A Field Study Investigating the Expectations of Employment and Tendencies of the Generations Y

Y Kuşağının Kariyer Eğilimleri ve İstihdam Beklentilerinin Araştırılmasına Yönelik Bir Alan Araştırması

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Abstract

Generation Y (Gen Y) includes individuals who were born in 1981 and later. Because of their integration with technology, Gen Y has different ways of doing business and different expectations of business life. Businesses that want to manage their human resources effectively should know the developments that change the workforce. In this study, a survey was conducted with 1505 students who are studying in Economic and Administrative Science and Social Science Vocation School at the Hitit University in Corum, Turkey. In this research, Turkish Gen Y's perception of working, career plans, preference of work sector and factors that impact employment decisions were investigated. The Turkish Gen Y define themselves as "honest," "self-confident" and "optimistic." "Contribute to society," "fair treatment of managers" and "career development" are the most important variables for Turkish Gen Y. In spite of that, "flexible working hours," "out-of-office work" and "travel opportunities" are less important variables for them. When considered from this point of view, it can be said that Turkish Gen Y have different career expectations in some issues than Gen Y in other countries.

Keywords: Gen Y, employment expectations, young workforce, career planning

Öz

Y kuşağı, 1981 ve sonrası doğan kişilerden oluşmaktadır. Teknoloji ile bütünleşmelerinden dolayı, Y kuşağının farklı iş yapma şekilleri ve iş hayatından farklı beklentileri söz konusudur. İnsan kaynaklarını etkili bir şekilde yönetmek isteyen işletmeler, işgücünün yapısında farklılaşmalara neden olan bu değişmeleri bilmesi gerekmektedir. Bu çalışmada, Hitit Üniversitesi İİBF ve Sosyal Bilimler Yüksekokulunda eğitim gören 1505 öğrenci ile anket çalışması yapılmıştır. Bu araştırmada, Türk Y Kuşağının iş algıları, kariyer planları, çalışmayı tercih ettiği sektörler ve istihdam kararlarında etkili olan faktörler araştırılmıştır. Türk Y Kuşağı kendisini; dürüst, kendine güvenen ve iyimser olarak tanımlamaktadır. "Topluma katkı sağlamak", "yöneticilerin adil davranması" ve "kariyer gelişimi fırsatları" Türk Y Kuşağı için etkili olan değişkenlerdir. Buna karşın "esnek iş saatleri", "ofis dışı çalışma olanakları" ve "seyahat olanakları" en az önem verdikleri faktörlerdir. Bu açıdan değerlendirildiğinde Türk Y Kuşağının, diğer ülkelerdeki Y Kuşaklarına göre bazı konularda farklı kariyer beklentilerine sahip olduğunu söylenebilmektedir.

Anahtar kelimeler: Y kuşağı, istihdam beklentileri, çalışma koşulları, genç işgücü, kariyer planlaması

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Introduction

The Turkish Language Association (TDK, 2006) defines "generation" as individuals of about twenty-five to thirty years of age forming clusters or descendants. Although generations are classified in different ways, generally they are thought of in five main groups: Traditionalists, Baby Boomers, Generation X, Gen Y, and Generation Z. The Traditionalists, who were born before 1943, grew up with the consequences of the Great Depression and World War II. Baby Boomers, born between 1943 and 1960, grew up in an age of optimism, opportunity and economic welfare (Ron, Raines and Filipczak, 2013: 4). Generation X was born between 1965 and 1980; because they experienced their parents' divorce and global terrorism, Gen Xers are known as cynical, alienated, suspicious of authority and depressed (Twenge and Campbell, 2008). Gen Y was born between 1980 and 2000. They are described as special, sheltered, confident, team-oriented, and conventional, under pressure, achievement oriented.

The generation theory depends on the idea that each generation has a different set of values, ideas, ethics, beliefs and learning styles from the other generations (Johnson and Romanello, 2005). The most important factor determining this difference is that different generations experience different historical events such as national disasters, famines, war or important achievements (Straus and Howe, 1991). The most known characteristics of Gen Y are ambition, confidence, optimism and a capacity for high-level cooperation. They are also known to be under high stress and overdependence on their families.

Although the theory of generations is accepted throughout the world, it is known that the general characteristics of generations are influenced by differences between cultures. Also, it is claimed that the generation theory is of American origin but that it can be fully applied to every country. For this reason, in this study we investigate whether Gen Y in Turkey shows similar characteristics when compared to the general literature. Therefore, our research was based primarily on the following four questions:

1. What are the basic elements and motivational factors that affect the lifestyles of Turkish Gen Y?
2. What are the employment preferences of Turkish Gen Y?
3. What are the sectors in which the Turkish Gen Y preferred to work?
4. What does Turkish Gen Y expect from businesses and managers?

For this purpose, at first the general characteristics and expectations of the workplace of Gen Y were revealed. Then, the research results of the characteristics of Gen Y in Turkey were compared with this information.

1. Literature Review

Theory of generation (or sociology of generations) was first put forward by Karl Mannheim in his article. "Problem of Generations" in 1923. This work republished in 1952. This work is still known the most systematic and most comprehensive study. This article of Mannheim is important because it examines the concept of generations in the socio-historical context. Mannheim defined generation as "a group of individuals of similar ages whose members have experienced a considerable historical event within a set period of time". But it should be noted that some think that the term "cohort" is appropriate than the term "generation". Because, "generation" is more suitable for describing social generations coming from the kinship generations (family, blood-related). The term "cohort" is defined as

people within a certain population who experience the same significant event within a specified period of time (Rosow, 1978). Mannheim used the term "generation" meaning "cohort" (Pilcher, 1994). According to Mannheim, there are two elements that are effective in the formation of the "generation". The first is that major historical event has to occur. The second factor is that individuals are involved in these events at a young age. So these experiences that young people live in will have an impact on understanding the experiences they will have in the future. In other words, these events will be effective in shaping people's lives. Because of that, Mannheim stated that a mere chronological contemporaneity is not enough to produce a common generational consciousness (Mannheim, 1952)

Another theory related to the concept of generation was developed by Neil Howe and William Strauss. The generation theory of Strauss and Howe is based on recurring generation cycle in American history. The theory of Strauss-Howe is accepted as a bold and creative thesis by some. On the other hand, it is criticized by some. Critics concentrate on the lack of empirical evidence and a perception that aspects of the argument gloss over real differences within the population. Strauss and Howe have put forward that the gap between the generation of the baby boomer and the previous generations will not be between the millenniums and the previous generations (Strauss & Howe, 2003).

Strauss and Howe indicated the seven main features of Gen Y in their study called "Millennials Go to College" (2003). They are special, sheltered, confident, team-oriented, and conventional, under pressure, achievement oriented. They are also people who are ruling followers, trusting of authority, and well educated (Wilson & Gerber, 2008).

For the first time in history there has been a period in which children are the unique authority in the family. Children of this generation have always been made to feel special and an important person. Their special moments are celebrated with special organizations (Characteristics of the Millennial Generation, 2003). Moreover, this generation is also called the "trophy Gen Y" that is to be allowed to take a silver or gold medal even if they have not crossed anyone in any race (Meier and Crocker, 2010; Black, 2010).

In the last years of the 20th century, the development and rapid expansion of digital technology has changed many things an incredible speed and irreversible. Gen Y is the first generation to grow up with this new technology. So, Prensky (2001) described them as "digital natives". The ability to use technology of the Gen Y allows them to perform multiple tasks at the same time, optimism, team-oriented, tolerance to differentiation and to accept authority (Hartman, Moskal and Dziuban, 2005). Technology on the one hand increases the demand for flexibility and on the other hand it has made the boundary between work and private life unclear (Brown, et al., 2009).

Multitasking is a natural and integral part of lifestyle the Gen Y (Barnes, Mareteo and Ferris, 2007). This generation is entering the workforce with multitasking capabilities and global thinking skills that previous generations (especially traditionalists and baby boomers) would not have imagined. At the same time, it is the determining factors of communication styles in the workplace (Rikleen, 2011). On the other hand, people say they can perform multiple tasks at the same time, but the reality is that the brain can focus on only one thing (Eckert and Deal, 2012). Trying to do many things at the same time causes superficiality in many activities or habits. They also suffer from the lack of critical thinking and the ability to

think about the reality and intellectual content of the information gained from the Internet. These factors are the basis of the most important challenges faced in motivating the Gen Y (Hartman, Moskal and Dziuban, 2005).

Because this generation has grown accustomed to doing things as a team, they prefer to work on group projects. It is considered that Gen Y has the teamwork skills necessary for success in school or in business. Whether they believe that performance of the group is higher than the performance of an individual or just they have been assigned as a team member by the authorities, Gen Y is known for the ability to cooperate. (Michaelsen, Fink and Knight, 1997: 374)

Another feature of Gen Y is that they are under pressure to achieve. Although in previous generations -especially Gen X- know that life is rarely smooth; Gen Y evaluate to be under pressure and working in highly competitive environments as an opportunity to improve (Hershatter and Epstein, 2010).

Although the number of empirical researches related to Gen Y is not very large, the number of researches carried out in this area is increasing day by day. When the scope of the study on Gen Y is examined, it is determined that a large majority are in the field of education. Research related to education is concentrated on the strategies for teachers need to apply for Gen Y education (King and Baxter, 1996; Keeling, 2003; Johnson and Romanello, 2005; Taylor, 2005; Barnes, Mareteo and Ferris, 2007; Wilson, 2007; Wilson and Gerber, 2008; Wilson, 2008; Pinder-Grover and Groscurth, 2009; Black, 2010; Price, 2012; Stasio., 2013)

Research conducted in the field of marketing includes research on the values and lifestyle segments of the Gen Y. In this research investigated the psychographic profiles and the media habits of Gen Y overall, as well as by VALS type and by gender (Valentine and Powers, 2013).

With Gen Y growing up and entering business life; the studies that investigate the position and characteristics of the Gen Y's business life have begun to gain weight. Research on business life examines gender differences (Terjesen, Vinnicombe and Freeman, 2007), motivation (Wong, Gardiner and Lang, 2008), job attitudes, leadership behaviors, Gen Y career expectations and forecasts (Hurst and Good, 2009; Sujuan and Fu, 2015), recruitment and retention of Gen Y (Luscombe, Lewis and Biggs, 2013) and psychological contract (Hauw and Vos, 2010; Kultalahti and Viitala, 2015), managerial challenges related to Gen Y (Meier and Crocker, 2010).

"I want everything and I want it now" as can be expressed The Gen Y's basic principle shapes also expectations of Gen Y from work life. A good salary, rapid promotion opportunities, the provisions of work/life balance, non-monotonous job and desire to positively contribute are some of these expectations (Ng, Schweitzer and Lyons, 2010). The kind of work they do rather than the company they work for is important factor for them. The most important values for them are flexibility, meaningful work, authenticity, friendship, living first-working second, fun, fast access to information, tolerance to personal diversity, and experiential activities (Fields, Wilder, Bunch and Newbold, 2008). In business life, Gen Y is known as individuals predisposed to cooperation, result-oriented, and having enthusiasm for the pressure to succeed (Barford and Hester, 2011).

Because everything in their life (family, school or friends) has changed very quickly, they cannot rely on long-term outcomes. For this reason, period of 12 months is considered as a very long time and it has easily become unacceptable. "Giving instant feedback" has become widely accepted in business life (Devine, 2010; Johnson and Romanello, 2005).

This generation wants to work in businesses that provide flexible carrier opportunities and flexible work hours in effort to maximize their options (Rikleen, 2011). At the same time, they are not interested in long working hours or to devote themselves to the company they work. This generation also believes that quality work results can be obtained even working outside the office (Brown, et al., 2009).

As known the Gen Y has a different approach to career planning. The most important feature of the Gen Y is that they expect to have numerous jobs and multiple careers. They don't view themselves as beholden to employers who train them. They see on-the-job training as an opportunity to improve their skills or change their skill sets in preparation for their next jobs. And they do not see that as a failure to perform (Shefsky, 2014).

Research on the work attitudes of the Turkish General Y related to issues such as differences between generations (Taşlıyan, Eyitmiş and Gündoğdu, 2014; Gürbüz, 2015; Arslan and Staub, 2015; Arslan and Polat, 2016), new form of business life (Yüksekbilgili, 2013; Adıgüzel, Batur and Ekşili, 2014), work values and attitudes (Ayhün, 2013; Özer, Eriş and Özmen, 2013), career perception (Çetin and Karalar, 2016), meaning of working (Aydın and Başol, 2014), perception of entrepreneurship (Karabekir, Şencan and Tozlu, 2013), expectation of leadership (Akdemir, et al., 2013; Demirkaya, Akdemiz, Karaman, and Atan, 2015), motivation of Gen Y (Keleş, 2011), organizational commitment and job satisfaction (Koç, Oztürk and Yıldırım, 2016).

One of the most comprehensive investigations in this area was made by Deloitte (2015). 7800 people participated in this work which was carried out in 29 countries including Turkey. According to this study, it is possible to the list the basic characteristics of the Turkish Gen Y as follows:

- They evaluate the technology, media and telecommunication sectors as attractive, flexible and fun
- 50% percent of them want to work in large enterprises. 25% of them want to own their business.
- They describe the key elements of leadership as strategic thinking, inspiring others, and the height of vision and communication skills.
- According to Gen Y, what makes a corporation a leader is its behavior towards its employees. They also criticize existing leaders for paying too much attention to profit and personal income.
- They think that they will change o lot of jobs throughout their life. They tend to be loyal to their managers, but they do not need to have comminment to business
- One of the two people in this generation wants to be leader.

2. Aim of the Research

The aim of this research was to investigate the Gen Y's who are students in the Hittite University Faculty of Economics and Administrative Science and Social Science Vocational

School in perception for working, their carrier plans, which sectors they prefer to work and factors that impact their employment decisions.

3. The Importance of Research

With the ability to use technology, Gen Y has different ways of doing business. They have also different expectations of business life. Despite it is frequently expressed both in academic and business environment, Generation change in Turkey has not yet been fully clarified by empirical studies. There is a widespread view that generation change has pressured on business to develop new human resource policies and practices. However, also, there is criticism that the generation change is a concept originated from United States and that is not fully valid for Turkey.

In this study we examined the career expectations of students who study in colleges and faculty in the economic and administrative program. So this study is important to show whether there are any differences between career expectations and perceptions of Turkish Gen Y and general characteristics of Gen Y mentioned in general literature. This makes it difficult to compare between different cultures.

4. Method of Research

This study's research universe was defined as students who are studying at the Hittite University Faculty of Economics and Administrative Science and Social Science High School. Currently 1500 students study in the Social Science Vocational School while 3046 students study in the Economics and Administrative Science Faculty. One thousand, five hundred and five students participated in the study. The students who participated in the sampling were selected through random sampling. Research sample meets in a ratio of about 33% of universe [1505 / (1500 + 3046)]. The average age of the faculty students who participated in the survey was 22.13; the average age of the college students was 23.88. As can be seen from the average of the ages, those who participated in the survey are in the age range considered as Gen Y.

A survey technique was used in this research. The questionnaires were prepared with the help of information obtained from the studies in the literature and from previous researches. The survey consists of three parts. The first section contains questions relating to demographic characteristics. In the second section, there are questions about the views of Gen Y on overall life. The questions in the third part are related to expectations of career. The objective of this part of questionnaires is to explore these students' career expectations and aspirations. These questions analyze the factors that affect participants both in their initial careers after graduation and in their longer term careers. These questions are adapted by authors benefiting from study of Maxwell, Ogden and Broadbridge (2010).

In this study, which falls within the scope of "exploratory" research from scientific research types, no hypothesis has been tested. In this study, also the data has been assessed by using perception map created with help of the multidimensional scaling system.

5. Research Findings

Research findings are reported in three sections as stated above: demographic findings, the views of Gen Y on overall life and findings about the career expectations of Gen Y.

5.1. Demographic Findings

Demographic characteristics of students surveyed are given in Table 1.

Table 1: Demographic Characteristic of the Participants

Demographic factors	Frequency	Percent	Valid Percent	Cumulative Percent
Gender				
Male	680	45.2	45.2	45.2
Female	825	54.8	54.8	100.0
Total	1505	100.0	100.0	
School				
College	197	13.1	13.1	13.1
Faculty	1308	86.9	86.9	100.0
Total	1505	100.0	100.0	
Career Choice				
Self-employed	315	20.9	20.9	20.9
Civil servant	999	66.4	66.4	87.3
Private sector	191	12.7	12.7	100.0
Total	1505	100.0	100.0	

As seen in Table-1, a majority of the participants (66.4%) would prefer to be a state official as a career choose. In order to become a public civil servant in Turkey, it is necessary to take a sufficient score from a central examination held all over the country. This test, called the Public Personnel Selection Test, is an examination that the majority of the university's senior students and graduates attend. Although it requires a long preparation process and there are other criteria for appointment, this exam is an examination by a large number of applicants. For example, in 2016, the last KPSS (the public personnel select test) exam for secondary and high school, 3 million 498 thousand 335 candidate applications were made. It is thought to be caused by the desire to have job security. In Turkey, layoffs are preferred as a priority in economic crisis. So to be an civil servant is considered as having a job with job security.

5.2. The Views of Gen Y on Overall Life

This section consists of the basic characteristics of Gen Y, factors driving the Gen Y, daily activities of Gen Y, the shaping factors of career paths of Gen Y and preferred sectors to work of Gen Y. Table-2 represents the main characteristics of the Turkish Gen Y.

Tablo 2 : The Basic Characteristics of Gen Y

	Responses		Percent of Cases
	N	Percent	
Humble	422	9.5%	28.1%
Empathic	228	5.1%	15.2%
Entrepreneur	399	9.0%	26.6%
Open to cooperation	400	9.0%	26.6%
Honest	699	15.7%	46.5%
Self-confident	592	13.3%	39.4%
Impatient	332	7.5%	22.1%
Conservative	116	2.6%	7.7%
Optimistic	461	10.4%	30.7%
Open-minded	357	8.0%	23.8%
Independent	162	3.6%	10.8%
Risk taking	275	6.2%	18.3%
Total	4443	100.0%	295.8%

As can be seen from Table-2, the Turkish Gen Y describe themselves as honest, self-confident and optimistic. In the research of Karabekir, Şencan, and Tozlu (2013), it is stated that the participants define themselves as "honest". Our result is consistent with this study. Honesty is one of the most fundamental values in Turkish society. Therefore, it is quite natural to be important for Turkish Youth. But Özer, Eriş and Özmen, (2013) have determined in their research that the Turkish Gen Y are behind the previous generations in terms of honesty and nationalism. They also stated that Turkish Gen Y are more concerned with showing off than previous generations. It is thought that this is due to their confidence in themselves. Also open to cooperation is one of the basic features of Gen Y. From this point it can be said that Turkish Youth have similar characteristics mentioned in the literature. Table-3 shows that factors driving the Turkish Gen Y.

Table 3: Factors Driving the Gen Y

| | | school | | |
		college	faculty	Total
Life maintenance	Count	65	395	460
	% within School	33,1%	30,1%	30,5%
Provide a positive contribution	Count	84	618	702
	% within School	42,9%	16,4%	46,7%
Desire for personal development	Count	24	215	239
	% within School	12,2%	16,4%	15,9%
Desire to succeed	Count	128	816	944
	% within School	65,3%	62,3%	62,8%
To help community	Count	86	492	578
	% within School	43,9%	37,6%	38,4%
Carry out change	Count	25	146	171
	% within School	12,8%	48,7%	11,3%
Desire to be financially strong	Count	93	636	729
	% within School	60,2%	48,6%	48,5%
To achieve spiritual fulfillment	Count	36	204	240
	% within School	18,3%	15,5%	16%
Total	Count	196	1308	1504

As seen in Table-3 the most important factor for Gen Y is the desire to succeed. The second factor is the desire to be financially strong. Provide a positive contribution is the third factor. Table-4 shows the daily activities of Turkish Gen Y.

Table 4: Daily Activities of Turkish Gen Y

	None %	less 1 hour %	1-2 hours %	3-4 hours %	5-6 hours %	over 6 hours %
Face to face communication	2.3	6.6	15.8	22.3	15.1	37.9
Computer games	11.9	71.4	10.2	3.8	1.2	1.5
Social media	0.9	18.7	38	26.1	8.2	8
Mobile phone	0.5	10	27.5	29	13.9	19
Study/reading	1.1	24.8	41.7	23.6	5.8	3
Research/news	2.2	40.3	39.5	12.5	3.5	2
Fun	2.1	20.7	37.9	22.1	6.4	10.8

As can be seen from Table-4, Turkish Youth give importance to face to face communication. Approximately 53% of the participants stated that they do face to face meeting over five hours in a day. Forty-three percent of the participants have expressed that they had spent time on social media, 3 hours and above per day. The Gen Y's desire to propagate their thoughts, impressions or daily activities even their food on social media is also common for the Turkish Gen Y. the proportion of participants who spend more than 3 hours per day for mobile phone reaches 62%. By contrast, the percent of participants who study or read more than 3 hours is only 32%. This rate is half the rate for spend time for mobile phone. To deal with the mobile phone even when he/she is studying shows that Turkish youth are technological savvy. Table-5 consists of the shaping factors of the career path of Gen Y.

Table 5: Factors Shaping of Career Path of Gen Y

			School		Total
			College	Faculty	
	My family	Count	**57**	**331**	**388**
	Economic conditions	Count	49	168	217
	Issue of education	Count	**57**	**312**	**369**
	Employment opportunities	Count	31	249	280
	Social Statue	Count	13	81	94
	To achieve high income	Count	20	130	150
	My friends	Count	6	28	34
	My Personal skills	Count	**50**	**302**	**352**
	Total	Count	191	1300	1491

As seen in Table-5, the most important factor influencing the career path of Gen Y is "their family". For both college students as well as faculty, their parents have powerful career preferences. This result supports literature about Gen Y. As is known, all activities of Gen Y are controlled by their "helicopter parents". But at the same time it is believed that it seems from the traditional structure of Turkish society. In Turkey, individuals often live with their parents until he/she is married or live in another city for education/work. Naturally their family is effective on all decisions and preferences of the individual. Even when compared to previous generations, it can be said that the influence of family is declining relatively. The other important factors are "issues of education" and "personal skills". Then we asked the participants which sectors they prefer to work. The answers are given in Table-6.

Table 6: Preferred Sectors to Work of Gen Y

	Responses		Percent of Cases
	N	Percent	
State official Duty	**703**	**20.8%**	**46.9%**
Technology	**509**	**15.1%**	**34.0%**
Medicine/healthcare	**315**	**9.3%**	**21.0%**
Financial services	311	9.2%	20.8%
Informatics	280	8.3%	18.7%
Consultancy	275	8.1%	18.4%
Manufacturing	231	6.8%	15.4%
Travel/tourism	223	6.6%	14.9%
Media/communication	222	6.6%	14.8%
Energy/natural resource	197	5.8%	13.2%
Travel/tourism	58	1.7%	3.9%
Retail	53	1.6%	3.5%
Total	3377	100.0%	225.4%

It is known that the Gen Y prefer to work primarily in technology-intense sectors, because of access opportunities to technology such as computers and mobile phone from childhood. This research has shown that the Turkish Gen Y'ers first choice is the public sector. As it was said at the beginning of the analysis, this is due to the desire to have a job with job security. Turkey is a country with a young population. In Turkey, approximately 16% of the total labor supply consists of young people from 15-24 years of age. With a young population in Turkey, the youth unemployment rate (17%) is above the general unemployment rate (10%) (TUIK). Turkish young people tend to be government state officials due to the desire to secure their future against negative effects of unemployment. To be a state official is perceived as a job that is guaranteed lifetime employment.

Technology, medicine/healthcare and financial services are also considered by Turkish Gen Y'ers as appropriate sectors to make a good career.

5.3. Career Expectation of Turkish Gen Y

This part of the survey consisted of questions on the 5-point Likert type ordinal scale and the reliability coefficient for these questions (Cronbach alpha) was calculated as 0,083. Questions in this group were divided into conditions of employment, questions relating to management and organizational culture and personal career development. Descriptive statistics related to these questions are given in Table 7. As can be seen in Table-7 the least preferred factor was "working outside of the office". Then the least preferred second factor was "opportunities to travel". "Having flexible working hour" is the third factor. From this point, it is seen that the Turkish youth have different expectations from the business life then Gen Y mentioned in literature. "Contribute to society" is considered as the most important factor by the Turkish Gen Y. Also "fair treatments of manager" and "career development" are important for Turkish youth. The same station can be observed from the map of perception (Figure-1). In the map, the black points represent variables. Blue and green points also represent observations. Blue points represent college students whereas green points represent faculty students.

Table 7: Descriptive Statistics of Questions Related To Expectation of Career

|	Mean	Std. Dev
Conditions of employment		
A good starting fee	4.43	.762
A fair wage system	4.47	.730
The existence of premiums and incentives	4.24	.792
Family-work balance	4.35	.812
Non-monotonous job	4.27	.954
Worker's health and security	4.54	.800
Flexible working hours	**4.08**	**.956**
Job security	4.38	.907
Working out of the office	**3.91**	**.1001**
Compatible with education or personal skills	4.46	.737
Work that encourages new ideas	4.37	.825
Promotion	4.50	.785
Opportunity to travel	**4.04**	**.1044**
Organizational Culture and Management		
Get along well with colleagues	**4.57**	**.735**
Staff makes a positive contribution to business	4.55	.665
Opportunity to be able to impact the world	4.32	.849
Opportunity for personal training and development	**4.57**	**.691**
Positive support of managers	4.44	.757
Contribute to society	**4.85**	**.812**
Positive organizational culture	4.44	.757
Work in a business that is leader in its sector	4.33	.757
Organizational Culture allows to change and development	4.31	.774
Compatibility of business values with personal values	4.37	.763
Fair treatments of manager	**4.57**	**.667**
Participate in decisions about work	4.36	.795
Personal Career Development		
Tolerance to personal difference	4.21	.923
Learn something from the experienced employees or mentors	4.45	.718
Work that allows for personal development	4.55	.678
Career development	**4.60**	**.669**
Opportunity to development of new skills	4.54	.678
Meeting personal goals	4.50	.742

Then in order to have a perceptual mapping, a multidimensional scaling technique was used. Multidimensional Scaling is one of the several multivariate techniques aimed at revealing the structure of a dataset by drawing one or two-dimensional points (Bartholomew, Steele, Moustaki, & Galbraith, 2008:64). The goal of a multidimensional

scaling approach is to determine the positions of the points in the resulting d-dimensional area and the dimensionality of the model providing a satisfactory "fit" (ie, d in value). The fit will be evaluated by the numerical index of the correspondence between observed closeness and point-to-point distances. To put it simply, as the perceived similarities between the two stimuli decrease, the distance from the points representing them increases in the last geometric model (Everitt & Dunn, 2001). This technique is a type of statistical analysis used in a multivariate analysis of behavioral data such as personal preferences, attitudes, trends, beliefs and expectations (Kurtuluş, 1996:436).

Multidimensional scaling analysis is different from methods such as factor analysis and decomposition analysis because separate solution results can be obtained for each participant. The researcher can generate perception maps of each respondent based on similarity or preference data obtained from the respondents. In addition, the researcher can create a common perception map by taking the average of individual data. Which method is adopted depends on the purpose of the study. It is preferred general multidimensional scaling analysis if the study is intended to have information about the respondents' overall assessments of the objects and the dimensions used in these assessments. Multidimensional scaling analysis at the individual level is preferred if it is aimed at differences between individuals and segmentation (Ceylan, 2013).

Each point on the perception map reflects an individual's perception of the attitude or combination of attitudes. These dimensions may represent a single attitude / perception / opinion, as well as multiple composition of attitudes (such as reputation). (Hair, Black, Anderson, Babin, & Tahtam, 2006:542).

Figure 1: Map of Perception
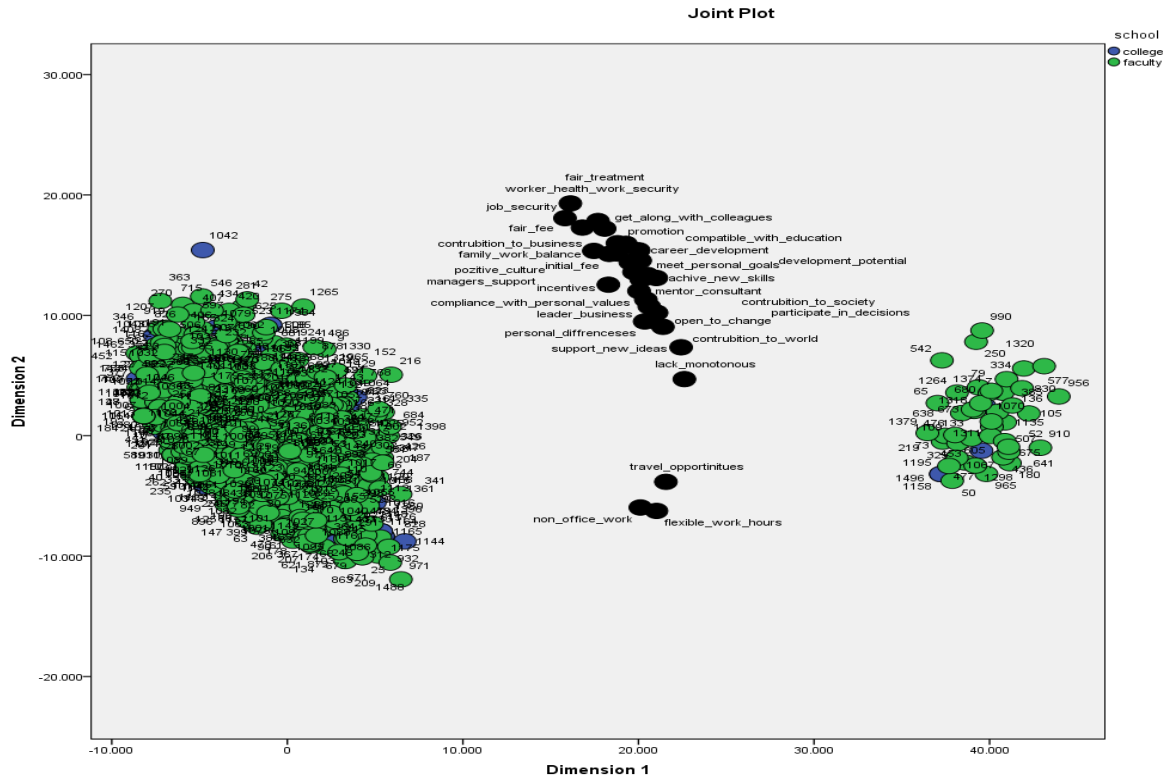
When the map is interpreted, distance between the points is used. The Proximity of the two points shows a strong correlation between them. As can be observed from Figure-1, most of the participants think similarly, but some of them are separate from the cluster. Likewise, some of the variables are totally disconnected from the others. Having flexible working hours, opportunities to travel or working out-of- office are considered unimportant by the participants. Lack of monotonous work comes after these variables. These results are interesting. Because, it has been proposed in the literature that Gen Y prefers to work which allows for the provision of work-life balance and flexible working hours. But the Turkish youth do not demand such expectations from business life. In Turkey, having flexible work hours or opportunity to out-of-office work is assessed as work conditions a very small minority of labor force have. This may be due to the not yet widespread new models use of flexible employment in the Turkish labor market. So it can be said that the career expectations of Turkish Gen Y are largely influenced by employment conditions of the country rather than characteristics of their cohort.

Discussion

Turkish youth have both similar and different features when compared to Gen Y with the property referred in the literature. It shows similar characteristics in terms of defining themselves as optimistic and confident. Their families also have a significant impact on decisions relating to both work and private life like other countries youth. But it is thought that this results from both characteristics of their cohort as well as conservative culture of Turkish Society. Moreover, Özer, Eriş and Özmen (2013), pointed out in their studies that the dependency of the Turkish Gen Y on the family is less than the previous generations.

They spent a lot time for mobile phone and social media like other countries youth. The desire to be online continuously even during business hours has been criticized by their employers. Their employers also complained about Gen Y are that they cannot show patience or devotion to work and leave their work in a very short time. The most challenging task for Turkish employers is to ensure the commitment of new generation for the job. In this regard Turkish employers and managers must create a business environment and organizational culture that allow to Gen Y to make positive contribution. The other important factors for Turkish Gen Y are fair treatment of managers, get along well with collages and opportunities to personal training and development. These factors should be taken into account by Turkish employers.

Their priority job references are to work in public sector. In Turkey, unemployment rates -especially youth unemployment- may adversely affect young people's hopes on finding a suitable job. Even if they can found a suitable job, it does not mean that they can have job security. Because state civil servants in Turkey have a lifetime job guarantee, to be a state official is considered as having a job security. Therefore, it can be said that the most important factors guiding the young people's work life are general economic structure and terms of employment rather than personal demographic characteristics or skills.

They also show different characteristics from the other countries' young people. For example, flexible working hours and out-of-office work opportunities that are thought to be crucial for Gen Y are not important for the Turkish Gen Y. For this reason, it is possible to say that the career expectations of the Turkish Gen Y are different in the basic characteristics determined for the Gen Y in international researches. It is seen that these findings are consistent with the results of other empirical studies on the Turkish Gen Y. There is no significant difference in the researches based on the comparison of Turkish Y Generation with previous generations. For example, Aydın and Başol (2014), found that there was no significant difference between the generations in terms of job meaning and job satisfaction. Gürbüz (2015), stated that only two research hypotheses were supported out of 18 in his research. These hypotheses are affective commitment and non-leisure work ethic. Arslan and Staub (2015), defined Gen Y as having the lowest tendency of intrapreneurship among the generations. In the research done by Koç, Oztürk and Yıldırım (2016), it was found that there was no significant difference between the generation of X and Y in terms of job satisfaction and organizational commitment. Demirkaya, Akdemiz, Karaman and Atan (2015) concluded that in Turkey, the sense of management between generations and working life order do not show similarities with the west. Yüksekbilgili (2013), also reached the conclusion that it is not valid in international researches that the basic characteristics determined for Gen Y are for Turkish Generation. As a result, there is very little evidence supporting the generation differences in this research as it is in other researches carried out in Turkey on this issue.

Research findings are limited by the detection of the perceptions of students of Economic and Administrative Science and Social Science Vocation School. For this reason, this study is not intended to make generalization for all Turkish Gen Y. So it is also suggested to make comparisons with other studies carried out in different regions and this would help identify cultural differences.

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