UNIVERSITÀ DEGLI STUDI DI PADOVA

Dipartimento di Filosofia, Sociologia, Pedagogia e
Psicologia Applicata (FISPPA)

Corso di Laurea in Clinical, Social and Intercultural Psychology

Tesi di Laurea Magistrale

From Values to Well-Being: Generational Specificities in Work Values and Systemic Influences in Career Counselling Professionals

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Anno Accademico 2024/2025

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Abstract

This thesis examines generational patterns in work values and their relationship with systemic influences and well-being in the context of career counselling. Specifically, it investigates whether work values differ between Generation X career counsellors and Generation Z career counselling students, whether their systems of influence differ, how systems of influence relate to work values, and how work values are associated with well-being. A mixed-methods cross-sectional design was employed. Participants consisted of 112 individuals, including 56 Generation Z career counselling students and 53 Generation X career counselling professionals, affiliated with the University of Applied Labour Studies and the German Federal Employment Agency. The mean age was 37 years, and the sample was predominantly female. Results indicated that Generation X participants placed greater emphasis on autonomy, while Generation Z participants valued compensation more highly. Generation Z also reported stronger environmental-societal influences than Generation X. Intrapersonal systems of influence were positively associated with autonomy and recognition. Well-being was positively associated with autonomy but not with the broader intrinsic dimension of work values. These findings contribute to an understanding of generational differences in work values, the influence of systemic aspects, their generational patterns, and the impact on well-being. They provide implications for career counselling practice, intergenerational dialogue, and organisational development, highlighting the importance of aligning career interventions with knowledge about generational preferences in values and about systemic influences.

Keywords: work values, generations, systemic influences, well-being, career counselling

Introduction

In today's rapidly evolving labour market, it has become increasingly important for organisations to understand the patterns in work values across generations to develop and maintain a pleasant and effective work culture for everyone. Generational cohorts, such as the so-called 'Baby Boomers', 'Generation X', 'Millennials', and 'Generation Z', are shaped by the historical, social, and economic contexts they were growing up with. These contexts contribute to differing attitudes towards work, including preferences or aversions for specific job characteristics such as job stability, purpose, autonomy, compensation, and work-life balance. For example, while it is often said that older generations emphasise job security and loyalty to a single employer (Brody & Rubin, 2011), younger cohorts usually prioritise flexibility, meaningful work, and personal development (Brody & Rubin, 2011). Those different approaches and conceptions of work often lead to extensive discussions and can be problematic in the workplace. While the so-called "Baby Boomer" generation fears that the economy of the country will suffer enormously with the work ethic of Gen Z, Gen Z blames the Boomer Generation for only living to work and not having a holistic view about the work they do, like not being purpose-driven and lacking aspects like social and ecological sustainability. To understand what drives the employees' motivation, it is essential to understand their expectations and how they can be met (Ali Alferjany & Alias, 2021). In a 2005 survey, 58% of HR managers reported conflict between younger and older workers, primarily due to differences in work ethics, work values, and attitudes (Burke, 2005). This conflict persists in the following generations as well (Appelbaum et al., 2022).

However, generational affiliation is only one of many factors that influence work values. Educational experiences, cultural norms, economic conditions, political stability, technological change, and organisational environments are all examples of factors that can influence an individual's work values. These systemic aspects interact with generational dynamics, making it essential to approach work value differences with a multidimensional perspective. Rather than viewing generational categories as deterministic, it is crucial to consider how intersecting systemic forces contribute to the evolution of attitudes towards work across individuals and groups. The approach of this study, therefore, is to examine generational differences between Gen X and Gen Z, and to investigate the influence of systemic aspects on work values. Therefore, the Systems Theory Framework (STF) will be applied and explained later on. The third aspect included in this study is the relationship between work values and well-being.

A German sample will be used, which is why empirical evidence from German studies will be used, supplemented by relevant international research, where appropriate. The focus is on

Generation X and Generation Z, as Generation Z is now entering the labour market, with many already in the labour market. At the same time, Generation X represents the most age-distant yet still active generation, alongside Baby Boomers. However, as Boomers are gradually leaving the labour force, Generation X becomes a more stable reference point for intergenerational comparison. Despite the relevance of this comparison, there is a lack of academic literature specifically comparing Generation X and Z. This study aims to contribute to filling this gap.

In the following section, scientific findings on the topic of work values will be presented. The focus will be on both the generational aspect and systemic influences on work values. First, the concept of work values will be defined in more detail, along with some central aspects of work value research, as well as the relationship between work values and well-being. Subsequently, the term generation will be clarified. Existing research findings on work values for both Generation Z and X will then be outlined to derive hypotheses later. The section that follows introduces the concept and background of the Systems Theory Framework (STF). Following this, key findings from studies examining systemic influences on work values will be briefly discussed. Afterwards, the objectives and research questions will be outlined together with the hypothesised results.

Chapter I – Generations and work values

1.1 Work values

In the following paragraphs, I will further define the relevant terms concerning work values. I will define what *work values* are and compare them to *job values* and other related terminologies. Next, I will outline the existing research on work values and illustrate the relationship between work values and well-being.

In the academic literature, a distinction is often made between personal values and work values. While the former relate to life in general, work values directly refer to working life. They do not have to be fundamentally different values, but can have a differentiated weighting in the private and professional environment (Kholin & Blickle, 2015). For example, the value of 'security' could be prioritised higher by a person in a professional environment than in private contexts. More specifically, values are being described by most researchers as "concepts or beliefs about desirable end states or behaviours that transcend specific situations, guide selection or evaluation of behaviour and events, and are ordered by relative importance" (Schwartz & Bilsky, 1987, p. 551, as cited in Krumm et al., 2013). Trans-situational means they transcend situations and are present in more than one situation, and therefore are relatively stable. Secondly, they can include end-goals or preferred ways of behaving, and therefore, as a third characteristic, guide and shape a person's behaviour. The last aspect is that they can mostly be ranked as more or less important depending on a person's priorities (Schleicher et al., 2011). Values can also be described as resulting from needs and experiences, which form a specific value (Latham & Pinder, 2005). Milton Rokeach (1973, as cited in Lyons et al., 2006) has made a significant contribution to understanding human values in empirical research. He assumes that all people share a few values, but that these differ in their intensity. These differences can be attributed to culture, society, and personality. Rokeach sees values as beliefs that guide our actions, through which specific courses of action and desired outcomes are preferred over others based on personal or social aspects and preferences. They also influence our attitudes, self-representation, and judgements. He distinguishes between instrumental and terminal values (1973, as cited in Lyons et al., 2006). Terminal values refer to what is associated with an end state, something someone wants to achieve, or a life goal of a person. Instrumental values describe values that serve to follow a course of action or behaviour, in order to achieve that terminal goal. According to Rokeach, courses of action and end states are arranged in a sequence of relative importance in the value system. Values thus guide different areas of life and help to select certain behaviours (1973, as cited in Lyons et al., 2006).

For work- and organisational psychology, work values are of interest because they have an impact on affect and cognition and therefore also on the behaviour in the job (Kholin & Blickle, 2015), but also because they are said to predict job satisfaction (Busque-Carrier et al., 2022), vocational interests (Berings et al., 2004), career choice (Tian, 2022) and work performance (Choi, 2017). Therefore, work values influence the work motivation and attitudes, organisational commitment, career choice, preferred tasks, decision-making behaviour, how to deal with organisational changes, and the success of leadership (Schleicher et al., 2011). Congruence between values and the value environment, which is shaped by both the company as a whole and by individuals, like superiors and colleagues, is crucial (Kholin & Blickle, 2015). A congruence between both improves trust and, as a result, communication (Edwards & Cable, 2009). In contrast, value conflicts can lead to negative states, such as reduced job, life, and family satisfaction (Carlson & Kacmar, 2000), or heightened stress (Harpaz & Snir, 2014). In the following paragraph, I will outline the distinction between work values and other correlated terminologies.

1.2 Work values in differentiation from other terminologies

The terms 'work values' and 'job values' are often used similarly in the literature, but they can have different meanings depending on the context. Generally, work values refer to what one considers important and desirable in their work life, which can include work-inherent aspects like fulfilment, autonomy, working conditions, as well as outcomes like accomplishment, pay, and prestige (Dose, 1997; Ros, 1999, as cited in Krumm et al., 2013). Values can also consist of the underlying needs that a person has and thereby form their individual work values, like monetary security, social interaction, intellectual stimulation, status, esteem, and self-actualisation needs (Super & Sverko, 1995, as cited in Krumm et al., 2013). These values influence overall career choices and attitudes towards work. In contrast, job values are more specific to what individuals seek in a particular job, like salary, benefits, or opportunities for advancement (Ester & Roe, 1999). They refer to preferences and expectations about specific aspects of a current or potential job. They are therefore context-dependent and may change based on career stage, industry, or personal circumstances. Dostal et al. (1998) further state that a job does not lead to a stable identification with the specific task of the job, as opposed to a profession, and it involves a low degree of social organisation. According to them, a job is quick to learn with short-term and changing tasks in order to make money. Wrzesniewski et al. (1997) make another differentiation by dividing individuals into groups that either view their work as a *job*, a *career,* or a *calling*. Each one of them refers to a different meaning someone gives to work. Those who

view their work as a *job* prioritise instrumental attributes, such as money and financial aspects. Those who view work as part of their career also seek symbolic benefits, such as prestige and status, and want to advance and grow in their careers. Individuals who stick to the concept of career *calling* work for the intrinsic motivation and for the sake of the job itself. They view their work as part of themselves and their purpose.

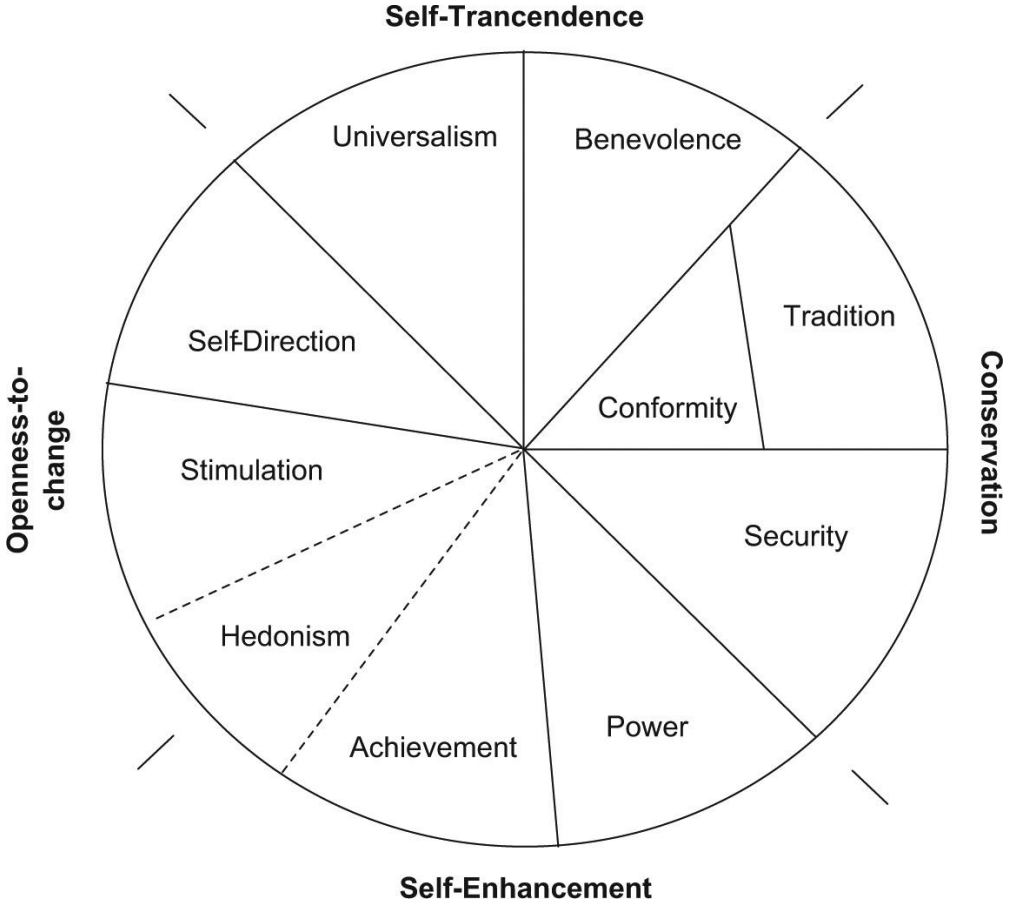
1.3 Work value research

1.3.1 Schwartz's General Values

Much research on work values is based on Schwartz's general values (Schwartz, 1992, as cited in Krumm et al., 2013). From his studies, he derived ten value categories that can be categorised in four main dimensions, which can be put in a circumplex model, see Figure 1. In the model, 'Openness to Change' and 'Conservation' are positioned at opposite sections of the circumplex, similar to 'Self-Enhancement' (representing self-serving interests, such as social status) and 'Self-Transcendence' (representing altruistic interests, like helping others). The ten values are positioned within the circumplex model, which encompasses: *self-direction*, *conformity*, *security*, *power*, *hedonism*, *stimulation*, *universalism*, *benevolence*, *achievement*, and *tradition*. The model works in a way that values from neighbouring sections are more similar than values from opposite sections. The model was then translated to the workplace context (Consiglio et al., 2017; Ros et al., 1999, as cited in Krumm et al., 2013). The four-dimensional structure was widely supported (Elizur, 1984, as cited in Krumm et al., 2013) and retained, with slight modifications, as *intrinsic values* (openness to change), *extrinsic values* (conservation), *social work values* (self-transcendence), and *growth/power* (self-enhancement).

Figure 1

Circumplex model of values (Schwartz, 1992). Taken from Gollan & Witte (2014).



The differentiation between intrinsic and extrinsic work values has a wide acceptance in the literature (Elizur, 1984; Furnham et al., 2005; Ros et al., 1999, all as cited in Krumm et al., 2013; Ryan & Deci, 2000, as cited in Deci & Ryan, 2017). Intrinsic motivation involves engaging in activities for personal growth, challenge, and self-fulfilment (Ryan & Deci, 2000, as cited in Deci & Ryan, 2017). Accordingly, intrinsic work values pertain to outcomes directly linked to the work itself, such as performing interesting tasks or realising personal potential. In contrast, extrinsic motivation refers to work in order to attain external rewards or benefits (Ryan & Deci, 2000, as cited in Deci & Ryan, 2017). Extrinsic work values thus relate to outcomes that are independent of the job's actual content, including financial or social gains. Another frequently studied value dimension in the occupational context is growth and power (Consiglio et al., 2017; Ros et al., 1999, as cited in Krumm et al., 2013; Schwartz, 1992, as cited in Krumm et al., 2013), which includes the aim to enhance one's capacity and performance. Achieving these values often involves social comparison and superiority over others (Ros et al., 1999, as cited in Krumm et al., 2013;). Social work values are also widely recognised and included in

various assessment tools (Furnham et al., 2021). These values reflect the desire to build interpersonal relationships, support others, and contribute to the greater good. Based on the circumplex model of work values, which states that neighbouring value domains are more similar than those opposite to each other, growth/power values can include both intrinsic and extrinsic components. Intrinsic growth values involve developing abilities and acquiring resources directly through work activities, such as skill enhancement (Meyer et al., 1998). Conversely, extrinsic growth values refer to the aim of successful outcomes, like career advancement or financial prosperity (McClelland et al., 1989, as cited in Krumm et al., 2013;). Intrinsic values that are not closely linked to growth on the circumplex typically involve emotional satisfaction and regulation, such as feeling valued, and are often classified as affective values, with partial overlap with social values (Papavasileiou & Dimou, 2024). Extrinsic values unrelated to the growth dimension are fulfilled when individuals perceive that they have achieved desired standards or expectations (Ryan & Deci, 2000, as cited in Deci & Ryan, 2017).

1.3.2 Herzberg's Motivational Theory

A similar differentiation was made by Herzberg, Mausner, and Snyderman (Herzberg et al., 1959, as cited in Furnham et al., 2021) in their two-factor theory of motivation. They differentiated between *hygiene* and *motivator* variables. The hygiene factors can be equated to *extrinsic* motivation, or other external factors that pressure to obtain rewards or avoid punishment. According to the theory, they do not increase motivation but prevent dissatisfaction or lead to dissatisfaction if they are missing. Examples include salary and financial benefits, job security, work conditions, company policies, work-life balance, and management style. The *motivator factors* or intrinsic variables refer to work-related factors that actively drive motivation, job satisfaction, and performance. If they are missing, employees feel neutral, but if they are present, they can lead to higher engagement. They are conditions that enable achievement and personal growth, recognition and appreciation, responsibility and autonomy, as well as meaningful and challenging work or career advancement opportunities. Also, Furnham et al. (2002, 2021) use the terminology by Herzberg and colleagues as a basis for their Work Value Questionnaire (WVQ), even though they make it clear that they do not want it to be an attempt to revive the theory but to use the framework (Furnham et al., 2021).

1.3.3 Ryan and Deci's Self-Determination Theory

SDT in general

The self-determination theory (SDT; Deci & Ryan, 1985) is a widely accepted and applied theory in the field of motivational psychology. The central thought is that all human beings are

intrinsically drawn towards psychological growth and integration, which includes learning, mastering goals, and connecting with others (Ryan & Deci, 2000, as cited in Deci & Ryan, 2017). When the basic psychological needs for *autonomy*, *competence,* and *relatedness* (Ryan & Deci, 2000, as cited in Deci & Ryan, 2017) are satisfied, intrinsic motivation can emerge. This describes one of the six mini-theories that build the formal core of the SDT, known as *basic psychological needs theory* (BPNT; Ryan, 1995; Ryan & Deci, 2000, as cited in Deci & Ryan, 2017). *Autonomy* means the feeling of 'ownership in one's actions', so being the one who initiates the action from a personal interest. *Competence* describes the feeling of being skilled at something and succeeding at something, which also includes the potential for growth. *Relatedness* refers to a sense of belonging and being connected to others. Those three basic psychological needs must be met to provide the basis for an environment in which people are motivated and feel well enough to learn, work or live together (Ryan & Deci, 2020). The theory then expanded to encompass extrinsic motivation as well.

SDT and work values

The self-determination theory is often described as a macro-theory that includes research on various domains of life, including the work context. In this context, especially the basic psychological needs theory and the distinction between autonomous and controlled motivation are important. In the study by Deci et al. (2017), in addition to postulating that all employees have the three basic psychological needs for autonomy, competence and relatedness, they examine the distinction between autonomous motivation (intrinsic motivation) and controlled motivation (extrinsic motivation) as shown in the model below.

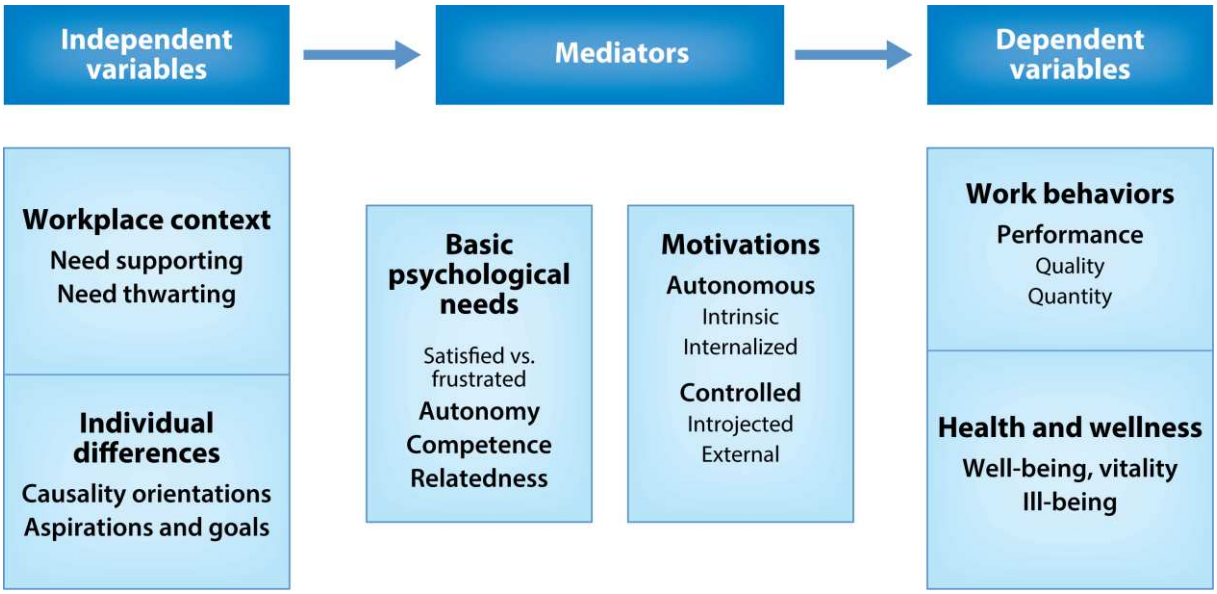
Autonomous motivation is described as the "full sense of willingness, volition and choice" (Deci et al., 2017, p.20), which often involves activities that are intrinsically motivated. Additionally, extrinsically motivated activities can be autonomously motivated, for example, when employees understand the sense and importance of the task, feel autonomous in carrying them out and receive clear feedback and support. Intrinsic motivation is a specific type of autonomous motivation. It describes "activities for which the motivation lies in the behaviour itself" (Deci et al., 2017, p.21), which means the activity is carried out for the purpose and joy of itself. Extrinsic motivated behaviour, on the other hand, describes activities that are carried out in order to attain a goal, so the behaviour itself does not have to be joyful and is not carried out for its own sake. External regulation is the perception that one's behaviour is controlled by others, often through rewards or threats. It can motivate specific behaviours but often also damages autonomous motivation and well-being. In workplace research, autonomous motivation is

a central variable. Several studies have shown that autonomous motivation (and, therefore, intrinsic motivation) is associated with higher well-being, including greater work satisfaction and less burnout or emotional exhaustion, and higher work commitment and performance (Fernet et al., 2010, 2012; Richer et al., 2002). On the other side, controlled motivation (external regulation) was positively associated with exhaustion, turnover, lower work satisfaction and lower commitment. According to SDT, there are seven aspirations that people want to achieve over their lifetime, where three are extrinsic aspirations: *financial wealth*, *recognition* or *fame* and an *attractive image*. The other four are intrinsic aspirations: *personal development*, *meaningful relationships*, *community contributions* and *physical fitness* (Deci et al., 2017).

Figure 2 explains the application of the self-determination theory in the work context. The independent variables are the workplace context that can be either *need supporting* or *need thwarting,* and individual differences like having *intrinsic* or *extrinsic* goals and aspirations and their causality orientation, which refers to the *causality orientations theory* (COT), one of the other mini theories, developed by Deci and Ryan (1985). The theory differentiates between *autonomous orientation*, where people act based on personal interests and values, *controlled motivation*, where people are driven by external demands and rules and lastly the *impersonal orientation*, where people are passive and feel helpless. The dependent variables are the work behaviour and health and wellness, on the other hand. Mediators are the basic psychological needs for autonomy, competence and relatedness that can be either frustrated or satisfied next to *autonomous* (intrinsic) or *controlled* (introjected) motivation, where either of them is activated. The mediators influence work behaviour, health and wellness and are therefore modifiable and influencable factors.

Figure 2

Model of the self-determination theory in the workplace. Taken from Deci and Ryan (2017).



Deci EL, et al. 2017.
Annu. Rev. Organ. Psychol. Organ. Behav. 4:19–43

1.4 Work values and Dimensions of well-being

While there are various definitions for life satisfaction, many scholars describe it as an individual's overall positive evaluation of their life (Judge et al., 1998). Others describe it more in terms of emotional experience or attitude at a given moment, ranging from negative to positive (Diener et al., 1999). Buetell (2006) associates life satisfaction with a combination of personality traits, genetic influences, and social-cognitive factors such as purposeful activities, whereas Carrasco & Carulla (2012) highlight the self-efficacy aspect. Life satisfaction can also relate to particular life domains like physical and mental health, financial status, interpersonal relationships and a sense of achievement (Ye et al., 2012). Zhang & Howell (2011) suggest that job satisfaction is a predictor of overall life satisfaction, which implies that job satisfaction is a subdimension of life satisfaction. There is a famous theory that shows the relationship between the two constructs, known as the *spillover model* by Chacko (1983). It suggests that satisfaction in one area of life tends to affect other areas of life, meaning that job satisfaction can lead to overall life satisfaction. On the contrary, a person who is dissatisfied with their life might also carry this to the workplace. In the study by Mafini & Dlodlo, they explicitly investigate the correlation between job satisfaction and life satisfaction and also confirm it (Mafini & Dlodlo, 2014).

According to Pavot and Diener (2008), satisfaction with life is a person's subjective evaluation of their present and past experiences, although other authors state that it is influenced a lot by the current mood and temporarily accessible information rather than representing a careful evaluation of one's life as a whole (Schwarz & Strack, 1999). The time variable, also called *time orientation*, that Pavot and Diener include in their measurement of life satisfaction (Satisfaction with Life Scale) through the varying formulation of the items, is said to influence the assessment of one's life (Stolarski et al., 2016), whereas findings about it are inconsistent. While some sources conclude that living in the present leads to a higher life satisfaction (Csikszentmihalyi, 1999; Parr, 1997), others say being oriented towards the future increases life satisfaction and well-being (Park et al., 2021; Prenda & Lachman, 2001). In this context, the influence of age is also discussed a lot. While some state that youth is a consistent predictor of happiness (Wilson, 1967), later articles concluded that age doesn't have a negative effect on well-being, and life-satisfaction doesn't decline since older people seem to be very much able to adapt and cope with age-related declines (Diener et al., 1998). A factor that does change with age is the time perspective from an unlimited to a more limited future-time (Carstensen et al., 1999; Heckhausen et al., 1989) and from a growth orientation, towards maintenance and prevention of loss, the older a person gets (Ebner et al., 2006). The perceived flourishing is another measure of well-being, often used to assess a person's future time perspective towards the anticipated well-being.

In order to complement the well-being measure, in addition to the satisfaction with life, flourishing is supposed to measure the social-psychological dimension (Diener et al., 2010). It also covers the universal human psychological needs identified by Ryff (1989), Ryff and Singer (1998) and Ryan and Deci: The need for competence, relatedness and autonomy (Ryan & Deci, 2017) and self-acceptance, personal growth, environmental mastery and purpose in life (Ryff, 1989; Ryff & Singer, 1998). Other aspects included in their understanding of flourishing are the engagement in activities one likes according to Csikszentmihalyi (2000), as well as having a purposeful and meaningful life, which is oriented on the findings of Seligman (2004), Ryff (1989), Ryff and Singer (1998), and Steger (Steger et al., 2008). Other aspects reflected in their measurement and construct of well-being are supportive relationships with others, as well as contributing to the happiness of others and being respected by them. Optimism is another aspect they include in the construct of flourishing (Diener et al., 2010).

In the context of work, flourishing refers to "individuals who prosper at work, to those who are happy, engaged, self-motivated, successful, and learning" (Bono et al., 2011, p. 2).

Research shows that people who prioritise extrinsic goals, like external approval, financial success, and social recognition, and even when attaining them, show signs of psychological ill-being, such as depression, anxiety, distress, and low self-esteem (Kasser & Ryan, 1993; 1996, as cited in Deci & Ryan, 2017). When they prioritise intrinsic aspirations like affiliation, self-acceptance, and community, they show psychological well-being signs such as high self-actualisation and self-esteem. The income level doesn't change the negative effect of extrinsic values on the well-being state (Kasser & Ryan, 1993; 1996). It became even more concrete in two Belgian studies in which they looked at work values of employees and found that participants who prioritised extrinsic values instead of intrinsic goals were less satisfied with their jobs and their lives (Vansteenkiste et al., 2007, as cited in Deci & Ryan, 2017). They also showed poorer general mental health. In the next study, they found that other adverse outcomes, such as emotional exhaustion, higher turnover intentions, and more work-family conflict, were correlated to extrinsic work values (Vansteenkiste et al., 2007, as cited in Deci & Ryan, 2017). Another study looked at the difference between private-firm lawyers who had high-paid jobs and public-service lawyers who had jobs focused on serving the public (nonprofit organisations, lower-paid). Those working in high-paying firms had greater extrinsic motives compared to the public service group. Even if they had a much higher income, they reported lower well-being and more alcohol consumption compared to the public service lawyers (Sheldon & Krieger, 2014). In other studies, they found that high intrinsic values were associated with high flexibility, less emotional exhaustion (Van den Broeck et al., 2010), and more psychological need satisfaction and therefore more engagement in their work (Schreurs et al., 2014).

These results show that extrinsic motivation generally leads to more ill-being as well as poorer physical health and less life satisfaction, and intrinsic motivation leads to more well-being and life satisfaction.

1.5 Work values and generations

There is much research on the topic of work values and how the characteristics of a specific generation impact them (e.g. Furnham et al., 2021; Hurrelmann & Albert, 2002; Mosca & Merkle, 2024; Smola & Sutton, 2002), like the study by Prawitasari that points out the connection between an individual's career choice and the dominant characteristics and values of his generational cohort he is part of (Prawitasari, 2018). First, I will define the generational term to which we refer in this study and outline its origin. Then I will discuss the difference between the age effect and the generational effect. Afterwards, I will outline the characteristics of both Gen Z and Gen X that emerge from their socio-political situation in Germany, organised in the

topics: mental health, work-life balance, expectations on the job, education and work experience, security, technology, communication and media, diversity and social justice, and lastly workplace preferences and leadership expectations. I conclude the chapter with the resulting implications for research.

1.5.1 Generational Theory

In order to be able to make any statement about a generation at all, it is first of all important to define this phenomenon. The term ‘generation’ is used differently both in everyday language and in science. Therefore, it matters from which perspective one views the concept of generation. In the field of biology, for example, the term "generation" describes the individual stage of the line of descent (grandparents, parents, children), which are characterised by approximately the same distance to the common ancestors or descendants (Sadava et al., 2019). Relevant to the present work is the sociological classification of the term as a social construct used to describe a specific age cohort that shares the same birth period and formative social and historical events during the crucial personal developmental stages of childhood, adolescence, and young adulthood (Otto & Remdisch, 2015). The resulting attitudes and identities are to be regarded as developmental steps of the generation (Einramhof-Florian, 2017), and they are said to share collective memories (Lyons & Kuron, 2014).

These theoretical approaches have their origin in the research of the German sociologist Karl Mannheim, who, at the beginning of the twentieth century, for the first time focused on the interaction and cohesion of individual age cohorts. In his theory, he introduces a specific term that can be translated into English as “generational positioning” (German: “Generationslagerung”). This refers to the age-related position of a generation within a specific historical and societal context. Shared experiences and educational styles shape their values and worldviews, which lead to affiliation with this specific generational community (in analogy to class location) (Mannheim, 1927). According to Mannheim's theory, each age cohort must be based on a specific goal or idea that makes the generational context possible in the first place (Remdisch, 2015). The generational context is congruent with the generational position, with the added consideration that individuals are more or less aware of this commonality. The generational unity emphasises the factor of awareness, leading to group formation in the cultural and political spheres even more strongly than the generational context (Fuchs-Heinritz, 2020). Contrary to the above, however, there is also criticism and doubt regarding the generational classification, as the inter-individual differences within one generational cohort are greater than between two cohorts and remain unconsidered (Holste, 2012; Schulmeister, 2008). Factors such

as “gender, geographical origin, socio-economic background or family structures” (Klaffke & Parment, 2011, p. 6) are at least as important as generational affiliation when it comes to explaining individual behaviour. Therefore, a generational categorisation of people should never be used as the sole explanatory model for different thinking and behaviour (Klaffke & Parment, 2011). In this study, we address other possible influencing aspects through the implementation of systemic influences that we will look at later on. Still, on the basis of a completely different socio-political situation and therefore growing up in a different situation, which will be outlined later on, it can be assumed that there might be differences in different generational cohorts. This is also shared by Karl Mannheim, who assumed that, in addition to individual experiences, collective experiences and events can significantly influence the development of values in an individual's life, especially during the time he or she is growing up (Mannheim, 1928 as cited in Klaffke & Parment, 2011, p. 6). For example, the fact that people of the same age often share similar memories of the past has been repeatedly confirmed by studies (Schewe & Meredith, 2004; Schuman & Scott, 1989). Consequently, common characteristics can be attributed to a generation as a whole. As with all categorisations, however, there are certain grey areas; therefore, it is of course possible that individuals from neighbouring generations may exhibit behavioural patterns of those predecessor or successor generations and vice versa. The generational categorisation of individuals should therefore be seen as a guide and as a means of reducing complexity (Klaffke & Parment, 2011).

1.5.2 Age effect or generational effect

The ongoing debate regarding the extent to which generational differences in work values exist is being accompanied by the question of whether proven differences between groups clustered by their generational cohort are actually due to their generational belonging or more likely driven by the life-stage a person is in or other demographic factors (Parry & Urwin, 2011). Parry and Urwin (2011) further argue that more research is required in that field in order to disentangle generational effects from age, life-stage or time period effects.

There is some research about the shift in time-perspective as people get older, as already mentioned in Chapter 1.4, such as Carstensen’s Socioemotional Selectivity Theory (SST) (Carstensen et al., 1999; Carstensen, 2006, as cited in Krumm et al., 2013). The theory proposes that individuals’ goal priorities change over the life span. As people age, their focus shifts from self-development to self-maintenance, placing greater emphasis on emotionally meaningful goals rather than future-oriented ones. According to the Socioemotional Selectivity Theory (SST), this shift is driven by changes in time perception. Specifically, older individuals transition from

viewing life in terms of time since birth to focusing on the limited time remaining, which alters their priorities. SST suggests that when individuals perceive their future as limited, they concentrate on the present in order to enhance their immediate well-being and deepen social relationships rather than investing in long-term goals (Carstensen, 2006, as cited in Krumm et al., 2013). Consequently, older workers are more likely to prioritise intrinsic and social values while placing less importance on growth-related values. Empirical research supports SST's assumptions. Studies have shown that older adults prefer close emotional relationships (Fung et al., 1999), respond more positively to emotion-focused advertising messages (Fung & Carstensen, 2003, as cited in Krumm et al., 2013), and exhibit a heightened need for affiliation (Rhodes, 1983). Additionally, meta-analytic findings in the work domain indicate a positive correlation between age and intrinsic values, while growth values tend to decline with age (Kooij et al., 2011). Despite this theory and findings, Hansen and Leuty (2012) state that in their study, even though measured differences between generations are small, the factor of *generation* influences work values more than *age* does. Nevertheless, some authors suggested that work values are influenced by age (Rhodes, 1983, as cited in Hansen & Leuty, 2012; Singer & Stefflre, 1954; as cited in Hansen & Leuty), like a study by Singer and Stefflre (1954) in which they found that adolescents prioritized having an interesting job or a highly paid job, or a job where they could gain prestige while the adult sample, placed more importance on independence. This shows the need for studies in which generational differences are examined by keeping the age constant and measuring different generations at the same age at different time points, like Sinisalo (2004) did in his study. He measured young adults in 1977, 1989 and 1995 in order to measure differences between Boomers and Generation X adolescents. Results show that there are differences between generations. Self-actualising values (being creative, using one's knowledge, developing skills and abilities, and having responsibility) were significantly higher for adolescents in 1995 (late Generation X individuals) than for adolescents in 1977 or 1989. Intrinsic values were most important for the 1989 cohort (early Generation X). Another study looked at the difference in values of college students during three decades (1970, 1980 and 1990) and found that most values were stable over time, while some increased in importance over the years, like for example, improving one's living standard or hoping to become wealthy or developing a career (Simmons & Penn, 1994, as cited in Hansen & Leuty, 2012). A more recent study by Twenge, Campbell, Hoffman and Lance (2010, as cited in Hansen & Leuty, 2012) supported these findings of generational differences in work values as well. These results show that there are still differences between generational groups when controlling for age, which suggests that

differences between generations in their values can be found, whereas other studies show difficulties in separating age and generational effects on work values.

1.5.2.1 Gen Z

Socio-political situation of Gen Z in Germany

Generation Z refers to people born between 1997 and 2012; although the grouping may vary across different sources, they generally overlap and are roughly around those years. It is therefore possible that individuals from Generation Z show behavioural patterns that are typical for neighbouring generations like Generation Y or vice versa (Klaffke & Parment, 2011). Since it's the latest generation that entered and still is about to enter the labour market (Bencsik et al., 2016) it has recently begun to attract attention in academic literature, though there remains a lack of consensus on the precise characteristics that define this cohort (Ali Alferjany & Alias, 2021). In the following paragraphs, an attempt to outline some typical attributes will be made.

Gen Z's parents are mainly Boomers or Gen Xers (Klaffke, 2021). The biggest socio-political influence and characterisation for Gen Z is the omnipresence of social media. Gen Z is the first generation to be real digital natives. With its opportunities, also disadvantages arise, such as an overrepresentation of choices and the pressure to make the right choice while seeing millions of options every day, also regarding job choices. In particular, secondary school students seem to have difficulties in choosing a job (McDonald's Deutschland LLC, 2019). Not only the number of degrees due to specialisation and academization, but also the increased number of universities and private institutions contribute to this. Another reason is the shortened time of school in Germany, and the abolition of civil service or army led to an earlier entrance in the labour market (Klaffke, 2021).

From an overarching perspective, the time period in which Gen Z in Germany grows up is characterised by global uncertainty, political upheaval and increasing terrorism. The attacks on the satirical magazine Charlie Hebdo in 2015 and the attack at the Berlin Christmas market in December 2016 mark a new security situation in Europe and the threat to the values of liberal societies from radicalisation and violence-oriented extremism. In addition, the growing right-wing populism, everywhere in Europe, together with increasing signs of the environmental crisis, leads to more awareness of global threats for young adults and leads to their political engagement through protests like the 'Fridays for Future' movement, which emerged around 2018 in Germany (Schleer, 2020; Albert et al., 2019). After the 'summer of migration' in 2015, the high rate of asylum seekers poses challenges in Europe and also in Germany. On the other hand, Gen Zers grow up in a culturally diverse society that no previous generation has experienced, which makes them more accustomed to diverse environments. The outbreak of the COVID-19

pandemic in 2020 led to many restrictions that meant a massive intrusion into the lives of young people. While it affected all generations equally, it is likely to be particularly challenging for the younger age groups, since they had to cope with typical developmental tasks at the transition from adolescence to adulthood (temporarily) under new conditions, in particular with reduced peer contacts and limited freedom. Suddenly, they had to deal with restrictions like not going to school or university, not being able to attend any cultural or social group events, and not seeing their friends, which often led to isolation and mental health issues. On the other hand, the economic prosperity since the beginning of the 2010s has made Generation Z grow up in largely secure living conditions. Additionally, the distribution of power in the labour market is shifting in favour of employees due to an increasing shortage of skilled workers since the large generational cohort of Baby Boomers is slowly retiring. As a result, companies are competing for skilled workers in the 'war for talent' to secure their next generation of employees (Hauser, 2019; Klaffke, 2021). Although demographic change offers advantages in job selection, it is likely to result in a significant pension shortage for Gen Z and an increase in the pension age (Hess, 2018).

In the following paragraphs, the particular characteristics of Generation Z regarding work values will be outlined, drawing on current literature. The first paragraph concerns the mental health and resilience of Gen Z.

Mental health

Even though Gen Z grew up in a financially and politically more or less stable environment in Germany, they are showing to be the generation suffering most from depression and anxiety (Bethune, 2019). Gen Z is more likely to report their mental health as unstable and bad compared to all other generations (Bethune, 2019; Nichols & Smith, 2024; Twenge & Campbell, 2018). This could be partly influenced by the global uncertainty, the vast number of options to choose from, and, after all, by social media, which will be further outlined later on. Also, the COVID-19 pandemic had a big influence on the mental health of young people. The comparison between pre- and post-pandemic literature shows an increase in anxiety and lack of resilience among Gen Z. After the pandemic, Gen Z appears more likely to experience burnout, anxiety and depression (Poswolsky, 2022). A study by Harari et al. (2023) explored the differences between two generations during the COVID-19 pandemic in regard to their coping with the global crisis. They specifically looked at the resilience, personal values and attitudes during the pandemic. Members of Generation Z were found to be less resilient compared to Generation X, while having higher levels of openness to change (which includes stimulation and self-

direction). This relationship between functioning impairment and low resilience due to the Covid-19 crisis was found only for Gen Z but not for Gen X. Despite these findings of lower resilience, Gen Z had a particularly higher openness to change, which is found to be a key component in dealing with crisis and the rapidly changing environment (Harari et al., 2023).
Lastly, 67% of Gen Z in the United States and 85% worldwide state that stress prevents them from taking leadership responsibilities (Bresman & Rao, 2018). The reason they give for this is their fear of failing in such a role (34%) and a lack of required attributes, such as confidence to lead (33%) (Bresman & Rao, 2018).
In the next paragraph, the longing for work-life balance that is not unique only for Gen Z but is still characteristic, will be further outlined.

Work-life Balance

Despite their low resilience and high anxiety, Gen Z express high expectations of their careers (McIlvaine, 2019), like progressing quickly and climbing up the organisational ladder. Nevertheless, not many are willing to put all their effort into their work; instead, they often do not do more than necessary and place much value on personal time, which can also be seen in the phenomenon of "quiet quitting". This describes someone who is officially still working but doing as little as necessary to keep the job (Armstrong & Pfandler, 2024). Gen Z want a clear separation between working life and private life, while feeling good and comfortable at the job and with the colleagues (Scholz, 2014). After work, one wants to enjoy their free time and have enough space to spend time with friends and family (Schleer et al., 2020). Gen Z also describe themselves as prioritising a work-life balance and guessing this to be an element which describes them best. However, it is important to say that all generational cohorts rate work-life balance as very important (Nichols & Smith, 2024). Thinking about how to plan their working life, Gen Z have the strong desire to be able to work part-time and to down- or up-regulate working hours in a flexible manner (Albert et al., 2019).

Expectations on the job

Some studies state that Gen Z has expectations of work that are unrealistic and too high (Nguyen Ngoc et al., 2022, as cited in Nichols & Smith, 2025). One of those expectations is that they want to avoid wasting time learning things that don't seem to make them progress in their careers, which is in line with the finding of a decreased attention span (Pandit, 2015, as cited in Nichols & Smith, 2025; Shatto & Erwin, 2016, as cited in Nichols & Smith, 2025). Young adults with a high educational background seem to strive for challenges and a job that is outside

of the mainstream (Hurrelmann, 2019; Schleer et al., 2020). In particular, intrinsic motives like having a job that is fun (Hurrelmann, 2019; Schroth, 2019) and fulfilling his own inclinations and abilities seem to be important. In the McDonald's apprenticeship study, 98% of people under 25 years old want a job that is fun (Hurrelmann, 2019). 73% of them rank this as highly important, other 95% are saying that nice collegues are important, 94% are saying that a work that is congruent with their abilities is important and 89% are saying that it's important to have a work that is fullfilling, next to having a job that includes the own capabilites, is varying and not monotonous and that leads to the development of the own skills. On the lower ranks of the study results are, for example 76% who want a good income, where only 23% rank this as highly important, compared to the already mentionned 73% who rank a work that is fun as highly important. The longing for self-fulfilment, creative tasks and having a job that has a clear purpose and is meaningful are also mentioned in other studies (Schroth, 2019; Schleer et al., 2020). It is important to mention that this holds true in particular for young adults coming from a high educational background, whereas those coming from a different background strive more for security and a good income (Schleer et al., 2020). To differentiate more what is meant when talking about a job that is fun, the SINUS institute further explains that fun can mean varying tasks, the possibility to learn new things, career prospects and the fit of the job to one's own inclinations (Schleer et al., 2020). As mentioned before, in particular young adults with a high educational background value a job that is congruent with their interests and competencies, as well as offering possibilities for skill development and for career opportunities.

Conversely, students who want to do an in-company apprenticeship after leaving school are far more interested in a profession that has a friendly, collegial environment, where the workplace is safe and where they don't have too much stress. Regular working hours and as much teamwork as possible are also important to students who intend to do an apprenticeship, much more than to pupils who want to start university (Albert et al., 2019; Hurrelmann, 2019; Schleer et al., 2020). According to these results, it becomes clear that the priorities of Gen Z depend on their educational background and the intended educational path, but a majority want a job that is fun and leads to self-fulfilment and not so much the material aspects that carry more weight for Gen Zers coming from a lower educational background.

Education & Work Experience

Generation Z is said to be the most educated generation, with much higher college enrollment rates than those of previous generations (Hughes, 2020). Looking at Germany, there is similar evidence that the rate of higher academic degrees is increasing (Bildung in Deutschland, 2020;

Datenreport, 2018). However, this increased focus on higher education comes at the cost of work experience**.** Fewer young people are entering the workforce early, leading to a decline in labour market participation among Gen Z and Millennials (Coppola, 2019). Compared to previous generations, Gen Z has also significantly less early work experience, with employment rates among teenagers dropping from 60% in 1979 to an expected 25% in 2024 (Morisi, 2017; Schroth, 2019). Another aspect is that more young people decide on a university career instead of a practical apprenticeship or vocational training (Hurrelmann, 2019). In the winter semester 2017/2018, there were more than 2.8 million students at Universities in Germany, which is the highest number of students until that time (Datenreport, 2018). Education in Germany is almost free, which is another factor that leads to a low barrier for enrolling in a university, leading to higher enrollment rates (Scholz & Grotefend, 2019). This leads to a challenge for some parts of the labour market, like a lack of suitable applicants: there was a 15% vacancy rate in 2010, whereas already 26% in 2019 (Leber, 2023), which shows that there are many more places than applicants. Almost half of all training companies were unable to fill all their positions in 2023 (Bernhardt et al., 2024). The difficulties in filling training spots are severe for smaller companies, for companies in eastern Germany, and for companies in the hospitality and construction industries. Among other things, the perceived poorer working conditions in these sectors, in terms of working hours, remuneration or developmental prospects, may play a role in the lack of interest in these jobs (Leber, 2023). There are also high rates of contract cancellations (29,5% in 2022) (Nordmann & Drewitz, 2023).

Another aspect is that representatives of Generation Z from non-academic backgrounds are likely to observe that many of their parents' professions (often classically manual) have lost social prestige in peer contexts (Schleer et al., 2020). The reasons for the loss of prestige of apprenticeships are said to be limited opportunities for promotion, lower earning potential and less room for moving up in terms of the positions that can be achieved compared to a university degree. Last but not least, a university degree allows students to postpone their final career decision and gain more clarity about their career aspirations and ideas (Hurrelmann, 2019). Compared to Baby Boomers and Generation X, who went to school for longer, typically did military or alternative service and often studied for a diploma or master's degree programmes, the working life of Generation Z bachelor graduates sometimes starts five years earlier. As a result, important personality maturation processes presumably no longer take place during their studies, but continue in the first period of their working life (Klaffke, 2021).

Security

Generation Z in Germany, but also globally, longs for security in their work and personal life. Traditional values have their comeback, like being very family-attached or having a few close friends instead of many (Albert et al., 2019; Schleer et al., 2020). Some also speak about a tendency towards seriousness and a coming back to old social conventions, such as traditions or culture (Schleer et al., 2020). Reasons for this could be the increasing complexity of conditions in the analogue and digital world that make values like sociality, helpfulness, and care much more important (Schleer et al., 2020). However, also political and economic factors, such as the banking crisis, climate crisis, economic analysis, and pandemic, can all be reasons for this trend. 53% stated that, after the Covid-19 Pandemic, job resilience in the face of crisis was more important to them than before (Papasabbas & Pfuderer, 2021). As a result, having good friends, a stable family life, and a trusting partner are aspects they consider very important to them (Hurrelmann, 2019; Albert et al., 2019). Job security is one of the other top priorities for Generation Z in terms of their professional orientation across all groups of origin, regardless of their educational or socioeconomic background (Albert et al., 2019; Hurrelmann, 2019; Papasabbas & Pfuderer, 2021). 93% of young adults rank security as their top priority, together with 93% saying that family and friends should have enough space in everyday life, followed by 52% that rank not having to move as a top priority (Albert et al., 2019; Hurrelmann, 2019). In addition, a good half of young people, especially (future) trainees, consider it important to have a job close to their home and not having to travel a lot for work (Leven et al., 2019b; Hurrelmann, 2019).

Other studies say that the factor of not having to worry about money is actually most important to Gen Z: with 84 percent of respondents considering this to be particularly desirable (Papasabbas & Pfuderer, 2021), even though other studies show that payment is not the first criterion for a job (Schleer et al., 2020). It seems to depend on the personal situation, like the socio-economic background and personal goals. Young adults coming from families with a low socio-economic background clearly say that earning enough money is the most important aspect (Schleer et al., 2020). In a comparative study between Gen X and Gen Z, results showed that Gen Z scored significantly higher than Gen X when it comes to financial prosperity and material success, suggesting they place more importance on financial aspects (Mishra et al., 2024). But nevertheless, they show themselves to be willing to change their job and employer, and many are changing their employers in the first work years (Scholz & Grotefend, 2019).

Another surprising aspect is that less than 10% were expecting difficulties in finding a job after school or after their degree, even though it has to be mentioned that young adults coming from a socially disadvantaged context continue to be less optimistic about their future work life than those from a high social background (Hurrelmann, 2019). Another difference lies between East and West Germany; not only do young people believe that work and vocational training places in West Germany are better, but also regarding the quality of life and the career prospects they thought of having better chances in West than East Germany (Hurrelmann, 2019).

Technology & Communication

Growing up in a digital world, Gen Z is more ingrained in technology than any other generation before (Isaacs et al., 2020). As digital natives, they are said to bring strong technological expectations to the workplace (Hughes, 2020). Generation Z wants fast communication and information transmission, and thus also a quick response or confirmation (Isaacs et al., 2020). However, they are also known for a short attention span and a tendency to avoid learning anything that seems unnecessary to them (Pandit, 2015, as cited in Nichols & Smith, 2025; Shatto & Erwin, 2016, as cited in Nichols & Smith, 2025). Multi-tasking is a defining characteristic of Gen Z and plays a key role in their high career expectations (Chillakuri & Mahanandia, 2018; McIlvaine, 2019). Communication styles have also shifted, with Gen Z preferring online interactions over traditional face-to-face conversations (Bencski et al., 2016; Kirchmayer & Fratričová, 2018). In the study by Papasabbas and Pfuderer (2021), 64% think that digital networking and innovative technologies have the potential to improve work-life. Another study states that Gen Z even expects new technologies to be incorporated in their work life (Dolot, 2018). A study by Harari (2018) shows that Gen Z is more positive towards flexible learning and job training in distinction from Gen X. Despite the vast impact and consequences of the Covid-19 crisis, the values of each generation remained largely unchanged, but their attitudes towards hybrid work became more positive. Additionally, the increased digitalisation leads to increased values of autonomy, flexibility, and the desire for transparency (Klaffke, 2022).

Diversity & Social Justice

Diversity, equity, and inclusion (DEI) are more important to Gen Z than to any previous generation (Twenge, 2017). In Germany, every third adolescent has a migration background (Albert et al., 2019), which leads to a multicultural community and therefore a higher openness towards other cultures. Gen Z, therefore, actively seeks employers who prioritise social justice and equal opportunities (Alayande, 2022, as cited in Nichols & Smith, 2025; Papasabbas & Pfuderer,

2021). In the workplace, Gen Z expects fair treatment and transparency in decision-making, particularly regarding promotions and project assignments (Barnes & Noble College, 2018). Companies with diverse and inclusive workforces are more likely to attract Gen Z employees. There are findings that show that more than 85% of young employees want to be in a company that pays attention to sustainability and diversity (Hauser, 2019). In the same study, it also becomes clear that for Generation Z, the image of the employer is an important factor. The image includes aspects like sustainability, diversity, and engagement in social projects (Hauser, 2019). Nevertheless, again, the SINUS study (Schleer et al., 2020) also found that this aspect applies more to young adolescents with a high educational background.

Workplace Preferences & Leadership Expectations

In terms of workplace preferences, Gen Z values teamwork and flat hierarchies (Mosca & Merkel, 2024). They prefer personalised learning experiences and the option for professional development opportunities (Bresman & Rao, 2018). A positive work culture is essential to them, with transparency, open communication, and constructive feedback (Nichols & Smith, 2024). Additionally, they expect organisations to prioritise employee well-being through benefit packages, flexible working hours, and mental health support. In Germany, Generation Z expect similar structures in their workplace as they've known them from home, school, and university. One example is having work time accounts to structure and track their time (Scholz & Grotefend, 2019).

In summary, Gen Z stands out as a highly educated yet less experienced generation with high expectations for their careers. They emphasise purpose-driven work, technological integration, and long for security, which sets them apart from previous generations. At the same time, mental health is a big topic, as well as diversity and workplace fairness. They value clear career progression and leadership opportunities, but are reluctant to overwork, and their focus on personal well-being reflects a shift in workplace priorities for the future. Currently, young people of Generation Z are at the beginning of their professional careers or are still in education. Since this work takes a closer look at the different attitudes towards paid work, only those who are already or have been in an employment situation (also part-time) are being considered.

1.5.2.2 Gen X

Socio-political situation of Generation X in Germany

Generation X describes the age cohort between 1966 and 1980 (Nordmann & Drewitz, 2023). The fall of the Berlin Wall, the Chernobyl disaster, and the Cold War are among the most formative events of this generation. While the Baby Boomer Generation was born after the war into

a time of reconstruction, progress, and the economic miracle, and experienced a childhood characterised by a sense of new beginnings and growth, Generation X was born into a world of great economic, political, and social uncertainty. Rising unemployment, the global economic and oil crisis, the arms race between East and West, and terrorism (RAF, IRA) led to a lack of trust in politics and institutions, and their belief in security in general (Nordmann & Drewitz, 2023). Generation X grew up with both parents either working or divorced (Nordmann & Drewitz, 2023), which is why they are also referred to as "latchkey kids" (Scheef & Thielfoldt, 2004; Kupperschmidt, 2000). This could be one reason why they developed the skills of independence, adaptability, and resilience (Scheef & Thielfoldt, 2004). They are also often described as being cynical and sceptical (Lancaster & Stillman, 2002, as cited in Hansen & Leuty, 2012). Generation X is also the first generation where many women came into positions or working fields that were dominated mainly by males before (Lyons & Kuron, 2014; Messarra et al., 2016). Generation X and older Millennials are now becoming the oldest and most experienced employees in the organisation, replacing Baby Boomers who previously dominated leadership roles. In the year 2000 in the U.S., Boomers represented the largest number of the workforce with 42%, followed by Generation X with 28%, Traditionalists with 24%, and Generation Y with just 6%. By 2020, the workforce landscape had shifted significantly, with Generation Y (Millennials) making up to 35%, Generation X close behind at 33%, and Boomers declining to 18%. Traditionalists were nearly phased out at 3%, while Generation Z entered the workforce and already are at 11% (Ali Alferjany & Alias, 2021; Okros, 2020; Parker, 2018). This shift in workforce composition is expected to continue, but there is an increasing number of older employees remaining in the labour market longer. For 2030, it is expected that there will be more people aged 65 to 74 (1.5 to 2.4 million) than people under 20 (about 1.1 million) in the workforce in Germany. In 2019, each group consisted of 1.2 million people. (Federal statistical office, Press release No. 436 of 2 November 2020). Changes in lifestyle, financial needs, and a growing preference for staying active mean that more people are continuing to work longer, either full-time or part-time. This trend suggests that both Boomers and Gen Xers will remain in the workforce for a few more years.

Mental health

Gen X's mental health is not as much discussed as for Generation Z. Nevertheless, it is mentioned in relation to burnout susceptibility (Leiter et al., 2009). Aspects like value mismatch between the individual values and actual work conditions are associated with a greater probability for burnout and a stronger intention to quit (Leiter et al., 2009). In the already mentioned

study about resilience during COVID-19, it became clear that Gen X has a higher resilience than Gen Z (Harari, 2023). Another study examined the differences in the mental health worsening due to an age-effect or a cohort, generation-specific effect. They found that the worsening mental health in the Australian population is due to a cohort effect rather than an age effect. They found that especially individuals from the 1990 cohort (Millennials) were strongly affected by a mental health deterioration. They showed worse mental health than individuals in earlier generations at the same ages (Botha et al., 2023). So mental health issues actually start to become worse in the generation after Gen X, which is Gen Y (Millennials). The results also underline the generational theory, which assumes that there are effects that can be explained by the generational cohort and are not due to an ageing process in general.

Work-life Balance

In some sources it is said that being influenced by seeing their parents struggle to balance work and family life, Generation X developed an increased esteem for a work-life balance living by the mantra 'work to live' (Messarra et al., 2016), compared to the Boomer generation that applied more the opposite 'live to work' (Lub et al., 2012; Lyons & Kuron, 2014; Twenge et al., 2010). In other studies, Gen Xers are described as viewing work as central to their lives (Klaffke, 2021). However, there is a shared view among Gen Xers that they prioritise a work-life balance, particularly compared to the Boomer generation. They additionally highly value freedom and flexibility over material rewards (Lloyd-Jones & Worley, 2018). Flexibility also includes flexible working hours, spare time for themselves, and a good balance between work and family (Berkup, 2014).

Expectations on the job

Gen X was found to be the generation valuing extrinsic rewards the most among Boomers and Gen Y (Twenge et al., 2010). Regarding intrinsic reward, Twenge et al. (2010) found that Gen X scored about the same as Boomers but considered it much more important than Gen Y. Women and men were found to place increased importance on compensation and working conditions compared to the generations before (Hansen & Leuty, 2012). Women of Gen X also rated coworkers as an important value, whereas men rated security and moral values as the highest relative to men of the Silent Generation and Boomers (Hansen & Leuty, 2012).

Another aspect is that the importance of intrinsic values declined over the generations, where a possible explanation for this could be that the generations after Gen X (Gen Y and Millennials) were not so much looking for meaning and purpose in their work (Chen & Lian, 2015; Lancaster

& Stillman, 2002, as cited in Hansen & Leuty, 2012). This finding is consistent with other research that found that younger generations are less likely to give work the highest priority in their lives and also don't identify with work as much as generations before (Smola & Sutton, 2002).

There has been an assumption that the change in values of Gen X would proceed in the direction of 'post-materialistic' self-actualisation and commitment values, as can be seen now in Gen Z, and would be accompanied by a decline in achievement and adaptation values. This expectation did not turn out to be true. In the Shell study, this is explained by the fact that Gen X, when they were young, had to meet high performance requirements and were simultaneously exposed to increased risks (Hurrelmann & Albert, 2002). This is probably also the reason why they put an increased importance on hard work and ambition (Hurrelmann & Albert, 2002).

Education & Work Experience

When young Gen X adults entered the workforce in the early 1980s, they had the challenge of a weak job market and much competition with their peers due to increased outsourcing and poor job growth. There was also the phenomenon of an increasing 'credentialism', which describes the need to invest in post-secondary education and collect certificates in order to be accepted in a workplace (Lancaster & Stillman, 2002, as cited in Hansen & Leuty, 2012). They are also described as having changed jobs quite a lot, in order to gain new skills and get opportunities (Lancaster & Stillman, 2002, as cited in Hansen & Leuty, 2012).

Security

Generation X men place relatively high importance on security compared to men from the Silent and Baby Boom generations (Hansen & Leuty, 2012). The 14th Shell youth study found that from 1980 to 2002, the importance of security rose from 69% to 79% (Hurrelmann & Albert, 2002). However, they appear to be more willing to change their job than the Boomer generation (Shelton & Shelton, 2005; Lyons & Kuron, 2014). Girls and young women in Gen X have become more ambitious, but also more safety-conscious. In some cases, they are moving closer to male stereotypes, for example, by finding 'power and influence' more important, but still not as important as boys and young men (Hurrelmann & Albert, 2002).

Technology & Communication

This generation experienced a shift in workplace paradigms through the technological revolution, which brought personal computers to their workplaces, so that they were the first

generation to deal with this (Messarra et al., 2016). Unlike Baby Boomers, they don't mind using technology tools (Chen & Lian, 2015). Although a recent study explored generational differences in the perceptions, experiences, and intentions regarding the use of generative AI (GenAI) in higher education, focusing on Generation Z students and Generation X and Y teachers. The study used a mixed-methods survey and found that Generation Z students had more optimistic views of GenAI, seeing its potential for increasing productivity, efficiency, and personalised learning. They also indicated strong intentions to integrate GenAI into their learning practices. In contrast, Generation X and Y teachers recognised the benefits of GenAI but were more cautious and concerned. Their concerns were about ethical issues, dependency on technology, and the pedagogical impact of AI tools. They highlighted the necessity of implementing clear institutional guidelines and responsible use policies to avoid potential negative consequences (Chan & Lee, 2023).

Also, the attitudes toward learning and development differ by generation, linked to communication preferences. In contrast to Millennials, who prefer digital and fast accessible learning formats with peer feedback (Thompson, 2014; Borges et al., 2010), Baby Boomers and Generation X typically show a preference for structured, instructor-led sessions and printed resources (Zemke et al., 2013). When it comes to communication styles, Millennials show a strong preference for fast and informal communication, such as instant messaging, texting, and social media, and often prefer virtual collaboration over in-person meetings (Thompson, 2014; Wesolowski, 2014). Baby Boomers prefer more formal communication channels like emails, letters, and face-to-face dialogue, which they view as essential for building interpersonal relationships (Zemke et al., 2013). Generation X has an intermediate position, choosing both traditional verbal communication and digital platforms (Costanza & Finkelstein, 2015).

Diversity & Social Justice

The importance of environmentally conscious behaviour among young adults fell from 83% in the second half of the 1980s (when Boomers were around 21 to 39 years old) to just 59% in 2002 (when Gen X was about 22 to 37 years old). This shows that the importance of environmentally conscious behaviour among Gen X when they were young dropped compared to their predecessors. The value of sustainability also ranks way behind 'hard work and ambition' and the desire for safety. Another aspect found in the Shell study showed that Gen X, when they were young, were particularly reluctant to get involved in politics. The importance of political commitment was already not particularly high in the second half of the 1980s, but since then, it has fallen further from 33% to 23% (Hurrelmann & Albert, 2002).

In other sources, it becomes clear that Gen X is longing for international teamwork, social justice, being tolerant, and equality while accepting people from diverse origins (Klaffke, 2021).

Workplace Preferences & Leadership Expectations

Gen X is described as sceptical of authority and leadership (Seipert & Baghurst, 2014), which is one of the reasons why they believe in self-reliance and independent achievement—connected to that, they highly value working independently and without supervision (Jurkiewicz, 2000, as cited in Hansen & Leuty, 2012).

They are also more likely to violate organisational rules to do their jobs their own way (J. Chen & Lian, 2015). A study by Smola and Sutton found that Gen X-ers reported a stronger desire to be promoted quickly than Boomers (Smola & Sutton, 2002). The 14th Shell Youth-study in Germany found that values like performance, security and power became more important in the 90's (Hurrelmann & Albert, 2002). They expect feedback, challenges, and developmental opportunities in their workplace (Cohen, 2002, as cited in Hansen & Leuty, 2012).

Implications for research

The overview of the literature on work values for Generation Z and X, but also the different tools analysing them, which were presented in the first chapter, inevitably leads to a reflection on the nature of the studies carried out. There is much research on work values in general, but research on generational differences in work values remains limited, particularly regarding the current generations, such as Generation Y and Generation Z (Alferjany & Alias, 2020). On the other hand, the existing research is often contradictory in regard to its findings, either showing evidence for no difference between generations or the contrary (Smola & Sutton, 2002; Lyons et al., 2005a). This poses a challenge for understanding the evolving dynamics of workplace values and preferences across generations.

In addition, there is a gap in the literature concerning intra-generational variations. Studies often treat generational cohorts as homogeneous groups, not paying attention to the diverse influences that shape individual work values. So there is a need for a framework that gives the opportunity to take into consideration other aspects that impact work values and that go beyond the generational cohort differences. The Systems Theory Framework (STF) covers a range of systemic influences and can function as such an approach.

In the following paragraphs, I'm going to explain more about the Systems Theory Framework, followed by study results about single systemic influences on individuals in regard to their work values.

Chapter II – Systemic Influences and Work Values

2.1 Systems Theory Framework

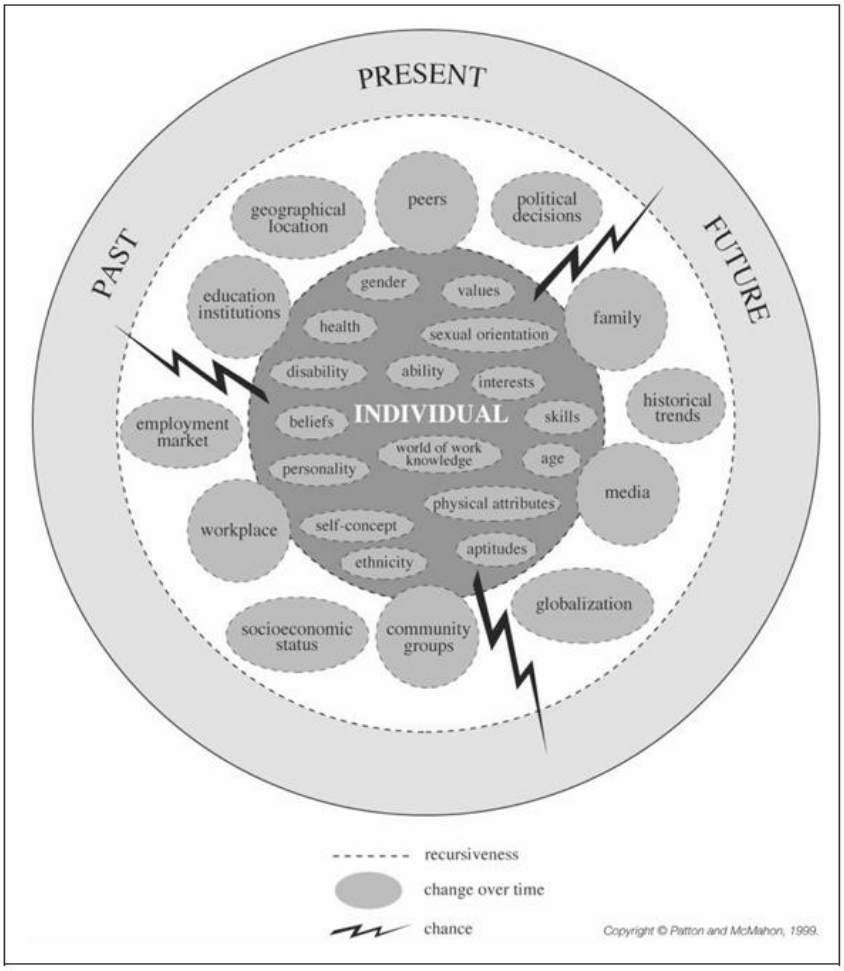
Most theories acknowledge that career decision-making is the outcome of the interaction between the person and their environment (P-E interaction) (Osipow, 1990). A significant lack of these approaches is that they can't capture the dynamic nature of the P-E interaction, nor do they incorporate the aspect of 'chance'. Social and social cognitive approaches to career decision-making acknowledge the dynamic nature of this interaction through their emphasis on learning experiences that shape people's values, career decisions, and interest building. Szymanski and Hershenson (Collin, 1997, 1998) conducted a comprehensive review of career development theories, categorising key constructs into five domains: individual, contextual, mediating, environmental, and outcome variables. Building on this multidimensional perspective, Patton and McMahon (1995; 1999, both as cited in Patton & McMahon, 2015) introduced a Systems Theory Framework that emphasises not only the individual as a system, but also the importance of the broader social and environmental or societal context, in which individuals develop and which influences their career-related decisions. The theory pays attention to the fact that individuals live as parts of an environmental–societal system, with influences coming from politics, economy, the geographic location, history, or globalisation. Although each influence is present in the life of every individual, they differ individually. In the Systems Theory Framework, the unique nature and constellation of influences are considered, while the client's narrative is at the centre (Peavy, 2004).

Many authors have confirmed the multiplicity of influences that shape career development, underscoring the importance of adopting an interdisciplinary and systemic approach when examining career decision-making processes. The STF is a valuable tool for assessing career construction processes and, therefore, the values someone has regarding their work (Savickas & Lent, 1994). The model describes the career decision maker as an "individual who has a range of personal attributes" (McMahon, 1992, p. 14, as cited in Patton & McMahon, 2015), but also acknowledges external sources of influence within an environmental context (Patton & McMahon, 2015). The different influences also influence each other and have, therefore, a reciprocal interaction that McMahon named 'recursiveness' (Patton & McMahon, 2015), as shown in Figure 3. Another influence mentioned in the model is 'chance', which adds the aspect of the sometimes unpredictable nature of career development. Everything should also be viewed in terms of 'context and time,' which highlights that career development is a fluid process (McMahon, 1992, as cited in Patton & McMahon, 2015). The theory was then refined and

modified over the years, incorporating influences such as ‘world of work knowledge’, values, sexual orientation, and physical attributes. The STF now consists of three overarching systems: the Intraindividual system, the Social system, and the Environmental-societal system. Each of those systems influences the others (recursive nature), changes over time, and underlie chance, as shown in Figure 3. The individual system consists of the following aspects: gender, age, self-concept, health, ability, disability, physical attributes, beliefs, personality, interests, values, aptitudes, skills, world of work knowledge, sexual orientation, and ethnicity (Patton & McMahon, 2015). External influences representing the content of the social system include peers, family, media, community groups, workplace, and educational institutions. Environmental-societal system influences include political decisions, historical trends, globalisation, socioeconomic status, employment market, and geographical location (Patton & McMahon, 2015). Those three, Individual, Social, and Environmental-societal systems are also referred to as *content influences*, whereas chance, change over time, and recursiveness are called *process influences* (McMahon, 2011). The Systems Theory Framework is mainly used to help individuals identify their career development path in order to help them reflect on the influences of their career choices. There are now many tools existing that have been derived from the Systems Theory Framework like the *My System of Career Influences* (MSCI) or the *My Career Chapter* (MCC) (McMahon et al., 2015) that has been translated into several languages and is now used also for disadvantaged groups e.g. (McMahon et al., 2008, as cited in Patton & McMahon, 2015) due to it’s relevance for diverse populations. Therefore, I also apply an adapted quantitative version of it in this study and use it as a tool to differentiate between Generation Z and X, in order to find out if work values within the generations vary depending on different systemic influences. Figure 3 shows the System Theory Framework by Patton & McMahon (1999, as cited in Patton & McMahon, 2015). It depicts the different systems of influence, which are shown in circles. There are three big circles that contain the different influences. The inner circle is representative of the Intradividual system of influence, with influences like interests, skills, age, ethnicity, etc. The circle around that one stands for the external influences, which are the Environmental-societal system with political decisions, historical trends, employment market, etc., and the Social system with influences like family, peers, workplace, etc.. Additionally, there are three arrows representing ‘chance’, an outer circle with “present”, “past”, and “future”, which represents the ‘change over time’, and lastly, there is a dotted circle, representing recursiveness between all the elements.

Figure 3

Model of the Systems Theory Framework (Patton & McMahon, 2015)



In order to gain a comprehensive understanding of the factors that influence work values, the following sections will examine current research on various systemic influences affecting the development and formation of work values.

2.2 Single systemic influences and work values

2.2.1 Intrapersonal Influences

Personal Interests

According to the self-determination theory (Deci & Ryan, 1985a, as cited in Deci & Ryan, 2017), a job that includes personal interests and beliefs is likely to activate the intrinsic motivation of a person (Deci et al., 2017). Following the own interests and beliefs leads to a satisfaction of psychological needs, where according to the SDT one of them is autonomy and self-determination, which can be set equal to the intrinsic work value ‘autonomy’ that describes having a job that includes creativity and intellectuality, allows personal growth, and self-

expression and suits the personal relevance (Furnham et al., 2021). As mentioned before, the major part of Gen Z has a high interest in finding a job that aligns with their interests and also a strong longing for self-expression, personal growth, and personal relevance of the job (Hurrelmann, 2019; Schleer et al., 2020).

A good fit between employees and the company has positive outcomes for the employee as well as for the company. It was shown that employees with this congruence support others in the organization, perform better, and stay longer in the organization (Kerka, 1998). The more someone states being strongly led by his interests and beliefs in his job choice, the more importance he will give to having a job that is personally relevant, allows self-expression and growth, and includes creativity.

Skills and competencies

One approach to explain the influence of skills and abilities on work values is the self-efficacy approach by Bandura (Bandura & Adams, 1977). Self-efficacy is what a person believes about their own ability to perform tasks successfully (Steigen et al., 2022). In a study by Betz and Hackett (1986), they investigated the effect of self-perceptions about efficacy on taking an occupational choice, which is hypothesized to be influenced by sex-role socialization. Women's self-efficacy for traditionally female occupations was significantly higher than their self-efficacy for nontraditional occupations (male-dominated jobs). Occupational self-efficacy seems to be significantly related to occupational preference (Betz & Hackett, 1986). Another approach for assessing occupational self-efficacy can be seen in the following set-up of a study: focusing on four specific professions, namely, physician, nurse, college professor, and elementary teacher (Ayres, 1980, as cited in Betz & Hackett, 1986). These occupations were chosen to represent varying degrees of sex-role traditionality and to contrast scientific with non-scientific fields. For each profession, the author chose a set of tasks and competencies deemed essential for success. Participants were then asked to evaluate their self-efficacy regarding these competencies. The findings revealed a significant association between individuals' self-efficacy beliefs and their consideration of particular occupations. Those studies show the high influence of one's perceived abilities and skills on the job choice. Another study aimed at understanding how the entrepreneurial self-efficacy influenced the choice of an entrepreneurial career path and found a positive correlation (Neneh, 2020). The more students rated their entrepreneurial self-efficacy as high, the more they longed for an entrepreneurial career path, which shows their openness towards autonomy in their work (Neneh, 2020). Another way to look at skills and abilities is the actual level of education and skills. Manual employees, for example, are more

likely to seek job security because they generally have lower levels of education, and their skills are very much tied to their current jobs (Cheng & Chan, 2008). Education has been shown to be an important predictor of subjective job insecurity (Morrison, 2014).

Physical characteristics

When given the choice between a higher-paid job and one that offers greater security, most employed adults choose the secure job. Of the younger workers, 56% prioritize job security over higher pay (41%). This preference is even stronger among older workers, with 59% favoring job security compared to 34% who would choose higher pay (Heimlich, 2012). This shows that there is a slight difference between younger and older workers. Also, other studies show the effect of a preference for security with increasing age (Claes & Ven, 2008; Hörisch, 2021; Morrison, 2014; Yeves et al., 2019): age seems to play an important role also in employees with high perceived employability. The older the employees were, the more they felt threatened by unemployment, and one possible reason for this was being described to be that unemployment for them, might mean threatening their whole career, especially approaching retirement, whereas for younger adults, there are still more options to find new career possibilities (Claes & Ven, 2008; Yeves et al., 2019). Another explanation for this gives the life-course perspective (Elder et al., 2003). The theory tries to explain how individual lives unfold over time within specific historical, social, and personal contexts. It emphasizes the dynamic interaction between individuals and their environments across the lifespan, which also influences choices for their work life. The different expectations for qualities of a job depend on the particular life phase someone is in and the accompanying needs. Preferences for job security can already change throughout the phases of young adulthood, depending on the individual situation (Rouvroye et al., 2024). For someone who tries to build his own home and has entered a romantic relationship and possibly makes family plans, there are different financial needs and expectations of a job than for someone who is single.

There is much research about lowered health as an outcome of job insecurity, but much less on health as a predictor for employability or job security. Nevertheless, the study by Morrison (2014) looks at this relationship and expected better health to be a predictor for the feeling of job security, which was true only for one part of their sample, consisting of people from New Zealand and Australia. Their reasoning for a higher longing for job security with lower health status is that poor health can cause anxiety for various reasons, including concerns over job performance and difficulties being rehired.

Some studies about gender differences in job choice show that women, on average, tend to look for jobs with greater flexibility (part-time option) and job stability (lower risk of job loss), and men have a higher tendency to choose jobs with higher earnings and growth (Wiswall & Zafar, 2016). Whereas other studies show the opposite, with men prioritizing security more than women (Morrison, 2014).

Socio-economic status

The American Psychological Association defines socioeconomic status (SES) as including "not only income but also educational attainment, occupational prestige, and subjective perceptions of social status and social class. SES encompasses quality-of-life attributes and opportunities afforded to people within society and is a consistent predictor of a vast array of psychological outcomes" (APA Dictionary of Psychology). In young people, SES is often strongly influenced by the socioeconomic status of their parents, including the financial, educational, and social resources they can provide.

Research shows that parental SES can shape children's career-related decisions in multiple ways. For example, students from households with lower SES are more likely to choose studies that lead to higher-paid jobs (Davies & Guppy, 1997), and men from higher SES families are more likely to choose something related to science than men from other backgrounds (Ware & Lee, 1988). Women from higher SES families are less likely to choose business studies compared to women from lower SES backgrounds, whereas men from higher SES backgrounds are more likely to do so (Leppel, 2001). Students who value high income are also more likely to choose studies related to business (Leppel, 2001). Parents' jobs can have gender-specific effects: having a father in a high prestige job influences female students more than having a mother in a similar position, whereas the opposite pattern is seen for male students (Leppel, 2001).

Life history theories (Kaplan & Gangestad, 2005; Stearns, 1989) provide a framework for understanding how family background shapes career-related attitudes and behaviors (Kaplan & Gangestad, 2005). According to these theories, young people from high-SES families, where life is often more predictable, are more likely to make long-term career plans, invest in higher education, and save money (Mittal & Griskevicius, 2014). In contrast, those from lower-SES backgrounds are more likely to concentrate on current needs, rather than looking at long-term goals (Griskevicius et al., 2013).

SES can be measured objectively, through parental education, income, and occupational status, or subjectively, through perceived social standing (Flores et al., 2017). Higher SES,

whether objective or subjective, is often linked to greater career exploration, planning, self-reflection, goal persistence, and a lower likelihood of disengaging from career goals and, therefore, better person-job fit (Blustein et al., 2002; Hu et al., 2022). Other advantages may also include access to internships via personal connections and greater knowledge of prestigious career options.

Overall, while findings are sometimes mixed, there is broad agreement that SES plays a significant role in shaping career development through both resources and the attitudes fostered by family background.

2.2.2 Social influences

Many studies discuss the opinion of parents as an influencing factor for the career choice of young adults (Porfeli et al., 2013; Saleem et al., 2014). Several studies found that parents are the most relevant advisors to Generation Z when it comes to career choices (Hurrelmann, 2019; Datenreport BIBB, 2024). They also usually get along very well with their parents, which is a differentiating factor from the previous generations that were more rebellious and wanted to break free from family ties (Albert et al., 2015).

Also the McDonald's study reports that young people think they have at least the same opportunities as their parents or even better opportunities, nevertheless they usually do not try to achieve more than their parents', possibly because they are not sure that they can really achieve more and also because they don't think it's so important and as a consequence they are satisfied with keeping the same financial status (Hurrelmann, 2019). Other studies confirm this, except Gen Z's with an immigration background or from East Germany who want to achieve more than their parents (Hurrelmann, 2019; Schleer et al., 2020). According to the social learning theory, the family can be seen as a role model that shapes their children's perceptions of the workplace through their attitudes towards work (Bandura, 1977). This influence extends to career decision-making (Bosco & Bianco, 2005; Schröder et al., 2011).

Parents with higher socioeconomic situations were more likely to intervene in their children's career choices—especially when their children were financially dependent—steering them toward more profitable professions (Saleem et al., 2014). The study by Saleem et al. (2014), for example, found that students from families with a high socioeconomic background who believe that one's financial situation is an important factor tended to choose business studies more than do other students. Many parents aspire for their children to work in comfortable environments. Zhu et al. (2023) found that many parents want a job for their children that is stable, provides a

reliable salary, and is not too stressful. Young adults who feel close to their parents tend to long for their approval in career decisions and often choose jobs that align with their parents' expectations, whereas those who don't feel close to their parents tend to choose jobs that disregard their parents' opinions (Jungen, 2008).

Another finding is that observed parental education as well as their expectations influenced students in their decision whether to continue education or start a job (Fouad et al., 2010; Kaneez & Medha, 2018). Students often seem to follow in their parents' footsteps to pursue similar careers (Moakler Jr. & Kim, 2014). The father's job, particularly if it was entrepreneurship, was significantly associated with the preference for private jobs (Suhi et al., 2021). This was confirmed by other studies as well: when fathers held jobs characterised by autonomy, managerial responsibilities, and complex tasks, both male and female adolescents showed a stronger preference for careers reflecting these attributes (Schröder et al., 2011). On the other hand, children of parents who had their own business and faced frustration and stress may get negative impressions of self-employment, leading them to prefer more secure employment options. Bosco and Bianco (2005) found that a good income by the mother was a factor that influenced daughters in seeking a non-traditionally female occupation, unlike education and children.

Peer influence was found to be less influential on career development than the influence of family members, a finding that remained consistent even during adolescence (Paa & McWhirter, 2000). Although once in the job, employees often compare their salaries with those of their colleagues, which can significantly affect their job satisfaction and perceptions of fairness. A study published in *The Quarterly Journal of Economics* found that when employees knew about their peers' earnings, those earning less than the median wage reported lower job satisfaction and a higher likelihood of seeking new employment. This suggests that awareness of peer compensation can influence an employee's contentment and career decisions. The study by Bright et al. (2005) highlighted the influence of immediate social context on students' career decisions, which included family and friends. They also found that this influence seemed to decrease with each completed university year (Bright et al., 2005).

Another finding in the study was the big role of media, which shaped the students' career decision-making. Media included printed and web-based information, as well as film and television, that was suggested to serve as a social learning resource (Bright et al., 2005; Chen et al., 2023). Also other studies point out the important role of media on job choice and look at the relationship between economically disadvantaged young people and their dream job (Levine & Aley, 2022; Saleem et al., 2014; Hoffner et al., 2006). They find out that young adults positively

correlate their dream jobs with the attributes of TV characters' jobs (Hoffner et al., 2006). These findings about TV as an information source for occupational decisions are maintained through various authors (Gehrau, 2014; Jeffries-Fox & Jeffries-Fox, 1981; Trujillo & Ekdom, 1987). Some years later, a similar study was made with the effects of the social media platforms, especially Instagram, on the job choice (Jahncke et al., 2020), which today can be seen as the equivalent of earlier generations' TV-watching. 80% of Instagram users were shown to follow industry profiles (Hoffmann, 2018) since many companies use the application in order to promote job offers or the company and their trainee programs. Next to those official job offers on Instagram, they also often let employees talk about their work routine and tasks in the company, in order to give some insights about the structures in the company. The study looks at the Instagram usage of young adults in regard to their career exploration behaviour (Jahncke et al., 2020). It shows mixed results with some young adults letting themselves be influenced by the platform and using it as an information resource. Results also show that the platform doesn't necessarily build new job ideas but reinforces already existing interests, in addition to being used as a source of information in order to inform oneself about a job. The authors explain this effect partly with the Social-Cognitive Career Theory by Lent, Brown and Hackett (Lent et al., 1994). The theory postulates that career interests develop through a self-reinforcing mechanism, that is, young adults are confronted with a multitude of situations in which they must develop competencies and receive feedback (self-efficacy experience). The model then postulates that those positive self-efficacy experiences and expectancies about the outcome lead to the development of an interest. This leads to a higher exploration in that area of interest and further experiences, therefore again leads to a higher feeling of competence and self-efficacy. Since the algorithm confronts the user with information that fits his profile and interests he is looking for, the probability gets higher that he gets content that he is interested in, which possibly confirms his conviction about being successful and good at the job (if the experiences found on the platform are positive) which leads to more career exploring behaviour on the platform in that area. This means that consuming the career orientation content on the platform can lead to a higher self-efficacy experience (Jahncke et al., 2020). The study's limitation has to be mentioned since it consists of a sample of only 14 participants.

Also another study showed the positive impact of social media use of college students on their employment decisions, with work values and self-efficacy as mediating factors in this relationship (Li et al., 2025). It turned out that the more frequently the students used social media, the more flexible and diverse they were in their job choices. They partly described this through the Social Learning Theory by Bandura, which states that learning happens through the

observation of other people's behaviour and the following consequence. It further assumes that after the observation, the imitation follows, after that the experience of self-efficacy, and this leads to reinforcement and repeating the behaviour. This is what happens in a similar way on social media, where consumers observe other people's actions and lives and might imitate them, in order to become like them, or with the goal of accomplishing the same outcome the influencer or peer got. Other studies show the influence social media celebrities have on the consumer behaviour of their followers. It became clear that their recommendations and the buying behaviour of their followers were strongly correlated (Zafar et al., 2020), which suggests the high influence influencers have on their followers and underlines the effect of the social learning theory. It even leads to the wish of some to become influencers themselves (Shabahang et al., 2022). Even if this happens not to all users of social media, values like fame, power, materialism and immediate gratification get promoted.

So it's clear that social media networks have now become a source of information and influence on the intended job choice (Jahncke et al., 2020; Shakil et al., 2025; T. Tan & Zhang, 2014; Pena et al., 2022). LinkedIn, for example, is not only used as a tool for connecting with people that you know in your professional network, but also to look for jobs and inform yourself about them and the company, which possibly influences your career decision (Pena et al., 2022; Cho & Lam, 2020). Another study looking at the effect of STEM-related TV and online videos, as well as STEM-related video games, found that watching those videos or playing such games during high school had a positive influence on the career interests at the beginning of college (Chen et al., 2023). In general, it appears that emerging adults use the internet as an additional information source next to the family, school, peers, part-time jobs and the media in order to get information they wouldn't get in such detail in the other five sources or when real-life experiences are missing (Levine et al., 2020). Another aspect is that social networking sites facilitate user-to-user information sharing, which means that young adults see what their peers have as jobs, which kind of work values they have, which then helps them develop and strengthen their own work values (Tan & Zhang, 2014; Tess, 2013) and can therefore influence their job choice. Offline studies showed that social influence has an impact on job choice through peer comparison (Kilduff, 1990). As a consequence, their expectancy of the job is also influenced by seeing how their peers speak about the job online.

Also, teachers and lecturers were found to be an important social contextual influence, through their teaching, enthusiasm for the subject and opportunities provided in regard to the subject (Bright et al., 2005).

2.2.3 Environmental-societal influences

Next to the influence of the families' income, also the economic level of the people living in the surrounding area is shown to have an impact on the students' job choice (Khatibu et al., 2022). It was also found that university students often change their own career choice according to labour market opportunities and economic changes such as job prospects, well-paid job offers and a good future perspective of a certain career (Ratnayaka & Galhena, 2011). The main motivators were money and power.

People who grow up under economic recessions between the ages of 18 and 25 were shown to seek a high income. On the other side, those who grew up in an economic boom showed a greater interest in meaningful jobs. This suggests that early economic environments have a lasting impact on career motivations and choices (Cotofan et al., 2023).

Looking at the general influence of labour market policies on work values, it becomes clear that countries with high industry shares show a high demand for security (Hörisch, 2021). The reasoning for this is that a high industry share also means being dependent on external suppliers that might be affected by challenges due to financial crisis, dualization and globalisation. They also found out that the preferences for security decline when the investment of a country into active labour market policies is high. Those countries where the labour market policies are supported show stronger preferences for autonomy than security. Measured means to invest in the labour market policies were the implementation of short-term work schemes, training programmes, job-creation schemes, public employment services and administration. Training programs, public employment services, and administration showed the strongest impact on decreasing the preference for security. Their overall findings show that the preference for security over autonomy is mainly driven by the economic situation and the labour market policy of a country.

Chapter III - The association between generational and systemic aspects with work values and well-being of career counsellors

In this study, both approaches will be combined. Next to looking at the generational influence on work values, systemic factors will also be considered and their impact on work values. Doing this, it'll be possible to look at differences in work values within a generation by connecting them to different systemic influence factors, since work values and job choices might be explained by them. Linking the generational approach and the systemic influences approach, it becomes evident that an individual's career choice and therefore work values are always being influenced by both the trends and characteristics of the specific generational cohort they are part of and individual influences as a result of the systems they are living in.

This chapter will describe the study in detail, starting with the objectives and a little summary of the above-mentioned literature that will lead to the questions that guided this research. Then I'll move on to the participants and the instruments used, the procedure of the data collection, and finally, present the analyses carried out and the related results.

3.1 Objectives

The goal of this research is to find an alternative explanation for work value differences, next to the widely discussed influence of the generational effect, even though there is still an ongoing debate regarding the question of whether generations truly differ in their work values (Lyons & Kuron, 2014; Parry & Urwin, 2011). That's one reason why I also look again at possible differences between generations and concentrate on Generation X and Z, since they are the ones who have most recently entered the working market and the other that is now still in leading positions and has more work experience, but will still remain for some years in the working market unlike the Boomers, who are slowly retiring. It is interesting to look at those two generations, since they are quite contrary in their growing-up experiences: Gen Z, who grew up as digital natives and Gen X, who experienced the whole technological transition as outlined above. Due to their different upbringing and different socio-political situations, one can suppose that the differences between those two generations are high. Even though they are the two generations now concurring in the labour market, there is not much research comparing them, besides the study by Harari et al. (2023) that explored the differences during the Covid-19 pandemic. In order to find out about possible parallels or differences, I made the above outlining of their characteristics in paragraphs. From the academic literature, even if some slight

differences and diverse accentuations in the behaviours of each generation can be seen, it is not clear if they really are different. This is the reason why I don't suppose a difference, but will look for dominant patterns in each generation in order to compare them afterwards for similarities and differences. It is essential for employers to know the specificities of each generation in order to understand the needs and possible difficulties between generational cohorts, but also to enhance motivation, well-being and create a pleasant team structure for the employees.

Rather than remaining only with the generational explanation, I also want to look at systemic factors and see how they might influence work values and possibly explain work value differences between and within generations through those systemic influences. Systemic influences have been researched on for their influcence on work values (e.g. Patton and McMahon, 1992; Peavy, 2004; Davies & Guppy, 1997; Saleem et al., 2014), but it has to be pointed out that in most studies it has been looked at the effect of single systemic influences on work values, rather than several systemic influences and their reciprocity. The Systems Theory Framework, therefore, looks at the influences of several systemic aspects and also considers their reciprocity and dynamic nature. In this study, we want to consider the variety of systemic influences that might underlie individuals' and groups' work values. The final aim is to examine the relationship between work values and well-being, to determine if different work values that people rate as their priorities lead to distinct states of well-being. In the next paragraph, I'm going to lead to the research questions and hypotheses of this work by summing up the most important results from the studies and research described above.

3.2 Research Questions

The theoretical background in the last chapter made it clear that there are specific characteristics for each of the two generations. That's why the first research question is:

RQ1: "Are there specific patterns in work value dimensions of Furnham et al.'s (2021) Work Value Questionnaire characterising the two generations?

The literature doesn't explicitly speak about the longing for autonomy (including creativity, self-expression, personal growth and development, relevance and interesting, intellectuality, working for a good cause, requiring effort, using the own talents, having responsabilities, involves many different activities) of Gen X, whereas for Gen Z those values get mentionned a lot (McDonalds, 2019; Schroth, 2019; Schleer et al., 2020) and seem to be one of the main drivers for the job choice for large parts of Gen Z. Looking at the socio-political situation in

which both generations grew up it becomes clear that there are big differences. Technology advancements and Social Media play a big role in the everyday life of Gen Z young adults today, which leads to different job expectations and also a whole different information source that young adults have now compared to the 80's or 90's, when Gen Z was in the same age (Chen et al., 2023; Jahncke et al., 2020; Pena et al., 2022). The work market situation today is also a different one than when Gen X had to get their first job (Lancaster & Stillman, 2002, as cited in Hansen & Leuty, 2012). There is a lot more to choose from, and employees are often in the position to choose their job, since there is a lack of young employees who succeed the retiring ones, due to the demographic change (Hauser, 2019; Klaffke, 2021). This makes them freer to choose something they really want and feel comfortable with or identify with, which are aspects many young adults of Gen Z are looking for, as well as finding self-fulfilment and growth through their job (Schleer et al., 2020; McDonald's, 2019). Also, having a job that allows them to work in accordance with their own competencies and inclinations (McDonald's, 2019), as well as some challenges and a job outside the mainstream (McDonald's, 2019; Schleer, 2020), are aspects they are looking for. Those aspects apply mostly to members of Gen Z with a high socioeconomic and educational background, whereas those who have different educational backgrounds or want to do an apprenticeship or in-company apprenticeship prefer a more stable and safe working environment, with clear responsibilities and working hours (McDonald's, 2019; Shell Deutschland, 2019; Schleer et al., 2020). Eventhough of these results, the different upbringing conditions of the generations, the different socio-political situation (Schleer, 2020; Hurrelmann & Albrecht, 2020) and the strong influence of social media on Gen Z (Scott, 2016) which is a strong promoter of autonomy values (Klaffke, 2014) are believed to have such a strong influence that the hypothesis is the following:

H 1.1: There is a difference in the work value autonomy between Generation X and Z.

Various studies underline the importance of a work-life balance for Gen X (Messarra et al., 2016; Berkup, 2014), and at the same time, studies repeat the importance to be the same for Gen Z (Scholz, 2014a; Schleer et al., 2020). Also the longing for security inside and outside the job sticks out in the study results especially for Gen Z (Shell Deutschland Holding, 2019; Schleer et al., 2020) but also for Gen X when they were in the same age as Gen Z is now (Hurrelmann & Albert, 2002), since back then the job situation was precarious and unstable (Lancaster & Stillman, 2002, as cited in Hansen & Leuty, 2012). For Gen Z, it is mentioned in several studies that they want a job that is close to their home (Leven et al., 2019b; McDonald's, 2019) and having a clear structure (Scholz & Grotefend, 2019), which are both security-related

aspects. The motives for the longing for security might be different for both generations, since Gen X did it more out of motives related to the job scarcity and Gen Z due to the increasing complexity in the world (Schleer, 2020), but the tendency stays the same. So the hypothesis is:

H 1.2: There is no difference in the work value security between Generation X and Z.

The work value security implicates aspects like clear responsibilities, comfortable conditions, a safe work environment, a balanced life and flexible working hours, easy accessibility of the work location, health and life insurance, and also security and permanence of the job that is well paid and not too complicated or stressful, with a fair boss.

Gen Z is said to have high expectations for their careers (McIlvaine, 2019) despite their relatively low resilience and high anxiety. Additionally, Gen Z's usage of social media contributes to their job choice, since many use it not only for personal entertainment but also to inform themselves about job profiles and characteristics (Jahncke et al., 2020). Also, social media celebrities with many followers have an important impact, since according to Bandura's Social Learning Theory, observing other people's behaviour can lead to reproducing it in order to attain similar outcomes (Bandura, 1977). In the case of social media, learning from such personalities gets enhanced, since they share a lot about their personal lives, give recommendations and advice, and therefore influence young adults in various areas of their lives and also in their work values (Li et al., 2025). Studies also showed that there is a growing number of young people who want to become influencers themselves (Shabahand et al., 2022) due to the desire for fame, materialism, gratification and confidence. For Gen X, recognition values like fame, power, promotion, and status don't get mentioned a lot; they also didn't grow up with social media, and new technology didn't play such a central role as for Gen Z, which is why I assume the work values of Gen X and Z to be different. The hypothesis, therefore, is:

H 1.3: There is a difference between Generations X and Z in the work value recognition.

Studies about Gen X state that they are the generation valuing extrinsic rewards the most, compared to GenY and the Boomers (Twenge et al., 2010; Smola & Sutton, 2002). Gen Z, on the other hand, is said to prioritise self-expression, is driven by interest and has intrinsically motivated work values, but this holds mostly true for young adults coming from a high educational and socio-economic family background. Students who do apprenticeships or come from different educational and socio-economic backgrounds are also more prone to look for financial security and a good income (Schleer et al., 2020). In line with these findings, we can assume that the same holds true for this sample since they chose a dual study program, where,

next to studying, they also work, and in addition, their studies will lead them to a job in public service, where they have a secure and stable income (Keune et al., 2018). So it can be assumed that they are looking for a secure job with a focus on compensation. Since both generational cohorts chose this job profile, the hypothesis is that:

H 1.4 There is no difference in the work value compensation between Generation X and Z.

The work value Compensation involves opportunities to increase the salary, competition with others, opportunities for additional money, a professional activity full of excitement, pleasure, and play, extras like discounts, a company car, products, etc. and the opportunity for rapid advancement in the job.

Due to the acknowledgement that career decision-making and, therefore, work values are the outcome of an interaction between the person and their environment (Osipow, 1990) and the growing influence of external influences like social media on young people (Jahncke et al., 2020), the aspect of systemic influences is included in the investigation of work values. The second research question, therefore, concerns the patterns in the systemic influences between the two generations.

RQ2: ***"Are there specific patterns in the intrapersonal, social, and environmental-societal influences (as defined by McMahon's Systems Theory Framework) characterising the two generations?***

The intrapersonal system of influence on the career decision includes the aspects: personal interests, skills and competencies, one's own values, expertise, age, gender, health, sexuality, culture, moral beliefs, education, dreams and future goals, emotions and the socio-economic status. The results in the literature about the expectations on the job of Gen Z (Chapter 1.5.2) showed that Gen Z strives for a job that follows their own abilities, having a work that is fulfilling, creative, follows their own interests and offers possibilities for skill development (Hurrelmann, 2019; Schroth, 2019; Schleer, 2020). Comparing those expectations to the ones of Gen X, it becomes clear that they follow quite different values. Gen X prioritises aspects like compensation, having nice colleagues, job security, and moral values (Hansen & Leuty, 2012). This leads to the following hypothesis:

H 2.1: There is a higher influence of the intrapersonal system of influence for Generation Z than for Generation X.

The literature results showed that Gen Z highly values the opinion of their parents when making career decisions and even states them to be the most important advisor (Porfeli et al., 2013; Saleem et al., 2014; Hurrelmann, 2019; Datenreport BIBB, 2024). Another important factor that influences Gen Z is the emerging influence of (social) media, such as networks like LinkedIn or Instagram that serve as an information source for jobs but also function as peer comparison (Jahncke et al., 2020; Li et al., 2025; Pena et al., 2022). Since Gen X didn't grow up with social networking sites and with less media in general, they didn't use it in the same way as Gen Z, as a source of information for their career decision. The hypothesis, therefore, is:

H 2.2: There is a higher influence of the social system on Generation Z than on Generation X.

Literature suggests that the economic situation people grow up in influences their job choice (Cotofan et al., 2023). Since both generations started their career in economic situations marked by instabilities and uncertainties, like poor pensions for Gen Z (Hess, 2018; McIlvaine, 2019) and rising unemployment, when Gen X started their jobs (Nordmann & Drewitz, 2023), it can be hypothesised that:

H 2.3: There is no difference between the two generations for the environmental-societal system of influence.

RQ3: "*To what extent are intrapersonal, social, and environmental-societal influences (as defined by McMahon's Systems Theory Framework) associated with the work values of Generation Z career counselling students and Generation X career counsellors?"*

The self-determination theory by Deci & Ryan (1985a, as cited in Deci & Ryan, 2017) states that individuals are more likely to be intrinsically motivated when their activities align with their personal interests. This means that interests are a driver for the longing for creativity, intellectuality, personal growth and self-expression in a job (autonomy aspects). According to the self-efficacy approach by Bandura and Adams (1977) and underlined by various studies about the correlation between perceived skills and the chosen career path (Ayres, 1980, as cited in Betz & Hackett, 1986; Neneh, 2019), skills and competencies are positively related to the work value of autonomy. Even though findings about the influence of the socioeconomic status on career choice are mixed, there are several studies stating that higher financial resources lead to a higher career exploration behaviour (Blustein et al., 2002), whereas a lower SES most likely leads to a negative effect on the career selection process (Kerka, 1998; Ushure, 2014). This leads to the hypothesis that:

H 3.1: The intrapersonal system of influence is positively related to the work value of autonomy.

According to studies about the influence of age, health and gender on the longing for job security, it becomes clear that they all have an influence. Increasing age leads to an increased longing for security and perception of possible job loss or unemployment also among younger adults (Heimlich, 2022; Claes & Ven, 2008; Hörisch, 2021; Morrison, 2014; Yeves et al., 2019), just as for lowered health (Morrison, 2014), whereas results about the influence of gender on the longing for job security are mixed (Morrison, 2014; Wiswall & Zafar, 2016). Also, the socioeconomic status influences the longing for security. It was shown that people with a good socioeconomic status had a higher career exploration behaviour and were likely to explore job prospects that didn't directly lead to a good income, due to lower perceived insecurities (Blustein et al., 2002; Hu et al., 2022). A high level of perceived skills and high personal interests also seem to lead to a high career exploration behaviour that doesn't pay too much attention to security aspects (Hurrelmann, 2019; Schleer et al., 2020; Neneh, 2020). According to these results, the hypothesis is:

H 3.2: The intrapersonal system of influence is negatively related to the work value security.

Research about the media shows that media such as TV, but also social networking sites, shape and influence students' and young people's career-decision making. They see and use the media as a source of information and social (peer) comparison (Tan & Zang, 2014; Shakil et al., 2025) but also as a source of orientation, which gets explained by the Social Cognitive Career Theory by Lent, Brown and Hackett (1994) (Jahncke et al., 2020) and the Social Learning Theory by Bandura (Bandura & Adams, 1977). Also, the job and educational path of the parents seems to play an important role in constructing one's value system regarding the job: when fathers held jobs characterised by autonomy, managerial responsibilities, and complex tasks, both male and female adolescents showed a stronger preference for careers reflecting these attributes (Schröder et al., 2011; Shui et al., 2021). The hypothesis for this study therefore, is:

H 3.3: The social system of influence is positively related to the work value recognition.

The value recognition covers values such as fame, power, promotion, recognition, status, and visibility, which are all aspects that get touched on social media platforms such as Instagram and LinkedIn (Jahncke et al., 2020; Pena et al., 2022; Cho & Lam, 2020). The family's socioeconomic situation, as well as the job of the parents, was shown to influence young adults in their job choice and work values in a way that they oriented themselves in the same

direction as their parents (Saleem et al., 2014; Bosco & Bianco, 2005; Schroder et al., 2011). Also, the job and salary of the peers seem to have an effect on the job considerations as well as what is suggested by the media and social media influencers (Tan & Zang, 2014; Shakil et al., 2025). This leads to the hypothesis:

H 3.4: The social system of influence is positively related to the work value compensation.

According to results from studies about the general economic context, the economic level of people in the surrounding area, but also the labour market situation and economic changes such as a recession or an economic boom, highly influences the job choice of young people (Khatibu et al., 2022; Galhena & Rathnayake, 2011; Cotofan et al., 2023). Those who experienced economic flourishing were more likely to seek meaningful and fulfilling work (Cotofan et al., 2023). When the countries' investment into labour market policies such as career counselling, training programmes, public employment services, etc., was high, the preference for security showed to decline and for autonomy to increase (Hörisch, 2021). This leads to the hypotheses:

H 3.5: The socio-environmental system of influence is positively related to the work value autonomy.

H 3.6: The socio-environmental system of influence is negatively related to the work value security.

H 3.7: The socio-environmental system of influence is negatively related to the work value compensation.

Research has shown that intrinsic and extrinsic work values have different impacts on well-being (Vansteenkiste et al., 2007, as cited in Deci & Ryan, 2017; Van den Broeck et al., 2010; Schreurs et al., 2014). Well-being in this study is composed of flourishing and satisfaction with life, which, according to Diener et al. (2010), complement each other. This is why I want to examine the relationship between intrinsic and extrinsic work values and well-being. The research question therefore, is:

RQ4: What is the relationship between intrinsic and extrinsic work values and well-being?

Several studies carried out in the frame of the self-determination theory showed that intrinsic motivation leads to higher well-being, more work satisfaction, higher performance (Richer, 2002; Fernet et al., 2010; 2012a), higher flexibility and less emotional exhaustion (Van der Broeck et al., 2010). Additionally, flourishing, as one part of the well-being measure, covers

among other aspects the aspects *need for competence*, *relatedness* and *autonomy* (Diener et al., 2010), which all represent intrinsic work values. This leads to the hypothesis:

H 4.1: Intrinsic work values are positively associated with well-being.

On the other side, those studies showed that extrinsic motivation was positively connected to exhaustion, turnover intentions at work, lower work and life satisfaction and lower commitment (Richer, 2002; Fernet et al., 2010; 2012a). Also, the income level didn't change the negative effect of extrinsic work values on well-being (Kasser & Ryan, 1993; 1996, as cited in Deci & Ryan, 2017), which leads to the hypothesis:

H 4.2: Extrinsic work values are negatively associated with well-being.

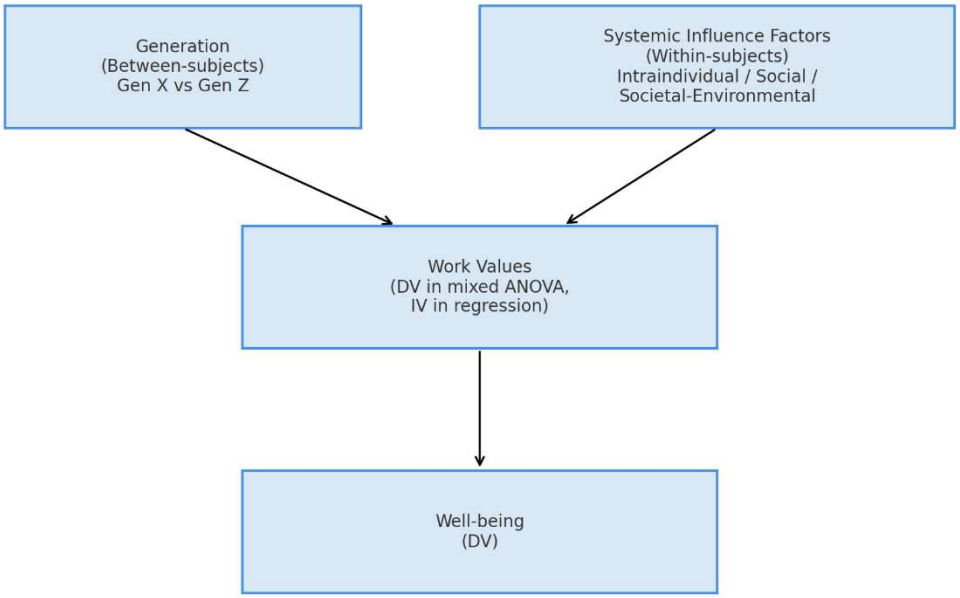
3.3 Research Design

The study follows a quantitative, cross-sectional design. The design was chosen in order to measure and compare work values across generations systematically and to identify the relationships between systemic influences and these values. The quantitative design and size of the sample allow for generalising the findings to the broader population, at least within the profession of career counsellors. The variables are Generation, Systemic influences, Well-Being and Work Values. Additionally, for some analyses, I also include the variables Gender and Work Status. The gender consists of two levels: male and female. The work status also consists of two levels, namely students and employees. The variable Generation has two levels (Gen X and Gen Z), the variable Systemic influence factors consists of three factors (Intraindividual influences, Social influences, Environmental-societal influences), based on the categories derived from the Systems Theory Framework (STF) and the work values are grouped in four factors (Autonomy, Recognition, Security, Compensation).

The study takes a mixed-factorial design, with Generation (Generation X, Generation Z) as a between-subjects factor and Systemic influence factors (Intraindividual, Social, Environmental-societal) as a within-subjects factor (see Figure 4). The dependent variables were Work Values and Well-Being. This design was chosen to examine both intergenerational differences and intragenerational variation in work values, as well as to analyse how different categories of systemic influence impact these values. Furthermore, the study investigates how Work Values are associated with Well-Being. The resulting 2 (Generation: Gen X, Gen Z) x 3 (Systemic influence factors: Intraindividual, Social, Environmental-societal) mixed factorial design allows for the exploration of main effects of each factor as well as possible interaction effects between Generation and Systemic influences.

Figure 4

Schematic representation of the 2 x 3 mixed-factorial design. Own illustration, based on study data.



3.3 Sample

The subjects of interest for the study are people from the generational cohorts Z and X. For Generation Z career counselling students in a dual study program 'labour market management' and 'counselling for education, careers and employment' at the University of Applied work studies in Mannheim and Schwerin were chosen, meaning they are alternating working and studying both in the sector of career counselling. Representatives for Generation X are career counselling employees of the German agency for work (*'Bundesagentur für Arbeit'*). In total, 124 people participated, comprising 91 women and 33 men. One person didn't put their gender. From those people, 12 weren't in either of the two generational cohorts between 1961-1981 for Gen X or 1995-2007 for Gen Z. The initial age frames were 1965-1981 for Gen X and 1997-2007 for Gen Z, and were then widened, in order not to lose too much data. The new age frames were set according to the frame set by Stelling for Gen Z and Howe and Strauss for Gen X (Stelling, 2023; Strauss & Howe, 1991, as cited in Twist & Newcombe, 2021), since the age frames vary depending on the author and source. The 12 participants who still didn't fit in either age cohort had to be excluded from the calculations. Conclusively, 112 usable data remained, from which 84 are females and 27 are males. Still, one person didn't put their gender,

nor their working condition, nor any other socio-demographic information. The data of this person were furthermore not considered. 58 people are from Gen Z and 53 from Gen X; one person didn't put their age. 59 were in the condition of students and 52 were employees (career counsellors). Three people from Gen Z are employees, and four people from Gen X are students. The mean age is 37 years; in the Gen X group, the mean age is 52, and in Gen Z, it is 24. In the group of workers, there are only three who have less than six years of work experience, and those are the ones from Gen Z. The other workers have six or more years of work experience. In the group of students, there are six who have no work experience at all, meaning they have either only studied before or are now studying for the first time. 15 people have work experience in other professionalities, like vocational training and work as an animal caretaker, for the post office or also for the agency of work, but in a different sector than career counselling. 32 people have work experience but in low-qualification jobs that don't require education, like working in a café, as a babysitter or as a working student at the university. Three people are already working in career counselling and are now studying at the University of Applied Labour Studies. In the group of workers, 21 are working in the context of career counselling or similar contexts, such as any employment services, since their graduation. Four work as career counsellors and previously did studies at the University of Applied Labour Studies. Two of them had jobs in entirely different sectors before, and two already worked in the sector. The rest consists of 25 people who work as career counsellors now but had jobs in different sectors before. Two people didn't give information about their jobs. In the next paragraph, I'm going to outline in more detail the results from the literature on the characteristics of the sample, who work and are going to work as public service employees.

3.4 Characteristics of the sample - Public Service Employees

Previous research about jobs in the public service has pointed to some particular characteristics of their employees. There is the concept of Public Service Motivation (PSM) by Perry and Wise (1990), which looks at the motives of people who choose a job in the public service. They postulate that those employees share a particular interest in politics, have a public welfare orientation, show social empathy and the goal to help others altruistically. They further define PSM as "the individual predisposition to respond to motives grounded primarily or uniquely in public institutions and organisations" (Perry & Wise, 1990, p.368). They also state that employees in the public service differ from those in the private sector through "a specific expression of pro-social, other-oriented motives, goals and values" (Perry & Hondeghem, 2008, p. 259). There has already been a study with the students of the University of Applied Labour Studies

(HdBA) of the German Agency of Work (Keune et al., 2018). Here, they also applied the concept of PSM and looked at the relationship between the PSM and other motivational factors. Another aspect they focus on is the particular PSM of the students at HdBA, and which motivational factors dominate towards the chosen profession. They further include three similar studies, all from German-speaking countries, with similar operationalisations in order to draw appropriate comparisons. They use an adapted and translated version of the PSM scale (Perry, 1996), which initially includes six dimensions, from which four were used in the HdBA study, namely : "attraction to policy making", "commitment to the public interests", "compassion" and "self-sacrifice". Aditionally to 15 selected items of these dimensions, Keune et al. add items that cover *intrinsic*, *extrinsic* and *altruistic* motives which should find out about the individual meaning of job security, good income, opportunities for promotion (extrinsic motives); the interest in the job, meaning of autonomy, of the flexibility to combine job and family (intrinsic motives) and of the possibility to help others and to have a job that is useful for public welfare (altruistic motives). Results show that, in particular, the dimension of 'commitment to the public interests' is high, which underlines the assumptions of Perry and Wise about public service employees, whereas the "attraction to policy making" is the lowest. Other important factors are a secure job, a job that is interesting and a job in which one can work autonomously. Less important seem to be the income and opportunities for promotion. So, findings about the importance of compatibility of job and family (Perry & Hondeghem, 2008), a high degree of flexibility and much free time can be confirmed, but don't seem to be the main attractor. All in all, high commitment to public interests, low political motivation, a high priority on job security and having an interesting job seem to be the main drivers for the students for choosing a Public Service job, found in this study.

When interpreting the results of the present study, it should be kept in mind that the sample consists of participants working or having chosen a profession in the Public Service. The above outlined results of the study by Keune et al. (2018) can therefore serve as an interesting comparison, even if the study setting and instruments are different so that no direct comparison can be made.

3.5 Instruments

The study involves completing one questionnaire that consists of different tools and lasts around 25-30 minutes. It is designed to investigate work values; on one hand, how they differ for two

different generations, on the other hand, how systemic influences possibly predict them and lastly, how work values impact well-being.

Work values questionnaire (WVQ). To accommodate participants' higher concentration levels at the beginning of the questionnaire, it began with items assessing work values, which were operationalised using Furnham's latest version of the *Work Values Questionnaire* (WVQ) (Furnham & McRae, 2021). The translation from the original English version has been carried out through a forward-backwards translation in which the author translated the English items into German, and a German mother tongue with a proficient English level back-translated the German items into English. Following that, the author of the study compared both versions, the original English version and the back-translated version and made some minor corrections in the German wording of the items in order to make them as consistent as possible with the meaning of the original items. The WVQ consists of 44 items, including three intrinsic and three extrinsic work values. This structure reflects in parts the two-factor theory by Herzberg et al (1959) into intrinsic values (motivators) and extrinsic values (hygiene factors), but also adopts partly the intrinsic motivation values identified by Deci and Ryan (Autonomy, Competence and Relatedness) (e.g. 1985).

The first intrinsic factor, Autonomy, is originally described through 5 items (creativity, intellectuality, personal growth, personal relevance and self-expression), Recognition displayed by six items (fame, power, promotion, recognition, status, and visibility) and Affiliation with four items (responsibility, social interaction, teaching, and teamwork). The extrinsic work values are Security, with five items (clarity, effortlessness, regularity, security, tranquillity), Compensation with five items (benefits, bonuses, insurance, pay, perks) and Conditions with five items again (comfort, conditions, flexibility, location, safety). All values were measured on a ten-point Likert scale ranging from 1 ("not important") to 10 ("important").

The original instruction by Furnham et al. (2021) is: "Below are listed different work-related factors that may be important to you when you look for, or change, jobs. Please indicate how much you personally value each one of them by circling the appropriate number. Give higher ratings to factors that are more important to you and lower ratings to factors that are less important to you."

Examples of items are: "flexibility– a job that allows me to work flexible hours to suit my personal needs"; "Balance – a job that allows me to lead a balanced life.". After the section about the concrete work values, the participants should write down three things they see as important for a good job ("What characterises a good job for you?"). Following that they should describe what makes a good workspace for them, again listing one to three aspects "What

characterises a good workplace for you?". To finish off the part about work values they should write one to three possibilities they see thinking about their future career ("Which opportunities do you see, when thinking about your future worklife?") and one to three difficulties they possibly face when thinking about their future career "Which possible difficulties do you fear, thinking about your future work life?").

Systems of Influence Survey. In the next section, questions about possible influences followed. In order to investigate them, the *Systems of Influence Survey* by Sgaramella (2023) was used. The questionnaire is a quantitative, adapted version of the qualitative tool *My Systems of Career Influence* (MSCI) by McMahon (McMahon et al., 2015). Both are based on the Systems Theory Framework (STF; McMahon & Patton, 1995; Patton & McMahon, 1999, 2006, all as cited in Patton & McMahon, 2015). The MSCI tool was initially developed for teenagers and young adults in order to guide them through a reflection process regarding their career decisions.

The My Systems of Career Influence tool consists of 28 items, which cover three broader systems of influence: the Intraindividual system, the Social system and the Environmental-societal system. Its purpose is to capture the different systemic influences on the formation of a career choice in the three above-mentioned domains, trying to identify where the influences are located. The items can be ranked on a five Likert scale from 'it influences me very much negatively' to 'it influences me very much positively'. Also this tool has been translated into German through the forward-backwards translation method, as described above. Following this, the participants should write down which other relevant elements influenced them and how strongly negative or positive the influence was. The next task was to choose the five most important influences from the list and put them in the right order, ranked by their importance.

Well-being measures: Satisfaction with Life Scale. Then the participants were asked about their general satisfaction with life, measured through the German version (Schumacher, 2003) of the *Satisfaction with Life Scale* by Diener et al. (1985). The scale consists of five items, ranked on a seven-point Likert scale from "it doesn't fit at all" to "it strongly fits". It is a global tool which captures the overall satisfaction with life.

The satisfaction with life measurement captures a person's subjective evaluation of their present and past experiences (Pavot & Diener, 2008), although it's said to be influenced a lot by the current mood and temporarily accessible information rather than representing a careful evaluation of one's life as a whole (Schwarz & Strack, 1999). Items like "So far I have gotten the important things I want in life" or "If I could live my life over, I would change almost nothing." represent the past time perspective, while items like "I'm satisfied with my life." or "In most

areas, my life corresponds to my ideal expectations." show the present time perspective. The perception of time, also called *time orientation*, is said to influence the assessment of one's life (Stolarski et al., 2016), whereas findings about it are inconsistent. While some sources conclude that living in the present leads to a higher life satisfaction (Parr, 1997; Csikszentmihylyi, 1999), others say being oriented towards the future increases life satisfaction and well-being (Burack & Lachmann, 1996; Prenda & Lachman, 2001; Park et al., 2021). In this context, the influence of age is also discussed a lot. While Wilson (1967) stated that youth is a consistent predictor of happiness, later articles came to the conclusion that age doesn't have a negative effect on well-being, and life-satisfaction doesn't decline since older people seem to be very much able to adapt and cope with age-related declines (Diener & Suh, 1998). An aspect that does change with age is the time perspective from an unlimited to a more limited future-time perspective (Carstensen et al., 1999; Heckhausen et al., 1989) and from a growth orientation, towards maintenance and prevention of loss, the older a person gets (Freund, 2006; Lachmann, 2004).

Well-being measures: Flourishing scale. The complementing measurement of well-being is the validated German version by Esch et al. (Esch et al., 2013) of the flourishing scale by Diener et al. (2010). It is a questionnaire consisting of eight items to be ranked on a seven-point Likert-scale from "I absolutely disagree" to "I absolutely agree" from various areas to describe psychological well-being and self-perceived success in important areas of life like relationships, self-esteem, purpose and optimism. At the end, there is a single psychological well-being score. Exemplary items are "I lead a purposeful and meaningful life" or "I'm competent and capable in the activities that are important to me".

The flourishing construct in differentiation to the satisfaction with life measurement is a future-oriented tool asking about personal growth, purpose and the realisation of potential. The temporal orientation of the flourishing scale lies more in the present and future than in the past, represented through items like "I'm looking optimistically towards the future". It encompasses emotional well-being, psychological functioning and social well-being. The means of the two scales, flourishing and satisfaction with life, were taken together and their mean was built in order to have one well-being score.

Socio-demographic information: The last section of the questionnaire concerned some sociodemographic information, namely the birth year, gender, the highest level of education attained and level of employment (dual study student at the HdBA or full employee).

The questionnaire ended with two questions about their career: "Please write down all jobs that you have had, starting with the most recent one," and "How many years of work experience do you have?".

3.6 Procedure of data collection

Data was collected from the 12th of June 2025 at the German agency for work and the University of Applied Labour Studies in Mannheim. All participants had to sign the informed consent and were informed about the anonymity of their data and the use of the data exclusively for scientific purposes. They were also informed about the option to withdraw from the study at any given moment without having to name a reason. They had the option to participate in a price draw for which they could put their email in order to get a notification, and were informed that the email and their data wouldn't be registered together, so that a connection to their data and email address wouldn't be possible. They were informed that the processing of their personal data (email) would take place in accordance with the provisions of the German Data Protection Regulations (Datenschutzgrundverordnung (DSGVO), Art. 6 Abs. 1 lit. a), and that they could withdraw from their consent to the data processing at any time, without having to fear negative consequences.

The student participants got the online questionnaire via email from their Professor, whereas the employees of the agency of work got it from their direct superiors. The duration of the questionnaire varied for each participant, depending on their personal characteristics. The approximate duration was around 25-30 minutes.

3.7 Data analysis

Data were analysed using Jamovi (version 2.6.26.0). Reliability analyses were conducted for all scales to assess internal consistency, using Cronbach's α (Cronbach, 1951). For the Work Values Questionnaire (WVQ; Furnham & McRae, 2021), a factor analysis was conducted because the instrument had been translated from English to German, and the item-factor structure wasn't clear, as noted in correspondence with the scale's author. Specifically, a confirmatory factor analysis (CFA) was first performed to test whether the original six-factor structure could be retained. The CFA showed insufficient model fit indices for the original six-factor solution. Consequently, an exploratory factor analysis (EFA) was carried out. Items were evaluated based on factor loadings, conceptual alignment, and recommendations for minimum items per factor (Costello & Osborne, 2005). Factor scores were computed as the mean of the items per factor. Two items showed negative loadings and were inverse in meaning relative to their factor, so they were reverse-coded before computing factor scores. Mean scores were then calculated for each of the four factors. The full list of items per factor can be found in Appendix A, Figure 1. No factor analysis was conducted for the Systems of Influence Survey, as the three-factor

structure is theoretically well-established (Patton & McMahon, 2015), and content-wise, it would not make sense to change the attribution of items to different factors. For the Flourishing and Satisfaction-with-Life scale, next to the original English version, also the German version is validated, so no factor analysis had to be carried out for them. Assumptions of normality and homogeneity were tested using Shapiro–Wilk and Levene's tests.

The present study employed an exploratory design aiming to gain initial insights into the relationships between work values, systemic influences, and well-being. Given the limited empirical research on systemic influences in adulthood, the analyses focused on identifying patterns of association rather than establishing causal conclusions. To examine group differences in work values, independent-samples *t*-tests were conducted for Generation, and, in exploratory analyses, also for Gender and Work Status. To account for correlations among dependent variables, multivariate analyses of variance (MANOVAs) were conducted with the four work values as dependent variables and generation, work status, and gender as independent variables. Univariate ANOVAs were conducted to identify the source of these differences. For the Systems of Influence Scale, one-way ANOVAs and independent *t*-tests were used to test group differences, and MANOVAs with the three systems of influence as dependent variables were additionally employed to reduce the risk of Type I error. Pearson correlations were calculated to investigate associations between systemic influences, work values, and well-being, both for the total sample and within each generation. To further investigate significant associations, simple linear regressions were conducted to examine the relationship between systemic influences and work values. Additionally, simple and multiple linear regressions were performed to explore the associations between work values and well-being, as well as systemic influences and well-being. In line with the exploratory character of the study, predictors were analysed separately in simple regression analyses or group comparisons, and hypotheses were formulated around specific bivariate relationships. Statistical significance was set at $\alpha = .05$ (two-tailed). Effect sizes are reported as r for correlations and R^2 for regressions.

In addition to the quantitative results, the qualitative free-text answers were analysed by counting the most frequently mentioned elements.

3.8 Results

3.8.1 Descriptive results on work values, systems of influence and well-being

On average, participants reported high levels for the work values Autonomy (M = 7.49, SD = 1.21) and Security (M = 7.91, SD = 1.14), and moderate levels of Recognition (M = 5.15, SD = 1.67) and Compensation (M = 5.19, SD = 1.64). The scale ranged from 1 ("unimportant") to 10 ("important"). Full descriptive statistics are shown in Table 1.

Table 1

Descriptives of the work value dimensions

	Mean_Autonomy	Mean_Security	Mean_Recognition	Mean_Compensation
N	112	112	112	112
Missing	6	6	6	6
Mean	7.49	7.91	5.15	5.19
Median	7.58	8.07	5.17	5.17
Standard deviation	1.21	1.14	1.67	1.64
Minimum	1.85	2.21	1.17	1.50
Maximum	9.62	10.0	8.33	9.17

Table 2 shows that, on average, the intrapersonal system showed the highest influence (M = 3.54), followed by the socio-environmental (M = 3.32) and lastly the social system (M = 3.30). The scale ranged from 1 ("It influenced me very much negatively") to 5 ("It influenced me very much positively").

Table 2

Descriptives of the Systems of Influence

	Mean_intrapersonal	Mean_social	Mean_EnviroSocietal
N	112	112	112

Descriptives of the Systems of Influence

	Mean_intraperso-nal	Mean_social	Mean_EnviroSocie-tal
Missing	6	6	6
Mean	3.54	3.30	3.32
Median	3.57	3.43	3.29
Standard Devia-tion	0.391	0.628	0.555
Minimum	2.00	1.00	1.29
Maximum	4.57	4.57	4.57

Table 3 shows the mean scores for Flourishing (M = 5.80) and Satisfaction with life (M = 5.08) and their mean (M = 5.44) on a seven-point Likert scale ranging from 1 ("I completely disagree") to 7 ("I completely agree.")

Table 3

Descriptives of the well-being measures Satisfaction with life and Flourishing

	Mean Flourishing& satisfaction w life	Mean_Satisfaction with life	Mean_flourishing
N	112	112	112
Missing	6	6	6
Mean	5.44	5.08	5.80
Median	5.54	5.20	6.00
Standard deviation	0.927	1.19	0.813
Minimum	1.38	1.00	1.75
Maximum	6.84	7.00	7.00

Overall, participants rated Autonomy and security as particularly important work values, perceived the intrapersonal system as slightly more influential than environmental-societal and social factors, and reported moderate to high levels of flourishing, life satisfaction, and overall well-being.

3.8.2 Preliminary analyses: Reliability analysis for the work value scale, systems of influence scale, and well-being scales

For the Work Values Questionnaire (WVQ; Furnham & McRae, 2021), internal consistency was assessed using Cronbach's alpha. The scale showed excellent reliability (α = .905; Cronbach, 1951; see Appendix, Table A13). For the Systems of Influence scale, a reliability analysis was conducted, which showed a good internal consistency of α = .833 (Cronbach, 1951; see Appendix, Table A12). During the reliability analysis of the scale, the item "My moral beliefs" showed a negative corrected item–total correlation but was not reverse-coded, as it aligned theoretically with the construct (DeVellis & Thorpe, 2021). The reliability of the flourishing scale also showed a Cronbach's alpha of α = .833, indicating good internal consistency (Cronbach, 1951; see Appendix, Table A10). The Cronbach's alpha for the satisfaction with life scale was α = .857 (see Appendix, Table A11). Overall, all scales demonstrated good to excellent internal consistency, indicating that the measures were reliable in the present sample.

3.8.3 Exploratory Factor Analysis (EFA) for the work value scale

The first EFA for the work value construct showed two items that were forming a separate "technology" factor and three affiliation items that loaded on Autonomy; they were consequently excluded. The final EFA solution showed a four-factor structure with 39 items: Autonomy and Recognition (intrinsic values), and Compensation and Security (extrinsic values). Factor loadings exceeded .398 (see Appendix, Table A9). Autonomy included aspects such as job complexity, creativity, working independently, opportunities for self-development, the use of personal talents and knowledge, having an interesting job, taking responsibility, and engaging in diverse activities. Security refers to a job that allows for work–life balance and flexible hours, provides clear roles and responsibilities, offers comfortable physical conditions in a modern and clean environment, includes health and life insurance, ensures accessibility and safe working conditions, guarantees job permanence, and does not involve excessive stress. Recognition comprised elements like a high professional reputation, the reputation of the company, acknowledgement of personal achievements, holding a high-status profession, and having a job that is visible to the public. Compensation included opportunities to increase salary, compete with others, earn additional income, receive extra financial benefits, and advance or be promoted. The assignment of items to these factors was based on the factor loadings of the EFA (see Appendix, Tables A7–A9). For the full list of items, see Appendix A, Figure 1.

3.8.4 Qualitative results about work values and systems of influence: Frequency of occurrence

The qualitative results of the questionnaire (see Appendix F) showed that, in response to the question on three aspects that constitute a good job, autonomy-related aspects (including personal interests, purpose-driven work, creativity, interesting tasks, working independently, expertise, enjoyment, and complexity) were mentioned most frequently (n = 108). The second most frequently mentioned aspect was compensation and opportunities for promotion (n = 53), followed by flexibility and work–life balance (n = 46). With regard to the work environment, the most frequently mentioned factor was the team and colleagues (n = 51), followed by a positive work atmosphere (n = 49) and the location of the workplace (n = 49). In terms of opportunities perceived, professional development and training ranked highest (n = 57), followed by opportunities for promotion (n = 34) and job safety and stability (n = 13). Concerning potential difficulties, stress and workload were most often mentioned (n = 38), followed by rigid organisational structures (n = 35) and challenges related to digitalisation or increasing job demands (n = 26).

For the systems of influence, the ranking of the most important influences on their career decision showed that influences concerning their interests (most mentioned), skills and competences, their values, dreams and future goals, emotions, health and expertise reflecting all Intrapersonal influence*s* appeared 55 times on the first ranking, then nine times family and seven times security aspects and other results were mixed, also with elements that were not among the items of the questionnaire. On the second rank, there were 52 times intrapersonal influences, five times security, and four times compensation, and the rest were mixed. Additionally, participants could also write down "other relevant elements" that influenced their career decision. Nine participants named (financial) security as another important aspect in their career decision, and six mentioned the flexibility the job gives them. Other mentioned elements were the previous work experiences they had, conversations with other people, their families, the political situation, or the media.

3.8.5 Inferential results: Patterns in the work value dimensions for Gen Z and Gen X

Corresponding to RQ1: "Are there specific patterns in the work value dimensions of Furnham et al.'s (2021) Work Value Questionnaire characterizing the two generations?" independent *t*-tests were carried out to compare work value scores between Generation X career counsellors

and Generation Z career counselling students. The *t*-test for Autonomy revealed that there was a significant difference between Gen Z ($M = 7.10$, $SD = 1.13$) and Gen X ($M = 7.90$, $SD = 1.16$), $t(109) = 3.68$, $p < .001$, $d = 0.70$ (see Tables 2 and 3). The Shapiro-Wilk test indicated a violation of normality through Gen X, $W = 0.880$, $p < .001$ (see Appendix, Table A16). However, given that both groups exceeded 30 participants, the *t*-test was considered robust to this deviation. Levene's test indicated that the assumption of homogeneity of variances was met, $F(1, 109) = 0.128$, $p = .721$ (see Appendix, Table 17).

Table 2

Independent samples T-Test for the work value Autonomy between Gen X and Gen Z

		Statistic	df	p		Effect Size
Mean_Autonomy	Student's t	3.68	109	<.001	Cohen's d	0.698

Note. H_a $\mu_1 \neq \mu_2$

Table 3

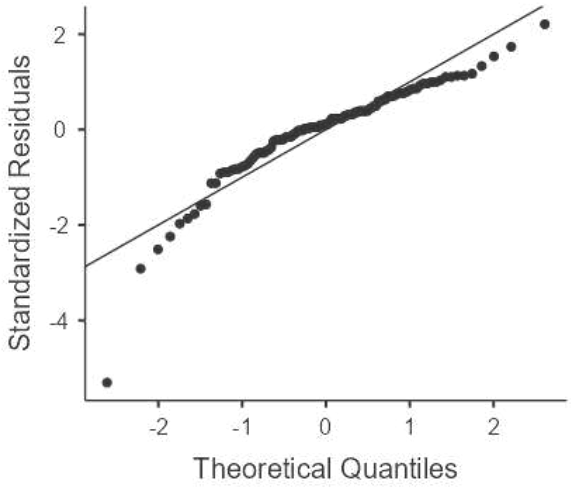
Group Descriptives Gen X and Gen Z mean for Autonomy

	Group	N	Mean	Median	SD	SE
Mean_Autonomy	1 (Gen X)	53	7.90	8.15	1.16	0.159
	2 (Gen Z)	58	7.10	7.15	1.13	0.149

The Q-Q plot showed an outlier that deviated strongly from the diagonal (see Figure 5). After checking, the value was identified as a valid but extreme response. Therefore, a non-parametric test was applied to account for non-normality. The test conducted was the Mann-Whitney U test, and it also showed a significant result, with $U = 789$, $p < .001$, rank biserial correlation $rrb = -0.49$, which is a medium to large effect size (see Appendix, Table 18). After removing the outlier, an independent *t*-test was conducted again; the effect size increased to $d = 0.93$, and the result remained significant, $t(108) = 4.85$, $p < .001$ (see Appendix, Table A19). Given the consistency of results across analyses, the outlier was retained in the dataset.

Figure 5

Q-Q plot showing the distribution of the data for Autonomy



Although not part of the preregistered hypotheses, additional exploratory analyses were conducted to examine whether participants' work values differed by gender and work status. An independent-samples *t*-test was conducted to compare Autonomy scores between females (M = 7.37, SD = 1.24) and males (M = 7.81, SD = 1.07) (see Appendix, Table A21). The difference was not statistically significant, $t(109) = –1.65$, $p = .102$, $d = –0.37$ (see Appendix, Table A20). The Shapiro-Wilk test indicated a violation of normality through Gen X. However, given that both groups were around or above 30 participants, the *t*-test was considered robust to this deviation. Levene's test indicated that the assumption of homogeneity of variances was met, $F(1, 109) = 0.257$, $p = .614$.

An independent-samples *t*-test was conducted to compare Autonomy scores between students (M = 7.15, SD = 1.16) and employees (M = 7.85, SD = 1.17) (see Appendix, Table 23). The difference was statistically significant, $t(109) = –3.15$, $p = .002$, $d = –0.60$, with employees scoring higher on Autonomy (see Appendix, Table A22). The Shapiro–Wilk test indicated a significant deviation from normality for the employee group; however, given that both groups exceeded 30 participants, the *t*-test was considered robust to this violation. Levene's test indicated that the assumption of homogeneity of variances was met, $F(1, 109) = 0.21$, $p = .647$.

Security The independent *t*-test for Security showed that there was no significant difference between Gen Z (M = 8.07, SD = 1.01) and Gen X (M = 7.73, SD = 1.25), $t(109) = -1.58$, $p <$ .118, $d = -0.30$ (see Tables 4 and 5). The Shapiro-Wilk test indicated a violation of normality through Gen X, with $W = 0.914$, $p <.001$ (see Appendix, Table A26). However, given that both groups exceeded 30 participants, the t-test was considered robust to this deviation. Levene's

test indicated that the assumption of homogeneity of variances was met, $F(1, 109) = 0.773$, $p = .381$ (see Appendix, Table A27).

Table 4

Independent samples T-Test for the work value Security between Gen X and Gen Z

		Statis-tic	df	p		Effect Size
Mean_Security	Stu-dent's t	-1.58	109	0.118	Cohen's d	-0.300

Note. H_a $\mu_1 \neq \mu_2$

Table 5

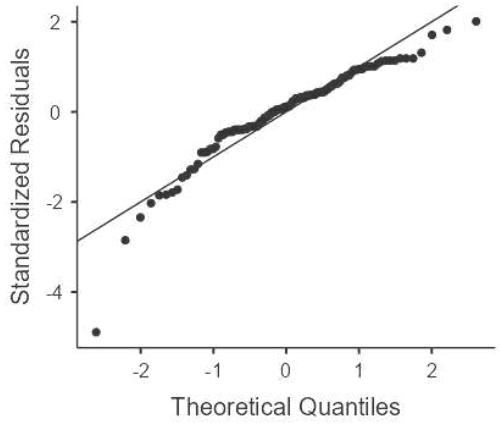
Group Descriptives Gen X's and Gen Z's mean for Security

	Group	N	Mean	Median	SD	SE
Mean_Security	1 (Gen X)	53	7.73	7.86	1.25	0.172
	2 (Gen Z)	58	8.07	8.18	1.01	0.133

The Q-Q plot in Figure 6 showed an outlier again, which deviated strongly from the diagonal. After checking, the value was identified as a valid but extreme response. Therefore, the Mann-Whitney U test was applied again, and it also showed no significant result, with $U = 1254$, $p = < .0.095$, rank biserial correlation $rrb = 0.184$ (see Appendix, Table A28). After removing the outlier, an independent *t*-test was performed again; the effect size decreased to $d = -0.232$, and the result remained non-significant (see Appendix, Table A29). As the outlier represented a valid data point and did not change the statistical conclusion, it was retained in subsequent analyses.

Figure 6

Q-Q plot showing the distribution of the data for Security



The *t*-test was also done for the grouping variable Gender. The *t*-test for Security revealed that there was no significant difference between females (M = 8.00, SD = 1.16) and males (M = 7.62 , SD = 1.03), $t(109) = 1.51$, $p = .135$, $d = .333$ (see Appendix, Table A30, A31). The Shapiro-Wilk test indicated a violation of normality through Gen X. However, given that both groups had around or exceeded 30 participants, the *t*-test was considered robust to this deviation. Levene's test indicated that the assumption of homogeneity of variances was met, $F(1, 109) = 0.0166$, $p = .898$.

The *t*-test was also done for the grouping variable Work Status. The *t*-test for Security revealed that there was no significant difference between students (M = 8.04, SD = 1.04) and employees (M = 7.76, SD = 1.24) (see Appendix, Table A33), $t(109) = 1.33$, $p = .188$, $d = .252$ (see Appendix, Table A32). The Shapiro-Wilk test indicated a violation of normality through Gen X. However, given that both groups exceeded 30 participants, the *t*-test was considered robust to this deviation. Levene's test indicated that the assumption of homogeneity of variances was met, $F(1, 109) = 0.383$, $p = .562$.

Recognition The independent *t*-test for Recognition showed that there was no significant difference between Gen Z (M = 5.13, SD = 1.71) and Gen X (M = 5.20, SD = 1.64), $t(109) = 0.216$, $p < .829$, $d = 0.04$ (see Tables 6 and 7). The Shapiro–Wilk test indicated that the assumption of normality was met for both groups, ps > .05 (see Appendix, Table A36). Levene's test indicated that the assumption of homogeneity of variances was met, $F(1, 109) = 0.394$, $p = .532$ (see Appendix, Table A37).

Table 6

Independent samples T-Test for the work value recognition between Gen X and Gen Z

		Statistic	df	p		Effect Size
Mean_Recognition	Student's t	0.216	109	0.829	Cohen's d	0.0410

Note. H_a $\mu_1 \neq \mu_2$

Table 7

Group Descriptives Gen X's and Gen Z's mean for recognition

	Group	N	Mean	Median	SD	SE
Mean_Recognition	1	53	5.20	5.50	1.64	0.226
	2	58	5.13	5.08	1.71	0.224

The *t*-test was also done for the grouping variable Gender. The *t*-test for Recognition revealed that there was no significant difference between female (M = 5.09, SD = 1.66) and male (M = 5.40, SD = 1.70), $t(109) = -0.832$, $p = .407$, $d = -.184$ (see Appendix, Table A38 and A39). The Shapiro–Wilk test indicated that the assumption of normality was met for both groups, $p > .05$. Levene's test indicated that the assumption of homogeneity of variances was met, $F(1, 109) = 0.0121$, $p = .913$.

The *t*-test was also done for the grouping variable Work Status. The *t*-test for Recognition revealed that there was no significant difference between students (M = 5.10, SD = 1.71) and employees (M = 5.50, SD = 1.64), $t(109) = -0.386$, $p = .407{,}700$, $d = -.0734$ (see Appendix, Table A40 and A41). The Shapiro–Wilk test indicated that the assumption of normality was met for both groups, ps > .05. Levene's test indicated that the assumption of homogeneity of variances was met, $F(1, 109) = 0.140$, $p = .709$.

Compensation The independent *t*-test for Compensation showed that there was a significant difference between Gen Z career counselling students (M = 5.70, SD = 1.43) and Gen X career counsellors (M = 4.64, SD = 1.72), $t(109) = -3.56$, $p < .001$, $d = -0.676$ (see Tables 8 and 9). The Shapiro–Wilk test indicated that the assumption of normality was met for both groups, ps > .05 (see Appendix, Table A44). Levene's test indicated that the assumption of homogeneity of variances was met, $F(1, 109) = 1.22$, $p = .532712$ (see Appendix, Table A45).

Table 8

Independent samples T-Test for the work value Compensation between Gen X and Gen Z

Independent Samples T-Test						
		Statistic	df	p		Effect Size
Mean_Compensation	Student's t	-3.56	109	<.001	Cohen's d	-0.676

Note. H_a $\mu_1 \neq \mu_2$

Table 9

Group Descriptives Gen X's and Gen Z's mean for Compensation

	Group	N	Mean	Median	SD	SE
Mean_Compensation	1 (Gen X)	53	4.64	4.67	1.72	0.236
	2 (Gen Z)	58	5.70	5.83	1.43	0.187

A t-test was also performed for the grouping variable, Gender. The *t*-test for Compensation revealed that there was no significant difference between female (M = 5.18, SD = 1.57) and male (M = 5.24, SD = 1.91), $t(109)$ = -0.159, p = .874, d = -.0351 (see Appendix, Table A46 and A47). The Shapiro–Wilk test indicated that the assumption of normality was met for both groups (p> .05). Levene's test indicated that the assumption of homogeneity of variances was met, $F(1, 109)$ = 3.41, p = .068.

The *t*-test was also done for the grouping variable Work Status. The *t*-test for Compensation revealed that there was a significant difference between students (M = 5.60, SD = 1.56) and employees (M = 4.73, SD = 1.65), $t(109)$ = 2.86, p = .005, d = 0.544, with students showing a higher longing for Compensation (M = 5.6) (see Appendix, Table A48 and A49). The Shapiro–Wilk test indicated that the assumption of normality was met for both groups, $p> .05$. Levene's test indicated that the assumption of homogeneity of variances was met, $F(1, 109)$ = 0.286, p = .594.

Afterwards, a MANOVA was conducted to consider the correlations between the dependent variables and control for the alpha error. The Wilks' Lambda was taken as a measure. The MANOVA revealed a significant multivariate effect of Generation on the combination of

work values, Wilks' Λ = .699, $F(4, 104) = 11.189$, $p < 0.001$ (see Appendix, Table A52). This suggests that the groups differ significantly in the multivariate mean of the dependent variables. Follow-up univariate tests revealed significant differences between the generations in their scores, $F(1, 107) = 13.49$, $p < .001$, and Compensation scores, $F(1, 107) = 12.82$, $p < 0.001$ (see Appendix, Table A53), as previously suggested by the independent *t*-tests. No significant differences were found for the variables Security and Recognition ($p > .05$). The MANOVA revealed no significant multivariate effect of Gender on the combination of dependent variables, Wilks' Λ = .955, $F(4, 104) = 1.223$, $p = .306$ and neither of Work Status (employee/ student), Wilks' Λ = .998, $F(4, 104) = 0.0586$, $p = .994$ (see Appendix, Table A53 and A54).

Overall, the results revealed significant generational differences in Autonomy and compensation, with Generation X reporting higher Autonomy and Generation Z reporting higher Compensation. No significant differences were found for Security or Recognition. For Gender, no significant differences were found, whereas for Work Status, differences were observed: students scored higher on Compensation than employees, and employees scored higher on Autonomy than students.

3.8.6 Inferential results: Patterns in the systems of influence for Gen Z and Gen X

Corresponding to RQ2: *"Are there specific patterns in the intrapersonal, social, and environmental-societal influences (as defined by McMahon's Systems Theory Framework) characterising the two generations?*" First, a one-way ANOVA was conducted to examine differences between the two generations on the three systems of influence (Intrapersonal, Social, and Environmental-societal). The results indicated that there was a significant difference for the Environmental-societal systems of influence between Gen X ($M = 3.22$, $SD = 0.581$) and Gen Z ($M = 3.43$, $SD = 0.489$), $F(1, 102) = 4.311$, $p = .040$ (see Tables 10 and 11). For the other systems of influence, there was no significant difference between the two generations: Intrapersonal, $F(1, 108) = 0.212$, $p = .646$; Social, $F(1, 109) = 0.326$, $p = .569$.

Table 10

One-Way ANOVA (Welch's) for Generation as a grouping variable

	F	df1	df2	p
Mean_intrapersonal	0.212	1	108	0.646
Mean_social	0.326	1	109	0.569
Mean_EnviroSoc	4.311	1	102	0.040

Table 11

Group Descriptives for the three systems of influence for Gen X (1) and Gen Z (2)

	SD01(Generation)	N	Mean	SD	SE
Mean_intrapersonal	1	53	3.55	0.359	0.0493
	2	58	3.52	0.424	0.0557
Mean_social	1	53	3.35	0.603	0.0828
	2	58	3.28	0.636	0.0835
Mean_EnviroSoc	1	53	3.22	0.581	0.0799
	2	58	3.43	0.489	0.0642

The same was done to examine the difference between the two genders (there were only ‘male’ and ‘female’ choices as responses to gender). The results indicated that there were no significant gender differences for any of the systems of influence: Intrapersonal, $F(1, 40.6) = 0.134$, $p = .716$; Social, $F(1,41.0) = 0.218$, $p = .643$; and Environmental-societal, $F(1, 49.2) = 0.487$, $p = .489$ (see Appendix, Table A59). Lastly, the ANOVA was also done to look for differences between employees and students. The results indicated that there were no significant differences for any of the systems of influence between the two work status: Intrapersonal, $F(1, 109) = 0.0172$, $p = .896$; Social, $F(1,109) = 0.020$, $p = .887$; and Environmental-societal, $F(1, 102) = 3.245$, $p = .075$ (see Appendix, Table A57).

Then, additionally, a MANOVA was carried out in order to control for the Type I error, but therefore, neither of the three independent variables was a significant group difference, even though for Generation it was marginally above .05: $F(3, 105) = 2.643$, $p = 0.053$, Wilks’ $\Lambda =$

.930. The others were: Gender $F(3, 105) = 0.124$, $p = .946$, Wilks' $\Lambda = .996$; Work Status $F(3, 105) = 0.260$, $p = .854$, Wilks' $\Lambda = .993$ (see Appendix, Table A62).

Given the potential inconsistency, an independent *t*-test was conducted for the Environmental-societal systems of influence.

Environmental-societal influences The independent *t*-test for Environmental-societal influences showed that there was a significant difference between Gen Z ($M = 3.43$, $SD = 0.489$) and Gen X ($M = 3.22$, $SD = 0.581$), $t(109) = -2.09$, $p < .039$, $d = -0.398$ (see Tables 12 and 13). The Shapiro-Wilk test indicated a violation of normality, with $W = 0.940$, $p < .001$ (see Appendix, Table 64). However, given that both groups exceeded 30 participants, the *t*-test was considered robust to this deviation. Levene's test indicated that the assumption of homogeneity of variances was met, $F(1, 109) = 0.192$, $p = .662$ (see Appendix, Table 65).

Table 12

Independent samples T-Test for Environmental-societal influences between Gen X and Gen Z

		Statistic	df	p		Effect Size
Mean_EnviroSoc	Student's t	-2.09	109	0.039	Cohen's d	-0.398

Note. H_a $\mu_1 \neq \mu_2$

Table 13

Group Descriptives for Gen X's (1) and Gen Z's (2) means for Environmental-societal influences

	Group	N	Mean	Median	SD	SE
Mean_EnviroSoc	1	53	3.22	3.29	0.581	0.0799
	2	58	3.43	3.43	0.489	0.0642

Overall, the results of the ANOVA indicated a significant difference between the generations for Environmental-societal influences, with Gen Z scoring higher than Gen X. To control for Type I error, a MANOVA was conducted; however, the multivariate effect of Generation was not significant. Given the potential inconsistency, an independent *t*-test was conducted for Environmental-societal influences, which again revealed a significant difference between Gen Z and Gen X.

3.8.7 Inferential results: Patterns of association between systems of influence and work values

Corresponding to RQ3: "*To what extent are intrapersonal, social, and environmental-societal factors (as defined by McMahon's Systems Theory Framework) associated with the work values of Generation Z and Generation X?" correlations were conducted,* and for all statistically significant correlations, follow-up linear regressions were done. Only variables that showed significant correlations were included in the regression analyses.

Intrapersonal system of influence and Autonomy Correlation matrices revealed that there was a small positive correlation between the Intrapersonal system of influence and the work value Autonomy, $r(110) = .282$, $p = <.003$ (see Appendix, Table A66), indicating that a higher influence of the Intrapersonal system of influence was associated with a higher work value of Autonomy. As shown in Table 14, this was further supported by a simple linear regression, which was statistically significant, $F(1, 110) = 9.50$, $p = .003$, explaining 8.0% of the variance ($R^2 = .080$). Intrapersonal influence was positively associated with Autonomy scores ($\beta = .28$, $p = .003$), indicating a small-to-medium effect size, according to Cohen's (1988) guidelines. Full results are provided in Table 15.

Table 14

Model Fit Measures for Simple Linear Regression, examining associations between Autonomy and the Intrapersonal system of influence

				Overall Model Test			
Model	R	R^2	Adjusted R^2	F	df1	df2	p
1	0.282	0.0795	0.0711	9.50	1	110	0.003

Note. Models estimated using sample size of N=112

Table 15

Regression Coefficients for the Model examining associations between Autonomy and the Intrapersonal system of Influence

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	2.8529	0.2246	12.70	<.001	
Mean_intrapersonal	0.871	0.283	3.08	0.003	0.282

Then the two generations were looked at separately, in order to see if they differ in their results. As displayed in Table A68 in the Appendix for Gen Z, there was a moderate positive correlation between Autonomy and the Intrapersonal system of influence, $r(56) = .418$, $p < .001$, indicating that a higher influence of the Intrapersonal system was associated with a higher work value of Autonomy. This was also supported by the linear regression. Like shown in Table A77 in the Appendix the model was statistically significant, $F(1, 56) = 11.90$, $p = .001$, explaining 17.5% of the variance ($R^2 = .175$). Intrapersonal systemic influences were positively associated with Autonomy ($\beta = .42$, $p = .001$; see Appendix, Table A78). For Gen X, there was no significant correlation, $r(51) = .117$, $p = .404$.

Intrapersonal system of influence and recognition The results also revealed a small positive correlation between the Intrapersonal system of influence and the work value Recognition, $r(110) = .262$, $p = <.005$ (see Table A66 in the Appendix), indicating that a higher influence of the Intrapersonal system of influence was associated with a higher work value of Recognition. This was further supported by a simple linear regression, which was statistically significant, $F(1, 110) = 8.13$, $p = .005$, explaining 7.0% of the variance ($R^2 = .070$) as shown in Table 16. According to Cohen's (1988) guidelines, this represents a small to medium effect size. Intrapersonal influence was positively associated with the work value of Recognition ($\beta = .26$, $p = .005$) (see Table 17).

Table 16

Model Fit Measures for Simple Linear Regression examining associations between Recognition and the Intrapersonal system of influence

			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.262	0.0688	8.13	1	110	0.005

Note. Models estimated using sample size of N=112

Table 17

Regression Coefficients for the Model examining associations between Recognition and the Intrapersonal system of Influence

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	1.20	1.394	0.862	0.390	
Mean_intrapersonal	1.12	0.392	2.852	0.005	0.262

Looking only at Gen X, there was a moderate positive correlation for Recognition and the Intrapersonal system of influence, as shown in Table A67 in the Appendix, $r(51) = .333$, $p = <.015$, indicating that a higher influence of the Intrapersonal system of influence was associated with a higher work value of Recognition. This was further supported by a simple linear regression, which was statistically significant, $F(1, 51) = 6.38$, $p = .015$, explaining 11.1% of the variance ($R^2 = .111$) as shown in Table A79 in the Appendix. According to Cohen's (1988) guidelines, this represents a small to medium effect size. Intrapersonal influences were positively associated with the work value of Recognition for Gen X ($\beta = .333$, $p = .015$) (see Table A80 in the Appendix). For Gen Z, there was no significant correlation, $r(56) = .211$, $p = .112$ (see Appendix, Table A68).

Social system of influence and Autonomy Only for Gen Z, a moderate positive correlation between Autonomy and the Social system of influence, $r(56) = .312$, $p = <.017$ could be found (see Table A68 in the Appendix), indicating that a higher influence of the Social system of influence was associated with a higher work value of Autonomy. This was further supported by a simple linear regression, which was statistically significant, $F(1, 56) = 6.02$, $p = .017$, explaining 9.7% of the variance ($R^2 = .097$) (see Table A81 in the Appendix). According to Cohen's (1988) guidelines, this represents a small to medium effect size. Social influences were positively associated with the work value of Autonomy ($\beta = .312$, $p = .017$; see Appendix, Table A82).

Social system of influence and compensation Only for Gen X, a moderate negative correlation between Compensation and the Social system of influence, $r(51) = -.332$, $p = <.015$ (Table A67 in the Appendix), indicating that a higher influence of the social system of influence was associated with a lower work value of Compensation. For Gen Z, there was no significant correlation, $r(56) = .037$, $p = .783$ (see Appendix, Table A68). The result for Gen X was further supported by a simple linear regression, which was statistically significant, $F(1, 51) = 6.30$, $p = .015$, explaining 11.% of the variance ($R^2 = .0110$; see Appendix, Table A83). According to Cohen's (1988) guidelines, this represents a small to medium effect size. Social influences were negatively associated with the work value of Compensation for Generation X ($\beta = -.332$, $p = .015$; see Appendix, Table A84).

For the Socio-Environmental system of influence, no statistically significant correlations were found with any of the work values: Autonomy, $r(110) = –.05$, $p = .597$; Security, $r(110) = .05$, $p = .586$; Recognition, $r(110) = .12$, $p = .204$; and Compensation, $r(110) = –.01$, $p = .882$ as displayed in Table A66 in the Appendix.

Overall, the analyses revealed that intrapersonal influences were positively associated with Autonomy and Recognition, although the patterns differed across generations: for Gen Z, Intrapersonal influences were linked to Autonomy, whereas for Gen X, they were linked to Recognition. In addition, social influences were positively related to Autonomy among Gen Z and negatively related to Compensation among Gen X. No significant associations were found for Environmental-societal influences with any work value.

3.8.8 Inferential results: Relationship between work values and well-being

Corresponding to RQ4: *What is the relationship between intrinsic and extrinsic work values and well-being*? Correlation analysis was conducted. There was a moderate positive correlation between Well-Being and the Autonomy work value, with a medium effect size of $r(110) = 0.339$, $p < 0.001$ (see Table A69 in the Appendix). This suggests that people with a high work value of Autonomy also have a higher well-being. A simple linear regression was conducted to examine whether the work value Autonomy was significantly associated with Well-Being. The model was statistically significant, $F(1, 110) = 14.3$, $p < .001$, explaining 11.5% of the variance ($R^2 = 0.115$), as can be seen in Table 18. Autonomy was positively associated with Well-Being ($\beta = .339$, $p < .001$; see Table 19).

Table 18

Model Fit Measures for Simple Linear Regression examining associations between Well-Being and Autonomy

				Overall Model Test			
Model	R	R^2	Adjusted R^2	F	df1	df2	p
1	0.339	0.115	0.107	14.3	1	110	<.001

Note. Models estimated using sample size of N=112

Table 19

Regression Coefficients for the Model examining associations between Well-Being and Autonomy

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	3.462	0.5282	6.55	<.001	
Mean_Auto-nomy	0.264	0.0697	3.78	<.001	0.339

I then again looked at the two generations separately. For Gen X, there was a moderate positive correlation between Well-Being and Autonomy, $r(51) = 0.300$, $p < 0.029$ (see Table A70 in the Appendix). This suggests that people in Gen X with a high work value of Autonomy also have a higher well-being. For Gen Z, there was no significant correlation between Autonomy and Well-Being, $r(56) = 0.216$, $p < 0.103$ (see Table A71, Appendix). A simple linear regression was conducted to examine whether, for Gen X, Autonomy was associated with Well-Being. The model was statistically significant, $F(1, 51) = 5.04$, $p = .029$, explaining 9.0% of the variance ($R^2 = 0.090$) as shown in Table 20 . Autonomy in Gen X was significantly associated with Well-Being ($\beta = .300$, $p = .029$) (see Table 21).

Table 20

Model Fit Measures for Simple Linear Regression examining associations between Well-Being and Autonomy for Gen X only

			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.300	0.0900	5.04	1	51	0.029

Note. Models estimated using sample size of N=53

Table 21

Regression Coefficients for the Model examining associations between Well-Being and Autonomy for Gen X only

Predictor	Estimate	SE	t	P	Stand. Estimate
Intercept	4.227	0.7029	6.01	<.001	
Mean_Autonomy	0.198	0.0881	2.25	0.029	0.300

No statistically significant correlations with Well-Being were found for the other work values: Security ($r = -0.138$, $p = .147$), Recognition ($r = .176$, $p = .063$), and Compensation ($r = -0.048$, $p = .612$) (see Table A69 in the Appendix).

Intrinsic vs. extrinsic work values and Well-Being Then correlation analysis was conducted again, but this time taking the two intrinsic and two extrinsic work values together to one mean. There was a moderate positive correlation between Well-Being and the Intrinsic work values, with a medium effect size of $r(110) = 0.312$, $p < 0.001$. There was no significant correlation

between the Extrinsic work values and Well-Being. These results replicate the findings from before with the single work values.

Variance in Well-being and association with Work Values and Systems of Influence

A multiple linear regression was then conducted to examine the extent to which the work values and systems of influence were associated with variance in Well-Being. The overall model (see Table 22) was statistically significant, $F(7, 104) = 8.07$, $p < .001$, with an R^2 of .35, indicating that 35.2% of the variance in Well-Being was accounted for by the predictors. Intrapersonal systemic influence was significantly positively associated with Well-Being ($\beta = .43$, 95% CI [.25, .60], $p < .001$), Autonomy was also significantly positively associated with Well-Being ($\beta = .25$, 95% CI [.08, .42], $p = .004$), and Security was significantly negatively associated with Well-Being ($\beta = –.17$, 95% CI [–.33, –.01], $p = .042$) (see Table 23).

Table 22

Model Fit Measures for multiple Linear Regression examining associations between Well-Being and work-values and systems of influence

			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.593	0.352	8.07	7	104	<.001

Note. Models estimated using sample size of N=112

Table 23

Regression Coefficients for the Model examining associations between Well-Being and work values and systems of influence

						95% Confidence Interval	
Predictor	Estimate	SE	t	p	Stand. Estimate	Lower	Upper
Intercept	1.4283	0.9150	1.561	0.122			
Mean_Enviro-Soc	0.1342	0.1583	0.848	0.398	0.0794	-0.1063	0.26517
Mean_social	-0.0827	0.1590	-0.520	0.604	-0.0553	-0.2664	0.15575
Mean_intraper-sonal	1.0198	0.2269	4.494	<.001	0.4252	0.2375	0.61276
Mean_Recog-nition	0.0800	0.0558	1.436	0.154	0.1421	-0.0542	0.33838
Mean_Auto-nomy	0.1960	0.0657	2.982	0.004	0.2524	0.0845	0.42028
Mean_Com-pensation	-0.1019	0.0579	-1.758	0.082	-0.1786	-0.3801	0.02286
Mean_Security	-0.1419	0.0689	-2.059	0.042	-0.1718	-0.3373	-0.00630

3.8.9 Explorative Analyses: Systems of influence and well-being

Intrapersonal system of influence on well-being Although not part of the preregistered hypotheses, additional exploratory analyses were conducted to examine whether there were also correlations between the systems of influence and Well-Being. The correlation matrix revealed a moderate to large positive correlation between Well-Being and the Intrapersonal system of influence, $r(110) = .496$, $p = <.001$ (see Table 72 in the Appendix), indicating that a higher influence of the Intrapersonal system was associated with higher Well-Being. A simple linear regression was conducted to examine whether Intrapersonal systemic influence was associated with Well-Being. The model was statistically significant, $F(1, 110) = 36.00$, $p < .001$, accounting for 24.6% of the variance ($R^2 = .25$) (see Appendix, Table A85). Intrapersonal systemic influences significantly predicted Well-Being ($\beta = .50$, $p < .001$) (Appendix, Table A86).

Then the analysis was split for the two generations again in order to look at them separately. For Gen X, there was a moderate positive correlation between Well-Being and the Intrapersonal system of influence, $r(51) = .352$, $p <.01$ (see Appendix, Table A73), indicating that a higher influence of the Intrapersonal system of influence was associated with higher Well-Being. The simple linear regression confirmed this result. The model was statistically significant, $F(1, 51) = 7.21$, $p = .01$, accounting for 12.4% of the variance ($R^2 = 0.124$), as can be seen in Table A87 in the Appendix. Intrapersonal systemic influence was positively associated with Well-Being for Gen X career counsellors ($\beta = .352$, $p = .010$) (Table A88, Appendix). For Gen Z career counselling students, there was a large positive correlation between Well-Being and the Intrapersonal system of influence as well, $r(56) = .616$, $p = <.001$ (see Appendix, table A74), suggesting that a higher influence of the Intrapersonal system of influence was associated with higher Well-Being. A simple linear regression was conducted to examine whether, for Gen Z, the Intrapersonal system of influence would be associated with Well-Being. The model was statistically significant, $F(1, 56) = 34.2$ $p < .001$, accounting for 37.9% of the variance ($R^2 = 0.379$) (Table A89, Appendix). Intrapersonal systemic influence was positively associated with Well-Being for Gen Z ($\beta = .616$, $p < .001$) (Table A90, Appendix).

Social system of influence on Well-Being Another correlation was a small positive correlation between Well-Being and the Social system of influence, $r(110) = .263$, $p = <.005$ (see Appendix, Table A72), indicating that a higher influence of the Social system of influence was associated with a higher Well-Being. This was further supported by a simple linear regression, which was conducted to examine whether Social systemic influences were associated with Well-Being. The model was statistically significant, $F(1, 110) = 8.18$, $p = .005$, accounting for 6.9% of the

variance (R^2 = .069) (Appendix, Table A91). Social systemic influences were positively associated with Well-Being (β = .26, p = .005) (Appendix, Table A92).

Only for Gen Z, there was a moderate positive correlation between Well-Being and the Social system of influence, $r(56)$ = .398, p = <.002 (see Appendix, Table A72), indicating that a higher influence of the Social system of influence was associated with higher Well-Being. A simple linear regression was conducted to examine whether, for Gen Z, the Social system of influence was associated with Well-Being. The model was statistically significant, $F(1, 56)$ = 10.6 p = .002, accounting for 15.9% of the variance (R^2 = 0.159) (see Appendix, A93). Social systemic influences were positively associated with Well-Being for Gen Z (β = .398, p = .002; see Appendix, A94).

Environmental-societal system of influence on well-being There was a third correlation for Gen Z, which was a moderate positive correlation between Well-Being and the Environmental-societal system of influence, $r(56)$ = .327, p = <.012 (see Appendix, Table A74), indicating that the influence of the Environmental-societal system of influence was also associated with higher Well-Being. A simple linear regression was conducted to examine whether, for Gen Z, the Socio-Environmental system of influence was associated with Well-Being. The model was statistically significant, $F(1, 56)$ = 6.69 p = .012, accounting for 10,7% of the variance (R^2 = 0.107; see Appendix, A95). Socio-Environmental systemic influences were positively associated with Well-Being for Gen Z (β = .327, p = .012; see Appendix, A96).

Overall Well-Being was most strongly associated with Intrapersonal influences across both generations, while Social and Environmental-societal influences showed additional positive associations with Well-Being, specifically for Gen Z.

3.9 Discussion of results and contribution to research

This work aimed to examine the patterns of work values among members of Generation X career counsellors and Generation Z career counselling students and to compare them. A second objective was to re-examine the patterns for each generation, this time focusing on systemic influences. The next aim was to examine the relationship between systemic influences and work values, and to determine whether these influences help explain the observed generational differences. Finally, the study aimed to analyse the role of intrinsic and extrinsic work values in relation to well-being.

Work values in Generation X and Generation Z

The first research question asked whether there are specific patterns in work values characterising Generation X career counsellors and Generation Z career counselling students. The findings indicate both expected and unexpected generational differences across the four work values examined.

Autonomy (H1.1). A significant generational difference emerged in the work value Autonomy, but in the opposite direction than anticipated. Generation X scored higher than Generation Z, although previous studies suggested that young adults in Gen Z tend to emphasise self-fulfilment, personal growth, and working in alignment with their own competencies and inclinations (Schleer et al., 2020; McDonald's, 2019; Keune et al., 2018). This finding may reflect differences in labour market experiences: Gen X employees in this sample were already established in stable professional roles, whereas Gen Z participants, still in training, may not yet prioritise autonomy to the same degree. The significant difference between students and employees supports this interpretation, as employees valued autonomy more strongly than students, and most of the employees are part of Generation X, while most students are part of Generation Z. There were no significant differences between males and females for the work value of Autonomy. Another possible explanation is that the Gen Z participants in this study, who are career counselling students pursuing a career in public service, may differ from students in other fields, who often face more open and unstable career prospects, which imply more autonomy in the job. This interpretation aligns with findings indicating that young adults doing apprenticeships or coming from educational and socioeconomic backgrounds associated with a stronger desire for security and stable income tend to value autonomy less than students in traditional university pathways, who are more likely to have greater socioeconomic resources and therefore emphasize autonomy to a higher degree (Schleer et al., 2020; Shell Deutschland Holding, 2019; McDonald's Deutschland LLC, 2019). This, on the other hand, contradicts the finding from an

earlier study carried out at HdBA with students of the same major as in this study (see Chapter 3.4). Keune et al. (2018) found that the students of their sample put high emphasis on autonomy, since the items “working without much supervision” (70,7%) and “having an interesting job” (87,4%) (two aspects of the autonomy construct that are used in this study), among other motives and values, scored relatively high. Since their study did not examine other age groups beyond the students, no meaningful comparison can be made to this study. Also, they used the PSM scale (Perry & Wise, 1990), which measured different dimensions than the WVQ (Furnham et al., 2021), which was used in this study and operationalised constructs differently. Nevertheless, the results by Keune et al. (2018) provide interesting insights into the accentuation of values and motives in the career counselling profession. After considering that commitment to the public interest was the strongest motivation for students choosing this profession, they also found that job security scored the highest among all forms of motivation, with 95.6%, followed by the compatibility of job and family (89%). These are two aspects that are both included in the operationalisation of Security in this study. This leads to the analysis of the hypothesis, which concerns security.

Security (H1.2). As expected, no significant generational difference was found for the work value of Security, but it was the highest among the four work values. This suggests that security remains an important concern for both cohorts, even if for different reasons: Gen X faced a precarious labor market when they entered employment (Hurrelmann & Albert, 2002) and is now in a life state where they long for stability and financial security due to family circumstances and age; but are also confronted with global uncertainties like Covid-19, the climate change and the impact of GenAI in all areas of life (BCG Global, 2024), just like Gen Z (Schleer, 2020; Shell Deutschland Holding, 2019). Thus, the desire for job stability and predictability appears to be a consistent theme across the two generations. There was no significant difference between males and females, nor between students and employees.

Recognition (H1.3). Contrary to expectations, no significant difference was observed between the two generations in terms of recognition. Prior studies suggested that Gen Z, having grown up with social media, might place more emphasis on recognition, status, and visibility (Shabahand et al., 2022). However, this was not reflected in the present sample. One possible explanation is that career counselling, as a professional field and working in the Public Service, may attract individuals who are less motivated by external recognition and more by helping others and having a stable and secure job, as pointed out in the study by Keune et al. (2018), thereby minimising generational differences. This is supported by a result in their study, which shows that 68% of respondents believe having promotion possibilities is important, ranking it

lower among the other motives. There was no significant difference between males and females, nor between students and employees in this sample.

Compensation (H1.4). A significant difference emerged for compensation, with Gen Z scoring higher than Gen X. This was not initially hypothesised, as both groups were expected to value compensation equally due to the public employee-oriented career path, which already emphasises having a stable income. Additionally, several studies have highlighted that compensation is not as important as other values, such as security, friends and family, or job fulfilment (Schroth, 2019; Schleer et al., 2020). The higher emphasis by Gen Z may be linked to rising economic pressure and uncertainty about future pensions, especially for this Generation (Hess, 2018; McIlvaine, 2019). Additionally, broader social trends toward higher financial expectations among younger generations may explain this finding (Deloitte, 2025; Mishra et al., 2024). The comparison between students and employees mirrored this pattern, with students placing more emphasis on compensation, further underlining the salience of financial concerns for Gen Z. This finding is interesting considering the results of Keune's study, which showed that income (62,9%) and getting performance-based compensation (40,3%) were the lowest ranking motives among the career counselling students. It is no contradiction, though, since the work value compensation itself scored the second lowest in this study, among the other three work values, so the result of this study almost mirrors the result of Keune et al's findings. There was no significant difference in compensation between males and females in this study.

Taken together, the results partly support the assumptions derived from previous literature. While Security was equally important across generations as expected, differences emerged for autonomy and compensation, with Gen X emphasising autonomy slightly more than Gen Z and Gen Z prioritising compensation slightly more than Gen X. Recognition did not differ significantly, contrary to expectations. These patterns suggest that generational work values are shaped not only by socio-political contexts but also by the specific professional domain of career counselling. Interestingly, Security had the highest score among all the work values, which mirrors the literature that emphasized the growing importance of security especially for Gen Z (Schleer et al., 2020; Shell Deutschland Holding, 2019; McDonald's Deutschland LLC, 2019) but maybe also as a common generation-overarching social trend due to the current socio-political situation and global phenomena (BCG Global, 2024). The work value Security gets followed by Autonomy, then Compensation and lastly Recognition. The qualitative answers partly underline these results: in response to the open question about aspects of a good job, autonomy-related aspects (e.g., following personal interests, purpose-driven work, creativity, interesting tasks) were mentioned most frequently, highlighting the high importance of the work value

autonomy. The second most mentioned aspects were compensation-related, and the third most mentioned were flexibility and work-life balance-related aspects, which are included in the factor of security. A direct comparison between the quantitative and qualitative results is not possible, since the qualitative answers reflect the participants' spontaneous reflections rather than choices from a predefined set of values. The given answers reflect the importance of the work values of autonomy, security, and compensation for the participants.

Patterns of systemic influences in Generation X career counsellors and Generation Z career counselling students.

The second research question looked at the patterns in the systems of influence for the two generations. There was only a significant difference between the generations for the environmental-societal system of influence, which showed to have a slightly bigger impact for Gen Z. This contradicts the third hypothesis (2.3) that supposed an equal influence for both generations. This assumption was based on the fact that both generations grew up in economically challenging situations, which is likely to influence their job choices negatively. For Gen Z, the prospect of poor pensions (Hess, 2018; McIlvaine, 2019) and for Gen X, the rising unemployment when they started their careers (Nordmann & Drewitz, 2023) were challenging. The reason that this study found a higher positive influence for Gen Z could be that, at the beginning of their work life, they still feel they have many job opportunities and opportunities for further education, which are aspects included in the environmental-societal influences. In contrast, employees from Gen X do not feel this way at the same level at the end of their careers. The second hypothesis (2.2), which supposed a higher influence of the social system on Gen Z than Gen X, could not be confirmed. This assumption was based on the findings that Gen Z highly value the opinions of their parents (Profeli et al., 2013; Saleem et al., 2014; Hurrelmann, 2019; Datenreport BIBB, 2024) and use (social) media as a source of peer comparison and inspiration for jobs and job information (Jahncke et al., 2020; Li et al., 2025; Pena et al., 2022), whereas Gen X did not have (social) media in the same way as a tool, since it wasn't that developed, the time they grew up. Whether their parents had a significant influence on their career decisions is difficult to determine, as the literature provides limited information on this topic. However, the lack of difference between the two generations in this study could be a hint that Gen X, too, let themselves be guided and influenced by parents, peers, and other social influences. The first hypothesis (2.1) that supposed a higher influence of the intrapersonal systems for Gen Z was based on the findings in the literature, that they strive to incorporate their own abilities, interests, values and skills into their jobs (Hurrelmann, 2019; Schroth, 2019; Schleer, 2020), which

represent intrapersonal factors; whereas Gen X prioritizes moral values, compensatory aspects and job security (Hansen & Leuty, 2012). The reason why no significant difference between the two generations could be found, can be hypothesised. It could be that for Gen X, other aspects of the intrapersonal influences fell into weight, such as their education and gender, as described in the research by Cuervo et al. (2012), that points out that increased support for men and woman's equal treatment in the workplace, when Gen X entered the labour market, led to a positive social and cultural change regarding woman at work. However, there are also more recent influences that could have contributed to the importance of intrapersonal aspects for Gen X, such as their expertise gained through years of work experience.

Patterns of associations between work values and systemic influences

The third research question addressed the extent to which intrapersonal, social, and socio-environmental factors, as defined by McMahon's Systems Theory Framework, are associated with work values among career counselling students and career counsellors. The findings indicate that intrapersonal factors were especially salient in relation to autonomy, while social and environmental-societal factors demonstrated weaker associations. Supporting Hypothesis 3.1, intrapersonal influences were positively related to autonomy, especially among Gen Z. This is consistent with the self-determination theory (Deci & Ryan, 1985), which highlights that individuals are more intrinsically motivated (valuing autonomy) when their activities align with personal interests (intrapersonal influence), and with research showing that perceived competencies (intrapersonal influence) are associated with stronger preferences for autonomy in career choices (Ayres, 1980, as cited in Betz & Hackett, 1986; Bandura & Adams, 1977; Neneh, 2019), as well as socioeconomic resources (intrapersonal influence) that can foster career exploration behaviour and therefore a higher value for autonomy (Blustein et al., 2002; Kerka, 1998).

By contrast, Hypothesis 3.2 was not supported: intrapersonal influences were unrelated to Security. Literature suggesting that a high influence of intrapersonal factors like age, health, gender, socioeconomic status, skills and competencies, and personal interests would be associated with a minimised longing for security could not be confirmed. Security included aspects like work-life balance and flexible hours, clear roles and responsibilities, comfortable physical conditions in a modern and clean environment, health and life insurance, easy accessibility and safe working conditions, job permanence, and a job without excessive stress. This result could indicate the overall and generation-overarching striving for those aspects, especially concerning the avoidance of stress due to rising burnout for Gen X and depression susceptibility for Gen Z

(APA, 2018; Twenge & Campbell, 2018; Leiter et al., 2009). Other Security-related aspects, such as having a workplace located close to one's own home (accessibility), can be explained by the social trend that emphasises spending much time with family and friends, where the aspect of the distance between home and workplace was also mentioned a lot (Schleer et al., 2020). The longing for a permanent and stable job can be explained by rising environmental and geo-politic uncertainties, events like Covid-19, economic crisis (O'Reilly et al., 2011) or the emergence of GenAI (BCG Global, 2024) that lead to a longing for security and stability (Papasabbas & Pfuderer, 2021; BCG Global, 2024) no matter which intrapersonal advantages and background a person has. In addition to the societal acceleration of life, processes are also accelerating in the work context. Companies are no longer interested in long-term relationships with their employees and prefer to have fluctuation in order to cut costs and improve competitiveness (Callanan et al., 2017). These aspects may lead to an emphasis on security, regardless of the intrapersonal advantages a person possesses, explaining why there is no relationship between the two. This result also supports the findings from Hypothesis 1.2, where, as expected, no differences in the work value of Security were found between the two generations.

Hypotheses 3.3 and 3.4, concerning recognition and compensation, were not supported, indicating that social influences may not play a direct role in shaping these values within this professional group. This finding is somewhat surprising given prior evidence that media and social networks act as important sources of career-related comparison and orientation for young people with respect to compensation and career aspirations (Tan & Zang, 2014; Jahncke et al., 2020; Shakil et al., 2025), and that parental careers and families' socioeconomic status often serve as role models for young adults' career aspirations and values (Bosco & Bianco, 2005; Saleem et al., 2014; Schröder et al., 2011). Regarding recognition, a possible explanation for the lack of association could be that this work value is not a central aspect in choosing a career as a career counsellor, which is typically pursued for motives such as serving public interests and contributing to society (Keune et al., 2018). Thus, the result may be strongly influenced by the specific sample in this study and could be examined further in studies with more heterogeneous populations. The result also supports Hypothesis 1.3, which states that no difference could be found between the two generations in terms of work value for recognition, and similar reasons were given.

For the lack of association between compensation and social influence, no direct explanation could be identified in the existing literature. Interestingly, for Gen X, a negative association was found between social influence and compensation. Gen Xers are often mid-career or later stages, and at that point, social influences may matter less to them in general, but also in

terms of compensatory questions. Additionally, they now have more responsibilities, such as caring for children or elderly relatives, which could shift their priorities from earning more money to achieving stability and a better work-life balance (Stiglbauer et al., 2022). Concerning members of Gen Z, a possible explanation the aforementioned uncertainties on both political and economic levels, regarding their future pensions (Hess, 2018; McIlveen, 2019), lead to a prioritisation of financial security, regardless of what peers, parents, or other social influences suggest to them.

Finally, Hypotheses 3.5–3.7, which expected socio-environmental influences to be related to autonomy, security, and compensation, were also not supported. This is notable given prior evidence that macroeconomic conditions, such as recessions or economic booms, can strongly shape young people's work values (Cotofan et al., 2023; Galhena & Rathnayake, 2011; Khatibu et al., 2022). For instance, periods of economic prosperity are associated with higher preferences for meaningful and fulfilling work (which are autonomy-related aspects). Also, strong labour market policies and training programs have been linked to declines in security-seeking and increases in autonomy orientation (Hörisch, 2021). The absence of such associations in the present sample may reflect the relatively secure professional trajectory of career counsellors in Germany (Keune et al., 2018), where structural conditions of the job in Public Service buffer the influence of broader socio-economic fluctuations on the longing for security, compensation and autonomy, since wages and the job itself do not get endangered by the economic situation and also the work stays the same.

For the other systems of influence, only limited associations with work values were observed. A small positive correlation emerged between intrapersonal influence and recognition, suggesting that individuals who rely more strongly on intrapersonal guidance may also place greater importance on getting recognition for their work. This effect was more pronounced among Gen X, where a moderate association was observed, whereas no significant relationship was found for Gen Z. In addition, social influence was positively related to autonomy for Gen Z, confirming the research findings that both values, strong social relationships (McDonald's 2019; Shell Deutschland Holding 2019) and autonomy (Schroth, 2019; Schleer et al., 2020) are essential for this generation, even though the higher importance of autonomy for Gen Z could not be confirmed in the first Hypothesis (1.1). These findings highlight that, beyond intrapersonal factors, social systems also have a strong association with autonomy, at least for Gen Z. According to Cohen's (1988) guidelines, the effect size can be considered small to

medium, underlining that social influences had a meaningful, though not dominant, association with autonomy values.

Regarding the fourth research question, the expectation that intrinsic work values would be positively associated with well-being (Kasser & Ryan, 1993; 1996, as cited in Deci & Ryan, 2017) was partly supported. Autonomy showed a meaningful positive relationship with well-being, particularly among Gen X, suggesting that valuing autonomy is related to higher well-being. A possible explanation for this is that autonomy is a core psychological need according to Deci and Ryan's Self-Determination Theory (1985). Individuals who value autonomy are likely to experience a sense of volition and self-congruence at work, which in turn fosters their well-being. In contrast, recognition was not significantly related to well-being. This gets accompanied by the result that recognition was the least important of the four work values in this sample which can be explained by the fact that people choosing the profession of a career counsellor are mainly motivated by different goals than recognition, such as serving public interests (Keune et al., 2018) and are therefore less likely to see recognition as an aspect connected to well-being. The assumption that extrinsic work values would be negatively associated with well-being was also not supported, as no significant correlations emerged for Security and Compensation with Well-Being. This suggests that they are not necessarily detrimental to well-being in this sample, but rather may serve as neutral factors. They neither have a positive nor a negative association with well-being, which might be due to the fact that in this profession, especially compensatory aspects, but also job security, are already given (Keune et al., 2018), and the needs for those aspects are already met.

The relationship between the systems of influence and well-being

In addition to the hypothesis-testing analysis, the relationship between the systems of influence and well-being was further explored. Across generations, the intrapersonal system of influence showed the strongest positive association with well-being, a finding also supported by the qualitative results, which ranked intrapersonal influences as the highest, followed by social influences. This suggests that individuals who rely more on internal guidance and self-reflection tend to report higher levels of well-being, consistent with the literature that states intrinsic work values are positively related to well-being (Kasser & Ryan, 1993, 1996, as cited in Deci & Ryan, 2017). The effect was particularly pronounced among Gen Z, where intrapersonal influences accounted for a substantial proportion of variance in well-being. The finding also resonates with Deci and Ryan's (1985) self-determination theory, which emphasises the centrality of autonomy and self-regulation for psychological well-being and highlights

the salience of intrapersonal resources in younger cohorts navigating uncertain and complex social contexts (Schleer et al., 2020). For Gen X, the association was smaller but still meaningful, indicating that intrapersonal factors and well-being are related across generations, although to different extents. The social system of influence was also positively related to well-being, although the effect was smaller. This finding highlights the relationship between supportive relationships, social networks, and well-being, which has been emphasised in the literature on Gen Z's growing priority on family and friends (Shell Deutschland Holding, 2019; Schleer et al., 2020). Accordingly, for Gen Z, social influences accounted for a notable part of variance in well-being, suggesting that social connections may play a particularly important role during early career stages and confirming the literature results about the increasing importance of family and friends as a social support system (Shell Deutschland Holding, 2019; Schleer et al., 2020). This result is also supported by the qualitative answers to the question about the most important aspects at the workplace. The most frequently mentioned factors were the team and colleagues, followed by a positive work atmosphere and the location of the workplace, which is another aspect that was already reflected in earlier studies on the needs and priorities of Gen Z (Leven et al., 2019b; Hurrelmann, 2019). Finally, for Gen Z, a positive link was also observed between socio-environmental influences and well-being, although it was weaker than the intrapersonal or social effects. This indicates that broader contextual and societal factors may be related to young adults' sense of well-being, especially when they enter the work market, supporting the holistic perspective of the Systems Theory Framework. Taken together, the results suggest that while well-being is most strongly linked to intrapersonal factors, social and socio-environmental systems also contribute, especially for the younger generation.

The qualitative results revealed that in terms of potential difficulties, stress and workload were mentioned most, with many stating that due to a lack of personnel through the demographic change, they are left with more tasks than they can reasonably manage. In addition, several noted that with increased age, they find it harder to cope with the same workload, especially when it involves new technologies. The second most frequently mentioned aspect is the rigidity of organisational structures, including bureaucracy and political directives that often do not fit the real-life situation and hinder workflow. The third most mentioned aspect concerned rising demands in the job, driven in part by digitalisation and the resulting higher workload. In regard to perceived opportunities, participants valued professional development and training opportunities the most, followed by opportunities for promotion, job safety, and stability. The following paragraph will outline the implications of these findings.

In sum, the findings partly confirmed the aims outlined at the beginning: to examine generational patterns in work values, to explore how systemic influences can explain these differences, and to investigate the impact of intrinsic and extrinsic work values on well-being. The results showed that Gen X career counsellors and Gen Z career counselling students differ in some specific work values, particularly autonomy and compensation, while sharing a strong emphasis on security. Systemic influences were only partly related to work values, suggesting that they could, in part, explain work values, but alongside other aspects, such as generational identity, general identity aspects (not included in this study), or broader contextual factors, such as the profession of career counselling. Systemic influences were broadly similar across generations, except for environmental-societal factors, which were more salient for Gen Z. Moreover, well-being was most closely linked to intrinsic values, such as autonomy, underlining their central role across generations. In contrast, extrinsic values, including compensation and security, were not significantly related to well-being, suggesting that while they are highly valued, they may function as neutral rather than enhancing factors in this professional context.

Implications

The present study makes several contributions to the literature on generational work values and the Systems Theory Framework of career development. First, the finding that Gen X placed greater emphasis on autonomy than Gen Z challenges common generational assumptions that younger cohorts prioritise self-fulfilment and independence (Schleer et al., 2020; McDonald's Deutschland LLC, 2019), at least for this sample. Second, the unexpected generational difference in compensation, with Gen Z placing greater importance on financial rewards, highlights the relevance of economic conditions and intergenerational inequalities (e.g., pension insecurity) as drivers of work values. This adds another aspect to prior research on Gen Z, which primarily discussed their priorities of intrinsic and social orientations. Third, the finding that intrapersonal influences are associated with autonomy and well-being, particularly among Gen Z, provides empirical support for the Systems Theory Framework (McMahon, 1992, as cited in Patton & McMahon, 2015) and for the self-determination theory (Deci & Ryan, 1985, 2000). It underscores the centrality of internal resources, self-reflection, and perceived competencies for both, work values and well-being. At the same time, the weaker and less consistent effects of social and environmental-societal systems suggest that these influences may be context-dependent, varying across professions, institutional environments, and career stages.

Taken together, the results refine existing theoretical models by showing that intrapersonal, social, and socio-environmental influences differ across work values, well-being outcomes, and generations.

Strengths and areas for further developments

As shown by research findings and implications highlighted, the study contributes to the literature by directly comparing Generation X and Generation Z within the field of career counselling and thereby reduces potential confounding influences of the occupational context. Furthermore, the inclusion of the generation, gender, work status, well-being, and systemic influences provides a more complex picture of possible influences on work values.

Another strength lies in the generational comparison itself, as only a few studies have specifically contrasted Generation X with Generation Z (Harari et al., 2023; Mishra et al., 2024).

Additionally, the study examines systemic influences on career decisions in adulthood, an area where empirical studies are scarce.

Finally, this work examines systemic influences using a quantitative approach and therefore a quantitative version of the MSCI tool (McMahon et al., 2015; McMahon et al., 2005, as cited in Patton & McMahon, 2015; Sgaramella, 2023), which has not yet been undertaken in previous research.

At the same time, several limitations have to be mentioned. The nature and size of the sample were limited to the career counsellors at the German Agency of Work and Career Counselling and students at the University of Applied Labour Studies, making it a particularly unique sample with its own pros and cons. On one hand, it restricts the extent to which the findings can be generalized to the broader population. Also, it can be assumed that this particular sample shares some unique characteristics that are typical for employees who choose the profession of a career counsellor and, at the same time, in the Public Service, as the study by Keune et al. (2018) points out. These contextual factors should be considered when interpreting the results, since their general values and work values are likely to differ from those of people in other professions (Perry & Wise, 1990; Keune et al., 2018). So, the results are particularly representative for people working in Public Service, which means they might share an interest in public welfare and value job security and job flexibility (Keune et al., 2018). The high emphasis on security in this sample is therefore consistent with Keune and colleagues' findings.

Another aspect is that Gen X looks at a much longer work life, with more years of experience, which makes them answer differently compared to Gen Z, and possibly have adapted

their values over time while working in their job(s). Their answers, therefore, reflect not only their values but also their work experience, whereas students from Gen Z, who have not yet gained much work experience, base their values more on expectations about their future job or on the limited work experience they have so far. This difference represents a confounding variable that was not controlled for in this study. In future research, one option would be to put questions like "To what extent and how do you think your work experience has changed or influenced your work values over the years?" to control for this factor. Another option would be to apply a longitudinal, rather than a cross-sectional design. In this way, all cohorts would be measured at the same age, and no experience effect would confound the results.

Another aspect that could be buffered through a longitudinal design is the potential memory bias for Gen X when answering questions about the impact of different systems on their career decision-making. Given that their first career decisions date back further than those of Gen Z, it is possible that Gen X members answer the questions differently than they would have some years ago or when they were the same age as Gen Z members now. A possible way to eliminate this bias would be to conduct a longitudinal study instead of a cross-sectional design, comparing the generations at the same age, but at different points in time, as was already done in some cases (Simmons & Penn, 1984, as cited in Hansen & Leuty, 2012; Sinisalo, 2004, as cited in Hansen & Leuty, 2012), as mentioned in Chapter 1.5.2. A third advantage of conducting a longitudinal study is that it would allow for conclusions about causality. The cross-sectional design in this study only allowed for showing associations between the variables, as the survey was conducted at a single point in time. Therefore for example a future study might investigate whether work values influence well-being, whether well-being influences work values, or whether both are affected by a third variable.

Another constraint is that the items of the Work Value Questionnaire (WVQ) (Furnham, 2021) and the Systems of Influence Survey (Sgaramella, 2023) have been translated from English to German with the forward-backwards translation method, which is widely accepted. However, the linguistic equivalence does not guarantee the cultural appropriateness. Therefore, it is possible that items in the German context may be interpreted differently than in the original English sample, where the work value tool was developed. The translator, used for the backward translation, was a psychology student with a similar background to the material. Nevertheless, subjectivity and individual biases cannot be eliminated. Additionally, no empirical validation of the translated version has been conducted due to limited time resources.

A methodological constraint concerns their factor structure. For both tools, the factor structure could not be confirmed through the confirmatory factor analysis. Since for the Systems of Influence tool, the three factors content-wise only make sense in the proposed structure, it was proceeded with that, as for what concerns the WVQ, the non-satisfactory model fit values, even after the applied changes through the model fit indices, led to the performance of an exploratory factor analysis, which led to the removal of two of the six original factors and therefore 39 instead of 44 items. So the adapted structure may not fully align with the theoretical basis of the instrument. By removing the two factors and five items, this version of the tool is no longer identical to the original tool, which limits comparability with studies that used the whole instrument and, consequently, affects generalizability. It still seemed the best possible way to guarantee a valuable use of the data. Due to time constraints, the EFA was also not cross-validated, which is usually done to ensure its stability. This underscores the need for a replication in future studies.

3.10 Future Research

Given the limited empirical research on systemic influences on adults or their work values, the present study is best understood as an exploratory study that contributes to opening several potentially productive research paths.

Its primary aim was to generate insights into potential relationships and patterns of work values and systemic influences, rather than to establish causal conclusions. Therefore, the focus was on examining individual correlations, which is also reflected in the hypotheses that focus on specific bivariate relationships. Accordingly, predictors were analysed separately in simple regression analyses or group comparisons. This exploratory approach provides initial insights but also limits the generalizability and causal interpretability of the findings. Future studies, for instance, rather than conducting multiple independent *t*-tests, one-way ANOVAS, and simple regressions, multilevel analysis could then account for the nested data structure (Raudenbush & Bryk, 2002) and obtain more accurate standard errors, reducing the risk of Type I error inflation (Cohen, 1994). Such an approach would then allow for separating the within-group effects (e.g. individuals within Gen Z) and the between-group effects (between the two generations), while showing potential cross-level interactions (for example, “Does the effect of gender depend on the generational affiliation?”) and enabling the estimation of the relative influence of predictors at different levels.

The sample in this study is representative of a Western-centric perspective, which is the primary representative in generational theory development (Weiss & Zhang, 2020). Future research should aim to include a more diverse sample, both culturally and professionally, including participants from occupations other than career counselling and from various countries, to determine if the patterns hold across different countries and cultural contexts. This would enable more generalizable conclusions for the broader population.

In addition, a longitudinal design would make it possible not only to examine causal relationships but also to control for confounding effects, such as the memory bias and the growth of work experience over time, which influence values and therefore shape the results of generational effects. Moreover, the research findings suggest it is worth that both the quantitative System of Influences tool and the Work Value Questionnaire should be empirically validated in a German version, with particular attention to confirming their factor structures through further statistical validation. Another aspect concerns the test of moderator variables, such as personality traits, overall job satisfaction, or organisational support, on work values and well-being.
A final suggestion for future research is to examine not only bivariate relationships between variables but also to adopt a multilevel approach, which allows for the simultaneous consideration of multiple predictors at different levels. This would not only account for the nested data structure (e.g., individuals within generational groups) but also allow for the investigation of cross-level effects, thereby providing more accurate and nuanced estimates of the relationships between predictor variables and their relative influence on the dependent variable. For example, it could be examined whether well-being is more strongly predicted by work values, systemic influences, or their interplay, and whether the link between an individual's work values and well-being depends on the generational affiliation. Research questions could then investigate the relationship between intrinsic and extrinsic work values and individual well-being, and whether this relationship varies across generational groups. Alternatively, it might focus on the extent to which individual-level intrapersonal, social, and environmental-societal influences predict work values, and whether the strength of these associations differs between generations, for the relationship between the systems of influence and work values. This would extend the present work by including cross-level effects, besides single-level associations.
The research lines outlined will then contribute to providing an enriched and more comprehensive picture of how multiple predictors simultaneously shape the constructs under consideration in diverse generations of adults.

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**works not directly consulted.*

Appendix

Appendix A

Confirmatory Factor analysis: Work Value Questionnaire

Table A1

Factor Loadings of the Confirmatory Factor Analysis of the work value questionnaire items (WVQ)

Factor	Indicator	Estimate	SE	Z	p	Stand. Estimate
Autonomy	WV05_09_Aut	1.539	0.243	6.32	<.001	0.579
	WV05_18_Aut	1.327	0.197	6.74	<.001	0.611
	WV05_23_Aut	1.483	0.151	9.85	<.001	0.807
	WV05_24_Aut	1.384	0.132	10.48	<.001	0.840
	WV05_33_Aut	0.816	0.154	5.31	<.001	0.498
Recognition	WV05_13_Rec	1.640	0.226	7.26	<.001	0.679
	WV05_25_Aut	0.629	0.178	3.54	<.001	0.373
	WV05_26_Comp	1.426	0.207	6.90	<.001	0.644
	WV05_28_Rec	1.276	0.184	6.95	<.001	0.651
	WV05_20_Rec	1.400	0.212	6.60	<.001	0.620
	WV05_44_Rec	1.366	0.228	5.99	<.001	0.572
Affiliation	WV05_30_Aut	1.134	0.171	6.62	<.001	0.635
	WV05_35_Aut	1.223	0.153	8.01	<.001	0.717
	WV05_39_Aut	1.218	0.202	6.02	<.001	0.574
	WV05_40_Aut	1.582	0.189	8.36	<.001	0.759
Security	WV05_04_Sec	1.080	0.222	4.87	<.001	0.487

	WV05_10_cond	1.812	0.209	8.67	<.001	0.796
	WV05_29_cond	1.400	0.210	6.66	<.001	0.645
	WV05_32_Sec	0.764	0.184	4.16	<.001	0.448
	WV05_42_cond	1.561	0.193	8.10	<.001	0.728
Compensation	WV05_02_Comp	1.338	0.193	6.94	<.001	0.642
	WV05_11_Comp	1.364	0.245	5.57	<.001	0.540
	WV05_17_Sec	1.012	0.200	5.06	<.001	0.500
	WV05_21_Comp	1.068	0.122	8.79	<.001	0.766
	WV05_22_Comp	1.732	0.239	7.25	<.001	0.668
Conditions	WV05_05_Sec	1.436	0.155	9.25	<.001	0.780
	WV05_07_Sec	1.578	0.159	9.91	<.001	0.820
	WV05_14_Sec	0.835	0.133	6.27	<.001	0.578
	WV05_19_Sec	0.672	0.164	4.09	<.001	0.398
	WV05_31_Sec	1.271	0.182	7.00	<.001	0.634

Table A2

Model Fit values, Test for Exact Fit for the work value items

χ^2	df	p
813	390	<.001

Table A3

Fit Measures for the work value items

			RMSEA 90% CI	
CFI	TLI	RMSEA	Lower	Upper
0.711	0.678	0.0984	0.0888	0.108

Table A4

Modification Indices for the work value items

	Autonomy	Recognition	Affiliation	Security	Compensation	Conditions
WV05_09_Aut		0.00105	0.09485	0.3706	0.09535	0.6164
WV05_18_Aut		1.82100	0.55147	10.9429	6.32268	8.5688
WV05_23_Aut		0.29516	0.17382	0.4069	0.16984	0.9710
WV05_24_Aut		0.12428	0.63922	1.0229	0.11181	0.4729
WV05_33_Aut		4.63787	0.02925	2.7521	4.59170	1.8554
WV05_13_Rec	8.4249		7.74451	0.6189	0.00610	2.0854
WV05_25_Rec	24.4241		13.51274	1.3944	2.40664	11.2104
WV05_26_Rec	5.5477		5.57327	5.4473	7.75894	1.5266
WV05_28_Rec	17.3843		11.76702	2.4014	2.38074	1.4221
WV05_20_Rec	0.7412		0.00873	0.4678	0.23157	0.0952
WV05_44_Rec	0.4032		1.79e-4	3.6416	8.94620	11.7580
WV05_30_Aff	8.2174	5.93772		8.9599	5.57475	8.9049
WV05_35_Aff	1.1329	0.16480		1.0361	0.29603	0.0578
WV05_39_Aff	0.2415	0.10753		2.5504	0.06125	1.4241
WV05_40_Aff	1.3271	1.85997		5.0148	1.49180	3.2047
WV05_04_Sec	15.8157	8.26594	13.69051		7.52909	13.3483
WV05_10_Sec	14.9983	6.12552	15.91951		5.77933	13.5259
WV05_29_Sec	0.8885	2.18964	0.02648		0.55004	8.6008
WV05_32_Sec	16.0917	1.60874	14.98521		3.16699	21.8591
WV05_42_Sec	0.3369	0.80177	0.08119		0.38421	3.2974
WV05_02_Comp	0.6919	3.52304	0.56920	0.3884		0.9105
WV05_11_Comp	0.1771	10.78824	0.19799	0.3990		7.7641
WV05_17_Comp	1.2488	3.23174	0.88281	0.5611		6.4588

WV05_21_Comp	0.7086	3.12255	1.29250	0.7774		1.1936
WV05_22_Comp	0.4602	6.69691	1.11566	0.3624		3.2911
WV05_05_Cond	0.0371	8.57992	0.30126	3.4672	4.37372	
WV05_07_Cond	1.0444	0.02964	2.09461	0.3953	0.50419	
WV05_14_Cond	1.7955	1.45237	1.23373	0.6406	0.71839	
WV05_19_Cond	0.2674	1.94430	2.63255	0.0374	0.78671	
WV05_31_Cond	0.0684	5.34811	0.87326	4.8679	0.30504	

Table A5

Work value items, Test for Exact Fit after removing Item 25

χ^2	df	p
784	390	<.001

Table A6

Work value items, Fit Measures with item 25 on the factor autonomy

				RMSEA 90% CI	
CFI	TLI	SRMR	RMSEA	Lower	Upper
0.731	0.700	0.113	0.0949	0.0853	0.105

Exploratory Factor Analysis: Work Value Questionnaire

Table A7

Factor Loadings in the Exploratory Factor Anlysis with all original items from the Furnham work value questionnaire (2021)

	Factor						
	1	2	3	4	5	6	Uniqueness
WV05_01		0.581					0.572
WV05_02		0.506	0.360				0.537
WV05_03			0.665				0.459
WV05_04		0.493				0.306	0.554
WV05_05		0.727					0.412
WV05_06			0.519				0.600
WV05_07		0.718					0.407
WV05_08	0.651						0.444
WV05_09	0.607					0.360	0.399
WV05_10	-0.320			0.748			0.249
WV05_11			0.744				0.402
WV05_12		0.321				0.638	0.391
WV05_13			0.414		0.661		0.309
WV05_14		0.592					0.555
WV05_15	0.368			0.331			0.589
WV05_16	0.523	0.319					0.514
WV05_17		0.564					0.628
WV05_18	0.495			-0.414		0.449	0.346
WV05_19		0.442			0.374		0.595

WV05_20					0.634		0.490
WV05_21		0.610	0.443				0.385
WV05_22			0.549				0.513
WV05_23	0.808						0.276
WV05_24	0.734						0.333
WV05_25	0.504	0.351					0.530
WV05_26			0.678				0.382
WV05_27						0.577	0.581
WV05_28	0.437				0.472		0.458
WV05_29				0.643			0.425
WV05_30	0.509						0.562
WV05_31		0.523		0.324			0.502
WV05_32		0.552					0.482
WV05_33	0.465						0.648
WV05_34				0.672			0.438
WV05_35	0.740						0.387
WV05_36			0.315		0.801		0.203
WV05_37	0.666	0.385					0.327
WV05_38		0.655					0.459
WV05_39	0.467						0.708
WV05_40	0.661						0.489
WV05_41				0.309	0.344	0.344	0.646
WV05_42		0.443		0.588			0.429
WV05_43	0.685						0.458
WV05_44	0.316		0.336		0.318		0.535

Note. 'Principal axis factoring' extraction method was used in combination with a 'varimax' rotation

Table A8

Factor Loadings in another Exploratory Factor analysis without the technical items

	Factor					
	1	2	3	4	5	Uniqueness
WV05_01		0.582				0.572
WV05_02		0.459		0.417		0.607
WV05_03				0.676		0.456
WV05_04		0.492				0.628
WV05_05		0.704				0.447
WV05_06				0.517		0.600
WV05_07		0.708				0.434
WV05_08	0.653					0.443
WV05_09	0.649					0.505
WV05_10	-0.332				0.727	0.267
WV05_11				0.717		0.431
WV05_13			0.742	0.367		0.305
WV05_14		0.578				0.566
WV05_15	0.383				0.391	0.567
WV05_16	0.558					0.575
WV05_17		0.542				0.632
WV05_18	0.551				-0.369	0.507
WV05_19		0.501				0.636
WV05_20			0.622			0.515
WV05_21		0.607		0.469		0.379
WV05_22			0.303	0.546		0.515
WV05_23	0.814					0.278

WV05_24	0.751					0.333
WV05_25	0.487	0.349				0.547
WV05_26			0.316	0.613		0.462
WV05_28	0.460		0.536			0.457
WV05_29			0.350		0.619	0.438
WV05_30	0.534		0.328			0.550
WV05_31		0.575				0.524
WV05_32		0.604				0.562
WV05_33	0.445					0.680
WV05_34					0.647	0.442
WV05_35	0.696					0.451
WV05_36			0.852			0.206
WV05_37	0.648	0.395				0.336
WV05_38		0.675				0.453
WV05_39	0.475					0.709
WV05_40	0.652					0.505
WV05_41			0.431			0.715
WV05_42		0.480			0.549	0.428
WV05_43	0.685					0.470
WV05_44	0.335		0.424	0.302		0.535

Note. 'Principal axis factoring' extraction method was used in combination with a 'varimax' rotation

Table A9

Factor Loadings without the affiliation items and without the technology items

	Factor				
	1	2	3	4	Uniqueness
WV05_01	0.585				0.578
WV05_02	0.491			0.310	0.659
WV05_03	0.332			0.603	0.510
WV05_04	0.536				0.626
WV05_05	0.716				0.444
WV05_06				0.484	0.642
WV05_07	0.741				0.431
WV05_08		0.681			0.474
WV05_09		0.563		0.369	0.542
WV05_10	0.445	-0.558			0.413
WV05_11				0.663	0.489
WV05_13			0.752	0.305	0.332
WV05_14	0.598				0.558
WV05_15				0.456	0.751
WV05_16		0.612			0.550
WV05_17	0.486				0.744
WV05_18		0.663			0.492
WV05_19	0.471				0.654
WV05_20			0.621		0.530
WV05_21	0.609				0.516
WV05_22			0.329	0.536	0.517
WV05_23		0.745		0.309	0.322

WV05_24		0.789			0.309
WV05_25	0.334	0.519			0.547
WV05_26			0.344	0.611	0.471
WV05_28		0.479	0.567		0.414
WV05_29		-0.399	0.379		0.579
WV05_30		0.482	0.351		0.572
WV05_31	0.631				0.540
WV05_32	0.632				0.576
WV05_33		0.489			0.668
WV05_34	0.439	-0.435			0.557
WV05_36			0.860		0.216
WV05_37	0.313	0.717			0.363
WV05_38	0.613	0.358			0.455
WV05_41			0.442		0.736
WV05_42	0.614	-0.330			0.488
WV05_43		0.539		0.360	0.575
WV05_44			0.454	0.413	0.561

Note. 'Principal axis factoring' extraction method was used in combination with a 'varimax' rotation

Figure 1

Item-Factor structure of the work value items after the exploratory factor analysis

Factor 1: Security

01: A job that allows me to live a balanced life.

02: A job that offers many benefits in addition to the salary (e.g., company pension plan, additional vacation days).

04: A job with clear and well-defined roles and areas of responsibility.

05: A job that can be performed in physically comfortable conditions.

07: A job that can be performed in a safe, modern, and clean environment.

14: A job that allows me to have flexible working hours to suit my personal needs.

17: A professional activity that provides me with health and life insurance.

19: A professional activity that is easily accessible.

21: A professional activity that is well paid.

31: A professional activity that can be carried out under safe and secure conditions.

32: A job that is secure and permanent.

34: A job that is not too complicated.

38: A job with a fair and considerate boss.

42: A job that is not particularly stressful.

Factor 2: Autonomy

08: A job that allows me to work for a good cause

10: A professional activity that is relatively easy and does not require much effort. → *negative loading→ will be reversed*

09: A professional activity that brings out my creative talents.

16: A professional activity that allows me to work independently and without much control.

18: A job that is challenging and requires a lot of mental effort and analysis.

23: A job that provides opportunities for self-development.

24: A job that allows me to use my personal talents and the knowledge I have acquired through my education.

25: A job that allows me to determine my future and influence it.

29: A professional activity that can be carried out in a standardized, stable, and controlled manner. → *negative loading → will be reversed*

30: A professional activity with many appropriate areas of responsibility.

33: A professional activity that allows me to be myself.

37: A professional activity that I find personally interesting.

43: A professional activity that allows me to be involved in many different types of activities.

Factor 3: Recognition

13: A professional activity that gives me a high reputation.

20: A professional activity in an organization that is widely recognized and respected.

28: A professional activity that leads to clear and broad recognition of my achievements.

36: A professional activity that is generally regarded as a “high-status profession” in our society.

41: A professional activity that celebrates old values such as science, thrift, and hard work.

44: A professional activity that gives me a certain degree of publicity.

Factor 4: Compensation

03: A professional activity that offers me many opportunities to increase my salary.

06: A professional activity that gives me the opportunity to compete with others.

11: A professional activity that includes economic opportunities to earn additional money.

15: A professional activity full of excitement, pleasure, and play.

22: A professional activity that offers me many extras (e.g., a company car, discounts on products, etc.).

26: A professional activity that gives me the opportunity for rapid advancement.

Reliability Analysis

Table A10

Reliability Statistics for Flourishing scale

	Mean	SD	Cronbach's α
scale	5.80	0.813	0.883

Table A11

Reliability Statistics for life satisfaction scale

	Mean	SD	Cronbach's α
scale	5.08	1.19	0.857

Table A12

Reliability Statistics for Systems of Influence scale

	Mean	SD	Cronbach's α
scale	3.42	0.383	0.833

Note. item 'SY01_10' correlates negatively with the total scale and probably should be reversed

Table A13

Reliability Statistics for Work Values scale

	Mean	SD	Cronbach's α
scale	6.87	0.921	0.905

Independent t-tests – work values

Table A14

Independent Samples T-Test for Autonomy, split by generation

		Statistic	df	p		Effect Size
Mean_Autonomy	Student's t	3.68	109	<.001	Cohen's d	0.698

Note. H_a $\mu_1 \neq \mu_2$

Table A15

Group Descriptives for Autonomy, split by generation

	Group	N	Mean	Median	SD	SE
Mean_Autonomy	1 (GenX)	53	7.90	8.15	1.16	0.159
	2 (GenZ)	58	7.10	7.15	1.13	0.149

Table A16

Normality Test (Shapiro-Wilk) for Autonomy

	W	p
Mean_Autonomy	0.880	<.001

Note. A low p-value suggests a violation of the assumption of normality

Table A17

Homogeneity of Variances Test (Levene's) for Autonomy

	F	df	df2	p
Mean_Autonomy	0.128	1	109	0.721

Note. A low p-value suggests a violation of the assumption of equal variances

Table A18

Independent Samples T-Test for Autonomy with the Mann-Whitney U Test

		Statis-tic	df	p		Effect Size
Mean_Autonomy	Student's t	3.68	109	<.001	Cohen's d	0.698
	Welch's t	3.67	108	<.001	Cohen's d	0.698
	Mann-Whitney U	789		<.001	Rank biserial correlation	-0.487

Note. H_a $\mu_1 \neq \mu_2$

Table A19

Independent Samples T-Test for Autonomy without outlier

			Statistic	df	p		Effect Size
Mean_Autonomy		Student's t	4.85	108	<.001	Cohen's d	0.926

Note. H_a $\mu_1 \neq \mu_2$

Table A20

Independent samples T-Test for the work value autonomy between males and females

		Statistic	df	p		Effect Size
Mean_Autonomy	Student's t	-1.65	109	0.102	Cohen's d	-0.365

Note. H_a $\mu_1 \neq \mu_2$

Table A21

Group Descriptives males' and females' mean for autonomy

	Group	N	Mean	Median	SD	SE
Mean_Autonomy	1	84	7.37	7.46	1.24	0.135
	2	27	7.81	8.15	1.07	0.207

Table A22

Independent samples T-Test for the work value autonomy between students and employees

		Statistic	df	p		Effect Size
Mean_Autonomy	Student's t	-3.15	109	0.002	Cohen's d	-0.599

Table A19

Independent Samples T-Test for Autonomy without outlier

		Statis-tic	df	p	E S

Note. H_a $\mu_1 \neq \mu_2$

Table A23

Group Descriptives students' and employees' mean for autonomy

	Group	N	Mean	Me-dian	SD	SE
Mean_Autonomy	1 (stu-dents)	59	7.15	7.15	1.16	0.151
	2 (employ-ees)	52	7.85	8.12	1.17	0.162

Table A24

Independent Samples T-Test for Security

		Statis-tic	df	p		Effect Size
Mean_Security	Stu-dent's t	-1.58	109	0.118	Cohen's d	-0.300

Note. H_a $\mu_1 \neq \mu_2$

Table A25

Descriptives GenX's and GenZ's mean for security

	Group	N	Mean	Median	SD	SE
Mean_Security	1 (GenX)	53	7.73	7.86	1.25	0.172
	2 (GenZ)	58	8.07	8.18	1.01	0.133

	Group	N	Mean	Median	SD	SE

Table A26

Normality Test (Shapiro-Wilk) for security

	W	p
Mean_Security	0.914	<.001

Note. A low p-value suggests a violation of the assumption of normality

Table A27

Homogeneity of Variances Test (Levene's) for security

	F	df	df2	p
Mean_Security	0.773	1	109	0.381

Note. A low p-value suggests a violation of the assumption of equal variances

Table A28

Independent Samples T-Test for security, with the Mann-Whitney U test

		Statistic	df	p		Effect Size
Mean_Security	Student's t	-1.58	109	0.118	Cohen's d	-0.300
	Mann-Whitney U	1254		0.095	Rank biserial correlation	0.184

Note. H_a $\mu_1 \neq \mu_2$

Table A29

Independent Samples T-Test for security without the outlier

		Statistic	df	p		Effect Size
Mean_Security	Student's t	-1.22	108	0.226	Cohen's d	-0.232
	Mann-Whitney U	1254		0.128	Rank biserial correlation	0.169

Table A30

Independent samples T-Test for the work value security between males and females

		Statistic	df	p		Effect Size
Mean_Security	Student's t	1.51	109	0.135	Cohen's d	0.333

Note. H_a $\mu_1 \neq \mu_2$

Table A31

Group Descriptives males' and females' mean for security

	Group	N	Mean	Median	SD	SE
Mean_Security	1	84	8.00	8.14	1.16	0.127
	2	27	7.62	7.79	1.03	0.198

Table A32

Independent samples T-Test for the work value security between students and employees

		Statistic	df	p		Effect Size
Mean_Security	Student's t	1.33	109	0.188	Cohen's d	0.252

Note. H_a $\mu_1 \neq \mu_2$

Table A33

Group Descriptives students' and employees' mean for security

	Group	N	Mean	Median	SD	SE
Mean_Security	1	59	8.04	8.14	1.04	0.136
	2	52	7.76	7.96	1.24	0.171

Table A34

Independent Samples T-Test for recognition

		Statistic	df	p		Effect Size
Mean_Recognition	Student's t	0.216	109	0.829	Cohen's d	0.0410

Note. H_a $\mu_1 \neq \mu_2$

Table A35

Group Descriptives GenX's and GenZ's mean for recognition

	Group	N	Mean	Median	SD	SE
Mean_Recognition	1	53	5.20	5.50	1.64	0.226
	2	58	5.13	5.08	1.71	0.224

Table A36

Normality Test (Shapiro-Wilk) for recognition

	W	p
Mean_Recognition	0.980	0.093

Note. A low p-value suggests a violation of the assumption of normality

Table A37

Homogeneity of Variances Test (Levene's) for recognition

	F	df	df2	p
Mean_Recognition	0.394	1	109	0.532

Note. A low p-value suggests a violation of the assumption of equal variances

Table A38

Independent samples T-Test for the work value recognition between male and female

		Statistic	df	p		Effect Size

Homogeneity of Variances Test (Levene's) for recognition

	F		df	df2	p			
Mean_Recognition		Student's t		-0.832	109	0.407	Cohen's d	-0.184

Note. H_a $\mu_1 \neq \mu_2$

Table A39

Group Descriptives males' and females' mean for recognition

	Group	N	Mean	Median	SD	SE
Mean_Recognition	1 (female)	84	5.09	5.00	1.66	0.181
	2 (male)	27	5.40	5.50	1.70	0.328

Table A40

Independent samples T-Test for the work value recognition between students and employees

		Statistic	df	p		Effect Size
Mean_Recognition	Student's t	-0.386	109	0.700	Cohen's d	-0.0734

Note. H_a $\mu_1 \neq \mu_2$

Table A41

Group Descriptives students' and employees' mean for recognition

	Group	N	Mean	Median	SD	SE
Mean_Recognition	1 (students)	59	5.10	5.00	1.71	0.223
	2 (employees)	52	5.23	5.50	1.64	0.227

Table A42

Independent Samples T-Test for compensation

		Statistic	df	p		Effect Size
Mean_Compensation	Student's t	-3.56	109	<.001	Cohen's d	-0.676

Note. H_a $\mu_1 \neq \mu_2$

Table A43

Group Descriptives GenX's and GenZ's mean for compensation

	Group	N	Mean	**Median**	**SD**	**SE**
Mean_Compensation	1 (GenX)	53	4.64	4.67	1.72	0.236
	2 (GenZ)	58	5.70	5.83	1.43	0.187

Table A44

Normality Test (Shapiro-Wilk) for compensation

	W	p
Mean_Compensation	0.988	0.466

Note. A low p-value suggests a violation of the assumption of normality

Table A45

Homogeneity of Variances Test (Levene's) for compensation

	F	df	df2	p
Mean_Compensation	1.22	1	109	0.271

Note. A low p-value suggests a violation of the assumption of equal variances

Table A46

Independent samples T-Test for the work value compensation between male and female

		Statistic	df	p	Effect Size

Table A43

Group Descriptives GenX's and GenZ's mean for compensation

	Group	N	Mean	**Median**	**SD**	**SE**		
Mean_Compensation	Student's t		-0.159	109		0.874	Cohen's d	-0.0351

Note. H_a $\mu_1 \neq \mu_2$

Table A47

Group Descriptives males and females mean for compensation

	Group	N	Mean	Median	SD	SE
Mean_Compensation	1 (females)	84	5.18	5.17	1.57	0.172
	2 (males)	27	5.24	5.50	1.91	0.368

Table A48

Independent samples T-Test for the work value compensation between students and employees

		Statistic	df	p		Effect Size
Mean_Compensation	Student's t	2.86	109	0.005	Cohen's d	0.544

Note. H_a $\mu_1 \neq \mu_2$

Table A49

Group Descriptives students and employees mean for compensation

	Group	N	Mean	Median	SD	SE
Mean_Compensation	1 (students)	59	5.60	5.83	1.56	0.203
	2 (employees)	52	4.73	4.67	1.65	0.228

ANOVAS work values

Table A50

One-Way ANOVA (Welch's) for the work values with Generation as a grouping variable

	F	df1	df2	p
Mean_Autonomy	13.4781	1	107.6	<.001
Mean_Security	2.4390	1	100.0	0.122
Mean_Recognition	0.0468	1	108.7	0.829
Mean_Compensation	12.4618	1	101.5	<.001

Table A51

Group Descriptives means for the the work values between the two generations

	SD01	N	Mean	SD	SE
Mean_Autonomy	1	53	7.90	1.16	0.159
	2	58	7.10	1.13	0.149
Mean_Security	1	53	7.73	1.25	0.172
	2	58	8.07	1.01	0.133
Mean_Recognition	1	53	5.20	1.64	0.226
	2	58	5.13	1.71	0.224
Mean_Compensation	1	53	4.64	1.72	0.236
	2	58	5.70	1.43	0.187

ANOVA

Table A52

Multivariate Tests for Generation and Gender on the work values

		value	F	df1	df2	p
SD01 (Generation)	Pillai's Trace	0.3009	11.189	4	104	<.001
	Wilks' Lambda	0.699	11.189	4	104	<.001
	Hotelling's Trace	0.4303	11.189	4	104	<.001
	Roy's Largest Root	0.4303	11.189	4	104	<.001
SD03 (Gender)	Pillai's Trace	0.0449	1.223	4	104	0.306
	Wilks' Lambda	0.955	1.223	4	104	0.306
	Hotelling's Trace	0.0470	1.223	4	104	0.306
	Roy's Largest Root	0.0470	1.223	4	104	0.306
SD01 ✻ SD03	Pillai's Trace	0.0265	0.707	4	104	0.589
	Wilks' Lambda	0.974	0.707	4	104	0.589
	Hotelling's Trace	0.0272	0.707	4	104	0.589
	Roy's Largest Root	0.0272	0.707	4	104	0.589

Table A53

Univariate Tests for Generation and Gender on the work values

	Dependent Variable	Sum of Squares	df	Mean Square	F	p
SD01	Mean_Autonomy	17.724	1	17.724	13.4893	<.001
	Mean_Security	3.192	1	3.192	2.4848	0.118
	Mean_Recognition	0.131	1	0.131	0.0464	0.830
	Mean_Compensation	31.264	1	31.264	12.8234	<.001
SD03	Mean_Autonomy	2.083	1	2.083	1.5852	0.211
	Mean_Security	2.217	1	2.217	1.7257	0.192
	Mean_Recognition	1.837	1	1.837	0.6504	0.422
	Mean_Compensation	1.005	1	1.005	0.4120	0.522
SD01 ✻ SD03	Mean_Autonomy	0.346	1	0.346	0.2634	0.609
	Mean_Security	0.272	1	0.272	0.2121	0.646
	Mean_Recognition	2.540	1	2.540	0.8990	0.345
	Mean_Compensation	7.091	1	7.091	2.9083	0.091
Residuals	Mean_Autonomy	140.594	107	1.314		

Univariate Tests for Generation and Gender on the work values

	Dependent Variable	Sum of Squares	df	Mean Square	F	p
	Mean_Security	137.456	107	1.285		
	Mean_Recognition	302.240	107	2.825		
	Mean_Compensation	260.874	107	2.438		

Table A54

Multivariate Tests for Generation and work status on work values

		value	F	df1	df2	p
SD01 (Generation)	Pillai's Trace	0.31999	12.2348	4	104	<.001
	Wilks' Lambda	0.680	12.2348	4	104	<.001
	Hotelling's Trace	0.47057	12.2348	4	104	<.001
	Roy's Largest Root	0.47057	12.2348	4	104	<.001
SD05 (Work status*)	Pillai's Trace	0.00225	0.0586	4	104	0.994
	Wilks' Lambda	0.998	0.0586	4	104	0.994
	Hotelling's Trace	0.00225	0.0586	4	104	0.994
	Roy's Largest Root	0.00225	0.0586	4	104	0.994
SD01 ✻ SD05	Pillai's Trace	0.10189	2.9498	4	104	0.024
	Wilks' Lambda	0.898	2.9498	4	104	0.024
	Hotelling's Trace	0.11345	2.9498	4	104	0.024
	Roy's Largest Root	0.11345	2.9498	4	104	0.024

**work stauts: student/ employee*

ANOVA systems of influence

Table A55

One-Way ANOVA (Welch's) for Generation as a grouping variable

	F	df1	df2	p
Mean_intrapersonal (2)	0.212	1	108	0.646
Mean_relational (2)	0.326	1	109	0.569
Mean_SocEnviro (2)	4.311	1	102	0.040

Table A56

Group Descriptives for the three systems of influence and both Generations' means

	SD01(Generation)	N	Mean	SD	SE
Mean_intrapersonal (2)	1	53	3.55	0.359	0.0493
	2	58	3.52	0.424	0.0557
Mean_relational (2)	1	53	3.35	0.603	0.0828
	2	58	3.28	0.636	0.0835
Mean_SocEnviro (2)	1	53	3.22	0.581	0.0799
	2	58	3.43	0.489	0.0642

Table A57

One-Way ANOVA (Welch's) for work status as a grouping variable

	F	df1	df2	p
Mean_intrapersonal (2)	0.0172	1	109	0.896
Mean_relational (2)	0.0202	1	109	0.887
Mean_SocEnviro (2)	3.2453	1	102	0.075

Table A58

Group Descriptives for the three systems of influence and the means of students and employees

	SD05 (work status)	N	Mean	SD	SE
Mean_intrapersonal (2)	1	59	3.53	0.426	0.0555
	2	52	3.54	0.355	0.0492
Mean_relational (2)	1	59	3.31	0.655	0.0853
	2	52	3.32	0.580	0.0804
Mean_SocEnviro (2)	1	59	3.42	0.504	0.0656
	2	52	3.23	0.574	0.0795

Table A59

One-Way ANOVA (Welch's) for Gender as a grouping variable

	F	df1	df2	p
Mean_intrapersonal (2)	0.134	1	40.6	0.716
Mean_relational (2)	0.218	1	41.0	0.643
Mean_SocEnviro (2)	0.487	1	49.2	0.489

Table A60

Group Descriptives for the three systems of influence and the means of males and females

	SD03 (Sex)	N	Mean	SD	SE
Mean_intrapersonal (2)	1	84	3.54	0.384	0.0419
	2	27	3.51	0.424	0.0817
Mean_relational (2)	1	84	3.33	0.607	0.0662
	2	27	3.26	0.663	0.1275
Mean_SocEnviro (2)	1	84	3.35	0.559	0.0610
	2	27	3.27	0.494	0.0950

Table A61

Independent Samples T-Test with Generation as grouping variable

		Statistic	df	p
Mean_intrapersonal (2)	Student's t	0.457	109	0.649
Mean_relational (2)	Student's t	0.570	109	0.570
Mean_SocEnviro (2)	Student's t	-2.093	109	0.039

Note. H_a $\mu_1 \neq \mu_2$

Table A62

Multivariate Tests for Generation and Gender for the systems of influence

		value	F	df1	df2	p
SD01	Pillai's Trace	0.07022	2.643	3	105	0.053
	Wilks' Lambda	0.930	2.643	3	105	0.053
	Hotelling's Trace	0.07552	2.643	3	105	0.053
	Roy's Largest Root	0.07552	2.643	3	105	0.053
SD03	Pillai's Trace	0.00352	0.124	3	105	0.946
	Wilks' Lambda	0.996	0.124	3	105	0.946
	Hotelling's Trace	0.00353	0.124	3	105	0.946
	Roy's Largest Root	0.00353	0.124	3	105	0.946
SD01 ✻ SD03	Pillai's Trace	0.02409	0.864	3	105	0.462
	Wilks' Lambda	0.976	0.864	3	105	0.462
	Hotelling's Trace	0.02468	0.864	3	105	0.462
	Roy's Largest Root	0.02468	0.864	3	105	0.462

Table A63

Multivariate Tests for Generation and work status for the systems of influence

		value	F	df1	df2	p
SD01	Pillai's Trace	0.07028	2.646	3	105	0.053
	Wilks' Lambda	0.930	2.646	3	105	0.053
	Hotelling's Trace	0.07559	2.646	3	105	0.053
	Roy's Largest Root	0.07559	2.646	3	105	0.053
SD05	Pillai's Trace	0.00739	0.260	3	105	0.854
	Wilks' Lambda	0.993	0.260	3	105	0.854
	Hotelling's Trace	0.00744	0.260	3	105	0.854
	Roy's Largest Root	0.00744	0.260	3	105	0.854
SD01 ✻ SD05	Pillai's Trace	0.01303	0.462	3	105	0.709
	Wilks' Lambda	0.987	0.462	3	105	0.709
	Hotelling's Trace	0.01320	0.462	3	105	0.709
	Roy's Largest Root	0.01320	0.462	3	105	0.709

Table 64

Normality Test (Shapiro-Wilk) for the societal-environmental system of influence between the two generations

	W	p
Mean_SocEnviro	0.940	<.001

Note. A low p-value suggests a violation of the assumption of normality

Table 65

Homogeneity of Variances Test (Levene's) for the societal-environmental system of influence between the two generations

	F	df	df2	p
Mean_SocEnviro	0.192	1	109	0.662

Note. A low p-value suggests a violation of the assumption of equal variances

Correlation Systems of Influence & Work Values

Table A66

Correlation Matrix for systems of influence and the work values

		Mean_intra-personal	Mean_relational	Mean_SocEnviro	Mean_Autonomy	Mean_Security	Mean_Recognition	Mean_Compensation
Mean_intrapersonal	Pearson's r	—						
	df	—						
	p-value	—						
Mean_relational	Pearson's r	0.464	—					
	df	110	—					
	p-value	<.001	—					

Correlation Matrix for systems of influence and the work values

		Mean_intra-personal	Mean_relational	Mean_Soc Enviro	Mean_Autonomy	Mean_Security	Mean_Recognition	Mean_Compensation
Mean_Soc Enviro	Pearson's r	0.252	0.518	—				
	df	110	110	—				
	p-value	0.007	<.001	—				
Mean_Autonomy	Pearson's r	0.282	0.100	-0.051	—			
	df	110	110	110	—			
	p-value	0.003	0.296	0.597	—			
Mean_Security	Pearson's r	0.045	-0.019	0.052	0.135	—		
	df	110	110	110	110	—		
	p-value	0.634	0.844	0.586	0.155	—		
Mean_Recognition	Pearson's r	0.262	0.171	0.121	0.210	0.206	—	
	df	110	110	110	110	110	—	
	p-value	0.005	0.072	0.204	0.026	0.029	—	
Mean_Compensation	Pearson's r	0.132	-0.154	-0.014	0.168	0.302	0.535	—
	df	110	110	110	110	110	110	—
	p-value	0.164	0.105	0.882	0.076	0.001	<.001	—

Table A67

Correlation Matrix for the systems of influence and the work values for GenX only

		Mean_intrapersonal	Mean_relational	Mean_Soc Enviro	Mean_Autonomy	Mean_Security	Mean_Recognition	Mean_Compensation
Mean_intrapersonal	Pearson's r	—						
	df	—						
	p-value	—						
Mean_relational	Pearson's r	0.367 **	—					
	df	51	—					
	p-value	0.007	—					
Mean_Soc Enviro	Pearson's r	0.221	0.664 ***	—				
	df	51	51	—				
	p-value	0.112	<.001	—				
Mean_Autonomy	Pearson's r	0.117	-0.124	-0.141	—			
	df	51	51	51	—			
	p-value	0.404	0.377	0.314	—			
Mean_Security	Pearson's r	0.043	-0.099	0.026	0.404 **	—		
	df	51	51	51	51	—		
	p-value	0.758	0.482	0.853	0.003	—		

Correlation Matrix for the systems of influence and the work values for GenX only

		Mean_intraper-sonal	Mean_relational	Mean_Soc Enviro	Mean_ Auto-nomy	Mean_Security	Mean_Recognition	Mean_Compen-sation
Mean_Recognition	Pearson's r	0.333 *	0.185	0.192	0.188	0.239	—	
	df	51	51	51	51	51	—	
	p-va-lue	0.015	0.185	0.169	0.177	0.085	—	
Mean_Compensa-tion	Pearson's r	0.114	-0.332 *	-0.096	0.199	0.324*	0.513***	—
	df	51	51	51	51	51	51	—
	p-va-lue	0.415	0.015	0.493	0.154	0.018	<.001	—

Note. * p < .05, ** p < .01, *** p < .001

Table A68

Correlation Matrix for the systems of influence and the work values for GenZ only

		Mean_intrapersonal	Mean_relational	Mean_Soc Enviro	Mean_Autonomy	Mean_Security	Mean_Recognition	Mean_Compensation
Mean_intrapersonal	Pearson's r	—						
	df	—						
	p-value	—						
Mean_relational	Pearson's r	0.553***	—					
	df	56	—					
	p-value	<.001	—					
Mean_Soc Enviro	Pearson's r	0.332*	0.372**	—				
	df	56	56	—				
	p-value	0.011	0.004	—				
Mean_Autonomy	Pearson's r	0.418**	0.312*	0.231	—			
	df	56	56	56	—			
	p-value	0.001	0.017	0.081	—			
Mean_Security	Pearson's r	0.063	0.085	0.028	-0.038	—		
	df	56	56	56	56	—		
	p-value	0.637	0.523	0.837	0.777	—		

Correlation Matrix for the systems of influence and the work values for GenZ only

		Mean_intraper-sonal	Mean_relatio-nal	Mean_Soc Enviro	Mean_Auto-nomy	Mean_Security	Mean_Recognition	Mean_Compen-sation
Mean_Recognition	Pearson's r	0.211	0.143	0.042	0.252	0.187	—	
	df	56	56	56	56	56	—	
	p-va-lue	0.112	0.284	0.756	0.056	0.160	—	
Mean_Compensa-tion	Pearson's r	0.198	0.037	-0.074	0.438***	0.200	0.643***	—
	df	56	56	56	56	56	56	—
	p-va-lue	0.137	0.783	0.579	<.001	0.132	<.001	—

Note. * p < .05, ** p < .01, *** p < .001

Correlation work values & well-being

Table A69

Correlation Matrix for the work values and well-being

		Mean_satisf&flourishing	Mean_Autonomy	Mean_Security	Mean_Recognition	Mean_Compensation
Mean_satisf&flourishing	Pearson's r	—				
	df	—				
	p-value	—				
Mean_Autonomy	Pearson's r	0.339	—			
	df	110	—			
	p-value	<.001	—			
Mean_Security	Pearson's r	-0.138	0.135	—		
	df	110	110	—		
	p-value	0.147	0.155	—		
Mean_Recognition	Pearson's r	0.176	0.210	0.206	—	
	df	110	110	110	—	
	p-value	0.063	0.026	0.029	—	
Mean_Compensation	Pearson's r	-0.048	0.168	0.302	0.535	—
	df	110	110	110	110	—
	p-value	0.612	0.076	0.001	<.001	—

Table A70

Correlation Matrix for the work values and well-being for GenX only

		Mean_satisf&flourishing	Mean_Autonomy	Mean_Security	Mean_Recognition	Mean_Compensation
Mean_satisf&flourishing	Pearson's r	—				
	df	—				
	p-value	—				
Mean_Autonomy	Pearson's r	0.300	—			
	df	51	—			
	p-value	0.029	—			
Mean_Security	Pearson's r	-0.151	0.404	—		
	df	51	51	—		
	p-value	0.281	0.003	—		
Mean_Recognition	Pearson's r	0.179	0.188	0.239	—	
	df	51	51	51	—	
	p-value	0.200	0.177	0.085	—	
Mean_Compensation	Pearson's r	0.144	0.199	0.324	0.513	—
	df	51	51	51	51	—
	p-value	0.303	0.154	0.018	<.001	—

Table A71

Correlation Matrix for the work values and well-being for GenZ only

		Mean_satisf&flourishing	Mean_Autonomy	Mean_Security	Mean_Recognition	Mean_Compensation
Mean_satisf&flourishing	Pearson's r	—				
	df	—				
	p-value	—				
Mean_Autonomy	Pearson's r	0.216	—			
	df	56	—			
	p-value	0.103	—			
Mean_Security	Pearson's r	-0.043	-0.038	—		
	df	56	56	—		
	p-value	0.751	0.777	—		
Mean_Recognition	Pearson's r	0.185	0.252	0.187	—	
	df	56	56	56	—	
	p-value	0.163	0.056	0.160	—	
Mean_Compensation	Pearson's r	0.024	0.438	0.200	0.643	—
	df	56	56	56	56	—
	p-value	0.860	<.001	0.132	<.001	—

Correlation – Systems of Influence and well-being

Table A72

Correlation Matrix for the System of influence and well-being

		Mean_satisf&flourishing	Mean_intrapersonal	Mean_relational	Mean_SocEnviro
Mean_satisf&flourishing	Pearson's r	—			
	df	—			
	p-value	—			
Mean_intrapersonal	Pearson's r	0.496	—		
	df	110	—		
	p-value	<.001	—		
Mean_relational	Pearson's r	0.263	0.464	—	
	df	110	110	—	
	p-value	0.005	<.001	—	
Mean_SocEnviro	Pearson's r	0.156	0.252	0.518	—
	df	110	110	110	—
	p-value	0.101	0.007	<.001	—

Table A73

Correlation Matrix for the System of influence and well-being only for GenX

		Mean_satisf&flourishing	Mean_intrapersonal	Mean_relational	Mean_SocEnviro
Mean_satisf&flourishing	Pearson's r	—			
	df	—			
	p-value	—			
Mean_intrapersonal	Pearson's r	0.352	—		
	df	51	—		
	p-value	0.010	—		
Mean_relational	Pearson's r	0.083	0.367	—	
	df	51	51	—	
	p-value	0.553	0.007	—	
Mean_SocEnviro	Pearson's r	0.185	0.221	0.664	—
	df	51	51	51	—
	p-value	0.184	0.112	<.001	—

Table A74

Correlation Matrix for the System of influence and well-being only for Gen Z

		Mean_satisf&flourishing	Mean_intrapersonal	Mean_relational	Mean_SocEnviro
Mean_satisf&flourishing	Pearson's r	—			
	df	—			
	p-value	—			
Mean_intrapersonal	Pearson's r	0.616	—		
	df	56	—		
	p-value	<.001	—		
Mean_relational	Pearson's r	0.398	0.553	—	
	df	56	56	—	
	p-value	0.002	<.001	—	
Mean_SocEnviro	Pearson's r	0.327	0.332	0.372	—
	df	56	56	56	—
	p-value	0.012	0.011	0.004	—

Linear Regressions: Systems of influence & work values

Table A75

Model Fit Measures for Simple Linear Regression associating the intrapersonal system of influence with autonomy

				Overall Model Test			
Model	R	R^2	Adjusted R^2	F	df1	df2	p
1	0.282	0.0795	0.0711	9.50	1	110	0.003

Note. Models estimated using sample size of N=112

Table A76

Regression Coefficients for the Modell associating autonomy with the intrapersonal system of influence

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	2.8529	0.2246	12.70	<.001	
Mean_Autonomy	0.0913	0.0296	3.08	0.003	0.282

Table A77

Model Fit Measures for Simple Linear Regression associating autonomy with intrapersonal system of influence for Generation Z

			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.418	0.175	11.9	1	56	0.001

Note. Models estimated using sample size of N=58

Table A78

Regression Coefficients for the Modell associating autonomy with the Intrapersonal system of Influence for Gen Z only

Predictor	Esti-mate	SE	t	p	Stand. Estimate
Intercept	3.16	1.149	2.75	0.008	
Mean_intrapersonal	1.12	0.324	3.45	0.001	0.418

Table A79

Model Fit Measures for Simple Linear Regression associating recognition with the intrapersonal system of influence for GenX only

			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.333	0.111	6.38	1	51	0.015

Note. Models estimated using sample size of N=53

Table A80

Regression Coefficients for the Modell associating recognition with the intrapersonal system of influence for GenX only

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	-0.228	2.160	-0.106	0.916	
Mean_intrapersonal	1.527	0.605	2.525	0.015	0.333

Table A81

Model Fit Measures for Simple Linear Regression associating autonomy with the relational system of influence only for GenZ

			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.312	0.0971	6.02	1	56	0.017

Note. Models estimated using sample size of N=58

Table A82

Regression Coefficients for the Modell associating autonomy with the relational system of influence for GenZ only

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	5.274	0.756	6.98	<.001	
Mean_relational	0.555	0.226	2.45	0.017	0.312

Table A83

Model Fit Measures for Simple Linear Regression associating compensation with the relational system of influence only for GenX

			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.332	0.110	6.30	1	51	0.015

Note. Models estimated using sample size of N=53

Table A84

Regression Coefficients for the Modell associating compensation with the relational system of Influence for GenX only

Predictor	Estimate	SE	t	p	Stand. Esti-mate
Intercept	7.804	1.280	6.10	<.001	
Mean_relational	-0.944	0.376	-2.51	0.015	-0.332

Linear Regressions: Systems of influence & well-being

Table A85

Model Fit Measures for Simple Linear Regression associating well-being with the intrapersonal system of influence

			Overall Model Test			
Mo-del	R	R^2	F	df1	df2	p
1	0.496	0.246	36.0	1	110	<.001

Note. Models estimated using sample size of N=112

Table A86

Regression Coefficients for the Modell associating well-being with the intrapersonal system of influence

Predictor	Esti-mate	SE	t	p	Stand. Esti-mate
Intercept	1.22	0.706	1.73	0.086	
Mean_intrapersonal	1.19	0.199	6.00	<.001	0.496

Table A87

Model Fit Measures for Simple Linear Regression associating well-being with the intrapersonal system of influence for GenX only

			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.352	0.124	7.21	1	51	0.010

Note. Models estimated using sample size of N=53

Table A88

Regression Coefficients for the Modell associating well-being with the intrapersonal system of influence for GenX only

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	3.122	0.998	3.13	0.003	
Mean_intrapersonal	0.751	0.279	2.69	0.010	0.352

Table A89

Model Fit Measures for Simple Linear Regression associating well-being with the intrapersonal system of influence for GenZ only

			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.616	0.379	34.2	1	56	<.001

Note. Models estimated using sample size of N=58

Table A90

Regression Coefficients for the Modell associating well-being with the intrapersonal system of influence for GenZ only

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	0.115	0.860	0.134	0.894	
Mean_intrapersonal	1.419	0.243	5.849	<.001	0.616

Table A91

Model Fit Measures for Simple Linear Regression associating well-being with the relational system of influence

			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.263	0.0692	8.18	1	110	0.005

Note. Models estimated using sample size of N=112

Table A92

Regression Coefficients for the Modell associating well-being with the relational system of influence

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	4.137	0.462	8.96	<.001	
Mean_relational	0.393	0.137	2.86	0.005	0.263

Table A93

Model Fit Measures for Simple Linear Regression associating well-being with the relational system of influence for GenZ only

			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.398	0.159	10.6	1	56	0.002

Note. Models estimated using sample size of N=58

Table A94

Regression Coefficients for the Modell associating well-being with the relational system of influence for GenZ only

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	3.101	0.630	4.92	<.001	
Mean_relational	0.612	0.188	3.25	0.002	0.398

Table A95

Model Fit Measures for Simple Linear Regression associating well-being with the societal-environmental system of influence for GenZ only

			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.327	0.107	6.69	1	56	0.012

Note. Models estimated using sample size of N=58

Table A96

Regression Coefficients for the Modell associating well-being with the societal-environmental system of influence for GenZ only

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	2.870	0.875	3.28	0.002	
Mean_SocEnviro	0.653	0.252	2.59	0.012	0.327

Appendix B1

Work value items, Furnham (2021), German forward-backwards translated version as presented in the questionnaire

Instruction:

Wie wichtig sind Ihnen aktuell folgende Aspekte in Bezug auf Ihre berufliche Tätigkeit? Geben Sie an, wie wichtig Ihnen zum jetzigen Zeitpunkt folgende Aspekte sind.

Eine berufliche Tätigkeit, die es mir erlaubt, ein ausgeglichenes Leben zu leben.

Eine berufliche Tätigkeit, die zusätzlich zum Gehalt viele Zusätze anbietet (z.B. Gewährung einer betrieblichen Altersvorsorge, zusätzliche Urlaubstage)

Eine berufliche Tätigkeit, die mir viele Möglichkeiten bietet, mein Gehalt aufzustocken.

Eine berufliche Tätigkeit mit klar und gut definierten Rollenverteilungen und Verantwortungsbereichen.

Eine berufliche Tätigkeit, die in physisch angenehmen Bedingungen ausgeführt werden kann.

Eine berufliche Tätigkeit, die mir die Möglichkeit gibt, mit anderen zu konkurrieren.

Eine berufliche Tätigkeit, die in einer sicheren, modernen und sauberen Umgebung ausgeführt werden kann.

Eine berufliche Tätigkeit, die es mir erlaubt für eine gute Sache zu arbeiten.

Eine berufliche Tätigkeit, die meine kreativen Talente hervorbringt.

Eine berufliche Tätigkeit, die relativ leicht ist und keine große Anstrengung erfordert.

Eine berufliche Tätigkeit, die wirtschaftliche Möglichkeiten beinhaltet, um zusätzliches Geld zu verdienen.

Eine berufliche Tätigkeit, die mit der neusten Ausrüstung und Technik ausgeführt wird.

Eine berufliche Tätigkeit, die mir ein hohes Ansehen verschafft.

Eine berufliche Tätigkeit, die es mir erlaubt, flexible Arbeitszeiten zu haben, um diese meinen persönlichen Bedürfnissen anzupassen.

Eine berufliche Tätigkeit, voller Aufregung, Vergnügen und Spiel.

Eine berufliche Tätigkeit, die es mir erlaubt selbstständig und ohne viel Kontrolle zu arbeiten.

Eine berufliche Tätigkeit, die mir eine Kranken- und Lebensversicherung bietet.

Eine berufliche Tätigkeit, die herausfordernd ist und viel geistige Leistung und Analyse erfordert.

Eine berufliche Tätigkeit, die örtlich gut erreichbar ist.

Eine berufliche Tätigkeit in einer Organisation, die weithin anerkannt und geachtet ist.

Eine berufliche Tätigkeit, die gut bezahlt ist.

Eine berufliche Tätigkeit, die mir viele Extras anbietet (z.B. einen Firmenwagen, Rabatte auf Produkte, etc.)

Eine berufliche Tätigkeit, die die Möglichkeit für Selbstentwicklung bereitstellt.

Eine berufliche Tätigkeit, die es mir erlaubt meine persönlichen Talente und mein durch die Ausbildung erworbenes Wissen einzusetzen.

Eine berufliche Tätigkeit, die es mir erlaubt, meine Zukunft zu bestimmen und Einfluss darauf zu haben.

Eine berufliche Tätigkeit, die mir die Möglichkeit für einen schnellen Aufstieg gibt.

Eine berufliche Tätigkeit, in der Wert auf Wissenschaft, Technologie und Daten gelegt wird.

Eine berufliche Tätigkeit, die zu einer deutlichen und breiten Anerkennung meiner Leistungen führt.

Eine berufliche Tätigkeit, die auf eine standardisierte, stabile und kontrollierte Weise ausgeführt werden kann. Eine berufliche Tätigkeit mit vielen angemessenen Verantwortungsbereichen.

Eine berufliche Tätigkeit, die unter sicheren und geschützten Konditionen ausgeführt werden kann.

Eine berufliche Tätigkeit, die sicher und permanent ist.

Eine berufliche Tätigkeit, die es mir erlaubt ich selbst zu sein.

Eine berufliche Tätigkeit, die nicht zu kompliziert ist.

Eine berufliche Tätigkeit, die viele gute Möglichkeiten für ein soziales Miteinander bereithält.

Eine berufliche Tätigkeit, die allgemein als „hoher Status-Beruf“ in unserer Gesellschaft angesehen wird.

Eine berufliche Tätigkeit, die ich persönlich interessant finde.

Eine berufliche Tätigkeit, mit einem*r fairen und rücksichtsvollen Vorgesetzten.

Eine berufliche Tätigkeit, die es mir erlaubt, anderen etwas beizubringen und meine Expertise weiterzugeben.

Eine berufliche Tätigkeit, die mir Möglichkeiten bietet, mit anderen zusammen zu arbeiten.

Eine berufliche Tätigkeit, die alte Werte wie Wissenschaft, Sparsamkeit und harte Arbeit zelebriert.

Eine berufliche Tätigkeit, die nicht besonders stressig ist.

Eine berufliche Tätigkeit, die es mir erlaubt, in viele verschiedene Arten von Aktivitäten eingebunden zu sein.

Eine berufliche Tätigkeit, die mir ein gewisses Maß an Öffentlichkeit verschafft.

Skala: „unwichtig“ – „wichtig“

Appendix B2

Work value items, original version (Furnham, 2021)

	Unimportant									Im-portant
1. Balance – a job that allows me to lead a balanced life.	1	2	3	4	5	6	7	8	9	10
2. Benefits – a job that provides many features additional to pay (e.g., pension top-ups, extra holidays).	1	2	3	4	5	6	7	8	9	10
3. Bonuses – a job that provides many opportunities for topping up the basic salary.	1	2	3	4	5	6	7	8	9	10
4. Clarity – a job with clear and well-defined roles and responsibilities.	1	2	3	4	5	6	7	8	9	10
5. Comfort – a job that can be carried out in physically comfortable conditions.	1	2	3	4	5	6	7	8	9	10
6. Competition – a job that provides me with opportuniti with others.	1	2	3	4	5	6	7	8	9	10
7. Conditions – a job that can be carried out in conditions, that are safe, modern, and clean.	1	2	3	4	5	6	7	8	9	10
8. Contribution to society – a job that allows me to work for a good cause.	1	2	3	4	5	6	7	8	9	10
9. Creativity – A job that brings out your personal creative talents	1	2	3	4	5	6	7	8	9	10
10. Effortlessness – a job that is relatively easy and does not require excessive effort.	1	2	3	4	5	6	7	8	9	10
11. Entrepreneurial – a job that is about new business opportunities, making extra money.	1	2	3	4	5	6	7	8	9	10
12. Equipment – a job that can be carried out with up-to-date equipment and technology.	1	2	3	4	5	6	7	8	9	10
13. Fame – a job that gives you a high profile	1	2	3	4	5	6	7	8	9	10
14. Flexibility – a job that allows me to work flexible hours to suit my personal needs.	1	2	3	4	5	6	7	8	9	10
15. Fun – a job that is about the pursuit of excitement, pleasure and play.	1	2	3	4	5	6	7	8	9	10
16. Independence – a job that allows me to work autonomously without much supervision.	1	2	3	4	5	6	7	8	9	10

17. Insurance – a job that provides health and life insurance.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
18. Intellectuality – a job that is challenging and involves a lot thinking and analysis.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
19. Location – a job that is conveniently located and easily accessible.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
20. Organizational image – a job within an organization that is widely recognized and respected.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
21. Pay – a job that is very well paid.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
22. Perks – a job that provides many extras (e.g., company car, discounts on goods, etc.)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
23. Personal growth – a job that provides opportunities for self-improvement.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
24. Personal relevance – a job that provides me with opportunities to use my personal talents, education, and training.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
25. Power – a job that allows me to control my destiny and be influential.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
26. Promotion – a job that provides opportunities for rapid advancement.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
27. Rationality – A job that values science, technology, data	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
28. Recognition – a job that leads to clear and wide recognition of my achievements.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
29. Regularity – a job that can be performed in a standard, stable, and controlled manner.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
30. Responsibility – a job with many appropriate responsibilities.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
31. Safety – a job that can be carried out in safe and secure conditions.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
32. Security – a job that is secure and permanent.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
33. Self-Expression – a job that allows you to be the real you	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
34. Simplicity – a job that is not overly complicated.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

35. Social interaction – a job that provides many good opportunities for social contact with others.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
36. Status – a job that is generally recognized as 'high-status' in our society.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
37. Stimulation – a job that I personally find very interesting.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
38. Supervision – a boss who is fair and considerate.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
39. Teaching – a job that allows me to train others and to pass on my expertise.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
40. Teamwork – a job that provides me with opportunities to cooperate with others.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
41. Tradition – a job that celebrates old fashioned values like science, thrift, hard-work.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
42. Tranquillity – a job that is not particularly stressful.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
43. Variety – a job that allows me to get involved in many different kinds of activities.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
44. Visibility – a job that gives me a fair amount of publicity.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Appendix C1

Me and my system of influences tool, German forward-backwards translated version as presented in the questionnaire

Instruction:

Oft beeinflussen uns mehrere Faktoren, wenn wir unsere Entscheidungen treffen. Sie wirken auf unterschiedliche Weise und machen diese Entscheidungen einzigartig. Ich lade Sie ein, darüber nachzudenken, wie stark jedes der unten aufgeführten Elemente einen negativen, neutralen oder positiven Einfluss auf Ihre bisherigen Karriereentscheidungen und/oder Ihre bisherige Karriereentwicklung hatte. Lesen Sie alles sorgfältig durch und denken Sie dabei an die letzten sechs Monate. Bitte wählen Sie die Art und den Grad der Beeinflussung aus, der Ihre Erfahrung am besten widerspiegelt.

- Meine persönlichen Interessen
- Meine Fähigkeiten und Kompetenzen
- Meine Werte
- Meine Expertise
- Mein Alter
- Mein Geschlecht
- Meine Gesundheit
- Meine Sexualität
- Meine Kultur
- Meine moralischen Überzeugungen
- Meine Erziehung
- Meine Träume und Zukunftsziele
- Meine Emotionen
- Mein sozio ökonomischer Status
- Mein Arbeits-/Studienkontext
- Meine Freunde
- Meine Familie
- Mein sozialer Kontext
- Die Gemeinschaft, in der ich lebe
- Die Medien Der Ort, an dem ich geboren wurde

- Der allgemeine ökonomische Kontext
- Die Sicherheit der Umgebung
- Der Arbeitsmarkt
- Die Transportmittel
- Die Möglichkeit für Weiterbildungen
- Die verfügbaren Berufsberatungsangebote
- Die Arbeitsmöglichkeiten (auf dem Arbeitsmarkt)

Scale*:* Das hat mich sehr stark negativ beein flusst, Das hat mich etwas negativ beeinflusst, Das hat mich nicht beeinflusst, Das hat mich etwas positiv beeinflusst, Das hat mich sehr stark positiv beeinflusst

Appendix C1

Systems of Influence Survey, Sgaramella (2023), original version

	It influenced me very much negatively	*It influenced me somehow negatively*	*Did not influence me*	*It influenced me somehow positively*	*It influenced me very much positively*
1.My personal interests					
2.My skills and competencies					
3. My values					
4. My expertise					
5. My age					
6. My gender					
7. My health					
8. My sexuality					
9. My culture					
10. My moral beliefs					
11. My education					
12. My dreams and future goals					
13. My emotions					
14. My socio-economic status					
1. My work/study context					
16. My friends					
17. My family					
18. My social context					
19. The community I live in					
20. The media					
21. The place I was born					
22. The general economic context					
23. The safety of the area					
24. The work market					
25. The means of transportation					
26. The opportunity for further education					
27 The services available					
28. The job opportunities					

Please add any other element relevant for you and identify its role	*It influenced me very much negatively*	*It influenced me somehow negatively*	*Did not influence me*	*It influenced me somehow positively*	*It influenced me very much positively*
30					
31					
32.					

Appendix D1

Flourishing scale, German version, as presented in the questionnaire

Flourishing Skala-Deutsch (FS-D)

Esch T et al.
(Forschende Komplementärmedizin 2013)

Kontakt / Contact: Tobias Esch (M.D.), Professor for Integrative Health Promotion, Coburg University, Bavaria, Germany (esch@hs-coburg.de; www.hs-coburg.de/esch)

Flourishing Scale (FS), presented by Ed Diener et al., Soc Indic Res (2010), 97: 143-156

Unten aufgelistet finden Sie acht Aussagen, denen Sie *zustimmen* oder *nicht zustimmen* können. Dafür ist jeweils die angegebene Skala mit den Zahlenwerten von 1 bis 7 zu nutzen. Markieren Sie Ihre Zustimmung zu jeder Aussage bitte jeweils mit einem Kreuz (x).

	Ich stimme stark / voll zu *(Zahlenwert 7)*	Ich stimme zu *(Zahlenwert 6)*	Ich stimme eher zu *(Zahlenwert 5)*	Ich stimme weder zu noch nicht zu (gemischt) *(Zahlenwert 4)*	Ich stimme eher nicht zu *(Zahlenwert 3)*	Ich stimme nicht zu *(Zahlenwert 2)*	Ich stimme absolut nicht zu *(Zahlenwert 1)*
Ich führe ein absichtsvolles und sinnvolles Leben.							
Meine sozialen Beziehungen sind unterstützend und bereichernd.							
Ich bin engagiert und an meinen täglichen Aktivitäten interessiert.							
Ich trage aktiv zum Glück und Wohlergehen anderer bei.							
Ich bin kompetent und geeignet für die Aktivitäten, die mir wichtig sind.							
Ich bin ein guter Mensch und lebe ein gutes Leben.							
Ich blicke optimistisch in meine Zukunft.							
Die Menschen respektieren mich.							

[Bewertung: Addieren Sie jeweils die Zahlenwerte von 1-7 für alle Aussagen. Die mögliche Bandbreite der Gesamtsumme (Score) reicht von 8 (geringstmöglicher Wert) bis 56 (größtmöglicher Wert). Ein hoher Wert entspricht dabei einer Person mit vielen psychologischen Ressourcen und Stärken]

Appendix D1

Flourishing Scale Items, english version

FLOURISHING SCALE

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Below are 8 statements with which you may agree or disagree. Using the 1–7 scale below, indicate your agreement with each item by indicating that response for each statement.

- 7 - Strongly agree
- 6 - Agree
- 5 - Slightly agree
- 4 - Neither agree nor disagree
- 3 - Slightly disagree
- 2 - Disagree
- 1 - Strongly disagree

____ I lead a purposeful and meaningful life

____ My social relationships are supportive and rewarding

____ I am engaged and interested in my daily activities

____ I actively contribute to the happiness and well-being of others

____ I am competent and capable in the activities that are important to me

____ I am a good person and live a good life

____ I am optimistic about my future

____ People respect me

Scoring:

Add the responses, varying from 1 to 7, for all eight items. The possible range of scores is from 8 (lowest possible) to 56 (highest PWB possible). A high score represents a person with many psychological resources and strengths

Appendix E1

Satisfaction with life scale, German version (Schumacher, 2003; as presented to participants)

Instruction

Es folgen fünf Aussagen, denen Sie zustimmen bzw. die Sie ablehnen können. Bitte benutzen Sie die folgende Skala von 1-7, um Ihre Zustimmung bzw. Ablehnung zu jeder Aussage zum Ausdruck zu bringen.

Items

Nr.	Item
1	In den meisten Bereichen entspricht mein Leben meinen Idealvorstellungen.
2	Meine Lebensbedingungen sind ausgezeichnet.
3	Ich bin mit meinem Leben zufrieden.
4	Bisher habe ich die wesentlichen Dinge erreicht, die ich mir für mein Leben wünsche.
5	Wenn ich mein Leben noch einmal leben könnte, würde ich kaum etwas ändern.

Scale:

7-stufiges Antwortformat mit den Optionen: 1 = starke Ablehnung, 2 = Ablehnung, 3 = leichte Ablehnung, 4 = weder Ablehnung noch Zustimmung, 5 = leichte Zustimmung, 6 = Zustimmung, 7 = starke Zustimmung.

Appendix E2

Satisfaction with life scale, English version;

Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. Journal of Personality Assessment, 49, 71-75.

Below are five statements that you may agree or disagree with. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

- *7 - Strongly agree*
- *6 - Agree*
- *5 - Slightly agree*
- *4 - Neither agree nor disagree*
- *3 - Slightly disagree*
- *2 - Disagree*
- *1 - Strongly disagree*

____ *In most ways my life is close to my ideal.*

____ *The conditions of my life are excellent.*

____ *I am satisfied with my life.*

____ *So far I have gotten the important things I want in life.*

____ *If I could live my life over, I would change almost nothing.*

- *31 - 35 Extremely satisfied*
- *26 - 30 Satisfied*
- *21 - 25 Slightly satisfied*
- *20 Neutral*
- *15 - 19 Slightly dissatisfied*
- *10 - 14 Dissatisfied*
- *5 - 9 Extremely dissatisfied*

Appendix F

Systems of influence, ordered by importance? (added translations to the originally German answers by participants)

1st priority	2nd priority	3rd priority	4th priority	5th priority
sozialer Kontext/ social context	sozio-ökonomischer Status/ socioeconomic status	meine Kultur (keine Diskriminierung)/ my culture	Meine Interessen/ Personal interests	Der allgemeine ökonomische Kontext/ overall economic context
Sicherheit/ security	Arbeitsumfeld/ job context	Wohnortnähe/ distance to home	Interesse/ interests	Freunde/ friends
Interessen/ interests	Alter/ age	Arbeitsmarkt/ job market	Familie/ Family	Träume und Zukunftsziele/ dreams and goals
meine persönlichen Interessen/ Personal interests	meine Werte/ my values	der Ort, an dem ich geboren wurde/ place where I was born	die Medien/ media	meine Träume und Zukunftsziele/ my dreams and future goals
Träume und Lebensziele/ dreams and life goals	Sicherheit der Umgebung/ security of the surrounding	Weiterbildungen/ further trainings	Gesundheit/ health	Alter/ age
Moralischen Überzeugungen/ moral convictions	Persönliche Interessen/ Personal interests	Emotionen/ emotions	Sozialer Kontext/ social context	Familie/ Family
mein Gesellschaftsverständnis/ my understanding of society	der Drang anderen zu helfen/ the urge to help others	Arbeitsmarkt/ job market	Arbeitsumgebung/ work context	
Arbeit die zu meinem Charakter passt/ work that suits my character				
Fähigkeiten/Kompetenzen/ competencies	Persönliche Interessen/ Personal interests	Meine Familie/ Family	Arbeitsmarkt/ job market	Gesundheit/ health
Familie/ Family	Ort, an dem ich geboren wurde/ place where I was born	Verfügbare (öffentliche) Verkehrsmittel/ public transport	Emotionen/ emotions	Kultur/ culture
Ökonomische Kontext/Stellung/ economic position	Meine Erziehung/ my education	Meine Ziele/ my goals	Sicherheit der Umgebung/ security of the surrounding	Familie/Gemeinschaft in der ich lebe/ family/ community in which I live
Die Möglichkeit an Weiterbildungen/ possibility for further training	Mein Alter/ my age	Die Medien/ media	Meine Fähigkeiten und Kompetenzen/ my skills and competencies	Träume und Zukunftsziele/ my dreams and future goals
Fähigkeiten und Kompetenzen/ skills and competencies	eigene Werte/ my values	persönlichen Interessen/ Personal interests	sozio-ökonomischer Status/ socio economic status	Berufsberatungsangebote/ career counselling offers

Fähigkeiten und Kompetenzen/ skills and competencies	Meine Familie/ Family	Meine Erziehung/ my education	Meine Zukunftsziele/ my future goals	Möglichkeiten der Weiterbildung/ opportunities for further trainings
Gehalt/ wage	Arbeitsort/ job location	Team		
Ausbildungsvergütung/ wage	späteres Gehalt/ wage	Arbeitszeiten/ working hours	Flexibilität/ flexibility	Arbeitsklima/ work climate
Interessen/ interests	Fähigkeiten/ skills	Werte/ my values	Finanzielle Sicherheit/ financial security	Arbeitszeit/ working hours
Familie/ family	Arbeitsmarkt/ job market	Erziehung/ my education	Alter/ age	Werte/ my values
Flexible Arbeitszeiten/ flexible wokr hours	Gehalt/ wage	Arbeitsmarkt/ job market	Weiterbuildungsangebote/ training opportunities	Betriebliche Altersvorsorge/ company pension plan
Interessen/ interests	Fähigkeiten und Kompetenzen/my skills and competencies	Expertise/ expertise	eigene Werte/ my own values	moralische Vorstellungen/ moral convictions
Interessen/ interests	Werte/ values	Zukunftsvorstellungen/ visions about the future	Sozialer Kontext/ social context	Emotionen/ emotions
Moralische Überzeugungen/ moral convicitons	Interessen/ interests	Werte/ my values	Arbeitsmarkt/ job market	Berufsberatungsangebote/ career counselling offers
Arbeitsmarkt/ job market	Gesellschaft/ society	Familie/ Family	Selbsteinschätzung/ self-assessment	
Interessen/ interests	Sicherheit/ security	Werte/ values	Freunde/ friends	Kompetenzen/ competencies
Sicherheit/ security	Gehalt/ wage	Standort/ location	Familie/ Family	Freunde/ friends
Aufstieg/ promotion	Gehalt/ wage	Gesundheit/ health	Flexibilität/ flexibility	Weiterbildung/ further training
Sicherheit der Umgebung/ security of the surrounding	Meine Familie/ Family	Meine Fähigkeiten und Kompetenzen/ my competencies	Mein Arbeits-/Studienkontext/ my work- study context	Meine Erziehung/ my education
meine Fähigkeiten und Kompetenzen/ skills and competencies	mein Träume und Zukunftsziele/ my dreams and future goals	mein sozialer Kontext/ my social context	meine Werte/ my values	der Arbeitsmarkt/ job market
Die Arbeitsmöglichkeiten (auf dem Arbeitsmarkt)/ job prospects	Mein Arbeits-/Studienkontext/ my work/ study context	Meine Gesundheit(my health	Meine Werte/ my values	Meine Fähigkeiten und Kompetenzen/my skills and competencies
Meine Fähigkeiten und Kompetenzen/ skills and competencies	Meine persönlichen Interessen/ Personal interests	Meine Gesundheit/ my health	Meine Erziehung/ my education	Mein Arbeits-/Studienkontext/ my work/ study context
Persönliche Kompetenzen/ personal competencies	Freunde/ friends	Ziele für die Zukunft/ goals for the future	Familie/ Family	Transportmittel/ means of transportation
sicherer Arbeitsplatz/ secure job	Vereinbarkeit von Familie und Beruf/	Karrierechancen/ career prospects	etwas Gutes mit der Arbeit tun/ doing something	angemessene Bezahlung/

	work-family compability		good with the work	adequate payment
Arbeitsmarktsituation/ job market situation	meine Interessen/ my interests	Jobsicherheit/ job security	voraussichtliches Gehalt/ my future wage	Weiterbildungsmöglichkeiten/ training opportunities
Meine persönlichen Interessen/ Personal interests	Die Möglichkeit zur Weiterbildung/ opportunity for development	Meine Familie/ Family	Meine Fähigkeiten und Kompetenzen/ my skills and compenetcies	Der Arbeitsmarkt/ job market
Meine Emotionen/ my emotions	Meine persönlichen Interessen/ Personal interests	Meine Familie/ Family	Meine Träume und Zukunftsziele/ my dreams and future goals	Meine Gesundheit/ my health
Arbeitsplatzsicherheit/ job security	Arbeitsmöglichkeiten/ job prospects	Meine Werte (Menschen helfen wollen)/ my values	Mein Geschlecht/ my gender	Die Berufsberatung/ career counselling
Meine Träume und Zukunftsziele/ my dreams and future goals	Persönliche Interessen/ personal interests	Fähigkeiten und Kompetenzen/ skills and competencies	Meine moralischen Überzeugungen/ my moral convicitions	Mein soziales Umfeld/ my social context
Arbeitsmöglichkeiten/ job prospects	Weiterbildungsmöglichkeiten/ opportunities for development	Sicherheit/ security	Arbeitsmarkt/ job market	Zukunftsziele
Familie/ family	Werte/ values	Sicherheit/ security	Freunde/ friends	Erziehung/ my education
Bedürfnis Zukunftssicherheit	Finanzielle Ausgangssituation/ financial starting situation	Persönliche Interessen/ Personal interests	Was gibt es in Wohnortnähe/ what is close to the home	Freunde/ friends
Meine Träume und Zukunftsziele/ my dreams and future goals	Meine persönlichen Interessen/ Personal interests	Die Arbeitsmöglichkeiten/ job opportunities	Der Arbeitsmarkt/ job market	Die verfügbaren Berufsberatungsangebote/ the available career counselling offers
an Produkt/Dienstleistung glauben	einen positiven Beitrag zur Gesellschaft leisten/ positive impact in society	langfristige Beschäftigung/ long term career prospects	gute Arbeit, die Menschen weiter bringt/ good work that helps people	flexible Arbeit, die es mir trotz Krankheit erlaubt anzupacken/ flexible work, that I can regardless of my desease
Meine Werte	Meine Fähigkeiten und Kompetenzen/my skills and competencies	Meine persönlichen Interessen/ Personal interests	Meine moralischen Überzeugungen/ my moral convictiosn	Die Arbeitsmöglichkeiten/ job opportunities
Meine persönlichen Interessen/ Personal interests	Meine Fähigkeiten und Kompetenzen /my skills and competencies	Meine psychische Gesundheit/ my psychological health	Meine Familie/ Family	Meine Werte/ my values
Empathie/ empathy	Gabe, zuzuhören/ the skill to listen	meine Kollegen/ my collegues	meine Kommilitonen/ fellow students	der ein oder andere Kunde/ clients
Geld/ money	Sichherheit/ security	Karrieremöglichkeiten/ career prospects	Flexibilität/ flexibility	Bildung/ education

Meine Werte und Moralkompass	Meine Erziehung/ my education	Meine Träume und Ziele/ my dreams and future goals	Mein Arbeits-/Studiumkontext/ my study context	Mein soziales Gefüge/ my social context
Persönliche Interessen/ Personal interests	Eltern/ parents	Gemeinschaft, in der ich lebe/ community in which I live	moralische Überzeugung/ moral conviction	Meine Fähigkeiten und Kompetenzen/ my skills and competencies
Familie/Freunde	eigene Ziele/ own goals	Beschäftigungsmöglichkeiten/ job opportunities	Arbeitszeiten/ time off	Gehalt/ wage
Arbeitsmarkt/ job market	Sicherheit/ security	Vergütung/ compensation	Flexibilität/ flexibility	Transportmittel/ means of transportation
Interesse/ interests	Arbeitsmarkt/ job market	Rolle "Mutter"/ role of the mother	Unsicherheit/ insecurity	Druck durch Vorgesetzte/ pressure through superiors
Zufall/ coincidence	Entschlossenheit/ determination	Soziale Netzwerke/ social networks	Hartnäckigkeit/ persistence	Entwicklungsfähig bleiben/ opportunities for development
Interessen/ interests	Fähigkeiten/ skills	Werte/ values	Weiterbildungen/ further trainings	Gesundheit/ health
Meine wenig geradlinige Biografie	Die Suche nach Neuem/ the search for new	Zufälle/ coincidences	Bedürfnis nach Sicherheit/ longing for security	Abwesenheit von Sicherheit/ lack of security
Gesundheit/ health	meine Interessen/ Personal interests	Arbeitsmarkt/ jobmarket	Familie/ Family	Träume und die Zukunftsziele/ my dreams and future goals
Meine Erziehung/ my education	Mein sozioökonomischer Status/ my socioeconomic status	Meine persönlichen Interessen/ Personal interests	Meine Fähigkeiten und Kompetenzen/ my skills and competencies	Die Möglichkeit für Weiterbildungen/ opportunity for further trainings
meine Berufswahl bietet ein angemessenes Leben	meine Berufswahl bietet einen flexiblen Arbeitstag bzgl. eigene Zeiteinteilung/ My career choice offers a flexible workday in terms of managing my own time.	meine Berufswahl bietet selbständiges Arbeiten/ my job choice allows autonomous work	meine Berufswahl fordert mich geistig/ my job choice demands me mentally	meine Berufswahl ist nicht langweilig/ my career decision isn't boring
Persönliches Interesse/ Personal interests	Meine Familie/ Family	Transportmittel/ means of transportation	Meine Fähigkeiten und Kompetenzen/ skills and competencies	Der Arbeitsmarkt/ job market
Familie/ family	Interessen/ interests	Verfügbarkeit am Arbeitsmarkt/ availability on the job market	Werte/ values	Fähigkeiten/Kompetenzen/ competencies
Sicherheit/ security	Arbeits- und Studienkontext/ work-study context	Der Ort an dem ich geboren wurde und das damalige Stellenangebot/ the	Flexibilität/ flexibility	

		place where I was born and the job offer		
Interesse/ interests	Familiäre Bindungen/ family strings	örtliche Erreichbarkeit/ location		
Interessen/ interests	Fähigkeiten/ competencies	Sicherheit/ security	Herausforderung/ challenges	Neuerung/ updates
mu	ma	nu	kalalsksk	kkk
Meine Fähigkeiten und Kompetenzen/ skills and competencies	Meine Familie/ Family	Die Sicherheit der Umgebung/ security of the surrounding	Mein sozioökonomischer Status/ my socio-economic status	Meine Träume und Zukunftsziele/ my dreams and future goals
Größtmöglicher Freiraum (Terminierung, Arbeitszeit, Arbeitsort)	Sozialauftrag/ social mission	Verständige und unterstützende Führungskraft/ supportive superior	Teamgefüge/ team structure	Homeoffice
Meine Fähigkeiten und Kompetenzen/ skills and competencies	mein sozialer Kontext/ my social context	meine Werte/ my values	Die Sicherheit der Umgebung/ security of the surrounding	Mein Alter/ age
meine Interessen/ interests	meine Fähigkeiten/ competencies	meine Werte/ my values	meine Ziele/ my goals	meine Emotionen/ my emotions
Arbeitsmarkt	Vorstellungen/ ideas	meine berufliche Bildung/ my career education	Familie/ Family	Wohnort/ the place where I live
meine Gesundheit	persönliches Interesse/ Personal interests	meine Kompetenzen/ my competencies	meine moralische Überzeugung/ my moral convicitons	meine Träume und Zukunftsziele/ my dreams and future goals
Arbeitsmöglichkeiten	Arbeitsmarkt/ job market	Familie/ family	Weiterbildung/	Sexualität/ sexuality
Gesellschaftliche Relevanz	Finanzielle Sicherung/ financial security	Entwicklungsmöglichkeiten/ opportunities for development	Persönliche Weiterentwicklung/ personal development	Freude/ friends
meine Träume und Zukunftsziele	meiner persönlichen Interessen/ Personal interests	meine Werte/ my values	meine Freunde/ my friends	meine moralischen Überzeugungen/ my moral convicitions
Interessen/ interests	Fähigkeiten	sozialer Kontext/ social context	Expertise	Arbeitsmöglichkeiten/ job opportunities
Eigenverantwortung	ich selbst sein können/ being myself	flexibel arbeiten können/ working flexibly		
Meine Fähigkeiten	Mein Alter/ age	Meine Gesundheit/ my health	Meine Familie/ Family	Meine Emotionen/ my emotions
Gelegenheit	schnelle Entscheidung/ quick decisions	Vorbereitung/ preparation		
Meine Interessen/ personal interests	Meine Kompetenzen/my competences	mein Studium/ my studies	meine Werte/ my values	meine Familie/ Family
seine Fähigkeiten und Interessen kennen zu lernen und danach wählen zu können	Eltern/ parents	Freunde/ friends	Wohnort/ location of the house	Mobilität/ mobility

meine persönlichen Interessen/ my personal interests	meine Fähigkeiten und Kompetenzen/ my skills and competencies	die Arbeitsmöglichkeiten auf dem Arbeitsmarkt/ the opportunities on the job market	die Möglichkeit für Weiterbildungen/ possibility for further trainings	meine Träume und Zukunftsziele/ my dreams and future goals
Fähigkeiten/ abilities	Interessen/ interests	Sicherheit der Umgebung/ safety of the area	Arbeitsmarkt/ job market	Werte/ values
Interessen/ interests	Gesundheit/ health	moralische Überzeugungen/ moral convictions	Emotionen/ emotions	ökon. Kontext/ economic context
Fähigkeiten und Kompetenzen	Interessen/ interests	Werte/ values	moralische Überzeugungen/ moral convicitons	Familie/ Family
Liebe zum Beruf mit Jugendenlichen und jungen Erwachsenen	freie Zeiteinteilung/ free time management	nähe zur Wohnung/ distance to home	finanzielle Entwicklung/ financial development	
Familie	Werte/ my values	Umfeld/ social envirnoment	sozialer Kontext/ social context	Arbeitsmarkt/ job market
Fähigkeiten und Kompetenzen/ skills and competencies	Expertise	Träume und Zukunftsziele/ my dreams and future goals	Möglichkeit zur Weiterbildung/ possibility for further trainings	Werte/ values
Meine Zukunfsziele	Mein sozio-ökonimischer Status/ my socieoeconomic status	Mein allgemeiner ökonomischer Kontext/ the general economic context	Meine Erziehung/ my education	Die Gemeinschaft, in der ich lebe/ the community I live in
persönliche Interessen/ Personal interests	Fähigkeiten und Kompetenzen/ my skills and competencies	Träume und Zukunftsziele/ dreams and future goals	Alter/ age	Arbeitskontext/ job context
Meine persönlichen Interessen/ Personal interests	Meine Träume und Zukunftsziele/ my dreams and future goals	Meine Möglichkeit für Weiterbildung/ opportunity for	Die Sicherheit der Umgebung/ security of the surrounding	Meine Fähigkeiten und Kompetenzen/ my skills and competencies
Interessen/ interests	Fähigkeiten	Sicherheit/ security	Träume/ dreams	sozialer Kontext/ social context
meine humanistischen Grundwerte	meine Kreativität (Fähigkeiten)/ my creativity	meine Neugier/ my curiosity		
Werte/ values	Fähigkeiten und Kompetenzen/ skills and compenetcies	Expertise		
Weiterbildungsmaßnahmen/ opportunities for further development	Persönliche Interessen/ Personal interests	Alter/ age		
Zufall/ coincidence	Gutes / Förderliches berufliches Umfeld/ supportive environment	Gutes familiäres Umfeld/ good family environment	Räumliche Jobangebote/ job opportunities	Kulturelle Offenheit/ cultural openness
Sicherheit/ security	Perspektiven/ persoepctive	Entfaltungsmöglichkeiten/ opportunities for devesopment		

Meine Werte/ my values	Meine moralische Überzeugung/ my moral convctions	Der Arbeitsmarkt/ job market	Die Möglichkeit für Weiterbildung/ possibilities for further trainings	Die Arbeitsmöglichkeiten (auf dem Arbeitsmarkt)/ opportunities on the job market
Interesse/ interests	Fähigkeiten/ skills	sozialer Kontext/ social context	Studienkontext/ study context	Emotionen/ emotions
Werte	Interessen/ interests	Gesundheit/ health	Emotionen/ emotions	Träume/ dreams
Meine persönlichen Interessen/ Personal interests	Meine Fähigkeiten und Kompetenzen/ skills and competencies	Die Möglichkeit für Weiterbildungen/ opportunity for development	Die Sicherheit der Umgebung/ security of the surrounding	Meine moralischen Überzeugungen/ my moral convicitons
Meine Werte/ my values	Mein Arbeits- und Studienkontext/ work/ study context	Meine Familie/ Family	Die Möglichkeiten auf dem Arbeitsmarkt/ possibilities on the job market	Die Transportmittel/ means of transportation
Kontakt mit sozial engagierten Personen	breites Aufgabenspektrum des Arbeitgebers/ wide task spectrum	ausgewählte Kollegen als Vorbilder/ collegues as role models	Elternhaus bildungsorientiert	Sicherheitsdenken/ thinking in terms of security
Praktische Entscheidung/ practical decisions	bisherige Berufserfahrung/ job experience so far	Zukunftssicherheit/ future security	Überschneidung mit Eigeninteressen/ overlapping my interests	Vorteile d. Arbeitgebers/ advantages of the employer
Interessen/ Neigung/ interests	Fähigkeiten/ Kompetenzen	Träume/ Zukunftsziele/ dreams and future goals	Familie/ Family	Weiterbildungsmöglichkeiten/ opportunities for further trainings
Fähigkeiten und Kompetenzen/ skills and competencies	Interesse/ interests	Expertise	Weiterbildungen/ further training	Arbeitskontext/ work context
Gesundheit/ health	Sicherheit der Umgebung/ security in the surrounding	Möglichkeit der Weiterbildung/ possibility for development	Meine persönlichen Interessen/ my personal interests	Meine Familie/ Family
Meine Interessen/ my interests	Eltern/ parents	Sicherheit von Job und Gehalt/ security of the job and income	Arbeitsmarkt/ job market	Erreichbarkeit/ availability
Familie/ Family	Persönliche Interessen/ Personal interests	Fähigkeiten und Kompetenzen/ skills and competencies	Arbeitskontext/ work context	Alter/ age
Eine gute und fundierte Ausbildung ist die Basis eines Erfolges im Beruf/ A good, solid education is the foundation for professional success.	Gute Vorgesetzte fungieren als Personalentwickler, schlechte Vorgesetzte können hemmen	Die Grundeinstellung zur Arbeit und die Bereitschaft zu Leistung führen zum Erfolg - bis zu einem gewissen Grad/ A positive attitude toward work and a willingness to perform well lead to success—to a certain extent.	Unabhängig von der persönlichen Leistung hängt beruflicher Erfolg auch von den handelnden Akteueren ab/ Regardless of personal performance, professional success also depends on	Intrinsische Motivation ist ein Erfolgsfaktor/ instrinsic motivation is a factor of success

			the actors involved.	
eigene Erfahrungen aus der Schulzeit/ experiences during school	Eindrücke und Empfehlungen aus der Jugendzeit bzw. nach der Schulzeit/ Impressions and recommendations from youth or after school			
Meine Fähigkeiten und Kompetenzen/ skills and competencies	Meine Expertise/ my expertise	Meine persönlichen Interessen/ Personal interests	Meine Werte/ my values	Die Möglichkeit für Weiterbildungen/ possibilities for further trainings
Social Media	Zukunftsperspektive/ future perspective	Sicherheit/ security	Vergütung/ compensation	örtliche Erreichbarkeit/ location
Fähigkeiten und Kompetenzen/ skills and competencies	meine Werte/ my values	meine Familie/ Family	mein sozialer Kontext/ my social context	meine Erziehung/ my education
Familie/ Family	Arbeitsmarkt/ job market	ökonomischer Kontext/ economic context	Persönliche Interessen/ Personal interests	Erziehung/ education

What makes a good job?(added translations to the originally German answers by participants)

Soziale Eingebundenheit/ social inclusion	Entwicklungs- und Lernmöglichkeiten — Opportunities for development and learning	Einsatz von vorhandenen Kompetenzen und Interessen — Use of existing skills and interests
Sicherheit/ security	Gut für die Gesellschaft — Good for society	Flexibilität — Flexibility
Sicherheit/ security	Hohes Gehalt — High salary	Flexibilität — Flexibility
Flexibilität/ Flexibility	Sicherheit — Security	Spontanität — Spontaneity
Sicherheit/ security	Interesse — Interest	Ausreichende Vergütung — Adequate compensation
Selbsterfüllung/self-fulfillment	Möglichkeiten sich weiterzuentwickeln — Opportunities for further development	Kundenkontakt — Customer contact
Sicherheit/security	Sinnhaftigkeit — Meaningfulness	Zusammenarbeit — Cooperation
Vereinbarkeit von Privatleben und Beruf/ compability of work and private life	Gutes Gehalt — Good salary	Keine Überlastung — No overload
Flexible Arbeitszeiten/ flexible working hours	Angemessene Bezahlung — Adequate salary	Vorgesetzte/r auf Augenhöhe — Supervisor at eye level
Gutes Gehalt/ good income	Angenehme Arbeitsbedingungen — Pleasant working conditions	Authentische kollegiale Atmosphäre — Authentic collegial atmosphere
Aufstiegsmöglichkeiten/ opportunities for promotion	Nicht physisch anspruchsvoll — Not physically demanding	Nicht abhängig von Wetterverhältnissen (Nicht draußen) — Not dependent on weather conditions (not outdoors)

Vereinbarkeit mit Familief/ compability of work and private life	Abwechslungsreich — Varied	Gutes Gehalt — Good salary
Sicherheit/ security	Angemessenes Gehalt — Adequate salary	Work-Life-Balance — Work-life balance
gutes Gehalt/ good income	Möglichkeit schnellen Aufstiegs — Opportunity for rapid advancement	Vertrauen in meine Arbeit — Trust in my work
übertarifliche Bezahlung, auch Sonderzahlungen/ income also additional pay	fördern und fordern der AN — Support and challenge of employees	wohlfühlen — Feeling comfortable
Gutes Gehalt/ good income	Arbeitszeiten sind mit individuellen Präferenzen der Freizeit vereinbar — Working hours compatible with leisure preferences	Niedriger Konkurrenzkampf — Low competition
Abwechslung/ variety	Einsatzmöglichkeiten meiner Fähigkeiten — Opportunities to use my skills	Förderung meiner Fähigkeiten — Promotion of my skills
Sicherheit/ security	Flexibel — Flexible	Standart — Standard
Geld/ money	Flexible Arbeitszeiten — Flexible working hours	betriebliche Altersversorgung — Company pension plan
Respektvoller Umgang/ respectful contact	Selbstverwirklichung — Self-actualization	Abwechslung — Variety
Vereinbarkeit mit Privatleben/ compability with private life	Passung mit Interessen — Fit with interests	Tätigkeit, mit denen ich Menschen helfen/unterstützen kann — Work where I can help/support people
Gutes Gehalt/ good income	Gute Arbeitsatmosphäre und interessanter Tagesablauf — Good working atmosphere and interesting daily routine	Weiterbildungsmöglichkeiten — Training opportunities
Sicherheit für die Zukunft/ security for future	Interessen deckend — Matching my interests	Work live Balance — Work-life balance
Arbeit mit anderen Menschen/ work with other people	Sicherheit — Security	Gute Teamarbeit und kollegialer Austausch — Good teamwork and collegial exchange
Spas/ fun	Kollegialer Umgang — Collegial interaction	Angemessene Zeit oder angemessener Druck zur Ausübung von Aufgaben — Adequate time or pressure to complete tasks
Wandel/ change	Abwechslung — Variety	Gutes Arbeit und Lohnverhältnis — Good work-salary ratio
Sicherheit/ security	Bezahlung — Salary	Flexible Zeiten — Flexible hours
Sicherheit/ security	Nette Kollegen — Nice colleagues	Angenehmes Arbeitsumfeld — Pleasant work environment
	Authentik, Langfristigkeit, Vergnügen — Authenticity, long-term perspective, enjoyment	
Eigenständig Arbeiten können/ working autonomously	Erfüllende Aufgaben — Fulfilling tasks	Soziale Interaktionen mit Kunden — Social interactions with customers
work-life-balance	faire Bezahlung — Fair salary	Weiterbildungsmöglichkeiten — Training opportunities
flexible Arbeitszeiten/ flexible work hours	für eine gute Sache zu arbeiten — To work for a good cause	Aufstiegsmöglichkeiten — Opportunities for advancement
vielfältige Arbeiten/ diverse tasks	eigenverantwortliches Arbeiten — Independent work	Spaß — Fun

Passendes Gehalt/ adequate income	Positives Arbeitsumfeld — Positive work environment	Flexibilität — Flexibility
flexible Arbeitszeiten/ flexible working hours	sie darf nicht zu einfältig sein aber auch nicht zu anspruchsvoll — It should not be too simple but also not too demanding	Kontakt mit anderen Menschen — Contact with other people
nicht langweilig/ not boring	Zufriedenstellend — Satisfying	Sozial — Social
Persönliche Entwicklung/ self-development	Eigenverantwortung — Personal responsibility	Flexibel — Flexible
gute Kollegen/ Vorgesetze/ nice colleagues and superiors	Selbstständigkeit — Independence	Sicherer Job — Secure job
Sozial/ social	Zukunftsweisend — Future-oriented	Offenheit — Openness
Zukunftssicher/ safe for the future	Sinnvoll — Meaningful	Erfüllend — Fulfilling
Vereinbarkeit von Arbeit und Privatleben ist gegeben/ compability of work and private life	Es besteht eine Zukunftssicherheit — Job security for the future	Es gibt Gleitzeit — Flexitime is available
ein Gehalt von dem man leben und nicht nur überleben kann/ an income with which one can live not only survive	flache Hierarchie — Flat hierarchy	ein positiver Beitrag zur Gesellschaft — A positive contribution to society
Man selbst sieht einen großen Mehrwert darin/ oneself sees the benefit	Ausleben der eigenen Persönlichkeit und Wertevorstellung — Expression of one's personality and values	Angemessene Work-Life-Balance — Adequate work-life balance
Interessant/ interesting	Möglichkeit, mich weiterzubilden — Opportunity for further training	Abwechslungsreich — Varied
gute Führung/ good leadership	kollegiales Miteinander — Collegial cooperation	eine sehr gute Bezahlung, die wirklich zum Leben reicht — A very good salary that is really enough to live on
Geld/ money	Teamarbeit — Teamwork	Anerkennung — Recognition
Gutes Gehalt/ good income	Faire Behandlung mir Gegenüber — Fair treatment towards me	Nicht zu stressige Arbeitssituationen — Not too stressful work situations
Sicherheit/ security	Flexibilität — Flexibility	Verantwortung — Responsibility
tolle Kollegen/ nice collegues	sicherer Arbeitsplatz — Secure job	gute Bezahlung — Good salary
Sicherheit/ security	Abwechslungsreiche Tätigkeiten am Tag/im Jahr — Varied tasks during the day/year	Vergütung — Compensation
Sicheres Einkommen/ good income	Wenn Inhalte interessieren — When tasks are interesting	Nützt der Gesellschaft und dem Alltag — Benefits society and everyday life
Das richtige Maß an Anforderung ohne Überforderung/ being challenged but not too much	Passt gut zu meinen Fähigkeiten — Fits well with my skills	Gute Führung — Good leadership
Deckt meine Interessen ab/ congruent with my interests	Weiterentwicklung — Further development	Ermöglicht Authentizität — Allows authenticity
Selbstständigkeit/ autonomoues	Zufriedenheit — Satisfaction	Sinnhaftigkeit — Meaningfulness
Auskommen gesichert/ good income	Gestaltungsspielraum in der Ausführung der Tätigkeit — Scope for shaping task execution	Erfüllung — Fulfillment

Sie muss mich in angemessenen Maßen fordern, aber nicht dauerhaft überfordern — It must challenge me to a reasonable extent, but not permanently overwhelm me	selbstständiges Arbeiten — Independent work	wertschätzender Kontakt zu anderen Menschen (Kunden, Kollegen) — Appreciative contact with other people (customers, colleagues)
entsprechende Bezahlung für erbrachte Leistung — Appropriate pay for performance rendered	Eigenverantwortlichkeit — Personal responsibility	sowenig Kontrolle wie möglich, so viel wie nötig — As little control as possible, as much as necessary
Flexibilität/ Flexibility — Flexibility	Sicherer Arbeitsplatz — Secure job	Sicherheit — Security
Sinnstiftende Arbeit — Meaningful work	Finanzelle Anreize — Financial incentives	Arbeit für die Gesellschaft ohne Ausrichtung auf finanziellen Gewinn — Work for society without focus on financial profit
berufliche Erfüllung, angemessenes Gehalt, flexible Arbeitszeitgestaltung — Professional fulfillment, appropriate salary, flexible working hours	herausfordernd — Challenging	
Sinnhaftigkeit der Aufgabenerledigung — Meaningfulness of task completion	Möglichkeit auch selbstorganisiert arbeiten zu können — Opportunity to work in a self-organized way	Wahrung meiner Autonomie — Preservation of my autonomy
Abwechselungsreich — Varied	Home Office — Home office	inhaltlich spannend — Content-wise exciting
Persönliche Kontakte zu unterschiedlichen Personen sowohl innerhalb als auch außerhalb meiner Organisation — Personal contacts with different people both inside and outside my organization	Freie Gestaltungsmöglichkeit — Freedom to design work	Das Gefühl anderen mit meiner Arbeit zu helfen — The feeling of helping others through my work
Soziale Arbeit — Social work	gutes Miteinander — Good cooperation	Sicherheit — Security
Größt möglicher Handlungs- und Entscheidungsspielraum — Maximum possible scope for action and decision-making	Möglichkeit zu guter und fairer Zusammenarbeit mit Menschen, auch über die eigene Organisation hinaus bieten — Opportunity for good and fair cooperation with people, even beyond one's own organization	Freie Zeiteinteilung - Work-Life-Balance (individueller Einsatz Homeoffice, Terminierungen usw) — Flexible scheduling - work-life balance (individual use of home office, appointments, etc.)
Wertschätzung — Appreciation	Eigenverantwortung — Personal responsibility	Flexibilität der Arbeitszeit — Flexibility of working hours
Tätigkeit muss zu meinen Interessen passen (Fachlichkeit) — Work must match my interests (professional expertise)	Wertschätzung — Appreciation	Weiterbildungsmöglichkeiten bieten — Offer training opportunities
Selbständigkeit — Independence	Sicherheit — Security	Vertrauen — Trust
Fairer Umgang von Vorgesetzten — Fair treatment by supervisors	Gesellschaftliche Verantwortung — Social responsibility	gerechte Bezahlung — Fair pay
Gute Bezahlung — Good pay	Rücksicht auf familiäre Situation — Consideration of family situation	Flexibilität — Flexibility
Freiheit — Freedom	Verantwortungsvoll — Responsible	Sinnhaftigkeit — Meaningfulness

Selbstverwirklichung — Self-actualization	Sinn in der Arbeit — Meaning in work	Flexibilität — Flexibility
Flexibilität/ Flexibility (Gleitzeit) — Flexibility (flextime)	Sinnstiftend — Meaningful	Individuelle — Individual
viel Eigenverantwortung — A lot of personal responsibility	Abwechslungsreich — Varied	Meine Stärken einbringen können — Being able to use my strengths
Abwechslung — Variety	angemessenes Gehalt aufgrund des Verantwortungsposten — Adequate salary due to position of responsibility	Flexible Arbeitszeiten — Flexible working hours
Wirksamkeit — Effectiveness	Entwicklungs- und Lernmöglichkeiten — Opportunities for development and learning	Neues Lernen / Entdecken — Learning/discovering new things
eine Tätigkeit die gesellschaftlich gewinnbringend ist und nicht Profitorientiert ist — Work that benefits society and is not profit-oriented	Gut für die Gesellschaft — Good for society	Flexibilität für Familie und Beruf (z.B. keine Beschränkungen bezügl. Homeoffice oder Mobilarbeit) — Flexibility for family and work (e.g., no restrictions on home office or mobile work)
eigene Kompetenzen einbringen können/ including own competences	Selbstwirksames Arbeiten/ self-effective work	Arbeiten im Team/ teamwork
Sicherheit/ security	Abwechslung/ variation	Kameradschaft/ teamwork
-flexible Arbeitsszeiten/ flexible working hours	-flache Hierachien/ flat hirarchies	-gute Bezahlung
flexible Arbeitszeiten/ flexible working hours	sicheres Einkommen/ secure income	persönliche Erfüllung/ personally meaningful
Leidenschaft/ passion	Freude/ fun	freie Zeiteinteilung/ free time management
Respektvoller Umgang mit dem Mitarbeitenden von Seiten der Vorgesetzten/ Respectful treatment of employees by supervisors	Faire Bezahlung/ fair wages	Tätigkeit, die auf lange Sicht ausgeübt werden kann/ activity that can be carried out on the long run
soll Spaß machen/ should be fun	passt zu meiner Ausbildung/ meinem Studium/ should fit my education	Arbeitsaufwand und Geld passen zusammen/ workload and money fit
Sicherheit/ security	Klare Arbeitsstrukturen und -weisen/ clear structures	gute und faire Entlohnung/ good and fair wages
Selbständigkeit, jedoch in einem geschützten Rahmen. /autonomy but in a protected space	Ein hohes Maß an Kreativität./ high amount of creativity	Public Relations
Eigenverantwortung/ autonomy	Flexibilität/ flexibility	Spaß/ fun
spielerische Kreativität/ playful creativity	soziale Sinnhaftigkeit/ socially meaningful	von und für Menschen/ from and for humans
Selbstbestimmt/ autonomy	Eigenverantwortlich	Wissenstransfer/ transfer of knowledge
Kreativität/ creativity	Eigenständigkeit/ autonomy	Zuverlässigkeit/ accountability
Selbstgestaltung/ slef-design	mit ausgewogenem Maß an Komplexität und Routine - 70/30/ complexity and routine both adequately	Sinnstiftend/ meaningful
Abwechslungsreich/ diverse	angemessen gefordert zu sein - Anspruch aber kein "negativer" Stress/ be adequately challenged	gute Entwicklungsperspektiven/ good development prospects

Nicht zu starke Hierarchien/ not too hierarchical	Work-Life-Balance	Tätigkeit mit sozialen Sinn dahinter/ task with social aim
Sinvoll/ purposeful	Effektiv/ effective	Sinnstiftend/ purpose-giving
Raum für eigene Ideen/ space for won ideas	Freiraum/ space	dass ich meine Stärken einbringen kann/ that I can include my skills
Verlässlichkeit von Prozessen/ accountability for processes	Große Schnittmengen mit eigenen Interessen und Fähigkeiten/ Significant overlap with own interests and abilities	Rahmenbedingungen mit wenig Unsicherheitsfaktoren/ Framework conditions with few uncertainties
Ausgeglichenes Verhältnis zwischen Leistung und Gegenleistung/ fair relation between giving and receiving	Realistische Zielstellungen/ realistic goal setting	Wertschätzung/ appreciation
anderen Hilfe zur Selbsthilfe leisten zu können/ giving others help to help themselves	fester Zuständigkeitsbereich, in dem ich relativ selbstbestimmt agieren kann/ fixed tasks and responsabilities	gute Kommunikation innerhalb der Organisation
Sicherheit/ security	Vereinbarkeit mit Familie & Freizeit/ compatibility with family and freetime	Gehalt deckt Lebensstandard/ wage covers my life standards
Teamwork	Transparenz/ transparency	Nachhaltigkeit/ sustainability
- Interessen einbringen und sich selbst damit entwickeln zu können/ including my interests and grow as a person	- Flexibilität auch in der Fachlichkeit (mal mehr, mal weniger)/ Flexibility	- Anerkennung für gute Arbeit von Kolleg*innen, Vorgesetzten oder Kund*innen zu bekommen
Selbstbestimmt/ autonomy	Hohe Verantwortung/ high responsability	Flexibel/flexible
Entfaltung meiner Fähigkeiten/ development of my skills	Freiheiten in der Verteilung meiner Arbeitszeit und der inhaltlichen Umsetzung meiner Arbeit	Anerkennung meiner Arbeitsleistung, gerne auch über die Bezahlung oder durch Sonderleistungen
Sicherheit/ security	Intellektueller Anspruch	Teamarbeit/temawork
Anspruchsvolle Arbeit mit Menschen/ complex work with humans	Angemessene Bezahlung, die einen guten Lebensstandard bietet (nicht Luxus)/ fair wage	Arbeit, die von anderen Wertschätzung erfährt
gutes und zuverlässiges Einkommen	selbst bestimmte, flexible Arbeitszeitgestaltung/ flexible work hours	inhaltlich interessante und bereichernde Tätigkeit/ interesting tasks
Vielseitigkeit/ variety	Einbringen meiner Kenntnisse und Fähigkeiten/ including own abilities	Nah am Menschen in komplexen Situationen/ being close to people in complex situations
persönliche (Weiter-) Entwicklungsmöglichkeiten/ self development	soziale Kontakte und Teamarbeit/ social contacts, teamwork	keine Langeweile, Forderung und Förderung des eigenen Wissens und Könnens/ no boredom
Sinn in der Arbeit erleben, faire Rahmenbedingungen, Beständigkeit/ purpose in work, fair circumstances	Gute Kollegen / Arbeitsumfeld/ nice collegues	Flexibele Arbeitszeiten und Möglichkeiten zur Selbststrukturierung/ flexible work hours

What makes a good workplace? (added translations to the originally German answers by participants)

Teamgefühl — Team spirit	Nähe zum Wohnort — Proximity to home	
Nette Kollegen — Nice colleagues	Sauber — Clean	Modern — Modern

Wohnortnähe — Proximity to home	Mischung aus Einzel- und Teamarbeit — Mix of individual and team work	Vorgaben/(gesetzliche) Richtlinien zur Tätigkeit — Guidelines/(legal) regulations for the activity
gut vom Wohnort erreichbar — Easily accessible from home	kollegiales, freundliches Arbeitsklima — Collegial, friendly working atmosphere	klare Aufgaben- und Rollenverteilung — Clear task and role distribution
Guter Umgang mit Kolleginnen — Good interaction with colleagues	Wohnortnah — Close to home	Gutes Arbeitsklima — Good working atmosphere
Entfernung zum Wohnort — Distance to home	Kolleginnen — Colleagues	
angenehmes Arbeitklima — Pleasant working atmosphere	kurzer Arbeitsweg — Short commute	gutes Kollegium — Good colleagues
Vereinbarkeit von Privatleben und Beruf — Work-life balance	Gutes Gehalt — Good salary	Keine Überlastung — No overload
Schöne Umgebung/Einrichtung — Nice environment/facilities	Kolleg/innen — Colleagues	Eigenes Büro — Own office
Entfernung zum Wohnort gering — Short distance to home	Verständnisvolles Team — Understanding team	
Gleitzeit, also flexibles Arbeiten möglich — Flexitime, flexible working possible	Wohnort, 30-40min mit dem Auto erreichbar — Home, 30-40 min by car	Gutes Arbeitsklima, jedoch nicht zu sehr komminikativ — Good working atmosphere, but not overly communicative
Entfernung zum Wohnort — Distance to home	Kolleginnen — Colleagues	Vorgesetzte — Supervisors
umsichtiges, rücksichtsvolles Team — Considerate, respectful team	Flexible Arbeitszeiten — Flexible working hours	Ergonomische Büroausstattung (höhenverstellbarer Schreibtisch, etc.) — Ergonomic office equipment (height-adjustable desk, etc.)
technisch hohe Ausstattung — High technical equipment	relativ moderne Einrichtung — Relatively modern facilities	eigenes Büro — Own office
wohlfühlen am Arbeitsplatz — Feeling comfortable at work	gutes Verhältnis zum Team und Vorgesetzten, Chef sorgt such auch — Good relationship with team and supervisors, boss also takes care	benefits mit denen der AG wirbt (kein Obstkorb!) — Benefits offered by the employer (no fruit basket!)
Arbeitsräume mit Tageslicht — Workspaces with natural light	Gute Anbindung an öffentliche Verkehrsmittel — Good public transport connections	Entspannte Teamstrukturen — Relaxed team structures
Gutes Arbeitsklima — Good working atmosphere	Funktionierende Kommunikation — Functional communication	Gegenseitige Wertschätzung — Mutual appreciation
Arbeitsklima — Working atmosphere	Entfernung zum Wohnort — Distance to home	Koleg*innen — Colleagues
Gute Kollegen — Good colleagues	Gutes Arbeitsklima — Good working atmosphere	Entfernung zum wohnort — Distance to home
Arbeitsklima — Working atmosphere	Flache Hierarchie — Flat hierarchy	Moderne Ausstattung — Modern equipment
Nette Kolleginnen — Nice colleagues	Arbeitsklima — Working atmosphere	Nähe zum Wohnort — Proximity to home
Arbeitsklima — Working atmosphere	Entfernung zum Wohnort — Distance to home	Arbeitsbedingungen — Working conditions
Faires umfeld — Fair environment	Freundliches umfeld — Friendly environment	Rücksicht — Consideration
Nette Kollegen — Nice colleagues	Respektvolle und gute Führungskraft — Respectful and good leadership	Freundliche Umgebung — Friendly environment

Angemessene Bezahlung — Fair pay	Geringe Wegstrecke — Short distance	Geringe kosten die zur arbeitsaufnahme führen (Sprit, etc) — Low costs associated with starting work (fuel, etc.)
Nette Kollegen — Nice colleagues	Teamarbeit — Teamwork	Führungskräfte mit Kompetenz — Competent leadership
Kolleginnen — Colleagues	Entfernung zum Wohnort — Distance to home	Arbeitsklima — Working atmosphere
entspanntes Arbeitsklima — Relaxed working atmosphere	kurze Entfernung zum Wohnort — Short distance to home	Nette Kollegen — Nice colleagues
Entlohnung, Flexibilität, gutes Kollegium — Salary, flexibility, good team		
Gute Work-Life-Balance — Good work-life balance	Netter Chef und Kollegen — Nice boss and colleagues	Homeofficemöglichkeiten — Home office options
gutes Arbeitsklima — Good working atmosphere	kurzer Arbeitsweg — Short commute	moderne Ausstattung — Modern equipment
gutes Arbeitsklima — Good working atmosphere	Wohnort nah — Close to home	gutes Verhältnis unter den Kollegen — Good relationship among colleagues
gute Teamatmosphäre - gemeinsame Mittagspausen — Good team atmosphere – shared lunch breaks	Arbeitsausstattung zur Verfügung gestellt bekommen — Work equipment provided	Möglichkeit zum Home Office — Possibility for home office
Entfernung zum Wohnort — Distance to home	Kolleg*innen — Colleagues	Arbeitsklima — Working atmosphere
Höhenverstellbarer Schreibtisch — Height-adjustable desk	lockeres Team auf Augenhöhe — Relaxed team at eye level	Klimatisierter Arbeitsplatz — Air-conditioned workplace
nahe am Wohnort — Close to home	gutes Arbeitsklima — Good working atmosphere	flexible Arbeitszeiten — Flexible working hours
Entfernung zum Wohnort — Distance to home	Arbeitsklima — Working atmosphere	Arbeitsbedingungen — Working conditions
Arbeitsklima — Working atmosphere	Entfernung zum Wohnort — Distance to home	
Stabilität — Stability	Miteinander — Togetherness	Klarheit — Clarity
Kollegialer Umgang — Collegial interaction	Work Life Balance — Work-life balance	Flexibilität — Flexibility
Sinnvolle Aufgaben — Meaningful tasks	Gleitzeit — Flexitime	Ruhige Umgebung (eigenes Büro) — Quiet environment (own office)
kurze Entfernung Wohnort — Short distance to home	eigene Gestaltung Büro — Own office layout	Möglichkeit zum Home office — Possibility for home office
Harmonie mit Kollegen und Teamleitung — Harmony with colleagues and team leadership	Wertschätzung — Appreciation	Entfernung zum Wohnort — Distance to home
Wohnortnah oder Möglichkeiten zum Homeoffice — Close to home or home office options	Strukturen auf Augenhöhe — Structures at eye level	Vereinbarkeit von Beruf und Privatleben — Work-life balance
gute Führung — Good leadership	Top Notch an technologischer Ausstattung — Top-notch technological equipment	kollegiales Miteinander — Collegial interaction
Modern — Modern	Digital — Digital	Homeoffice Möglichkeit — Home office option
Teamzugehörigkeit — Team belonging	Hilfsbereite Kollegen — Helpful colleagues	Sicherer Arbeitsplatz — Secure job
gute Arbeitsbedingungen — Good working conditions	angenehmer/konstruktiver Umgang der Vorgesetzten — Pleasant/constructive handling by supervisors	

tolles Team — Great team	geringe Entfernung — Short distance	gute Arbeitszeiten — Good working hours
Soziales Umfeld/ Vorgesetze — Social environment / supervisors	Erreichbarkeit — Accessibility	Ausstattung — Equipment
Kollegen/Teamstruktur — Colleagues / team structure	Entfernung zu Wohnort — Distance to home	Umgang miteinander im Betrieb/Haus — Interaction within the company/building
Ergonomie — Ergonomics	Flexibilität Arbeitszeit — Flexibility in working hours	Kleines Team — Small team
Soziales Miteinander (Kollegen + Vorgesetzte) — Social interaction (colleagues + supervisors)	In meiner Stadt/Region — In my city/region	Gute Bezahlung — Good pay
Kolleginnen — Colleagues	Flexibilität — Flexibility	Sicherheit — Security
Arbeitsklima — Working atmosphere	Teamwork — Teamwork	gute Arbeitsplatzausstattung — Good workplace equipment
Qualifizierte und Wertschätzende Führungskräfte — Qualified and appreciative leaders	Sicherheit bei der Ausführung und der Beibehaltung der Arbeitsstelle — Job security	Flexibilität der Arbeitsbedingungen (Gleitzeit) — Flexibility of working conditions (flexitime)
Entfernung zum Wohnort — Distance to home	Ausstattung — Equipment	
guter Kontakt zu Personen mit denen ich arbeite — Good contact with people I work with	flexible Arbeitszeiten — Flexible working hours	Homeoffice — Home office
Gutes Arbeitsklima im Team — Good working atmosphere in the team	Flexibilität zeitlich — Temporal flexibility	Weiterbildungsangebote — Training opportunities
Arbeitsklima, Vorgesetzte & Kolleginnen, Homeoffice — Working atmosphere, supervisors & colleagues, home office		
Gute Erreichbar zum Wohnort (max. 1 Std. Pendelzeit am Tag) — Good accessibility to home (max. 1-hour commute)	Angenehmes Betriebsklima (gegenseitige Anerkennung, Unterstützung und Akzeptanz) — Pleasant company climate (mutual recognition, support, and acceptance)	Vollzeit = weniger als 40 Std./Woche — Full-time = less than 40 hours/week
Flexibilität (Zeit) — Flexibility (time)	Entfernung — Distance	gutes Teamklima — Good team climate
Wertschätzung auch durch Vorgesetzte — Appreciation from supervisors too	eigener Verantwortungsbereich in einem angenehmen Team — Own area of responsibility in a pleasant team	gute Erreichbarkeit — Good accessibility
Arbeitsbedingungen — Working conditions	Entfernung zum Wohnort — Distance to home	KollegInnen — Colleagues
Individueller Einsatz von Homeoffice — Individual use of home office	Eigenverantwortliche Zeiteinteilung, Terminierung — Self-managed scheduling	
Vorgesetzte Person zeigt Interesse an meiner Arbeit u gibt mir positive aber ggf. auch negative Rückmeldungen — Supervisor shows interest in my work and gives positive or, if necessary, negative feedback	eigenes Büro (ohne Desk-Sharing mit täglichem darum kümmern, welches Büro frei ist) — Own office (without desk-sharing, no daily worries about which office is free)	Entfernung zum Arbeitsplatz nicht weiter als 20 Autominuten — Distance to workplace no more than 20 minutes by car
gute und faire Zusammenarbeit mit Menschen (Kunden und Kollegen) in einer	Flexibilität (Arbeitszeit und Arbeitsort z.B. Home- Office) —	gute Erreichbarkeit des Arbeitsplatzes — Good accessibility of workplace

Gemeinschaft der eigenen Organisation — Good and fair collaboration with people (customers and colleagues) within the organization	Flexibility (working hours and location, e.g., home office)	
KollegInnen — Colleagues	Ausstattung — Equipment	Arbeitsbedingungen — Working conditions
Kollegen — Colleagues	Arbeitsplatzausstattung — Workplace equipment	Arbeitsklima — Working atmosphere
angemessene Entfernung zum Arbeitsplatz — Reasonable distance to workplace	respektvolles Miteinander — Respectful interaction	Saubere Ausstattung — Clean equipment
Gutes Arbeitsklima — Good working atmosphere	Fairer Chef — Fair boss	Klare Strukturen — Clear structures
Vertrauen der Führungskraft gegenüber der Mitarbeitenden — Trust from the supervisor towards employees	Flexible Arbeitsorte (z.B. Möglichkeit des Homeoffices) — Flexible workplaces (e.g., home office option)	angenehmes Klima zwischen den Kolleg*innen — Pleasant atmosphere among colleagues
Arbeitsklima — Working atmosphere	Entfernung zum Wohnort — Distance to home	Arbeitsbedingungen — Working conditions
Flexibler Arbeitsort — Flexible workplace	IT funkioniert — IT works	nicht zu warm im Sommer — Not too warm in summer
Arbeitsklima — Working atmosphere	Entdernung zum Wohnort — Distance to home	Arbeitsbedingungen — Working conditions
gute Infrastruktur — Good infrastructure	gutes Miteinander — Good interaction	transparente Führung — Transparent leadership
flache Hierarchien — Flat hierarchies	zeitgemäße IT und Büroausstattung (z, Höhenverstellbaren Tisch auch für Homeoffice) — Up-to-date IT and office equipment (e.g., height-adjustable desk also for home office)	ausgeglichene Arbeitsbelastung die nicht krank macht (nicht ständig Überstunden machen müssen, nicht zu viele Priorisierungen auf einmal) — Balanced workload that does not cause illness (no constant overtime, not too many priorities at once)
Arbeitsklima, Teamstrukturen,Entfernung vom Wohnort — Working atmosphere, team structures, distance to home		
flexible Arbeitszeiten — Flexible working hours	Arbeitsklima — Working atmosphere	Wohnortnähe zum Arbeitseinsatzort — Proximity of home to work location
Freundliches Arbeitsklima (Kollegen) — Friendly working atmosphere (colleagues)	angemessene Ausstattung (modern) — Adequate equipment (modern)	
-Arbeitsklima — Working atmosphere	-Wohnortnähe — Proximity to home	-gute Ausstattung — Good equipment
Homeoffice — Home office	flexible Arbeitszeiten — Flexible working hours	sicheres Einkommen — Secure income
Entfernung zum Wohnort — Distance to home	Eigenorganisation — Self-organization	eigenes Büro — Own office
Entfernung Wohnort/ Zeit die ich benötige um den Arbeitsplatz zu erreichen — Distance/time needed to reach the workplace	Flexible Arbeitszeit — Flexible working hours	Gutes Arbeitsklima — Good working atmosphere
Kolleginnen auf die man sich verlassen kann, gutes Team — Colleagues you can rely on, good team	gutes Arbeitsklima — Good working atmosphere	flexible Arbeitszeiten möglich — Flexible working hours possible

Arbeitsbedingungen — Working conditions	Entfernung zum Wohnort — Distance to home	Arbeitsklima — Working atmosphere
Homeoffice — Home office	Selbstorganisation — Self-organization	gute IT — Good IT
Kollegen, mit denen ich gut zurecht komme — Colleagues I get along with	Aktuelle Ausstattung der Technik — Current technical equipment	Transpatenz der Tätigkeit. Gerechte Verteilung der Arbeit. — Transparency of the work. Fair distribution of tasks.
flexibel (räumlich, zeitlich) — Flexible (spatially, temporally)	modern (Technik, Räume, Möbel) — Modern (technology, rooms, furniture)	hybrid — Hybrid
Teamstruktur — Team structure	Arbeitsbedingungen — Working conditions	Kolleg*innen — Colleagues
Moderne Führung — Modern leadership	Sehr gutes Arbeitsklima — Very good working atmosphere	Tolle, hilfsbereite Kollegen innen — Great, helpful colleagues
Rückzugsmöglichkeit — Opportunity for retreat	Arbeitsklima — Working atmosphere	Erreichbarkeit — Accessibility
Sicherheit, in der heutigen Zeit mit zunehmenden Übergriffen von Kunden — Security in today's time with increasing customer aggression	faires Miteinander- ohne Neid und Mißgunst — Fair interaction – without envy or resentment	Sauberkeit — Cleanliness
Arbeitsklima — Working atmosphere	Kurzer Anfahrtsweg — Short commute	Moderne Ausstattung (Computer, Klimaanlage) — Modern equipment (computer, air conditioning)
Arbeitsklima — Working atmosphere	Wohnortnähe — Proximity to home	
Kollegen — Colleagues	Arbeitsklima — Working atmosphere	Entferung zum Wohnort — Distance to home
technische Ausstattung — Technical equipment	gutes Arbeitsklima und Zusammenarbeit / -halt im Team — Good working atmosphere and teamwork	
Gute Teamarbeit — Good teamwork	Führungskräfte, die einen selbstreflektierten Führungsstil haben — Leaders with a self-reflective leadership style	Entfernung zum Wohnort bzw. Homeoffice — Distance to home or home office
gutes Arbeitsklima/gute Kommunikation — Good working atmosphere / good communication	Nähe zum Wohnort und Möglichkeit zum Homeoffice — Proximity to home and possibility for home office	Arbeit mit und bei verschiedenen Netzwerkpartnern — Work with and for various network partners
Gute Erreichbarkeit — Good accessibility	Freundliches Team — Friendly team	Faire Vorgesetzte — Fair supervisors
guter Führungsstil — Good leadership style	Miteinander für die Ziele arbeiten und auch offen anzusprechen, wenn einige "weniger" arbeiten — Working together for goals and openly addressing if some contribute less	Entwicklungsmöglichkeiten — Development opportunities
gute Erreichbarkeit mit Verkehrsmitteln (PKW-Parkmöglichkeiten, ÖPNV-Anbindung) — Good accessibility via transport (car parking, public transport connections)	Gestaltungsspielräume am Arbeitsplatz (Zeit, Ort) — Room for flexibility at workplace (time, location)	Bereitstellung von IT für ortsunabhäniges Arbeiten (Büro, auf Messen & Veranstaltungen, HomeOffice) — Provision of IT for location-independent work (office, trade fairs & events, home office)

Gutes Arbeitsklima — Good working atmosphere	Flexible Arbeitszeit — Flexible working hours	Homeoffice — Home office
Gutes Arbeitsumfeld/tolle Kolleg*innen, indem man sich rundum wohlfühlt — Good working environment / great colleagues where you feel comfortable		
Entfernung zum Wohnort — Distance to home	Arbeitsklima — Working atmosphere	Arbeitsplatzausstattung — Workplace equipment
Entfernung zum Wohnort (nicht zu weit) — Distance to home (not too far)	Relativ freie und selbstbestimmte Arbeit — Relatively free and self-determined work	Sicherer Arbeitsplatz — Secure job
gutes Arbeitsklima — Good working atmosphere	gute Arbeitsbedingungen — Good working conditions	
Gute Zusammenhalt und Hilfebereitschaft im Team — Good cohesion and willingness to help in the team	Festes Büro hält den Rücken frei — Fixed office reduces strain	Nähe zum Wohnort bietet eine gute Vereinbarkeit von Familie und Beruf — Proximity to home offers good work-family balance
freundliche Kolleg:innen — Friendly colleagues	Sicherheit und Ergonomie — Safety and ergonomics	Ansprechende Gestaltung — Appealing design

What are Opportunities one sees for the future in the job?(added translations to the originally German answers by participants)

Weiterbildung (Master, Schulungen) — Further education (Master, training)	Verschiedene Herausforderungen/Tätigkeiten — Various challenges/tasks	Karriere — Career
Aufsteigen — Advancement	Weiterbilden — Further training	Helfen — Helping
Hohes Gehalt — High salary	Flexible Arbeitszeiten — Flexible working hours	Wohnortnähe — Proximity to home
Berufliche Entwicklung — Professional development	Arbeit im Interessensgebiet — Work in area of interest	Weiterentwicklung — Further development
Möglichkeiten zur Weiterentwicklung — Opportunities for further development	Selbsterfüllung — Self-fulfillment	
Weiterentwicklung — Further development	Gutes zu Bewirken — Doing good	Gute Vergütung — Good compensation
Teilzeit — Part-time		Flexibel — Flexible
Arbeitsortwechsel — Change of workplace	Höhere Tätigkeitsebene — Higher activity level	
Ich wünschte, dass alles relativ stabil und gleich bleibt — I wish everything would remain relatively stable and the same		Jobwechsel sind kein Makel, sondern bringen wertvolle Erfahrungen — Job changes are not a flaw but bring valuable experience
Hohe Aufstiegschancen (demographischen Wandel) — High promotion prospects (demographic change)	Sicherheit — Security	Flexible Arbeitszeit — Flexible working hours
Aufstiegschancen — Promotion opportunities	Abwechslungsreich — Varied	interessanter und abwechslungsreicher Tagesablauf — Interesting and varied daily routine
Nutzung digitaler Tools — Use of digital tools	Nutzung von KI — Use of AI	
beruflicher Aufstieg — Career advancement	sicherer Arbeitsplatz, zuverlässiges Gehalt — Secure job, reliable salary	Leitung eines Projekts — Leading a project
vielseitig — Versatile		
Aufstieg zur Patin oder später auch Teamleitung — Promotion to mentor or later team leader	Wechsel in eine andere Abteilung — Transfer to another department	Veränderungen durch KI — Changes through AI
Interessante Tätigkeiten — Interesting tasks	Persönliche Weiterentwicklung — Personal development	Führungsrollen übernehmen — Taking on leadership roles
Weiterbildungen — Further education		Home Office — Home office
	Arbeitgebermarkt → Gute Verhandlungsbasis — Employer market → good negotiating position	Eigenverantwortung — Personal responsibility
Lebenslanges Lernen, Weiterentwicklung — Lifelong learning, further development	Wechsel zwischen verschiedenen Tätigkeitsbereichen — Switching between different work areas	
Personalentwicklung — Personnel development	Gute Verdienstmöglichkeiten — Good earning opportunities	Homeoffice — Remote work / home office
Weiterentwicklung — Further development	Interessen verfolgen — Pursue interests	Teamwork — Teamwork

Work live Balance — Work-life balance	Aufstieg als Führungskraft — Promotion as manager	Selbstverwirklichung — Self-realization
Aufstieg als Teamleiter — Promotion to team leader		Weiterbildungen — Further training
	Arbeitgeberwechsel — Change of employer	Ständiges Lernen — Lifelong learning
Master — Master's degree		
Im Tarifvertrag aufsteigen — Advancement within the collective agreement	Weiterbildung — Further training	Einfacher Wechsel der Arbeitsstelle — Easy job change
Berufserfahrung — Work experience	Menschen zu helfen → erfüllend — Helping people → fulfilling	lebenslanges Lernen — Lifelong learning
Chancen der Arbeitsplatzanpassung bei gesundheitlichen Einschränkungen — Opportunities for workplace adaptation in case of health limitations	Neue Aufgabenbereiche übernehmen — Take on new areas of responsibility	Aufstiegsmöglichkeiten — Promotion opportunities
Aufstiegsmöglichkeiten — Promotion opportunities	Arbeiten im Ausland — Working abroad	Interne Umorientierung — Internal reorientation
Weiterbildung — Further education	Vereinbarkeit von Familie und Beruf — Work–family balance	Hierarchien verflachen — Flattening hierarchies
Aufstiegsmöglichkeiten — Promotion opportunities	beruflicher Aufstieg → Führungspositionen — Career advancement → leadership positions	Mobilarbeit — Mobile working
Karrierechancen — Career opportunities		Kontrollgefühl — Sense of control
Aufstieg — Promotion	Ich habe auch Außendienste — I also have fieldwork	
Ich kann meine Arbeitszeit flexibel bestimmen — I can determine my working hours flexibly	Vertikale Veränderungen beim Arbeitgeber — Vertical changes with the employer	Neue Herausforderungen — New challenges
Aufstiegsqualifizierungen — Advancement qualifications	Mitarbeiter-Wellbeing Benefits — Employee well-being benefits	
Leistungsorientierte Vergütung — Performance-based pay	Aufstieg z. B. Teamleitung möglich — Promotion e.g., to team leader possible	Niemals Arbeitslosigkeit — Never unemployed
verschiedene Abteilungen (Wechsel möglich) — Various departments (transfer possible)	Weiterentwicklung — Further development	
Viele Bereiche kennenlernen und evtl. dort arbeiten — Get to know many areas and possibly work there	Karrierechancen — Career opportunities	Führungsrolle übernehmen — Taking on a leadership role
Zukunftssicher — Future-proof	Viele Arbeitszeitmodelle — Many working time models	
Einfacher Wechsel vom Arbeitsort — Easy change of workplace	Masterstudium — Master's degree	Unterstützung Benachteiligter — Supporting disadvantaged people
Weiterbildung — Further education	Veränderungen zum Positiven mitgestalten — Help shape positive changes	Für meine Kenntnisse aus dem Berufsleben vielseitige Möglichkeiten bei Trägern, Einrichtungen, soz. Bereich allg. — Diverse opportunities to apply my professional knowledge in organizations, institutions, social sector in general

Ausleben meiner individuellen Stärken und dadurch Spaß an der Arbeit — Living out my individual strengths and thereby enjoying work	Weiterbildungsmöglichkeiten — Training opportunities	durch "Pflicht-Digitalisierung" bei der Arbeit profitiere ich auch im privaten Bereich — Through mandatory digitalization at work, I also benefit in my private life
Beruflicher Aufstieg — Career advancement	Bürokratie abbauen — Reduce bureaucracy	
Arbeitsprozesse verschlanken — Streamline work processes	Aufstiegsmöglichkeiten — Promotion opportunities	Neuer Bereich — New field
Standortwechsel — Change of location	Gutes Gehalt — Good salary	Krisensicher — Crisis-proof
Gute Aufstiegschancen — Good promotion opportunities	persönliche Weiterentwicklung — Personal development	Teilzeit — Part-time
Menschen unterstützen — Supporting people		interner Wechsel (aber keine Idee) — Internal transfer (but no idea)
Auszeiten nehmen (für Reisen) durch flexible Arbeitszeiten — Taking time off (for travel) through flexible working hours	Umschulung — Retraining	
Aufstieg — Promotion		Selbstständigkeit — Self-employment
Dienstleistung ausbauen — Expanding services	Weniger Pendeln — Less commuting	4 Tage arbeiten statt fünf — 4-day work week instead of 5
Neue Aufgaben und Lernen — New tasks and learning	Wenn das klappt bis zum regulären Renteneintritt arbeiten — Work until regular retirement if possible	
Meine Achtsamkeit in Bezug auf meine Energie verbessern — Improve my mindfulness regarding my energy	Expertise weitergeben — Passing on expertise	offen sein für Neues — Being open to new things
Professionalisierung — Professionalization		Promotion — Doctorate
gesund die Rente erreichen — Reaching retirement in good health	Beteiligung an übergeordneten Vorgängen — Participation in overarching processes	
Aufstiegsmöglichkeiten — Promotion opportunities	wenn ich will, kann ich mich weiterentwickeln — If I want, I can further develop	Möglichkeiten der Weiterbildungen — Training opportunities
ich kann mir meiner Stelle sicher sein — I can be sure of my job	Menschen zu unterstützen — Supporting people	
Weiterbildungsmöglichkeiten (mehr auf meiner Ebene, als auf höhere Stellen ausgerichtet) — Training opportunities (more at my level, not oriented toward higher positions)	Projektarbeit in der Zentrale — Project work at headquarters	Arbeitszeitgestaltung (von Vollzeit auf Teilzeit, HO, 9/10 Regel, Mutterschutz) — Flexible work time arrangements (full-time to part-time, home office, 9/10 rule, parental leave)
Berufsbegleitendes Masterstudium — Part-time Master's degree		
berufliche Selbstverwirklichung, externe Weiterbildung und Teilselbstständigkeit (mit sicherem Standbein BA) — Professional self-fulfillment, external training, and partial self-employment (with secure main job BA)	Mitwirken bei Projekten — Contributing to projects	Umweltbewusstsein stärken — Strengthen environmental awareness

Weiterentwicklung in Richtung "Experte" — Development toward becoming an “expert”		Flexibilität — Flexibility
Aufstieg — Promotion	Eigenverantwortung — Personal responsibility	
inhaltliche Weiterentwicklung — Content-related development	Evtl. alternative Beschäftigung nach Renteneintritt in Form MiniJob, freiberuflich o.ä. — Possibly alternative employment after retirement (mini-job, freelance, etc.)	Bis zur Rente bleiben können (5 J.) — Being able to stay until retirement (5 years)
persönliche Entwicklungsmöglichkeiten — Personal development opportunities	langsame schrittweise Reduzierung der Arbeitszeit (wichtig: in jedem Fall Krankenversichert) — Slow, gradual reduction of working hours (important: health insurance always included)	
Da ich bald in Rente gehe, weniger relevant — Since I’ll soon retire, less relevant		Weiterbildung im Berufsfeld — Further training in the professional field
weiterhin große Freude an der Arbeit mit jungen Menschen (das hält jung :-)) — Still great joy in working with young people (that keeps you young :-))	Unterstützung durch KI — Support through AI	
Ich bin kann mitgestalten und mich jederzeit verändern — I can co-create and change myself at any time	Homeoffice — Remote work / home office	Bewerbung auf andere Tätigkeiten möglich — Possibility to apply for other jobs
Beratung wird bleiben — Counseling will remain	Aufstiegschancen — Promotion prospects	Supervision für Mitarbeitende in allen Bereichen (auch Kollegen sind "Kunden"!) — Supervision for employees in all areas (colleagues are “customers” too!)
Work-life-Balance — Work-life balance	Aufstieg — Promotion	
Möglichkeiten der Selbstbestimmung — Opportunities for self-determination	Weiterentwicklung bzw. Weiterbildung — Further development or training	Wechsel in verschiedene Bereiche — Moving into different areas
Weiterentwicklung — Further development	Aufstiegsmöglichkeiten — Promotion opportunities	
Verwirklichung der Familienplanung, ohne Sorge vor Arbeitslosigkeit etc. — Realizing family planning without fear of unemployment, etc.	Teilzeit statt Vollzeit — Part-time instead of full-time	Übernahme von KI bei Routineaufgaben (insbesondere Administrationen) — Adoption of AI for routine tasks (especially administration)
Beständigkeit — Stability		
weiter meinen Beruf ausüben (Berufsberater) - unverändert — Continue practicing my profession (career counselor) - unchanged	Militär — Military	Die Institution, für die man arbeitet, in ihrem Prestige nach vorn bringen — Increase the prestige of the institution one works for
Gesund noch lange meine jetzige Tätigkeit ausüben — Continue my current work in good health for a long time	vielleicht Arbeitszeit reduzieren — Maybe reduce working hours	
Lehre — Teaching		Geschmeidigere Organisation der vielfältigen Aufgaben —

		Smoother organization of diverse tasks
	Flexibilität behalten — Maintain flexibility	weiteres Studium/Weiterbildung — Further studies/training
Im Moment keine mehr-Alter — None at the moment - age	Zusätzlicher Master — Additional Master's degree	Chance zum beruflichen Aufstieg durch hohe Leistungsbereitschaft — Opportunity for career advancement through high commitment
Wissensdurst stillen/lebenslanges Lernen — Quench thirst for knowledge/lifelong learning	-altersgemäße Anforderungen — Age-appropriate requirements	Karriere — Career
Trainerweiterbildung — Trainer education		Helfen — Helping
-altersgemäßer Arbeitsplatz — Age-appropriate workplace	Weiterentwicklung durch Lernzeiten — Development through learning time	Wohnortnähe — Proximity to home
weiterhin in einem spannenden Beruf tätig sein zu können — To continue working in an exciting profession	Möglichkeit der beruflichen Veränderung beim Arbeitgeber — Possibility of professional change with employer	
stetiges wachsen in dem was ich mache — Continuous growth in what I do		Weiterentwicklung — Further development
Möglichkeit der Flexibilisierung der Arbeitszeit — Possibility of flexible working hours	mehr finanzielle Freiheit durch das Gehalt — More financial freedom through salary	
Aufstockung meiner Arbeitszeit nach TZ aufgrund Kinder und dadurch mehr Gehalt und mehr berufl. Möglichkeiten — Increase of working hours after part-time due to children, and thus more salary and professional opportunities	in die PR-Abteilung wechseln — Transfer to PR department	Gute Vergütung — Good compensation
Weiterbildungen — Further education	Ich möchte die KI nutzen, um Beratungsgespräche zu dokumentieren. — I want to use AI to document counseling sessions.	Flexibel — Flexible
tatsächlich noch ein Masterstudium oder komplett neues Studium — Actually another Master's degree or a completely new degree		
Ich würde gerne in in Jugendhäusern / an Plätzen beraten, wo Jugendliche aufzufinden sind. Ohne anschließend eine Dokumentation zu machen. — I would like to counsel in youth centers / places where young people can be found, without having to write documentation afterwards.	Was mit Kindern — Working with children	Jobwechsel sind kein Makel, sondern bringen wertvolle Erfahrungen — Job changes are not a flaw but bring valuable experience
	berufliche Weiterentwicklung — Professional development	Flexible Arbeitszeit — Flexible working hours
Selbstständigkeit — Self-employment	Wechsel zur ZAV, um international zu arbeiten — Transfer to ZAV to work internationally	interessanter und abwechslungsreicher Tagesablauf —

		Interesting and varied daily routine
persönlliche Entwicklung — Personal development	Vereinfachung von Routinen durch Digitalisierung — Simplification of routines through digitization	
Weiterbildung in der Beratung durchführen — Further training in counseling	gute Weiterbildungsmöglichkeiten / Qualifizierungen — Good training opportunities / qualifications	Leitung eines Projekts — Leading a project
Ständig dazulernen - kontinierliche Weiterbildung — Constantly learning - continuous further training	Gehaltsstufe aufsteigen — Move up salary level	
Gute Chancen bei Versetzungswunsch auch in andere Bereiche und das Bundesweit — Good chances for transfer requests to other areas, nationwide		Veränderungen durch KI — Changes through AI
Wechsel von Tätigkeitsbereichen innerhalb des Betriebs — Change of work areas within the company	Weiterentwicklung im Team — Team development	Führungsrollen übernehmen — Taking on leadership roles
positiv auf die Gesellschaft einwirken — Have a positive impact on society	Stetige Schulungen (auch verpflichtend) in Bezug auf Beratungskompetenzen in allen Bereichen — Continuous (also mandatory) training regarding counseling skills in all areas	Home Office — Home office
Aufstiegschancen — Promotion opportunities		Eigenverantwortung — Personal responsibility
Bessere Kommunikation zwischen Organisationseinheiten — Better communication between organizational units	Freie Standortwahl Deutschlandweit — Free choice of work location within Germany	
Altersteilzeitangebot — Part-time retirement offer	Stabile Gehaltsentwicklung da öffentlicher Dienst und Tarifgebunden — Stable salary development due to public service and collective agreements	Homeoffice — Remote work / home office
laufend fachliche Fortbildung um die eigenen Arbeitsqualität hochhalten zu können — Continuous professional training to maintain one's work quality		Teamwork — Teamwork
Aufstiegsmöglichkeiten — Promotion opportunities	weiteres Einbringen von Interessen und Fähigkeiten, die bisher kaum gefragt sind — Further contribution of interests and skills that have so far been little in demand	Selbstverwirklichung — Self-realization
Vertikale und Horizontale Entwicklungsmöglichkeiten — Vertical and horizontal development opportunities	Gute Weiterbildung — Good training	Weiterbildungen — Further training
	die nicht umsetzbar sind oder an unserem gesetzlichen/sozialen Auftrag vorbeigehen. — Things that are not feasible or	Ständiges Lernen — Lifelong learning

	go beyond our legal/social mandate	
eigene Entwicklungspotentialen durch ändernde Rahmenbedingungen — Own development potential through changing conditions		
Sicherer Job — Secure job	Erfolg im Hinblick auf die Menschen, denen man Dienst leistet — Success regarding the people one serves	Einfacher Wechsel der Arbeitsstelle — Easy job change
Gute gesetzliche Rahmenbedingungen von Seiten meines Arbeitgebers. Hier ist gemeint, dass keine neuen Gesetze verabschiedet werden, — Good legal framework provided by my employer. This means that no new laws are passed.		lebenslanges Lernen — Lifelong learning
Altersteilzeitprogramm — Part-time retirement program	Festigen des Wissens — Consolidation of knowledge	Aufstiegsmöglichkeiten — Promotion opportunities
Persönliche Weiterentwicklung — Personal development	Wechsel von Teams und Erweiterung des eigenen Wissens und der eigenen Kompetenzen — Changing teams and expanding one's knowledge and skills	Interne Umorientierung — Internal reorientation
kann erst einmal bitte alles so bleiben, wie es derzeit ist — Please let everything remain as it is for now	Work-Life Balance — Work–life balance	Hierarchien verflachen — Flattening hierarchies
Festigen der relativ neuen Beratungstätigkeit — Consolidating the relatively new counseling activity	Verschiedene Herausforderungen/Tätigkeiten — Various challenges/tasks	Mobilarbeit — Mobile working
Aufstieg in höhere Tätigkeitsebenen — Promotion to higher activity levels	Weiterbilden — Further training	Kontrollgefühl — Sense of control

What are difficulties one sees in the job in the future?

Monotonie/ Monotony	Grenzen aufgrund des Studiengangs/ Limitations due to the degree	Vereinbarkeit Privatleben und Beruf/ work life balance
Einfluss der Politik/ Influence of politics	Gesellschaftliche Wandel/ demographic change	Stellenabbau/ job cuts
Eintönigkeit/Monotny	wenig Wertschätzung für harte Arbeit/ little appreciation for hard work	unzureichende Auschöpfung meiner Fähigkeiten/ insufficient utilization of my capabilities
Eingefahrene Strukturen/Entrenched structures	Schwierigkeiten bei der Weiterentwicklung/ difficulties with furhter development	
KI/AI	Politische Entscheidungen/ political decisions	
Trott/Routine	Viel Computerarbeit/ a lot of computer work	keine Weiterentwicklung/ no further development
Keine Teilzeit/No part-time work		

Viel Stress/Aufgaben/ high stress/workload		
Gesundheitliche Probleme (Berufskrankheiten)/health problems		
Fachkräftemangel (Anhäufung Überstunden)/ not enough skilled workers	Vermehrte Krisensituationen (Flüchtlingswellen)/ increasing crisis situations (refugees)	Veraltete Führung mit veralteten Ansichten/ Outdated management with outdated views
Stress	Emotionale belastung/ emotional strain	Austiegschancen meist mit Bereitschaft innerhalb Deutschlands umzuziehen verbunden/ Opportunities for advancement usually require a willingness to relocate within Germany
steigende Arbeitsbelastung durch demographischer Wandel/ increasing workload due to deographic change	höhere Anforderungen durch digitalen Wandel/ higher demands due to digitalization	
bürokratische Hürden/ bureaucratic hurdles	wenig Innovation/ little innovation	starre Strukturen/ rigid structures
fehlende Kenntnisse/ lack of knowledge	Qualifizierungen notwendig/ qualifications necessary	langer Prozess/ long process
Überlastung durch den demografischen Wandel/ overload due to demographic change	Stress durch ständige Gesetzesänderungen aufgrund unstabiler Politik/ Stress due to constant changes in legislation due to unstable politics	Motivationslose Kunden aufgrund gesundheitlicher Belastungen wie z.B. immer häufiger Mentale Erkrankungen durch Stress/ Unmotivated customers due to health issues, such as increasingly frequent mental illness caused by stress
Gleichförmigkeit/ Monotony	Schlechte Kommunikation/ bad communication	Dysfunktionale Teams/ dysfunctional teams
Demographischer Wandel/ demographic change		
Unsicherheit durch Fortschritte, Politik, wirtschaftliche Entwicklung/uncertainty due to progress, politics and economic development	Zu viel umständliche Bürokratie/ Too much cumbersome bureaucracy	Europa verpasst den Aufsprung auf den Zug der Moderne/ Europe is missing the boat when it comes to modernization
Starre Strukturen/ rigid structures	Ungeeignete Vorgesetzte/ unsiuitable superiors	Erfüllung der Statistiken wird über die Kund*innen und Mitarbeitenden gestellt/ Meeting statistics is prioritized over customers and employees
Kundenkontakt/ customer contact	schwierige Arbeitskolleg*innen/ difficult collegues	unfaire Vorgesetzte/ unfair supervisors
Soziale Unsicherheit/ social insecurity	In die gewünschte Abteilung zu kommen/ getting into the desired department	
der ständig wechselnde Arbeitsmarkt/ constantly changing job market	Fachkräftemangel/ hortage of skilled workers	die immer mehr werdenden Berufe und Studiengänge/ The ever-increasing number of professions and degree programs
Zu wenig Geld wegen Inflation/ not enough money due to inflation	Zu wenig Mitspracherecht bei der Ansatzwahl bzw. beim arbeitsplatz/ Too little say in the choice of approach or workplace	
Keine/ nothing		

Überlastung/ overwork	Anstrengung/ effort	Konflikte/ conflicts
Stress		
Gesicht der "Öffentlichkeit" (lokal)/ face of the public	starke Bürokratie/ heavy bureaucracy	keine Agilität in der Unternehmensstruktur/ no agility in the corporate structure
Soziale Einbindung ins Team/ social integration into the team	Verkomplizierung der Abläufe/ complication of processes	Zunahme der Arbeitslast/ increase in workload
stagnierende Löhne/ stagnating wages	Personalmangel/ staff shortages	Unterforderung/Überforderung/ underchallenged/ overchallenged
keine Wohnort nahe Stelle zu bekommen/ not to get a place to live near by the work	Weite Arbeitswege/ long commutes	Bürokratie innerhalb der BA/ bureaucracy within the BA
Gefahr einer eintönigen Arbeit/ risk of monotonous work	Überforderung/ Überlastung/ overwork/ overload	fehlender Zusammenhalt im Team/ lack of team cohesion
Unfreundliche Vorgesetzte/ unfriendly superiors		
ungemütliches Büro/ uncomfortable office	ein Team, das kaum miteinander redet, außer über die Arbeit/ / A team that hardly talks to each other except about work	kein Kundenkontakt/ no customer contact
Strikte Vorgaben des Teamleiters/ Strict guidelines from the team leader	Schwierige Kundschaften/ Difficult customers	Distanz zum Wohnort/ distance from home
Karriere als Frau/Mutter/ carrier as woman/ mother	Homeoffice fährt zurück/ homeoffice is declining	Digitalisierung/ Datenschutz/ digitalization/ data protection
Vorschriften der Regierung/ government regulations		
Das man festgesessen ist/ being stuck	Verlust an der Freude der Arbeit/ loss of enjoyment at work	Das man viel mehr Arbeit hat, als man eigentlich stemmen kann/ having much more work than actually handable
Langweilig/ boring	Unveränderbare Strukturen/ unchangeable structures	Unfreundliche, ältere Kollegen/ unfriendly, older collegues
Moralische Aspekte, die man nicht vertritt/ moral aspects	schwieriger Ausstieg direkt nach dem Studium/ difficult to leave after graduation	Häufiger Wechsel von Teammitgliedern/ Frequent changes in team members
allgemeine Wirtschaft/ general economy	Image meines Arbeitgebers/ image of my employer	meine eigene Gesundheit/ moy own health
Starre interne Strukturen („Vetternwirtschaft“ und „das haben wir immer schon so gemacht!“)/ rigid structures („we’ve always done it like this“)	Zu wenig Wertschätzung für zeitintensive und erfolgbringende Arbeit/ too little appreciation for timeintensive and successfull work	Burnout, da man immer alles richtig machen möchte/ burnout because you always want to do everything right
Abhängigkeit vom Gesetzgeber/ dependence on the legislature	Bürokratie/ bureaucracy	politische Entwicklungen/ political developments
zunehmende digitale Überwachung am Arbeitsplatz/ increasing digital surveillance at the workplace	unlogische/ nicht umsetzbare Anweisungen von oben/ Illogical/unworkable instructions from above	seinen Job nicht einfach machen dürfen/ Not being allowed to just do your job
Unzufriedenheit/ dissatisfaction	Zielvorgaben durch Vorgesetzte/ targets set by superiors	Mangelnde Wertschätzung/ lack of appreciation
Schwieriger Kundenstamm/ difficult clients	Konflikte unter Kollegen (selten)/ conflicts	Zu Beginn keine Wertschätzung/ no appreciation at the beginning
politische Konflikte bzw. gesetzliche Vorgaben (Rechtsruck der Gesellschaft)/ political conflicts or legal requirements	Digitalisierung/ digitalisation	

Unsicherer Arbeitsplatz/ job insecurity		
Stress/ Druck/ pressure	Boreout	Burnout
Schwierigere Kunden/ difficult clients	Gesellschaftliche Umbrüche/ social ubheaval	Arbeitsvolumen/Bürokratiewahn/ workload/ bureaucratic madness
Genug für die Altersvorsorge/ enough money for retirement	Alles wird neu - wie funktioniert das?/ Everything is changing—how does that work?	
Anforderungen nicht gewachsen sein/ not being able to meet requirements		
Grenzen der Organisation / Behörde/ limitations of the organization/ authority	Sinnhaftigkeit aus den Aufen verlieren/ losing sight of the meaning	Einengende Rahmenbedingungen/ restrictive conditions
immer mehr Streß/ increasing stress	mehr Unzufriedenheit/ more dissatisfaction	immer mehr herausfordernde Kundschaft/ increasing ly challenging custumers
Anfeindungen durch die Gesellschaft, weil der Arbeitgeber tw. verrufen ist/ Hostility from society because the employer has a bad reputation	Aufgezwungene Vorgaben des Dienstherren/ der Regierung, hinter denen man selber nicht steht/ Imposed requirements from employers/the government that you don't support yourself	Wegfall der Gleitzeit/ elimination of flexitime
die Tätigkeit ist geistig sehr anstrengend, dann kann zur Überforderung führen/ The work is mentally very demanding, which can lead to excessive stress	ich muss geistig fit bleiben, da es ständigen Wandel gibt/ I have to stay mentally fit because there is constant change	
Immer aktuell bleiben und den Anschluss nicht zu verpassen/ Staying up to date and not missing the boat		
Wechselnde Führungskräfte/ changing managers	Mehr Controlling (Nicht messbare Dinge messbar machen wollen)/ More controlling (wanting to make unmeasurable things measurable)	Änderung der Arbeitsanweisungen zu Arbeitsort/ Change in work instructions regarding place of work
starke Reglementierung und Orientierung an Überprüfbarkeit & Zahlen; dadurch zusätzlicher Arbeitsaufwand ohne direkten Nutzen für die Arbeit mit den Ratsuchenden und Schülern/ Strong regulation and focus on verifiability and numbers; this results in additional work with no direct benefit for working with those seeking advice and students		
höhere Wochenarbeitszeit/ longer working weeks	geringere Möglichkeiten des beruflichen Aufstiegs/ Fewer opportunities for career advancement	
demografischer Wandel/ demographic change		
schlechte Entwicklung des Arbeitsmarkts/ Poor development of the labor market	Diskriminierung behinderter Menschen durch die Verschlechterung des	

	gesellschaftlichen Klimas/ Discrimination against disabled people due to the deterioration of the social climate	
Keine/ nothing		
werde ich es schaffen, digital auf dem Laufenden zu bleiben?/ Will I be able to keep up with digital developments?	kann ich mit der "anderen" Denkweise meiner jungen Kunden (Generation Z u später) aber auch der jungen Kollegen/innen gut umgehen?/ Can I cope well with the “different” way of thinking of my young customers (Generation Z and later) but also of my young colleagues?	
herausfordernde gesellschaftliche Rahmenbedingungen/ Challenging social conditions	übermäßiger Rückbau vorhandener, notwendiger Organisationsstrukturen (z.B. zu wenige Kollegen in Eingangszone, noch zu gering Online- Kompetenzen der Kunden)/ Excessive dismantling of existing, necessary organizational structures (e.g., too few colleagues in the reception area, customers' online skills still too low)	hohe Belastungen auch durch weniger Kollegen - zunehmend komplexerer Beratungsbedarf/ High workload, also due to fewer colleagues – increasingly complex consulting needs
immer schneller werdender Wandel und höhere Anforderungen an die Tätigkeiten/ Ever faster change and higher demands on activities	komplexere EDV-Systeme/ More complex IT systems	weiter fortschreitende Bürokratie/ Ever-increasing bureaucracy
veränderte Lebensumstände/ Changed living conditions	gesetzliche Vorgaben/ Legal requirements	
zu großes Arbeitsmaß wegen demografischem Wandel/ Excessive workload due to demographic change	Veränderung der Politik/ political change	
Vollzeit nicht mehr zu schaffen/ full-time no longer feasable	Zukunft meines Berufs/ future of my proession	
kein Handlungsspielraum gegenüber gesetzlicher Auflagen/ No leeway with regard to legal requirements	begrenzte Fördermöglichkeiten für die Klienten (je nach Haushaltslage)/ Limited funding opportunities for clients (depending on the budget situation)	
Politische Ziele/ political goals	Haushaltslage/ Budget situation	Fachkräftemangel/ Shortage of skilled workers
in die freie Wirtschaft wechseln wird schwierig (positive Aspekte des öff. Dienstes schätzen gelernt)/ Switching to the private sector will be difficult (have come to appreciate the positive aspects of public service)	Gestiegene Anforderungen/ increased demands	Gesundheit - macht die mit?/ Health – can you keep up?
Die gerade laufende Fortbildung zu schaffen, dabei gesund zu bleiben trotz der Doppelbelastung Stelle/Fortbildung/ Completing the current training program while staying healthy	Je älter ich werde, desto mehr befürchte ich, den Anschluss an die technischen Veränderungen zu halten/ The older I get, the more I fear losing	

despite the double burden of work and training	touch with technological changes	
AI	Krieg/ wars	
hohe Arbeitsbelastung nach wie vor, keine gute Perspektiven was die Rahmenbedingungen angeht/ High workload as before, no good prospects in terms of general conditions	zu wenig Personal, zu viele Aufgabengebiete gleichzeitig/ Too few staff, too many tasks at once	Gehalt ist vergleichbar wenig wie in der freien Wirtschaft, wenig Entwicklungschancen im Betrieb/ Salary is comparable to that in the private sector, few opportunities for development within the company
Software KI/ AI		
Digitalisierung/ Digitalization	Statistik versus Praxis/ Statistics versus practice	Automatisierung ersetzt ggf Beratungsarbeit/ Automation may replace consulting work
unrealistische Vorgaben/ Unrealistic targets	Bürokratie/ bureaucracy	Datenschutz/ Data protection
-zu starke techn. Entwicklung/ -Excessive technological development	-dem Stress nicht mehr gewachsen zu sein/ No longer able to cope with the stress	
schwierige Vorgesetzte/ Difficult superiors	das Altern in kontaktorientieren Berufen/ Aging in contact-oriented professions	
wenig finanzielle Aufstiegsmöglichkeiten nach der jetzigen Position/ Few financial opportunities for advancement after the current position	allgemein wenig Aufstiegsmöglichkeiten nach der jetzigen Position/ Generally few opportunities for advancement after the current position	
Mit der Digitalisierung Schritt zu halten/ Keeping pace with digitalization	Druck der Kunden auszuhalten/ Withstanding pressure from customers	Bis zum Eintritt der Altersrente durchzuhalten/ Hanging in there until retirement age
...dass im Alter, die Arbeit als Berufsberaterin mental zu anstrengend wird (schwierige Kinder, viel Außendienst)		
wachsender Workload/ ...that in old age, working as a career counselor will become too mentally demanding (difficult children, a lot of field work)	weniger soziale Anerkennung bei der Agentur für Arbeit zu arbeiten, durch die Vorurteile der Menschen uns gegenüber/ Less social recognition Working at the employment agency, due to people's prejudices against us	
dass ich auf der Stelle treten werde/ That I will be stuck in the same place	ich bin neurodivers und sehe mich in meiner Tätigkeit gefangen, da ich bei anderen Tätigkeiten in meiner Organisation, nur klar strukturierte Aufgaben vorfinde, bei denen ich zu viel Fehler machen würde, weil ich mich langweile./ I am neurodiverse and feel trapped in my job, as I only find clearly structured tasks in other areas of my organization, where I would make too many mistakes because I get bored.	
Vereinbarkeit Familie und Beruf - Schulferien /Kinderbetreuung und arbeiten. Ich muss zwangsläufig auf ein 9/10-Model		

gehen, um mehr Urlaubstage für die Ferienbetreuung zu haben./ Balancing family and career – school holidays/childcare and work. I inevitably have to switch to a 9/10 model in order to have more vacation days for holiday childcare.		
unsichere, rückwärtsgewandte gesellschaftspolitische Situation/ Uncertain, backward-looking socio-political situation	zu viele alte Traditionen/ Too many old traditions	zu große soziale Ungleichheit in Vermögen und Verdienst - mehr Sozialismus wagen!/ Excessive social inequality in wealth and earnings – dare to embrace more socialism!
geringere Leistungsfähigkeit im Alter/ Lower performance in old age		
Agentur ist für die Nutzung von KI nicht gerüstet/ Agency is not equipped for the use of AI	Wir werden dadurch abgehängt/ This causes us to fall behind	Wir als Berater werden nicht ernst genommen, werden abgehängt./ We as consultants are not taken seriously, we are left behind.
Krankheit/ Illness	Ungeplantes im privaten Bereich/ Unplanned events in our private lives	
Standhalten mit zunehmender Technisierung / KI/ Keeping up with increasing technology/AI	Überflutung von/durch Informationskanälen/ Overload of/by information channels	Überregulierung um allem und jedem Gerecht zu werden und trotzdem gleichzeitig dabei in diesem Regulierungen immer eine Gruppe auszuschließen./ Overregulation to do justice to everything and everyone, yet at the same time always excluding one group in these regulations.
Psychisch belastbare Tätigkeit/ Mentally stressful job		
den Bedürfnisse meiner Zielgruppe mit meinen vorhandenen Mitteln nicht gerecht werden zu können/ Not being able to meet the needs of my target group with my existing resources	"für die Statistik" zu arbeiten/ Working “for the statistics”	
Digitalisierung- Mitarbeiter werden nicht richtig mitgenommen / Digitalization—employees are not being properly taken along	Ersatz durch KI/ replacement by AI	Schneller Wandel, es ist schwierig immer am Ball zu bnleiben ohne zusätzliche Ressourcen/ Rapid change, it is difficult to always stay on the ball without additional resources
Politisch motivierte Vorgaben/ Politically motivated requirements	Zielvorgaben, die nicht Praxistauglich sind/ Targets that are not practical	
Längere Arbeitszeiten (wöchentlich) und Lebensarbeitszeit / Longer working hours (weekly) and working life	Fehlender Nachwuchs/ lack of young employees	
angesichts meines Alters (63) ständige Reflexion zur	Umgang mit immer neuen technischen Möglichkeiten und	ggf. abnehmende körperliche und geistige Leistungsfähigkeit/

gegenseitigen Akzeptanz zwischen mir und den betreuten Jugendlichen / Given my age (63), constant reflection on mutual acceptance between me and the young people I look after	Notwendigkeiten erscheint schwieriger als früher/ Dealing with ever-changing technical possibilities and necessities seems more difficult than before	Possible decline in physical and mental performance
Zuteilung zu ungünstigem Standort/ Assignment to an unfavorable location	Aggressivere Kunden/ aggressive custumors	Unterbesetzte Stellen/ Understaffed positions
Veränderungen schwer umsetzbar, da öffentlicher Dienst ("Wir haben das schon immer so gemacht!")/ Changes difficult to implement due to public service ("We've always done it this way!")	Stagnation im Gehalt da Tarifgebunden/ Stagnation in salary due to collective bargaining agreements	Wer einmal auf den Posten sitzt, sitzt dort - keine oder schwer Veränderungen zu bewirken/ Once you're in a position, you're there – no or difficult to bring about change
- Eingrenzung der Entwicklungsmöglichkeiten durch den Arbeitgeber in höhere Ebenen, aufgrund anderer Bedarfe seitens AG/ Limitation of development opportunities by the employer at higher levels due to other needs on the part of the employer	- eingeschränkte Qualifizierungsangebote für höhere Ebenen (Fokus wird auf Führungskräftegewinnung gelegt)/ - Limited training opportunities for higher levels (focus is on recruiting managers)	
Schnelle Veränderungen im IT Bereich/ Rapid changes in the IT sector	Ständiges Controlling/ constant controlling	Unnötig lange Arbeitszeit bis zur Rente/ Unnecessarily long working hours until retirement
Datenschutzbestimmungen lähmen die Kontaktaufnahme zu meinen Kunden*innen. Hier muss unbedingt nachgebessert werden./ Data protection regulations are hindering contact with my customers. This definitely needs to be improved.		
Überforderung im Alter/ overwork in old age		
Zunehmende Digitalisierung könnte den Menschen als Mittelpunkt des Interesses verdrängen/ Increasing digitalization could displace people as the center of interest	Kann man in dieser Zeit immer schneller werdender Veränderungen noch mithalten?/ Is it still possible to keep up in this era of ever-faster change?	
nachteilige Einflußnahme von Vorgesetzten/ Negative influence from superiors	vom Arbeitgeber veranlaßte Verschlechterung der Arbeitsbedingungen/ Deterioration of working conditions initiated by the employer	Streß/ stress
Keine eigenes Büro mehr und den Mehraufwand bei der Organisation der Arbeit./ No longer having my own office and the additional effort involved in organizing my work.		
Angespannte wirtschaftliche und politische Lage reflektiert sich in der Arbeit/ Tense	Übernahme der Arbeit durch KI/Einsparungen/ Work taken over by AI/cost savings	Aufstieg in höhere Tätigkeitsebenen möglicherweise schwierig/ Advancement to

economic and political situation is reflected in my work		higher levels of activity may be difficult
persönliche Beratung wird durch KI verdrängt, Arbeiten für das Controlling, Sinn der Arbeit nicht mehr erkennbar/ Personal consulting is being replaced by AI, working for controlling, meaning of work no longer recognizable		
Festgefahrene Strukturen/ Stuck in rigid structures	Kundenstamm: Immer höhere Verständnisschwierigkeiten (Sprache); immer mehr und Stärkere Vermittlungshemmnisse/ Customer base: Increasing difficulties in understanding (language); increasing and more severe barriers to communication	Resignation