obligations I have made to the organization. |
| PC4 | In thinking about the commitments the organization has made to me; the organization has kept these commitments. |
| PC5 | In general, the organization lives up to the promises it makes to me. |
| PC6 | Most times the organization keeps the obligations it has made to me. |
| UVI1_EOC1 | Considering everything, how would you rate your overall satisfaction with the organization at the present time? |
| UVI2_EOC2 | Considering everything, how satisfied are you with your job? |
| EOC3 | How would you rate the organization to work for compared to other companies? |
| ACI1_1 | 1. How do you like your job, the kind of work you do? |
| ACI2_2_EOC4 | 2. I am proud to work for the organization. |
| ACI3_3 | 3. My work gives me a sense of accomplishment. |
| ACI4_4 | 4. My co-workers and I make customers a high priority. |
| ACI5_5 | 5. People take personal accountability for their actions here. |
| ACI6_6 | 6. We are driven to high standards of performance. |
| ACI7_7 | 7. At this organization, the dignity of the individual is never compromised. |
| ACI8_8 | 8. I have confidence in the long-term success of the organization. |
| ACI9_9 | 9. The organization is investing in innovative products and services. |
| ACI10_10 | 10. The organization is making changes necessary to compete effectively. |
| ACI11_11 | 11. I have a good understanding of the organization's core values. |
| ACI12_12 | 12. I understand the strategy of the organization. |
| ACI13_13 | 13. I see a direct connection between my job and the goals |

| | |
|-------------|---|
| | and strategy of this organization. |
| CAR | How likely are you to recommend shopping at the organization to your friends and family? |
| CS1_14 | 14. If I were a customer of the organization, I would be extremely satisfied with the quality of service I receive. |
| CS2_15 | 15. I'm committed to making the organization the #1 customer service retailer in the world. |
| CS3_16 | 16. The customer service we provide at my store is better than the service I receive when shopping at other retailers. |
| CS4_17 | 17. Customer problems are resolved quickly. |
| CS5_18 | 18. My co-workers are dedicated to providing superior customer service. |
| CS6_19 | 19. The associates in my store work together to create an emotional connection with our customers. |
| CS7_20 | 20. I have the authority to take actions to meet customer needs. |
| CS8_21 | 21. I have the information I need to provide superior service to my customers. |
| CS9_22 | 22. My immediate supervisor/manager does a good job at holding associates accountable for providing superior customer service. |
| CS10_23 | 23. Management at my store gives recognition to associates who provide superior customer service. |
| CS11_24 | 24. Management at my store does a good job of executing customer clinics and workshops. |
| CS12_25 | 25. Management at my store does a good job of ensuring all associates create a legendary experience with each customer engagement. |
| CS13_26 | 26. Management at my store does a good job of ensuring that all associates strive to exceed customer expectations. |
| DI1_27 | 27. The organization is committed to employing individuals who are diverse in terms of gender, age, sexual orientation, race, religion, and cultural background. |
| DI2_28 | 28. The organization's associates have equal opportunities for advancement regardless of gender, age, sexual orientation, race, religion, or cultural background. |
| DI3_29 | 29. Associates in my store treat one another with dignity and respect. |
| DI4_30 | 30. My immediate supervisor/manager encourages an environment where individual differences are valued. |
| GA1_31_UVI3 | 31. How satisfied are you with your opportunity to get a better job in the organization? |
| GA2_32 | 32. I am given a real opportunity to improve my skills at the organization. |

| | |
|---------------|--|
| GA3_33 | 33. I know how to find out about job openings at the organization for which I might be qualified. |
| GA4_34 | 34. My most recent performance review included a helpful discussion of my career opportunities . |
| GA5_35 | 35. From what I have seen, the most qualified people are selected when job openings are filled. |
| GA6_36 | 36. Associates who want to build a career at the organization can make it happen through dedication and hard work. |
| LD1_37 | 37. Management at my store effectively demonstrates the organization's Core Values. |
| LD2_38 | 38. Management at my store creates an environment of openness and trust. |
| LD3_39 | 39. Management at my store is sincere in its attempt to understand the associate's point of view. |
| LD4_40 | 40. I am kept informed about matters affecting me. |
| LD5_41 | 41. I am encouraged to come up with new and better ways of doing things. |
| LD6_42 | 42. Management at my store really cares about my well being. |
| LD7_43 | 43. I feel valued as an employee of the organization. |
| LD8_44 | 44. I feel like my work makes an important contribution to the success of the organization. |
| LD9_45 | 45. How satisfied are you with the information you receive from management on what's going on in the organization? |
| LD10_46 | 46. How satisfied are you with your involvement in decisions that affect your work? |
| LD11_47_UVI4 | 47. How satisfied are you with the recognition you get for the work you do? |
| PA1_48_UVI5 | 48. How do you rate the amount of pay you get on your job? |
| BEN1_51_UVI6 | 49. How do you rate your total benefits program? |
| PA2_49 | 50. How satisfied are you with your total compensation package (including base pay and all other forms of cash compensation)? |
| PA3_50 | 51. Compared to others in similar jobs, I am paid fairly for the work that I do. |
| BEN2_52 | 52. I have a good understanding of my benefits. |
| BEN3_53 | 53. Overall, I believe the benefits I receive as an associate are competitive with those offered by other retail companies. |
| BEN4_54 | 54. The organization supports my efforts to improve and/or maintain my health. |
| SFTY1_55_UVI7 | 55. How satisfied are you with the overall physical environment in which you work (e.g., ventilation, noise, lighting, break room, restrooms, etc.)? |
| SFTY2_56 | 56. The organization provides me with a healthy and safe place to work. |

| | |
|--------------|--|
| SFTY3_57 | 57. Safety policies/procedures are consistently followed at my store. |
| SFTY4_58 | 58. I am encouraged to report safety violations in order to prevent accidents and injuries. |
| SFTY5_59 | 59. Management at my store responds quickly to correct safety problems. |
| SUP1_60_UVI8 | 60. My immediate supervisor/manager treats associates fairly. |
| SUP2_61 | 61. My immediate supervisor/manager does a good job at "leading people", that is, resolving conflicts, building the team, recognizing achievements, etc. |
| SUP3_62 | 62. My immediate supervisor/manager does a good job at "managing the work", that is, making appropriate work assignments, setting priorities, scheduling, etc. |
| SUP4_63 | 63. My immediate supervisor/manager gives me honest feedback on my performance. |
| SUP5_64 | 64. My immediate supervisor/manager and I have frequent, two-way communication. |
| SUP6_65 | 65. My immediate supervisor/manager does a good job at holding associates accountable for completing assigned tasks. |
| SUP7_66 | 66. My immediate supervisor/manager is available when I need him/her. |
| SUP8_67 | 67. My immediate supervisor/manager is an effective listener. |
| TRN1_68 | 68. I have received the training I need to provide superior customer service. |
| TRN2_69 | 69. I have the product knowledge I need to deliver superior customer service. |
| TRN3_70 | 70. I have the tools and resources I need to provide superior service to my customers. |
| TRN4_71 | 71. New associates receive the training necessary to perform their jobs effectively. |
| TRN5_72 | 72. How satisfied are you with the computer-based training provided at your store? |
| TRN6_73 | 73. How satisfied are you with the on-the-job/hands-on training you receive from supervisors/managers at your store? |
| WRK1_74 | 74. There are usually enough associates in my work group to allow us to provide superior customer service. |
| WRK2_75 | 75. Customers can quickly find an associate available to help them. |
| WRK3_76 | 76. I can take the time that is required to make sure a customer's needs are met. |
| WRK4_77 | 77. Work schedules are created and assigned fairly. |

| | |
|--------------|---|
| WRK5_78 | 78. My work schedule is predictable enough for me to meet my work and personal responsibilities. |
| UVI9_EOC5 | How do you rate the organization in providing job security for people like yourself? |
| ITO1 | Please rate you level of agreement with the following items.- If I were offered a comparable position with similar pay and benefits at another company, I would stay at the organization. |
| ITO2 | Please rate you level of agreement with the following items.- I rarely think about looking for a new job with another company. |
| EOC6 | Please rate you level of agreement with the following items.- I would recommend the organization as a great place to work. |
| EOC7 | If you have your own way, will you be working for the organization 12 months from now? |
| Community1 | The organization has a good reputation in my community. |
| Community2 | Management at my store does a good job of ensuring our store maintains an emotional connection with our local community. |
| FollowUp | Management at my store will act on many of the important issues identified by this survey. |
| ICR | At our store we have the systems and technology we need to effectively implement the organization's "Interconnected Retail" strategy? |
| status | What is your job status? |
| age | Please indicate your age range. |
| tenure | How long have you worked at this organization? |
| race | What is your race/ethnicity? |
| gender | What is your gender? |
| paytype | What is your pay type? |
| position | What is your position? |
| comment1cat1 | Select a "topic" that best describes your comment. |
| comment2cat1 | Select a "topic" that best describes your comment. |

APPENDIX C – MODEL ASSUMPTIONS TESTING

Correlations

| | | Level of Employee Engagement (EOC1, EOC4, EOC6 and IT02) | How long have you worked at "Organization?" | What is your gender? | Job breakdown (Supervisor and NonSupervisor) | Level of Psychological Contract (Associate perspective -PC4, PC5, and PC6) | RecodeAge, 0=Millennials, 1=Other Generations | Centered Moderator of (Centered GlobalPC*GenAfDummy) |
|---------------------|--|--|---|----------------------|--|--|---|--|
| Pearson Correlation | Level of Employee Engagement (EOC1, EOC4, EOC6 and IT02) | 1.000 | -.054 | -.036 | -.164 | .731 | .038 | .567 |
| | How long have you worked at "Organization?" | -.054 | 1.000 | -.009 | -.360 | -.082 | .423 | -.031 |
| | What is your gender? | -.036 | -.009 | 1.000 | -.040 | -.014 | -.015 | -.001 |
| | Job breakdown (Supervisor and NonSupervisor) | -.164 | -.360 | -.040 | 1.000 | -.117 | -.173 | -.123 |
| | Level of Psychological Contract (Associate perspective -PC4, PC5, and PC6) | .731 | -.082 | -.014 | -.117 | 1.000 | .030 | .769 |
| | RecodeAge, 0=Millennials, 1=Other Generations | .038 | .423 | -.015 | -.173 | .030 | 1.000 | .012 |
| | Centered Moderator of (Centered GlobalPC*GenAfDummy) | .567 | -.031 | -.001 | -.123 | .769 | .012 | 1.000 |
| Sig. (1-tailed) | Level of Employee Engagement (EOC1, EOC4, EOC6 and IT02) | . | .000 | .000 | .000 | .000 | .000 | .000 |
| | How long have you worked at "Organization?" | .000 | . | .009 | .000 | .000 | .000 | .000 |
| | What is your gender? | .000 | .009 | . | .000 | .000 | .000 | .360 |
| | Job breakdown (Supervisor and NonSupervisor) | .000 | .000 | .000 | . | .000 | .000 | .000 |
| | Level of Psychological Contract (Associate perspective -PC4, PC5, and PC6) | .000 | .000 | .000 | .000 | . | .000 | .000 |
| | RecodeAge, 0=Millennials, 1=Other Generations | .000 | .000 | .000 | .000 | .000 | . | .002 |
| | Centered Moderator of (Centered GlobalPC*GenAfDummy) | .000 | .000 | .360 | .000 | .000 | .002 | . |

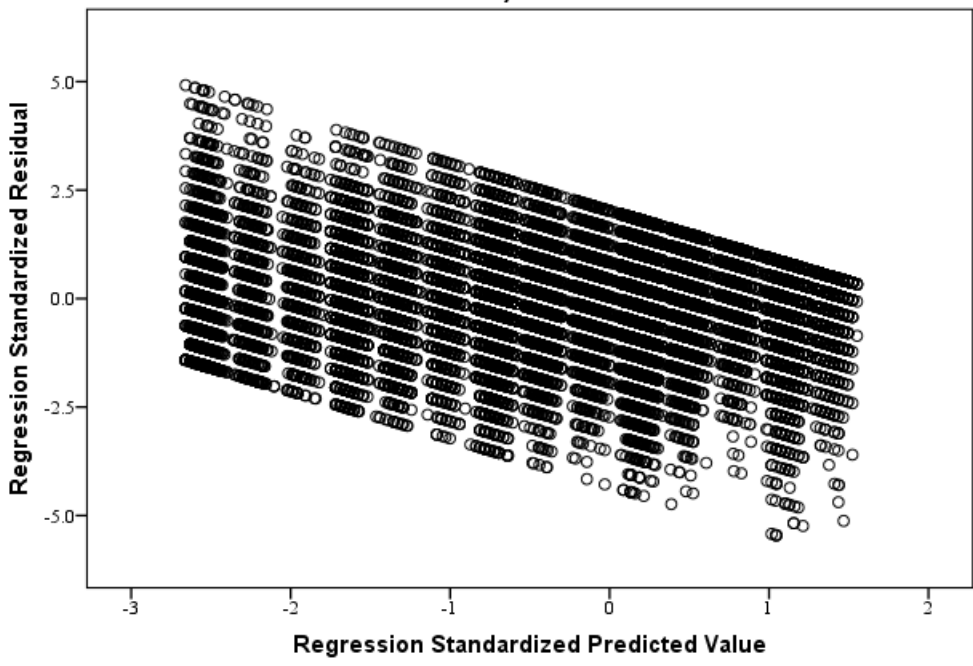
Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | 95.0% Confidence Interval for B | | Correlations | | | Collinearity Statistics | | |
|-------|--|-----------------------------|------------|---------------------------|---------|---------------------------------|-------------|--------------|------------|---------|-------------------------|-----------|-------|
| | | B | Std. Error | Beta | t | Sig. | Lower Bound | Upper Bound | Zero-order | Partial | Part | Tolerance | VIF |
| 1 | (Constant) | 5.047 | .026 | | 190.805 | .000 | 4.995 | 5.099 | | | | | |
| | How long have you worked at "Organization?" | -.076 | .002 | -.131 | -31.100 | .000 | -.081 | -.072 | -.054 | -.124 | -.122 | .870 | 1.150 |
| | What is your gender? | -.087 | .008 | -.046 | -11.645 | .000 | -.102 | -.073 | -.036 | -.047 | -.046 | .998 | 1.002 |
| | Job breakdown (Supervisor and NonSupervisor) | -.499 | .010 | -.213 | -50.616 | .000 | -.518 | -.479 | -.164 | -.199 | -.199 | .869 | 1.151 |
| 2 | (Constant) | 1.931 | .022 | | 88.380 | .000 | 1.889 | 1.974 | | | | | |
| | How long have you worked at "Organization?" | -.020 | .002 | -.034 | -10.749 | .000 | -.024 | -.016 | -.054 | -.043 | -.029 | .719 | 1.390 |
| | What is your gender? | -.057 | .005 | -.030 | -10.993 | .000 | -.067 | -.047 | -.036 | -.044 | -.030 | .997 | 1.003 |
| | Job breakdown (Supervisor and NonSupervisor) | -.213 | .007 | -.091 | -30.926 | .000 | -.227 | -.200 | -.164 | -.123 | -.084 | .846 | 1.181 |
| | Level of Psychological Contract (Associate perspective -PC4, PC5, and PC6) | .624 | .002 | .717 | 259.345 | .000 | .619 | .628 | .731 | .721 | .704 | .964 | 1.038 |
| | RecodeAg 0=Millennials, 1=Other Generations | .029 | .006 | .015 | 4.989 | .000 | .017 | .040 | .038 | .020 | .014 | .816 | 1.225 |
| 3 | (Constant) | 1.947 | .024 | | 80.361 | .000 | 1.899 | 1.994 | | | | | |
| | How long have you worked at "Organization?" | -.020 | .002 | -.035 | -10.807 | .000 | -.024 | -.017 | -.054 | -.043 | -.029 | .718 | 1.394 |
| | What is your gender? | -.057 | .005 | -.030 | -11.011 | .000 | -.067 | -.047 | -.036 | -.044 | -.030 | .997 | 1.003 |
| | Job breakdown (Supervisor and NonSupervisor) | -.213 | .007 | -.091 | -30.857 | .000 | -.226 | -.199 | -.164 | -.123 | -.084 | .845 | 1.183 |
| | Level of Psychological Contract (Associate perspective -PC4, PC5, and PC6) | .620 | .004 | .712 | 165.932 | .000 | .612 | .627 | .731 | .554 | .450 | .400 | 2.501 |
| | RecodeAg 0=Millennials, 1=Other Generations | .029 | .006 | .015 | 5.047 | .000 | .018 | .040 | .038 | .020 | .014 | .815 | 1.227 |
| | Centered Moderator of (Centered GlobalPC*GenAdummy) | .007 | .005 | .006 | 1.455 | .146 | -.002 | .016 | .567 | .006 | .004 | .406 | 2.465 |

a. Dependent Variable: Level of Employee Engagement (EOC1,EOC4, EOC6 and IT02)

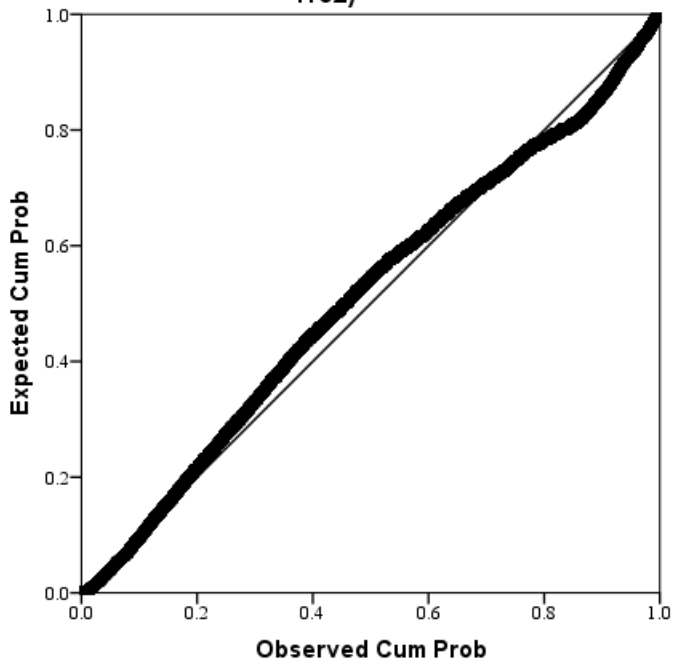
Scatterplot

Dependent Variable: Level of Employee Engagement (EOC1,EOC4, EOC6 and IT02)



Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Level of Employee Engagement (EOC1,EOC4, EOC6 and IT02)



Residuals Statistics^a

| | Minimum | Maximum | Mean | Std. Deviation | N |
|-----------------------------------|----------|---------|--------|-------------------|-------|
| Predicted Value | 1.8945 | 4.7923 | 3.7242 | .68816 | 62046 |
| Std. Predicted Value | -2.659 | 1.552 | .000 | 1.000 | 62046 |
| Standard Error of Predicted Value | .004 | .015 | .007 | .001 | 62046 |
| Adjusted Predicted Value | 1.8936 | 4.7925 | 3.7242 | .68817 | 62046 |
| Residual | -3.44390 | 3.10552 | .00000 | .63134 | 62046 |
| Std. Residual | -5.455 | 4.919 | .000 | 1.000 | 62046 |
| Stud. Residual | -5.455 | 4.919 | .000 | 1.000 | 62046 |
| Deleted Residual | -3.44431 | 3.10640 | .00000 | .63141 | 62046 |
| Stud. Deleted Residual | -5.456 | 4.920 | .000 | 1.000 | 62046 |
| Mahal. Distance | 1.794 | 32.336 | 6.000 | 3.345 | 62046 |
| Cook's Distance | .000 | .001 | .000 | .000 | 62046 |
| Centered Leverage Value | .000 | .001 | .000 | .000 | 62046 |

a. Dependent Variable: Level of Employee Engagement (EOC1,EOC4, EOC6 and IT02)

APPENDIX D – SUPPORTING SPSS OUTPUT

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | Change Statistics | | | Sig. F Change |
|-------|-------------------|----------|-------------------|----------------------------|-----------------|-------------------|-----|-------|---------------|
| | | | | | | F Change | df1 | df2 | |
| 1 | .209 ^a | .043704 | .043658 | .91328 | .043704 | 945.140 | 3 | 62042 | .000 |
| 2 | .737 ^b | .542974 | .542937 | .63137 | .499269 | 33887.197 | 2 | 62040 | .000 |
| 3 | .737 ^c | .542989 | .542945 | .63137 | .000016 | 2.117 | 1 | 62039 | .146 |

a. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?"

b. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?", Level of Psychological Contract (Associate perspective -PC4,PC5, and PC6), RecodeAg 0=Millennials, 1=Other Generations

c. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?", Level of Psychological Contract (Associate perspective -PC4,PC5, and PC6), RecodeAg 0=Millennials, 1=Other Generations, Centered Moderatof (Centered GlobalPC*GenAfDummy)

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-------|-------------|-----------|-------------------|
| 1 | Regression | 2364.962 | 3 | 788.321 | 945.140 | .000 ^b |
| | Residual | 51747.877 | 62042 | .834 | | |
| | Total | 54112.839 | 62045 | | | |
| 2 | Regression | 29381.851 | 5 | 5876.370 | 14741.425 | .000 ^c |
| | Residual | 24730.989 | 62040 | .399 | | |
| | Total | 54112.839 | 62045 | | | |
| 3 | Regression | 29382.695 | 6 | 4897.116 | 12285.095 | .000 ^d |
| | Residual | 24730.145 | 62039 | .399 | | |
| | Total | 54112.839 | 62045 | | | |

a. Dependent Variable: Level of Employee Engagement (EOC1,EOC4, EOC6 and IT02)

b. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?"

c. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?", Level of Psychological Contract (Associate perspective -PC4,PC5, and PC6), RecodeAg 0=Millennials, 1=Other Generations

d. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?", Level of Psychological Contract (Associate perspective -PC4,PC5, and PC6), RecodeAg 0=Millennials, 1=Other Generations, Centered Moderatof (Centered GlobalPC*GenAfDummy)

Model Summary - Millennials

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | Change Statistics | | | Sig. F Change |
|-------|-------------------|----------|-------------------|----------------------------|-----------------|-------------------|-----|-------|---------------|
| | | | | | | F Change | df1 | df2 | |
| 1 | .303 ^a | .092 | .092 | .89484 | .092 | 823.797 | 3 | 24385 | .000 |
| 2 | .740 ^b | .547 | .547 | .63190 | .455 | 24516.320 | 1 | 24384 | .000 |

a. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?"

b. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?", Level of Psychological Contract (Associate perspective -PC4, PC5, and PC6)

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-------|-------------|----------|-------------------|
| 1 | Regression | 1978.930 | 3 | 659.643 | 823.797 | .000 ^b |
| | Residual | 19525.918 | 24385 | .801 | | |
| | Total | 21504.848 | 24388 | | | |
| 2 | Regression | 11768.307 | 4 | 2942.077 | 7368.078 | .000 ^c |
| | Residual | 9736.541 | 24384 | .399 | | |
| | Total | 21504.848 | 24388 | | | |

a. Dependent Variable: Level of Employee Engagement (EOC1,EOC4, EOC6 and IT02)

b. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?"

c. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?", Level of Psychological Contract (Associate perspective -PC4,PC5, and PC6)

Model Summary - All Other Generations

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | Change Statistics | | | Sig. F Change |
|-------|-------------------|----------|-------------------|----------------------------|-----------------|-------------------|-----|-------|---------------|
| | | | | | | F Change | df1 | df2 | |
| 1 | .214 ^a | .046 | .046 | .90796 | .046 | 601.968 | 3 | 37653 | .000 |
| 2 | .738 ^b | .544 | .544 | .62765 | .498 | 41142.664 | 1 | 37652 | .000 |

a. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?"

b. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?", Level of Psychological Contract (Associate perspective -PC4, PC5, and PC6)

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-------|-------------|-----------|-------------------|
| 1 | Regression | 1488.785 | 3 | 496.262 | 601.968 | .000 ^b |
| | Residual | 31041.116 | 37653 | .824 | | |
| | Total | 32529.902 | 37656 | | | |
| 2 | Regression | 17696.916 | 4 | 4424.229 | 11230.448 | .000 ^c |
| | Residual | 14832.986 | 37652 | .394 | | |
| | Total | 32529.902 | 37656 | | | |

a. Dependent Variable: Level of Employee Engagement (EOC1,EOC4, EOC6 and IT02)

b. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?"

c. Predictors: (Constant), Job breakdown (Supervisor and NonSupervisor), What is your gender?, How long have you worked at "Organization?", Level of Psychological Contract (Associate perspective -PC4,PC5, and PC6)

APPENDIX E – FULL FACTOR ANALYSIS

Rotated Component Matrix^a

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|------|------|------|------|---|------|------|---|---|----|
| 39. Management at my store is sincere in its attempt to understand the associate's point of view. | .682 | .303 | | | | | | | | |
| 38. Management at my store creates an environment of openness and trust. | .678 | .305 | | | | | | | | |
| 42. Management at my store really cares about my well being. | .660 | .304 | | | | | | | | |
| 43. I feel valued as an employee of "Organization." | .634 | | .391 | | | | | | | |
| 23. Management at my store gives recognition to associates who provide superior customer service. | .628 | | | | | | | | | |
| 37. Management at my store effectively demonstrates "Organization" Core Values. | .625 | | | | | | | | | |
| 40. I am kept informed about matters affecting me. | .620 | .320 | | | | | | | | |
| 47. How satisfied are you with the recognition you get for the work you do? | .620 | .318 | | | | | | | | |
| 35. From what I have seen, the most qualified people are selected when job openings are filled. | .618 | | | | | | | | | |
| 36. Associates who want to build a career at "Organization" can make it happen through dedication and hard work. | .598 | | | | | | | | | |
| 45. How satisfied are you with the information you receive from management on what's going on in "Organization?" | .596 | | | | | | | | | |
| 46. How satisfied are you with your involvement in decisions that affect your work? | .592 | | | | | | | | | |
| 41. I am encouraged to come up with new and better ways of doing things. | .584 | | | | | | | | | |
| 31. How satisfied are you with your opportunity to get a better job in "Organization?" | .563 | | .414 | | | | | | | |
| 25. Management at my store does a good job of ensuring all associates create a legendary experience with each customer engagement. | .549 | | | .456 | | | | | | |
| 26. Management at my store does a good job of ensuring that all associates strive to exceed customer expectations. | .547 | | | .470 | | | | | | |
| 28. "Organization" associates have equal opportunities for advancement regardless of gender, age, sexual orientation, race, religion, or cultural background. | .545 | | | | | | | | | |
| 32. I am given a real opportunity to improve my skills at "Organization." | .544 | | .345 | | | .302 | | | | |
| In general, the "Organization" lives up to the promises it makes to me. | .511 | | .379 | | | | .302 | | | |
| 34. My most recent performance review included a helpful discussion of my career opportunities . | .510 | .322 | | | | | | | | |
| 24. Management at my store does a good job of executing customer clinics and workshops. | .503 | | | .332 | | | | | | |
| In thinking about the commitments the "Organization" has made to me: the "Organization" has kept these commitments. | .501 | | .371 | | | | | | | |
| Most times the "Organization" keeps the obligations it has made to me. | .496 | | .367 | | | | | | | |
| 7. At "Organization", the dignity of the individual is never compromised. | .476 | | | .341 | | | | | | |
| 33. I know how to find out about job openings at "Organization" for which I might be qualified. | .396 | | | | | .383 | | | | |
| 44. I feel like my work makes an important contribution to the success of "Organization." | .372 | | .340 | | | | | | | |

Rotated Component Matrix^a

| | | Component | | | | | | | | | |
|--|--|-----------|------|------|---|---|------|---|------|---|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| S a t i s f a c t i o n | If you have your own way, will you be working for "Organization" 12 months from now? | | .668 | | | | | | | | |
| | 1. How do you like your job, the kind of work you do? Considering everything, how satisfied are you with your job? | | .633 | | | | | | | | |
| | I rarely think about looking for a new job with another company. | .336 | .603 | | | | | | | | |
| | 2. I am proud to work for the "Organization." I would recommend "Organization" as a great place to work. | .315 | .594 | .326 | | | | | | | |
| | I would recommend "Organization" as a great place to work. | .372 | .592 | .363 | | | | | | | |
| | If I were offered a comparable position with similar pay and benefits at another company, I would stay at "Organization" | .334 | .555 | | | | | | | | |
| | 3. My work gives me a sense of accomplishment. | | .546 | | | | | | | | |
| | How would you rate the "Organization" to work for compared to other companies? | .323 | .529 | | | | | | | | |
| | Considering everything, how would you rate your overall satisfaction with the "Organization" at the present time? | .389 | .514 | | | | | | | | |
| | How likely are you to recommend shopping at "Organization" to your friends and family? | | .468 | .306 | | | .342 | | | | |
| | How do you rate "Organization" in providing job security for people like yourself? | .367 | .371 | .315 | | | | | | | |
| | 15. I'm committed to making "Organization" the #1 customer service retailer in the world. | | .363 | .308 | | | .356 | | .313 | | |

Rotated Component Matrix^a

| | Component | | | | | | | | | |
|---|-----------|------|------|------|------|------|------|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| W o r k | .311 | | | .729 | | | | | | |
| E n v i r o n m e n t | | | | .615 | | | | | | |
| 14. If I were a customer of "Organization", I would be extremely satisfied with the quality of service I receive. | | | | .593 | | | | | | |
| 16. The customer service we provide at my store is better than the service I receive when shopping at other retailers. | | | | .587 | | | | | | |
| 4. My co-workers and I make customers a high priority. | | | | .583 | | | | | | |
| 17. Customer problems are resolved quickly. | | | | .514 | | .302 | | | | |
| 6. We are driven to high standards of performance. | .326 | | | .513 | | | | | | |
| 5. People take personal accountability for their actions here. | .408 | | | .455 | | | | | | |
| 29. Associates in my store treat one another with dignity and respect. | .414 | | | | | | | | | |
| 50. How satisfied are you with your total compensation package (including base pay and all other forms of cash compensation)? | | | .316 | | .739 | | | | | |
| 48. How do you rate the amount of pay you get on your job? | | | .310 | | .728 | | | | | |
| 49. How do you rate your total benefits program? | | | | | .720 | | | | | |
| 51. Compared to others in similar jobs, I am paid fairly for the work that I do. | | | | | .708 | | | | | |
| 53. Overall, I believe the benefits I receive as an associate are competitive with those offered by other retail companies. | | | | | .695 | | | | | |
| 52. I have a good understanding of my benefits. | | | | | .553 | .358 | | | | |
| 54. "Organization" supports my efforts to improve and/or maintain my health. | | | | | .551 | | | | | |
| 69. I have the product knowledge I need to improve and/or maintain my health. | | | | | .760 | | | | | |
| 68. I have received the training I need to provide superior customer service. | | | | | .692 | | | | | |
| 70. I have the tools and resources I need to provide superior service to my customers. | | | | | .677 | | | | | |
| 21. I have the information I need to provide superior service to my customers. | | | | | .633 | | | | | |
| 72. How satisfied are you with the computer-based training provided at your store? | | | | | .419 | | .343 | | | |
| 71. New Associates receive the training necessary to perform their jobs effectively. | .335 | | | | .418 | | .386 | | | |
| 20. I have the authority to take actions to meet customer needs. | | | | | .408 | | | | | |
| 73. How satisfied are you with the on-the-job/hands-on training you receive from supervisors/managers at your store? | .364 | .320 | | | .390 | | .312 | | | |

Rotated Component Matrix^a

| | Component | | | | | | | | | |
|--|-----------|---|------|------|---|---|------|------|------|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 12. I understand the strategy of the "Organization." | | | | | | | .672 | | | |
| 11. I have a good understanding of the "Organization's" core values. | | | | | | | .640 | | | |
| 9. The "Organization" is investing in innovative products and services. | | | | | | | .597 | | | |
| 10. The "Organization" is making changes necessary to compete effectively. | | | | | | | .579 | | | |
| 13. I see a direct connection between my job and the goals and strategy of this organization. | .331 | | .305 | | | | .550 | | | |
| 8. I have confidence in the long-term success of "Organization." | | | .436 | | | | .504 | | | |
| 27. "Organization" is committed to employing individuals who are diverse in terms of gender, age, sexual orientation, race, religion, and cultural background. | .334 | | | | | | .354 | | | |
| 74. There are usually enough associates in my work group to allow us to provide superior customer service. | .300 | | | | | | | .648 | | |
| 75. Customers can quickly find an associate available to help them. | | | | .359 | | | | .606 | | |
| 77. Work schedules are created and assigned fairly. | .360 | | | | | | | .577 | | |
| 78. My work schedule is predictable enough for me to meet my work and personal responsibilities. | | | | | | | | .557 | | |
| 76. I can take the time that is required to make sure a customer's needs are met. | | | | | | | | .525 | | |
| In general, I live up to the promises I make to "Organization." | | | | | | | | | .867 | |
| Most times I keep the obligations I have made to "Organization." | | | | | | | | | .844 | |
| In thinking about the commitments I have made to "Organization"; I have kept these commitments. | | | | | | | | | .835 | |
| 57. Safety policies/procedures are consistently followed at my store. | | | | | | | | | | .641 |
| 56. "Organization" provides me with a healthy and safe place to work. | | | | | | | | | | .597 |
| 58. I am encouraged to report safety violations in order to prevent accidents and injuries. | | | | | | | | | | .568 |
| 59. Management at my store responds quickly to correct safety problems. | .387 | | | | | | | | | .564 |
| 55. How satisfied are you with the overall physical environment in which you work (e.g., ventilation, noise, lighting, break room, restrooms, etc.)? | | | | | | | | | | .486 |

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 9 iterations.

Rotated Component Matrix

Suppress below .3



BIBLIOGRAPHY

- Aggarwal, U., Datta, S., & Bhargava, S. (2007). Practices, Psychological Contract and Employee Engagement - Implications for Managing Talent. *IIMB Management Review*, 313-325.
- Argyris, C. (1960). *Understanding Organizational Behavior*. Homewood: Dorsey Press.
- Bal, P., Kooij, D., & DeJong, S. (2013). How Do Developmental and Accommodative HRM Enhance Employee Engagement and Commitment? The Role of Psychological Contract and SOC Strategies. *Journal of Management Studies*, 546-572.
- Britt, T. (2003). Black Hawk Down at Work. *Harvard Business Review*, 16-17.
- Chang, H.-T., Hsu, H.-M., Liou, J.-W., & Tsai, C.-T. (2013). Psychological Contracts and Innovative Behavior: A Moderated Path Analysis of Work Engagement and Job Resources. *Journal of Applied Psychology*, 2120-2135.
- Coffman, C., & Gonzalez-Molina, G. (2002). *Follow This Path: How the world's greatest organizations drive growth by unleashing human potential*. New York: Warner Books.
- Costanza, D., Badger, J., Fraser, R., Severt, J., & Gade, P. (2012). Generational Differences in Work-Related Attitudes: A Meta-analysis. *Journal of Business Psychology*, 375-394.
- Dalal, R. S., Brummel, B. J., Wee, S., & Thomas, L. L. (2008). Defining Employee Engagement for Productive Research and Practice. *Industrial and Organizational Psychology*, 55.
- Deal, J. (2007). *Retiring the Generation Gap: How Employees Young & Old Can Find Common Ground*. San Francisco: Jossey-Bass.
- Deal, J., Stawiski, S., Gentry, W., Graves, L., Weber, T., & Ruderman, M. (2013). Motivation at work: which matters more, generation or managerial level? *Consulting Psychology Journal: Practice and Research*, 1-16.
- Debevec, K., Schewe, C., Madden, T., & Diamond, W. (2013). Are today's Millennials splintering into a new generational cohort? Maybe! *Journal of Consumer Behavior*, 20-31.
- DelCampo, R., Haggerty, L., Haney, M., & Knippel, L. (2010). *Managing the Multi-Generational Workforce: From the GI to the Millennials*. Burlington, VT: Gower.
- Festing, M., & Schafer, L. (2013). Generational challenges to talent management: A framework for talent retention based on the psychological-contract perspective. *Journal of World Business*, 262-271.
- Field, A. (2009). *Discovering Statistics Using SPSS*. Thousand Oaks: Sage.
- Fleeson, W. (2001). Toward a structure and process integrated view of personality: Traits as density distributions of state. *Journal of Personality and Social Psychology*, 1011-1027.
- Hess, N., & Jepsen, D. (2009). Career state and generational differences in psychological contracts. *Career Development International*, 261-283.
- Hewitt Associates. (2004, 04). *Research Brief: Employee Engagement Higher at Double-Digit Growth Companies*. Retrieved from <http://www.mckpeople.com.au/SiteMedia/w3svc161/Uploads/Documents/016fc140-895a-41bf-90df-9ddb28f4bdab.pdf>
- Hill, R. (2002). Managing across generations in the 21st century: Important lessons from the ivory trenches. Retrieved from <http://ezproxy.gsu.edu:2048/login?url=http://search.proquest.com/docview/203304630?accountid=11226>

- Holt, S., Marques, J., & Way, D. (2012). Bracing for the Millennial Workforce: Looking for Ways to Inspire Generation Y. *Journal of Leadership, Accountability and Ethics*, 81-93.
- Irvine, D. (2009, May 8). Retrieved from Bloomberg Business Week:
http://www.businessweek.com/bwdaily/dnflash/content/may2009/db2009058_952910.htm
- Isaacowitz, D., & Riediger, M. (2011). When age matters: Developmental perspectives on "cognition and emotion". *Cognition and Emotion*, 957-967.
- James, J., McKechnie, S., & Swanberg, J. (2011). Predicting Employee Engagement in an Age-Diverse Retail Workforce. *Journal of Organizational Behavior*, 173-196.
- Kahn, W. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of management Journal*, 692 – 724.
- Kickul, J., & Lester, S. (2001). Broken Promises: Equity Sensitivity as a Moderator Between Psychological Contract Breach and Employee Attitude and Behavior. *Journal of Business and Psychology*, 191-218.
- Kotter, J. P. (1973). The Psychological Contract: Managing the Joining-Up Process. *California Management Review*, 91-99.
- Kruse, K. (2012, September 4). *Why Employee Engagement?* Retrieved from Forbes.com:
<http://www.forbes.com/sites/kevinkruse/2012/09/04/why-employee-engagement/3/>
- Levinson, H., Price, C., Munden, K., Mandl, H., & Solley, C. (1962). *Men, Management and Mental Health*. Cambridge: Harvard University Press.
- Little, B., & Little, P. (2006). Employee engagement: Conceptual issues. *Journal of organizational culture, communication and conflict*, 111 – 120. Retrieved from
<http://ezproxy.gsu.edu:2048/login?url=http://search.proquest.com/docview/216594236?accountid=11226>
- Lloyd, R. (2008). Discretionary Effort in the Performance Domain. *The Australian and New Zealand Journal of Organisational Psychology*, 22-34.
- Lyons, S., & Kuron, L. (2014). Generational differences in the workplace: A review of the evidence and directions for future research. *Journal of Organizational Behavior*, S139-S157.
- Macey, W. H., & Schneider, B. (2008). The meaning of employee engagement. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 3-30.
- Macey, W., & Schneider, B. (2008). Engaged in Engagement: We Are Delighted We Did It. *Industrial and Organizational Psychology*, 76-83.
- Masson, R., Royal, M., Agnew, T., & Fine, S. (2008). Leveraging Employee Engagement: The Practical Implications. *Industrial and Organizational Psychology*, 56-59.
- Mastrangelo, P. (2009). Will Employee Engagement Be Hijacked or Reengineered? *OD Practitioner*, 13-18.
- Maxham, J., Netemeyer, R., & Lichtenstein, D. (2008). The Retail Value Chain: Linking Employee Perceptions to Employee Performance, Customer Evaluations, and Store Performance. *Marketing Science*, 147-167.
- Meister, J., & Willyerd, K. (2010). *The 2020 Workplace*. New York: Harper Collins Publishers.
- Menniger, K. (1958). *Theory of psychoanalytic technique*. New York: Basic Books.
- Miles, J., & Shelvin, M. (2001). *Applying Regression & Correlation: A Guide for Students and Researchers*. Los Angeles: Sage.
- Ng, T., & Feldman, D. (2009). Age, work experience, and the psychological contract. *Journal of Organizational Behavior*, 1053-1075.

- Pallant, J. (2007). *SPSS Survival Manual*. New York: McGraw Hill.
- Ployhart, R. E., Van Iddekinge, C., & MacKenzie, W. (2011). Acquiring and developing human capital in service contexts: The interconnectedness of human capital resources. *Academy of Management Journal*, 353-368.
- Rich, B., LePine, J., & Crawford, E. (2010). Job Engagement: Antecedents and effects on job performance. *Academy of Management Journal*, 617-635.
- Rousseau, D. (1989). Psychological and implied contracts in organizations. *Employee Responsibilities and Rights Journal*, 121 –139.
- Rousseau, D. (1994). Schema, promise and mutuality: The building blocks of the psychological contract. *Journal of Occupational and Organizational Psychology*, retrieved from EBSCOhost.
- Rousseau, D. (2000). *Psychological Contract Inventory Technical Report*. Pittsburgh: Carnegie Mellon University.
- Rousseau, D., & Tijoriwala, S. (1998). Assessing psychological contracts: Issues, alternative and measures. *Journal of Organizational Behavior*, 679-695.
- Rousseau, D., & Tijoriwala, S. (1999). What's a good reason to change? Motivated Reasoning and Social Accounts in Promoting Organizational Change. *Journal of Applied Psychology*, 514-528.
- Rousseau, K. M., & Wade-Benzoni, K. (1994). Linking strategy and human resources practices: how employee and customer contracts are created. *Human resource management*, 463 – 483. Retrieved from <http://ezproxy.gsu.edu:2048/login?url=http://search.proquest.com/docview/222068338?accountid=11226kk>
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of managerial psychology*. doi:10.1108/02683940610690169
- Schalk, R., & Roe, R. (2007). Towards a Dynamic Model of the Psychological Contract. *Journal for the Theory of Social Behavior*, 167-182.
- Schaufeli, W. B., Salanova, M., Gonzalez-Roma, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: a two sample confirmatory factor analytic approach. *Journal of happiness studies*, 71 –92.
- Schaufeli, W., & Bakker, A. (2004). Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study. *Journal of Organizational Behaviour*, 293-315.
- Schein, E. H. (1965). *Organizational Psychology*. Englewood Cliffs, NJ: Prentice Hall.
- Schein, E. H. (1980). *Organizational Psychology* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Schullery, N. (2013). Workplace Engagement and Generational Differences in Values. *Business Communication Quarterly*, 252-265.
- Sels, L., Janssens, M., & van den Brande, I. (2004). Assessing the nature of psychological contracts: a validation of six dimensions. *Journal of Organizational Behavior*, 201-226.
- Shaw, S., & Fairhurst, D. (2008). Engaging a new generation of graduates. *Education and Training*, 366-378.
- Shuck, B., & Wollard, K. (2010). Employee Engagement and HRD: A seminal review of the foundations. *Human Resources Development Review*, 89-110.
- Shuck, B., Reio Jr., T., & Rocco, T. (2011). Employee Engagement: an examination of antecedent and outcome variables. *Human Resource Development International*, 427-445.

- Sibson Consulting. (2007). *Rewards of Work Study*. Retrieved May 17, 2014, from Sibson.com: <http://www.sibson.com/publications/surveysandstudies/2006ROWno4.pdf>
- Smola, K. W., & Sutton, C. (2002). Generational differences: revisiting generation work values for the new millennium. *Journal of Organizational Behavior*, 363-382.
- Sonnenberg, M., Koene, B., & Paauwe, J. (2011). Balancing HRM: the psychological contract of employees. *Personnel Review*, 664-683.
- Steelcase. (2008). *Generations at Work: A War of Talents*. Retrieved from Steelcase.com: <http://www.steelcase.eu/en/resources/knowledge-library/documents/waroftalents.pdf>
- Towers Perrin. (2003). *Working Today: Understanding what drives employee engagement*. Stamford, CT: Towers Perrin.
- Twenge, J. (2010). A Review of Empirical Evidence on Generational Differences in Work Attitudes. *Journal Business Psychology*, 201-210.
- Twenge, J., Konrath, S., Foster, J., Campbell, W., & Bushman, B. (2008). Egos Inflating Over Time: A Cross-Temporal Meta-Analysis of the Narcissistic Personalisty Inventory. *Journal of Personality*, 875-902.
- United States Census Bureau. (2013, March 19). *Retail Trade: US Total*. Retrieved from census.gov: <http://www.census.gov/econ/currentdata/dbsearch?program=MRTS&startYear=2010&endYear=2013&categories=44000&dataType=SM&geoLevel=US&adjusted=1¬Adjusted=1&submit=GET+DATA>
- US Department of Labor. (2014, January 8). *Retail Sales Workers*. Retrieved from Bureau of Labor Statistics: <http://www.bls.gov/ooh/sales/retail-sales-workers.htm>
- Van DeVen, A. H. (2007). *Engaged Scholarship*. New York: Oxford University Press.
- Wiley, J., Kowske, B., & Herman, A. (2010). Developing and validating a global model of employee engagement. In S. Albrecht, *Handbook of Employee Engagement: Perspectives, Issues, Research and Practice* (pp. 351-363). Northampton, MA, USA: Edward Elgar.
- Witemeyer, H. (2013, April 20). *Dissertations*. Retrieved from GSU - J. Mack Robinson College of Business - Executive Doctorate: <http://edb.robinson.gsu.edu/about/overview/research/dissertations/>

VITA

Traron N. Moore earned his BA in Psychology from Tuskegee University and his MBA from the University of New Orleans. After earning his MBA, Traron successively earned roles of increased responsibility with organizations such as Hyatt, Sheraton, The Atlanta Community Food Bank, and Concessions International. Currently, Traron is a Human Resources Business Partner for The Home Depot, a multinational retailer. Overall, Traron has made his career by identifying business competencies and then creating complementary human resource strategies that assist in the creation of sustainable competitive advantage.