

Exploring Factors Influencing Generation Y Employees' Turnover Intention in Indonesia: The Roles of Co-worker Support, Supervisor Support and Career Development

Dinda LARASATI¹
Anggara WISESA²

DOI: 10.24818/mer/2023.02-01

ABSTRACT

The emergence of Generation Y, which dominates the workforce due to population shift, brings awareness to businesses and organizations to be prepared and build a strategy to engage the Millennial workforce and reduce the high turnover rate that led to company loss. Turnover intention is the best predictor for observing an early indication of employee turnover. Therefore, leaders and organizations must explore and gain more information on generation Y employees' expectations in the workplace and how to fulfill them to reduce their turnover intention. This study used a phenomenological approach to acquire an in-depth understanding of Generation Y employees' expectations and perspective towards the organization and how it influences turnover intention. The results revealed that most Generation Y employees agreed that co-workers' support (emotional and instrumental) and interpersonal relationship play an essential role in their work life. Although, few others believed these factors needed to be more influential to affect their commitment to the organization. Unanimously, all Generation Y employees also agreed that supervisor support and career development opportunities played crucial roles in their career journey. They believed that the organization should facilitate them with mentorship to deliver supervisor support, learning opportunities, and career path plan to ensure their career progression within the workplace. Businesses and organizations need to have policies and facilitation which fulfill all these expectations and provide them with a reason to stay loyal and oblige to higher commitment in return for all the support given by the company.

KEYWORDS: *Generation Y, Perceived Supervisor Support, Co-worker Support, Career Development, Turnover Intention*

JEL CLASSIFICATION: *J24, J63*

1. INTRODUCTION

The literature defines a *generation* as a group of individuals born in the same age cohorts; they have similar generational perspectives regarding world views, values, recognition, and knowledge. Therefore, each generation's cohorts have unique characteristics and expectations in life (Kupperschmidt, 2000). In the labor market, there are three main generations of the workforce (Baby Boomer, Gen X, and Generation Y or Millennial). We need to acknowledge that there is a population shift, as most Baby Boomers generation may face retirement and leave the company (Anderson & Buchko, 2016). Generation Y (Millennial) will soon become the new emerging generation that dominates and will soon represent the largest workforce in Indonesia's labor market. In 2017, of the total population of Indonesia, about 67,02 % were

¹ School of Business & Management (Bandung Institute of Technology), Indonesia. Corresponding author.
dinda_larasati@sbm-itb.ac.id

² School of Business & Management (Bandung Institute of Technology), Indonesia, anggara@sbm-itb.ac.id

economically active or in their productive age, and 33,75% of the total population were Millennials. The Millennial generation has a high contribution to the productive age population; around 50,36 % of the economically active population belong to the Millennial Generation (Kemmenpa & BPS, 2018).

Individuals from Generation Y were born between 1980 and 1999 (Crampton & Hodge, 2006; Smolla & Sutton, 2002). They are described as the most educated and confident generation. Compared to previous generations, Generation Y has distinct characteristics that reflect how specific they expected their workplace to be and how this led to their motivation to gain experiences by constantly changing their workplace, resulting in a low commitment toward their organization (Buzza, 2017). They believed in mutual relations, where they would not commit or stay loyal unless they found personal interest in their organization. (Mayangdarastri & Khusna, 2020). Millennials are environmentally conscious and critical of the changes that occur around them in the workplace (Ramli & Soelton, 2019). They tend to expect a quicker return for their work compared to previous generations. They want faster progress in their career development opportunities and support from their superiors to attain their personal goal in exchange for their commitment (Jha et al., 2019).

The emergence of Generation Y has made it challenging for organizations and human resource professionals to manage and engage the workforce (Jha et al., 2019). In Indonesia, previous research stated that one of the new challenges with the workforce in Indonesia is the high turnover intention of Generation Y when their expectation is not fulfilled or when they feel unable to advance their career within the workplace (Friani & Mulyani, 2018). Leaders and organizations must recognize and explore their Generation Y employee's expectations for the company, which will help them accommodate the emerging workplace changes. This study explores several possible factors that influence Generation Y employees' turnover intention in Indonesia.

2. LITERATURE REVIEWS

2.1 Co-worker Support

Co-worker support refers to the extent to which employees help one another with their work when necessary, by exchanging or sharing their knowledge and expertise or providing motivation, encouragement, and support to one another in challenging situations (Zhou & George, 2001). In this environment, where employees work with helpful and supportive co-workers, they are expected to be more open and freely discuss new ideas (Zhou & George, 2001). Co-worker support reflects two types of support: instrumental support, which is task-focused and aims to resolve work matters; emotional support, which is person-focused based on friendship and personal concern (Beehr et al., 2000). Friendships at the workplace may serve as a source of social interaction and developing them may increase employees' embeddedness in the organization. Positive social contact with co-workers may provide an individual's recovery mechanism, allowing workers to take time away from their tasks and replenish their spirits (Sonnetag, 2003). High-quality interpersonal relationships promoted greater employee retention (Uhl-Bien et al., 2000). Thus, a low-quality interpersonal relationship was suggested to result in negative organizational consequences such as turnover (Tews & Michel, 2013). Previous research found that emotional supports have a significant negative relationship with turnover. This is because emotional support provides a foundation of friendship and helps overcome the strains of emotional labor experienced by the employees; this is perceived to be more meaningful and personal, satisfying personal needs. Instrumental supports are more task-focused and have a significant positive relationship with turnover. It

was argued that due to the possibility of employees' self-efficacy beliefs, where employees may be reluctant to ask for instrumental support where they appear incompetent. Although emotional support was found to be a stronger predictor of turnover, instrumental co-worker support is still important, as it made work more manageable and reduced the likelihood of individual turnover (Tew & Michel, 2013). Previous studies have stated that generation Y, possibly due to social upbringing, often socializes in groups even more so than previous generations and seems to prefer and value teamwork within the workplace (Strauss & Howe, 2007; Gursoy et al., 2008). Millennials employees seem to find it more convenient and pleasurable to actively interact while working with their co-workers in a friendly work environment (Myers & Sadaghiani, 2010).

2.2 Perceived Supervisor Support

Perceive Supervisor Support refers to the perception being formed by the employees on how valuable their contribution is and how much their well-being is taken care of by their supervisor (Kottke & Sharafinski, 1988). Recent research has given enormous attention to supervisor support, as it could affect work outcomes, such as turnover intention (Chen & Chiu, 2008; Afzal et al., 2019). It was argued that Social Exchange Theory by Blau (1964) could explain the relationship between perceived supervisor support and turnover intention. Blau (1964) proposed the idea of a social exchange relationship, which refers to the 'voluntary actions of individuals that are motivated by the returns they are expected to bring'. According to Myers and Sadaghiani (2010), workers from the Generation Y cohort expected open communication, frequent feedback, and a close relationship with their supervisors. They need continuous feedback to comprehend how to improve their performance in the workplace. Generation Y considered relationships with colleagues, support from their manager, and coaching opportunities as highly important, much more than other generations (Kowskey & Wiley, 2010; Weeks & Schaffert, 2017). Previous research suggested that employees' commitment to their supervisor is a social exchange relationship because when they receive support from their supervisor, they will reciprocate by engaging in behavior favorable to the supervisor. In return, they would also expect to receive some benefits or rewards that are both tangible (e.g., promotion) and intangible (e.g., recognition). Furthermore, supervisor support could also reduce employees' stress levels, improve work performance, and increase satisfaction and intention to stay in their current workplace (Otsuka et al., 2007; Sloan, 2012).

2.3 Career Development

Career development refers to the process provided by the organization to support their employee in gaining new skills, knowledge, and perspective to improve personally and professionally (Aruna & Anitha, 2015). Previous research stated that Generation Y employees are more concerned with their individual career development compared to their predecessors. Traits such as self-esteem and assertiveness have led them to emphasize more on the importance of work and its accomplishments (Broadbridge et al., 2007; Twenge & Campbell, 2008). They also like challenges and tend to bore easily. A more challenging, evolving, and stimulating job scope is preferable to monotonous work (Lub et al., 2016; Kodagoda & Deheragoda, 2021). It was suggested that Millennial employees appear to be more ambitious, achievement-oriented, and have high expectations for career advancements (Krahn & Galambos, 2014). Quick career progression/promotion would be considered an important factor that motivates them (Myers & Sadaghiani, 2010; Kodagoda & Deheragoda, 2021). The Psychological Contract theory by Rousseau (1989) proposed the idea of an individual's beliefs in reciprocal obligations, which can explain the working relationship between employers and employees. This theory explains that individuals may believe that, in return for an employer's certain inducements (e.g., job security), they owe their employer a specific contribution (e.g.,

loyalty, hard work). According to previous research, Generation Y expects assistance from their employers to develop and make advanced career progress (De Hauw & De Vos, 2010; Moore, Grunberg & Krause, 2014). Millennials were identified to associate their psychological contract expectations with several aspects, such as job responsibilities, training, job security, and career development. Generation Y employees specifically favored promotions, coaching, and training to enhance their career development (De Hauw & De Vos, 2010; Lub et al., 2016; Magni & Manzoni, 2020). Millennials actively seek job opportunities that will provide them with additional experience in a variety of fields and allow them to broaden their skills. They also pursued a meaningful, rich, fulfilling job experience that reflects their lifestyle choice (Glass, 2007; Kodagoda & Deheragoda, 2021). Furthermore, 50% of the Millennials in previous findings agreed that their potential career advancement or promotional opportunities influenced their decision to remain loyal to the company (Kodagoda & Deheragoda, 2021). Previous research found that Millennials are interested and eager to be involved in an organization's plan to create their career path. When organizations can recognize this interest and offer promising development opportunities, it is anticipated that Millennials employees will show higher engagement and become the enforcer of the company's vision and goals with the provision of a clear career path (Mansor & Hossan, 2021). The career path creates an environment where Millennials would feel appreciated and satisfied, which could lead to better performance and higher commitment (Mayangdarastri & Khusna, 2020).

2.4 Turnover Intention

Turnover intentions are seen as a mental decision intervening between an individual's attitude regarding a job and the stay or leave decision. It can be regarded as an immediate antecedent to stay or leave (Fox & Fallon, 2003). It was argued that turnover intention is the best predictor of observing an early indication of actual employee turnover (Srivastava, 2013). Millennials are often portrayed or stereotyped as being disloyal towards their organization or employers, and it is part of their career pattern, which is inevitable (Thompson & Gregory, 2012). A previous study suggested that employees considering switching career or job hopping from one company to another as socially acceptable to gain experience and upgrade their competencies; about 19% of Millennials were found planning to leave their company within the next six months (Kodagoda & Deheragoda, 2021). Another study reported that one of the new challenges with the workforce is the high turnover intention of the Millennial generation when their expectations are not fulfilled or when they feel unable to advance in their career within the workplace in Indonesia (Friani & Mulyani, 2018). Furthermore, previous findings also examined the desire of generation Y employees for a work environment that can provide challenges, opportunities for active roles, and personal growth. These are believed to help them achieve successful career development and provide a reason to remain in the company (Smolla & Sutton, 2002; Westerman & Yamamura, 2007). Generation Y would be more likely to do job hopping (frequent workplace changes) for better career advancement (Kupperschmidt, 2000; Westerman & Yamamura, 2007). They will also consider leaving the job if they have poor communication with their co-workers and superiors, resulting in huge losses for the organization (Mehra & Nickerson, 2019).

3. METHOD

This study aims to acquire an in-depth understanding of Generation Y or Millennials employees' expectations and perception of several factors which potentially influence turnover intention. We chose the phenomenology approach method as it fits the study purpose to acquire an in-depth understanding of a specific phenomenon and acquire the

essence of an individual's lived experience while discovering and defining the phenomenon itself (Cilesiz, 2010). The data was drawn from semi-structured interviews, consisting of questions related to expectations, perspectives, and experiences within the workplace. Semi-structured interviews allow interviewers to set the flow, expand the question through probing, and allow the informants to share their views further. Previous literature also recommended that a qualitative perspective is needed to have a greater understanding of how generation shapes individuals' perceptions and identities (Lyons & Kuron, 2014).

3.1 Sample Demographic

This research used a purposive sampling method to recruit the ten informants for the qualitative study to conduct in-depth interviews exploring the informant's perspectives, expectations, and experiences. The researchers found that the ten informants were adequate to reach data saturation. Saturated data ensure the comprehension and completeness of the study. A phenomenological study usually involves a small number of participants; a sample of ten informants was found sufficient (Groenewalt, 2004). This study's sample is made up of employees classified as Generation Y or Millennials, who were born between 1980-1999. The interviews were conducted through Google Meets or Zoom meeting video calls due to social distancing during the COVID-19 pandemic situation. Each interview lasted around 60 to 90 minutes. All the interviews were recorded and transcribed manually. The result of the study reflects generation Y employees' perspective and expectations in the workplace and how it affects their turnover intention. To maintain the informant's confidentiality, they were given a pseudonym. The details of the demographic profile of the informants are shown below in Table 1.

Table 1. Demographic profile of the informants

	Informant	Sex	Age	Company sector	Company Type	Length of work
1	Adrian	M	30	Service and Finance	Private	4 years
2	Carla	F	28	Public Health Department	Public	3 years
3	Indi	F	27	Industrial and Manufacturing	Private	3 years
4	Maria	F	28	Education Sector	Public	3 years
5	Rio	M	27	Transportation and Logistics	Private	2 years
6	Riva	F	32	Headhunter	Private	5 years
7	Ryan	M	34	Electric power public utility	Public	6 years
8	Sammy	M	31	Transportation and Service	Private	5 years
9	Scarlet	F	27	Energy Oil and Gas Corporation	Private	3 years
10	Tony	M	29	Government Administration	Public	4 years

Source: data processed by the authors

3.2 Data Analysis

This study followed the modified Stevick-Colaizzi-Keen phenomenological analysis method of Moustakas (1994) as suggested by Creswell (2007) for transcendental phenomenological study, which involved a series of steps such as Horizontalization, Textural and Structural description, and then a composite description was developed to capture the "essence" of the phenomena based on the structural and textual descriptions. This essence reflects generation

Y employees' perspectives, expectations, experiences, beliefs, and how these influence their intention within the workplace.

4. RESULTS

4.1 Co-worker Support

In this research, the informants shared their views and expectations on co-worker support, the working relationship they have in the company, and how important the role of co-worker support affects their day-to-day work and well-being as an employee. Three sub-themes were obtained; Supportive co-workers, Interpersonal work relationships, and Co-worker support influence on turnover intention. The first two sub-themes explored the informant's expectations and views on the support they expected from their co-worker and how an interpersonal relationship with their co-workers influences their work life. The third sub-theme explores the overall influence of a lack of co-worker support on turnover intention.

(i) Supportive co-worker

The first sub-theme found was supportive co-worker, which explored the informant's views as a Generation Y employee on the importance of co-worker support and their personal expectations towards their co-worker. The informants talked about their preference to work alongside supportive co-workers and how it could positively influence their day-to-day work. All informants expected supportive co-workers as someone who provides motivation and encouragement. Supportive co-workers played an essential role in their day-to-day work. Co-workers were expected to help in time of need beyond individual work, motivate them to work harder for higher achievement when they feel demotivated, and encourage them to persist and continue working despite some conflicts and difficult obstacles they encountered in the workplace.

I think it's really important to have co-workers who could always support you...because you need someone willing to help even though it's not their personal work. Also, someone who could encourage you to keep going and move forward. (Adrian)

Sometimes when we feel like we're about to give up and quit the company... that's when we need them to encourage us to persevere and keep going... also they could motivate us to work harder, achieve higher. I think that's how they showed their support. (Scarlet)

The informants further explained that supportive co-workers were crucial in their day-to-day work because they directly worked alongside each other. Whenever they need help, advice, motivation, and encouragement, they would approach their co-workers first. They felt more assured about discussing their personal work matters and could easily seek help from their co-workers. Informants also believed that co-workers would most likely understand their weaknesses and insecurities as an employee. Therefore, having supportive co-workers close to them would greatly help them with work matters.

Well, we work directly with them every day. I would expect them to always be supportive and give me the encouragement I needed and give some really good advice. (Rio)

I would talk to my co-workers first if anything happened. Also, they understand my way of work and know what I'm insecure about, so usually, they could tell right away when I struggled at work and give the best solution that fit me. (Riva)

Informants feel more at ease to ask for support from peers who work closely or directly with them. As someone with a close working relationship with them, they expected supportive co-workers to recognize their weaknesses and personal insecurities, thus being able to give the support needed by the informants immediately. Therefore, the next sub-theme explored informants' views and expectations of a close working relationship with their co-workers.

(ii) Interpersonal relationships with co-workers

All informants shared their thoughts on building and maintaining interpersonal relationships with co-workers. They considered their co-workers as friends and believed that close-friendly relationships with co-workers could benefit both sides. As friends, they would help each other through difficult times and create a good synergy for teamwork in the workplace. The informants also stated that close working relationships with their co-workers helped them to communicate better and more conveniently, as they would not feel inferior due to the difference in job position or title.

Well, I think I have always considered my co-workers as friends. I just think it is more comfortable. Because, as friends, we don't care about title or position. So, when things get tough at work, I wouldn't hesitate to ask for their help. (Maria)

I also think it's important to be close with your co-worker because you can communicate well, and it's good for teamwork. There are just things you cannot tell your supervisor right away, but you could always tell your co-worker without worrying about being judged. (Sammy)

Although the informants talked about their desire to have a close interpersonal relationship with co-workers, they also stated that it is essential to maintain professionalism when required. They set boundaries between personal matters and work to maintain professionalism. Based on their personal work experiences, friend-like close working relationships might also give them some disadvantages when professional boundaries are not set. Lack of professionalism in close working relationships with co-workers could result in some employees relying too much on others as friends. Others might find it too burdensome or unable to provide help beyond their capability or if too much social interaction distracts them from work. Implementing some boundaries helped them avoid workplace interference, which resulted in harmful friend-like relationships.

I'm quite close with all my co-workers. But, I set boundaries to keep it professional because, from my experience, some people depend on you too much because they consider you as friends, and they expect you to help them with their work too often. (Scarlet)

With my co-workers, I must be professional and avoid getting way too comfortable with frequent casual socializing because it can distract us from our work. (Indi)

Interpersonal working relationships allow informants to feel comfortable and secure to communicate, engage, and share work concerns with their co-workers. Despite the close friend-like relationship with their co-workers, they prefer to maintain professional manners with work-related matters to avoid problems that may lead to unprofessional behaviors or misuse of close working relationships with co-workers. Unprofessional working relationships with co-workers might negatively affect the individuals involved (e.g., poor productivity, over-reliance) and relations with colleagues in the workplace.

(iii) Co-workers' Support Influence on Turnover Intention

Regarding co-workers' support influence on turnover intention, firstly, according to informants, they found it challenging to work with co-workers who are not willing to be supportive towards them as work colleagues. Informants have explained that supportive co-workers could offer both emotional and instrumental support needed to survive the work life within the company. If unsupportive co-workers surrounded them, it possibly deprived informants of emotional and instrumental support. For example, some informants suggested that many of their daily tasks required teamwork effort, where supportive co-workers are essential. When they do not have supportive co-workers, they would feel unable to have the support needed that helps them stay working for an extended time. It negatively affects their emotional well-being (e.g., stressed and demotivated), work performance, and productivity. Poor emotional well-being could eventually affect their intention to leave the company.

It's going to be difficult to have unsupportive co-workers. It would be best if you had a lot of support in work matters and also being supported emotionally, like motivating or listening to your concern. You'll get stressed when no one there is supportive. I would resign eventually. (Rio)

In a start-up company, our performance is rated as based on our teamwork. We need to help each other, so not having supportive co-worker affects our performance and productivity as a team. If I am stuck working with unsupportive co-workers, it affects my performance, too. So yeah, it definitely could influence my intention to leave. (Sammy)

However, there are few other informants (3 out of 10) who stated that having a supportive co-worker or distanced work relation with co-workers might not be the factors that could influence their decision to leave the company. They considered co-workers as professional colleagues instead of friends and believed that their work performance would not be affected by the state of work relations they have with their co-workers. They believed that everyone is responsible for their work, and in the world of work, they cannot expect to always have supportive co-workers around them.

Well, it's going to be uncomfortable if you're not that close or friends with your co-workers, but as long as we're keeping it professional and being responsible. I don't think it would cause too many problems or affect me to the point of wanting to quit. (Ryan)

For me, it would not be the main reason to consider leaving. It's unrealistic to expect all of them to be as close as a friend. You don't need to do your own job and not depend on your co-workers. (Maria)

You can't choose your co-workers, right? It's not ideal, but I need to remind myself that we're professionals. So, I don't think I would be thinking of leaving just because I don't find my co-workers supportive. (Carla)

They emphasized the idea of professionalism, where co-workers should remain professional work colleagues. They believed that work-related matters should not be affected by their relationship with their co-workers. Although they admitted that distanced work relations with co-workers made them feel uncomfortable, they still believed that it would not influence their intention to leave the company.

4.2 Perceived Supervisor Support

The informants shared their views and expectations on supervisor support within the company. Also, how important supervisor supports is for their career life and well-being as an employee. Three sub-themes were obtained; Mentorship, Supervisor-employee work relationships, and Perceive Supervisor Support on turnover intention. The first two sub-themes explored further on informant's expectations of supervisor support that they received and the close working relationship with their supervisor that they desired. The third sub-theme explores the overall influence of informants' perceptions of supervisor support on their turnover intention.

(i)Mentorship

This sub-theme explores the informant's views on the type of supervisor support they expected from their supervisor. Most of the informants stated that they considered mentorship from their supervisor crucial in their work life because it provides them with the support they need throughout their career journey, especially essential at the beginning of their career. They prefer to have a supervisor as a mentor to provide the appropriate guidance needed for their current work and to give direction for their future career. Apart from guidance, informants also expected that there would be a transfer of knowledge. It could allow them to gain thorough information they needed for their current work, and learn about the new skill and expertise from the long-term experienced supervisor who would share his knowledge during the mentorship process.

It's really important to have a supervisor who not only acts as your boss who orders around, but rather as a mentor who guides us to do well in our work now and for the future, keep track of our progress, and provide constructive feedback on our performance. (Adrian)

As I'm still in the early years of my career here, I need complete guidance to adapt and set my career goals, so things like mentorship could give me access to get direction and learn all the knowledge straight away from my supervisor, who got years of experience. (Rio)

The informants also share their thoughts on how supervisors could give support by acknowledging their contribution to the company. They believed that a supervisor as a mentor would be able to recognize how much contribution they made to the company and what accomplishments they have achieved so far. Also, through mentorship, informants believed that supervisors would provide the proper direction they needed to thrive within the company. By recognizing and cultivating their individual talent as an employee, informants believed that the supervisor would entrust them with responsibilities that would suit their potential talent or ability in the future.

It would be great if he could show me his support by acknowledging my hard work. I'm also hoping that as a mentor who observes my work, perhaps he could tell me if I have talent in a specific area and how to cultivate my talent for the future. (Carla)

When my supervisor trusts me with big projects or puts me in charge, that's when I think that I have finally been able to contribute to the company and feel supported because he acknowledges my skills and thinks I'm capable of achieving higher. (Riva)

The informants believed that mentorship could fulfill their expectations of supervisor support in the workplace. Especially for informants who consider themselves to be in their early career years, mentorship is essential as it provides direct guidance, talent recognition, access

to constructive feedback, and acknowledgement of their achievements, which would prepare them for their careers in the future.

(ii) Supervisor-employee work relationship

Most informants expected a close relationship with their supervisor, as they believed that close working relationships with supervisors would allow them to engage and communicate more comfortably. The informants stated that if they have a close working relationship with their supervisor, they will feel more at ease to ask for support, suggestions, sharing feedback, and career advice from their supervisor without reluctance. Due to the different positions or titles between supervisor and employee as subordinate, power distance or gap between them may negatively affect communication and engagement between supervisor and subordinate. They also believed that a close working relationship with a supervisor would help them to avoid work conflict due to misunderstandings resulting from a lack of communication and engagement.

At least I want to have a close relationship where I find it comfortable to talk to him/her whenever I need advice or sharing. It would be best if you also had trust in your supervisor because you need to follow his lead, and a close working relationship could build that trust. (Scarlet)

As colleagues, although clearly, my supervisor position is above me at work, if I feel like there's this huge gap between us, it will be quite hard to bear since you need to ask for support on a lot of things and advice to resolve any work conflict. (Indi)

However, most of the informants also stated that they prefer to strictly have close professional working relationships with their supervisors within the workplace. Unlike how they expected friendship from their co-workers, informants acknowledge that the different positions between them and the supervisor cannot be ignored. Therefore, respectful behavior and attitude need to be maintained. Compared to work boundaries between co-workers, there are more sets of boundaries that the informants need to be aware of when it comes to having a close working relationship with their supervisor.

I didn't really expect my supervisor to be like friends I hang out with outside of work. We can't just ignore the fact that he is my supervisor with a higher position. For me, I think it's enough if we're fairly close to having comfortable talk and discussion. (Rio)

I prefer to maintain professionalism, understand boundaries and respect him/her as a supervisor. It just can't be the same with how you behave with your co-workers. (Indi)

All informants stated that a close working relationship with their supervisor would allow them to get the desired support. However, they also stated that this working relationship with their supervisor should remain professional within the workplace. As subordinates with different job titles, they must show appropriate attitudes and be aware of their position while working under their supervisor.

(iii) Perceive Supervisor Support's influence on Turnover Intention

In this interview, the informants also explain how they look up to their supervisor as someone knowledgeable with many experiences. They expected their supervisor to provide their subordinates with career guidance, encouragement, and acknowledgement. Thus, they perceived that lack of supervisor support (e.g., lack of guidance) negatively influences their

work life and mental well-being as an employee. It made them feel discouraged, demotivated, stressed, and unappreciated. This eventually results in their intention to leave the company.

I had this problem with my former supervisor. He didn't appreciate my hard work or recognize my talent. It was frustrating and discouraged me from continuing to work in this company. I was thinking of leaving a month ago. (Indi)

I'm thinking about leaving recently. I didn't receive that much guidance and feedback on my work. Also, it seems my supervisor is reluctant to share his knowledge and expertise with me, and that's stressed me out. I felt mentally drained and demotivated. (Adrian)

The informants also stated that a distant relationship with their supervisor might result in communication issues. They would rarely communicate and were reluctant to ask for the needed supervisor's support (e.g., guidance, career advice). Lack of communication raised several problems that negatively influenced them as subordinates and affected their day-to-day work. For example, if they felt that the supervisor refused to share his/her experience and knowledge because of a distant relationship, they felt stressed and frustrated when this kept them away from all the supervisor's support that they expected and affected their personal work, leading informants to consider leaving the company.

There's this huge gap that showed the big difference in hierarchy between us even though he's my direct supervisor. I rarely got personal feedback on my work progress or advice. We rarely talked, and there were many miscommunication issues. It made me want just to quit. (Scarlet)

I just don't think I could communicate well when I felt distant from my supervisor. Because the gap between us made me hesitate to ask for guidance or discuss work comfortably. It affected my work progress, so it made me consider leaving. (Rio)

In this interview, the informants stated that they believed a lack of supervisor support could influence their intention to leave the company. They believed that supervisor support, such as guidance and acknowledgment, is crucial for their day-to work, and they deserved to receive it throughout their career journey. If they cannot get enough support from their supervisor, they feel demotivated and have difficulties continuing their work properly within the company, and thus would intend to leave the company. The informants also stated that a distant working relationship with their supervisor would keep them away from the support they desired, and this also would influence their intention to leave the company.

4.3 Career Development

This theme explores the informants' views on the important role of career development and the expectation of career development opportunities. Three sub-themes were obtained; personal development, career path, and career development influence on turnover intention. The first two sub-themes explored informant's expectations and views on opportunities provided by their employers to advance their career development. Also, they expect a clear career path that involves promotion and a career plan that reflects how far their career has developed and the possibilities for their future career. The third sub-theme explores career development opportunity's overall influence on turnover intention.

(i) Personal Development

All informants, in particular, explain how career development reflects how well they have personally developed as professionals. They believe that personal development is required to enhance their career development progress. If they had shown more accomplishments compared to when they started working in the company, it means that they have grown as an employee and moved into different stages in their career development process. To maintain personal development, they need to learn and acquire new skills, experience, and knowledge. These new skills would prepare them to face new challenges and help them develop and grow as employees, thus fulfilling their personal development. With continuous personal development, they believed that their career development would progress rapidly and not be restricted.

For me, career development is crucial. Because it shows you how much you have grown as an employee. Surely, I don't want to keep doing the same kind of work or challenge. I need to grow, focus on improving myself, so my career will also fully develop. (Adrian)

It's important to see whether we manage to move in different stages in our career. If I'm in the same position as where I started, I lose motivation and confidence in my skill and feel anxious about the future. I need a company to support my personal growth, so I can be assured that my career development won't be restrained. (Riva)

In this interview, the informants also explain the lack of opportunities to learn new skills and gain new knowledge might lead to workplace boredom and tiresome feelings due to the lack of changes in work routines or tasks. Workplace boredom negatively affects the informant's work life; as they feel stressed, lose interest, are demotivated, and cannot improve due to an unchallenging work routine. It leads to a lack of willingness from the employee to put in their best effort, thus resulting in reduced productivity and low job performance, which withholds their career development. They believed that this could be avoided with the availability of new learning opportunities. With new skills and knowledge, they would be more confident in their skill and find their work meaningful. The informants also suggested that employers should be fully involved in supporting and facilitating them with opportunities through training, workshops, scholarship, and free courses to upgrade their competencies.

After a while, it started to feel like there were little changes in what I was working on, and it became tiresome and repetitive. So, the boredom starts to kick in. I couldn't focus because I completely lost interest in work and became less productive. It would be better if the company provided some new training, workshops, or some scholarship program. (Maria)

When I'm stuck doing the same job desks, I'll pay less and less attention to what I'm working on and not so motivated to give my best performance. I got bored with unchallenging work, and it became meaningless and uninspiring. The company should facilitate us with lots of opportunities to learn new skills and refresh our mind. (Tony)

All informants considered personal development important and explained how it is required for their career development within the company. They believed that personal development shows how much they have grown, improved, achieved and prepared for future careers. Learning and gaining new skills and opportunities is crucial for an employee's personal development success. Through learning opportunities, they could gain new knowledge and skills needed to face new challenges in the future and upgrade their competencies, which eventually enhance their career development. Informants also stated that new learning

opportunities prevent them from experiencing workplace boredom. Therefore, they expected their employer to provide support and facilitate them with various opportunities to learn and upgrade their competencies.

(ii) Career Path

This sub-theme showed informants' expectations of building their future careers as part of the career development process. When informants share their views and expectations about future careers, they mainly talk about career paths. The goal of promotion is one of the important personal career goals that they want to achieve. The informants also explained that to reach their personal goals, they expected the company to provide them with thorough information and a clear career path plan that they can have in the workplace. They believed that comprehensive information and a clear career path plan help them make informed decisions to set their target of higher positions within the company. Therefore, they eventually upgrade their skills and knowledge to reach their desired goal and position. Furthermore, some informants also stated that a clear career path plan made them feel secure about their employment status and future career, especially during the pandemic.

I also think that the company should provide a clear career path plan, so I could see the possibilities of getting promoted to a higher position doing something much bigger and more challenging. That also motivates me to work harder on improving my skills and knowledge, so I won't be stuck in the same place. (Rio)

You need to feel secure about your career progression, and I think you could see that from the career path set out by the company. Because of the pandemic, people got laid off everywhere. I need to know what my job position will be like in four years. The higher position you have, the less chance you get laid off. (Scarlet)

All informants also shared their views on the role of personal development for their future careers. They believed that personal development allows them to build a desirable career path. They explained how important it is to enhance their self-development by upgrading their skills to get promoted to a higher position. A higher job position within the company requires upgraded skills, expertise, and knowledge for much bigger job responsibilities. It is also expected that the company can provide them with a personal career path plan and inform them of the requirements to get into a higher position at every stage in their career path. A proper plan could drive them to set goals and develop their skills to get to the desired position.

(iii) Career-development Opportunity influence on Turnover Intention

All informants explained how career development opportunities could influence their intention to leave their current company. When informants talked about career development, they shared their views on personal development and opportunity to enhance their personal growth. Lack of opportunity to develop themselves as employees deprived them of gaining new skills and knowledge necessary for their personal career development. When this happened, they decided to keep their options open and welcome offers from other companies that potentially provide better development opportunities. Therefore, a lack of self-development opportunities could influence their intention to leave the company.

Sometimes thoughts on leaving still cross my mind. I have a good supervisor, and I get along with my co-workers. But if I think that I cannot develop myself any further. I'll just keep my option open for any other job offer with better opportunities to broaden my skills. (Adrian)

It's tough to stay in a company where I can't see myself grow. You need to keep upgrading your skills. Otherwise, you get anxious and feel unprepared for the future. Unless the company made some changes that provide better learning opportunities, I think thoughts or intentions of leaving would always be there. (Scarlet)

The informants also explained that a lack of opportunities to learn new skills and knowledge means they would encounter monotonous work that does not require more advanced skills. These could deter their improvement, as they encountered the same work challenges and thus could not improve their current skills. With a lack of new skills or improvement, they felt unable to contribute as an employee and found their job less meaningful. Monotonous work also resulted in workplace boredom that negatively influenced their emotions, such as the feeling of stress, demotivation, lacking self-confidence in their skills, and anxiety about a future career that might require more advanced knowledge and skills. Thus, informants find it necessary to find a new company to sustain their development and ensure their personal growth as an employee.

I'm thinking of leaving because, in a state-owned company like mine, we just follow the same old routine for years. It holds back our chance to grow and be prepared for our future. Learning new skills and gaining knowledge is necessary for our future career, and my company seems not to think this is important. (Maria)

If there's no more opportunity for me to learn, it just made the urge to quit the company even bigger. It made me insecure about my skill, and I was fed up and bored with repetitive work routines. Boredom got me stressed, and I lost motivation. (Indi)

A career path is also one of the main concerns stated by the informants when they shared their views on career development within the company. As an employee, the informants believed that a clear career path plan allows them to set career goals and aim for promotion. A clear career plan would have thorough information about the particular job position they could have throughout their career. Some informants shared their experiences of working within the company where information and plan on their career path were deemed as unclear, thus making them concerned about their career progression and thus intended to leave the company. With the possibility of getting laid off during the pandemic, several informants stated they need to feel secure about employment continuity. They believed that a clear career path plan over the years is a form of promising future career for them to have within the company.

I think we don't have a clear career path in a start-up company. I kept thinking about what would happen next, but I didn't know when I could get promoted. It feels like I don't have a promising career in the future, so it made me think of leaving. (Rio)

I need to feel secure about my job position, especially in this pandemic situation. The higher your position, the less likely you are to get laid off. With no clear information on a career path and the possibility of future promotion, I would consider quitting. (Riva)

5. DISCUSSION

The majority of generation Y employees in this study have stated that having supportive co-workers and interpersonal working relationships in the workplace is essential in their work life. They expected their co-workers to provide instrumental support (e.g., help with the

workload) and emotional support (e.g., motivation). This aligns with the previous research, suggesting that Millennials expected emotional and instrumental support from their co-workers (Beehr et al., 2000). Each type of support is needed, especially when they struggle or encounter challenging situations in their early year of careers and throughout their career journey (Zhou & George, 2001; Tews & Michell, 2013). Also, Generation Y employees expect interpersonal working relationships with their co-workers to form friendships. They believed that interpersonal relationships with their co-workers would allow them to easily obtain co-worker support and immediate assistance whenever they needed help (Beehr, 2002; Sonnentag, 2003). Lack of co-worker support and distance work relationships with their co-workers might poorly affect their work life, eventually negatively influencing their commitment to the organization.

However, three out of ten Millennial employees shared their contradicting views from the majority on the influence of co-worker support on their turnover intention. They explained that there could be an unavoidable situation where they have to work with an unsupportive co-worker or cannot build an interpersonal work relationship with their peers. As professionals, they could not let this influence their intention to leave the company. They believed that they needed to adapt to a work environment that could not fully meet their expectations. Instead of depending on their co-worker's support, they feel responsible for their work and always be prepared to encounter a challenging situation independently. As previous research suggested, Millennials employees might demonstrate self-efficacy, where one should be accountable and responsible for their work, not rely on anyone, and believe in their ability (Tew & Michel, 2013).

The second theme of this study showed that generation Y employees generally believe that mentorship is an effective way to disseminate information between employees and their supervisors (Kowskey & Wiley, 2010; Weeks & Schaffert, 2017). The supervisor was deemed experienced and knowledgeable, thus expected to act as a mentor and support throughout their career journey. Especially for several Generation Y employees in this study who were in their early years of career, supervisor support, such as career guidance, to set career goals is crucial. They aspire to do well from the beginning of their career and thus wish to learn directly from their experienced supervisor to improve their competencies and expertise to optimize their potential. Support from a supervisor can also be reflected through the supervisor's recognition of employees' contributions to the company and potential talent as an employee. Being acknowledged for their accomplishment and recognized for their talent made Generation Y employees feel appreciated and assured that they would be entrusted with responsibilities that suit their potential talent or rewarded based on their achievements.

Furthermore, Generation Y employees believe that a close working relationship with their supervisor enables them to obtain supervisor support more conveniently (Myers & Sadhiagni, 2010; Ferri-Reed, 2014). Distant work relationships might hinder them from immediate access to supervisor support (e.g., frequent feedback and career advice). Different job positions and titles owned by supervisors might create a gap between employees and their supervisors and result in poor communication and engagement. If Generation Y employees perceive there is a lack of supervisor support and feel unable to engage with their supervisor, it is more likely that they intend to leave the company, as it affects their work life and emotional well-being (Otsuka et al., 2007; Sloan, 2012). Consistent with previous recent findings, it showed that a lack of supervisor support might lead to turnover intention (Chen & Chiu, 2008; Afzal et al., 2019). As long as generation Y employees perceived that supervisor support was properly provided and met their expectations, they would be obliged

with a higher commitment. This study's result supports Blau's social exchange theory (1964), which proposed the idea of social exchange relationships. Employees would reciprocate their supervisor's support by showing a higher level of engagement, contributing to the company, and high commitment towards the organization.

The final theme results revealed that Generation Y employees have high expectations and demands for career development opportunities in the workplace. Generation Y employees need to see how much they have grown as an employee from their career progress. It is reflected in how much skill and knowledge they acquire and their job positions throughout their careers (Aruna & Anitha, 2015). The employer was expected to facilitate them with learning opportunities through training and workshops (De Hauw & De Vos, 2010; Moore, Grunberg & Krause, 2014; Magni & Manzoni, 2020) to maintain personal development progress. Learning opportunities allow employees to obtain new skills and knowledge that are not only needed for their current work, but also to prepare for new challenges they may face in the future. They believed that new knowledge and skills would help them pursue meaningful work and actively contribute to the company with their best performance (Glass, 2007; Kodagoda & Deheragoda, 2021). Previous findings suggested that the lack of learning opportunities within the organization leads to workplace boredom, negatively influencing employees' mental well-being (e.g., stress, lost interest, demotivation, and lack of confidence). It could also result in an inability to improve due to an unchallenging work routine. Workplace boredom also leads to a lack of willingness of the employee to put their best effort at work, thus resulting in reduced productivity and low job performance, which withhold personal development (Lub et al., 2016; Kodagoda & Deheragoda, 2021).

Furthermore, it was also revealed that career path structure is one of the main concerns for Generation Y's employees. A clear career path structure provides thorough information about job positions they could have throughout their career. It allows them to set career goals, aim for promotion, and feel secure about their work continuity within the company. Based on their professional experience, when the employer did not set up career paths as expected, they felt concerned about their future career development and thus intended to leave the company. A proper career path makes them feel secure about their future career in the company, which could motivate them to perform better and show greater commitment (Mayangdarastri & Khusna, 2020). This result supported previous findings, which showed that Millennial employees have high expectations of their career advancements; in particular, rapid career progression/promotion is considered an important factor that motivates them (Myers & Sadaghiani, 2010; Kodagoda & Deheragoda, 2021). It was confirmed that if the employer does not meet their career expectations, such as potential career advancement and job responsibilities, they would not consider a long-term work relationship with their organization (Kodagoda & Deheragoda, 2021).

Therefore, to retain Generation Y employees, organizations need to meet their expectations on career development by providing learning opportunities and clear career path plans. This supports the idea of a psychological contract between employers and their employees proposed by Rousseau (1989). Millennial employees would feel obliged to return their employer's inducements (e.g., promotion, learning opportunities) through contributions and high commitment toward the organization.

5.1 Implications

As the emergence of the new generation enters and dominates the workforce, organizations face challenges in managing and engaging the workforce. This research has contributed to the

turnover literature by exploring Millennial employees' views and expectations as several factors that might influence their commitment to the organization. The findings of this research provide several practical implications for the organization. It showed that fulfilling generation Y employees' expectations of co-worker support, supervisor support, and career development opportunity could affect their commitment to the organization. These factors play an important role in their work life, and a change in policies that ensure their promotion and career progression would retain Generation Y employees. Also, the provision of training, free courses program, and mentorship programs encouraged them to reach their career goal and contribute to the company's vision and goals. These policies and facilitation provide them with a reason to stay loyal and oblige higher commitment in return for all the company's support.

6. CONCLUSION AND FUTURE RESEARCH

This phenomenological study focused on factors influencing Generation Y turnover intention in Indonesia. Previous literature suggested that Generation Y has distinct characteristics, which are reflected in how specific they expected their workplace to be and how environmentally conscious and critical they were with changes that occurred in the workplace (Buzza, 2017; Ramli & Soelton, 2019). The results revealed that Generation Y employees in this study have high expectations of co-worker support, supervisor support, and career development opportunities provided by their company. Through exploring Millennial employees' perspectives and expectations, it was clear that they have a list of demands to build their professional lives. These employees seek emotional and instrumental support from their co-workers, mentorship, a close working relationship with their supervisor, learning opportunities, and a clear career path plan from their company. When these expectations and demands are not fulfilled, it could influence their intention to leave the company. It was also revealed that they believed in mutual relations and expected quick returns for their work, such as faster progress in their career development and immediate support from their superiors to attain their personal goal in exchange for their commitment (Jha et al., 2019; Mayangdarastri & Khusna, 2020). These results also support the idea of a psychological contract between employers and their employees proposed by Rousseau (1989) and the social exchange theory by Blau (1964). If employers were unable to facilitate and support Millennial employees to pursue their career goals and fulfill their expectations, they would keep shifting their job, resulting in low commitment towards their organization. Other external factors might also influence Millennial employees' expectations and turnover intention. Future research should be conducted in longitudinal studies looking at other factors such as career stage, age effect, and specific type of business sector. The research can also be conducted on a cross-cultural basis and applied to a combined research approach, such as correlational studies, which can show the most significant predictors of factors influencing Generation Y's turnover intention.

REFERENCES

- Afzal, S., Arshad, M., Saleem, S. & Farooq, O. (2019). The impact of perceived supervisor support on employees' turnover intention and task performance: Mediation of self-efficacy. *Journal of Management Development*, 38 (5), 369-382. <https://doi.org/10.1108/JMD-03-2019-0076>
- Anderson, E., Buchko, A. A., & Buchko, K. J. (2016). Giving Negative Feedback to Millennials. How Can Managers Criticize the "Most Praised" Generation. *Management Research Review*, 39, 692-705. <https://doi.org/10.1108/MRR-05-2015-0118>

- Aruna, M., & Anitha, J. (2015). Employee retention enablers: Generation Y employees. *SCMS Journal of Indian Management*, 12(3), 94-98.
- Beehr, T. A., Jex, S. M., Stacy, B. A., & Murray, M. A. (2000). Work stressors and coworker support as predictors of individual strain and job performance. *Journal of Organizational Behavior*, 21, 391-405
- Blau, P.M. (1964). *Exchange and Power in Social Life*. New York: Wiley.
- Broadbridge, A.M., Maxwell, G.A. & Ogden, S.M. (2007). Experiences, perceptions and expectations of retail employment for Generation Y. *Career Development International*, 12(6), 523-544
- Buzza, J. S. (2017). Are you living to work or working to live? What millennials want in the workplace. *Journal of Human Resource Management and Labor Studies*, 5(2), 15-20. DOI: 10.15640/jhrmls.v5n2a3
- Chen, C.C. & Chiu, S.F. (2008). An integrative model linking supervisor support and organizational citizenship behavior. *Journal of Business and Psychology*, 23 (2), 1-10.
- Cilesiz, S. (2010). A phenomenological approach to experiences with technology: current state, promise, and future directions for research. *Educational Technology Research and Development*. doi: 10.1007/s11423-010-9173-2
- Crampton, S. M., & Hodge, J. W. (2006). The supervisor and generational differences. *Proceedings of the Academy of Organizational Culture, Communications and Conflict*, 11, 19-22
- Creswell, J. W. (2007) *Qualitative inquiry & research design: Choosing among five approaches*. 2nd edn. California: Sage.
- De Hauw, S. & A. De Vos. (2010). Millennials' career perspective and psychological contract expectations: Does the recession lead to lowered expectations?. *Journal of Business and Psychology*, 25, 293-302.
- Ferri-Reed, J. (2014). Are millennial employees changing how managers manage?. *The Journal for Quality and Participation*, 37(2), 15-20.
- Fox, S.R. & Fallon, B.J. (2003). Modeling the effect of work/life balance on job satisfaction and turnover intentions. *Paper presented at the 5th Australian Industrial and Organizational Psychology Conference*. Melbourne, Australia.
- Frian, A., & Mulyani, F. (2018). Millennials Employee Turnover Intention in Indonesia. *Innovative Issues and Approaches in Social Sciences*, 11(3). <https://doi.org/10.12959/issn.1855-0541.iiass-2018-no3-art5>
- Glass A (2007). Understanding generational differences for competitive success. *Industrial and Commercial Training*, 39(2), 99–102
- Groenewalt, T. (2004). A Phenomenological Research Design Illustrated. *International Journal of Qualitative Methods*, 42-44. <https://doi.org/10.1177/160940690400300104>
- Gursoy, D., Maier, T. A., & Chi, C. G. (2008). Generational differences: An examination of work values and generational gaps in the hospitality workforce. *International Journal of Hospitality Management*, 27(3), 448-458. <https://doi.org/10.1016/j.ijhm.2007.11.002>
- Jha, N., Sareen, P., & Potnuru, R. K. G. (2019). Employee engagement for millennials: considering technology as an enabler. *Development and Learning in Organizations*, 33(1), 9–11. <https://doi.org/10.1108/DLO-05-2018-0057>
- Kemmenpa (Kementrian Pemberdayaan Perempuan dan Perlindungan Anak) & BPS (Badan Pusat Statistik). (2018): *Profil Generasi Milenial Indonesia*. Retrieved July 8, 2022, from <http://www.kemennppa.go.id>
- Kodagoda, T., & Deheragoda, N. (2021). War for Talent: Career Expectations of Millennial Employees in Sri Lanka. *Millennial Asia*, 12(2), 209-22. doi:10.1177/0976399621990542
- Kottke, J.L. & Sharafinski, C.E. (1988), Measuring perceived supervisory and organizational support. *Educational and Psychological Measurement*, 48 (4), 1075-1079.

- Kowske, B.R., Rasch, R. & Wiley, J. (2010). Millennials' (lack of) attitude problem: an empirical examination of generational effects on work attitudes. *Journal of Business and Psychology*, 25(2), 265-279.
- Krahn, H.J. & Galambos, N.L. (2014). Work values and beliefs of 'Generation X' and 'Gen. *Journal of Youth Studies*, 17 (1), 92-112
- Kupperschmidt, B. (2000). Multigeneration Employees: Strategies for Effective Management. *The Health Care Manager*, 19(1), 65-71.
- Lub, X. D., Bal, P. M., Blomme, R. J., & Schalk, R. (2016). One job, one deal... or not: do generations respond differently to psychological contract fulfillment?. *The International Journal of Human Resource Management*, 27(6), 653-680.
- Lyons, S., & Kuron, L. (2014). Generational differences in the workplace: A review of the evidence and directions for future research. *Journal of Organizational Behavior*, 35(1),143-150.
- Magni, F., & Manzoni, B. (2020). Generational differences in workers' expectations: Millennials want more of the same things. *European Management Review*, 17(4), 901-914. <https://doi.org/10.1111/emre.12405>
- Mansor, Z., & Hossan, D. (2021). Effect of team cohesion on employee engagement among the millennials in Malaysia. *International Journal of Entrepreneurship*, 25, 1-18.
- Mayangdarastri, S., & Khusna, K. (2020). Retaining millennials' engagement and well-being through career path and development. *Journal of Leadership in Organizations*, 2, 42-48. <https://jurnal.ugm.ac.id/leadership>
- Mehra, P. & Nickerson, C. (2019). Organizational communication and job satisfaction: what role do generational differences play?. *International Journal of Organizational Analysis*, 27(3), 524-547. <https://doi.org/10.1108/IJOA-12-2017-1297>
- Moore, S., Grunberg, L., & Krause, A. (2014). Generational Differences in Workplace Expectations: A Comparison of Production and Professional Workers. *Current Psychology*, 34(2), 346-362. DOI: 10.1007/s12144-014-9261-2
- Moustakas, C. 1994. *Phenomenological Research Methods*. Thousand Oaks: Sage Publications
- Myers, K.K., Sadaghiani, K (2010). Millennials in the Workplace: A Communication Perspective on Millennials' Organizational Relationships and Performance. *J Bus Psychol*, 25, 225-238. <https://doi.org/10.1007/s10869-010-9172-7>
- Otsuka, Y., Takahashi, M., Nakata, A., Haratani, T., Kaida, K., Fukasawa, K., & Ito, A. (2007). Sickness absence in relation to psychosocial work factors among daytime workers in an electric equipment manufacturing company. *Industrial Health*, 45(2), 224-231.
- Ramli, Y., & Soelton, M. (2019). The millennial workforce: how do they commit to the organization?. *International Journal of Business, Economics and Law*, 19(5), 7-18.
- Rousseau, D. (1989). Psychological and implied contracts in organizations. *Employee Responsibilities and Rights Journal*, 2(2), 121-139.
- Sloan, M.M. (2012). Unfair treatment in the workplace and worker well-being: the role of coworker support in a service work environment. *Work and Occupations*, 39(1), 3-34.
- Smola, K. W. & C. D. Sutton. (2002). Generational differences: Revisiting generational work values for the new millennium. *Journal of Organizational Behavior*, 23, 363-382.
- Sonnentag, S. (2003). Recovery, work engagement, and proactive behavior: A new look at the interface between non-work and work. *Journal of Applied Psychology*, 88, 518-528
- Srivastava, S. (2013). Job satisfaction and organizational commitment relationship: Effect of personality variables. *Vision*, 17(2), 159-167.
- Strauss, W., & Howe, N. (2000). *Millennials rising: The next great generation* (3rd ed.). New York: Vintage Books.

- Tews, M. J., Michel, J. W., & Ellingson, J. E. (2013). The Impact of Coworker Support on Employee Turnover in the Hospitality Industry. *Group & Organization Management*, 38(5), 630-653. DOI:10.1177/1059601113503039
- Thompson, C. & J. B. Gregory, (2012). Managing millennials: A framework for improving attraction, motivation, and retention. *The Psychologist-Manager Journal*, 15, 237.
- Twenge, J. M., & Campbell, S. M. (2008). Generational differences in psychological traits and their impact on the workplace. *Journal of Managerial Psychology*, 23(8), 862-877.
- Uhl-Bien, M., Graen, G. B., & Scandura, T. A. (2000). Implications of leader-member exchange (LMX) for strategic human resource management systems. *Research in personnel and human resources management*, 18, 137-186.
- Weeks, K., & Schaffert, C. (2017). Generational Differences in Definitions of Meaningful Work: A Mixed Methods Study. *Journal of Business Ethics*, 156(4), 1045-1061
- Westerman & Yamamura HJ. (2007). Generational preferences for work environment fit effects on employee outcomes. *Career Development International*, 12(2), 150-153, 156-158
- Zhou, J. & George, J.M. (2001). When job dissatisfaction leads to creativity: encouraging the expression of voice. *Academy of Management Journal*, 44(4), 683-696