

OKAN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES

**INVESTIGATION OF WORK LIFE BALANCE
DIFFERENCES WITHIN GENERATION X & Y**

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THESIS
FOR THE DEGREE OF
DOCTORATE OF BUSINESS ADMINISTRATION
IN BUSINESS PROGRAM

ADVISOR

Prof. Dr. Aşlı YÜKSEL MERMOD

ISTANBUL, May 2016

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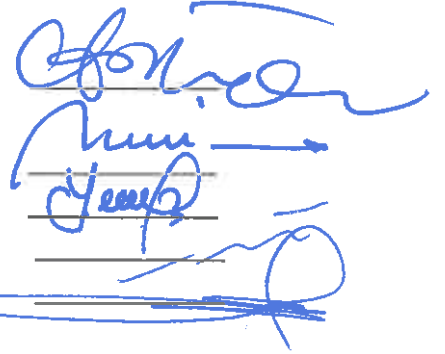
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SUMMARY

INVESTIGATION OF WORK LIFE BALANCE DIFFERENCES WITHIN GENERATION X & Y

Today's workplace consists of mainly four generations; silence, baby boomer, X and Y generations. Although each generation has different values, beliefs, point of views, they are working altogether. This demographic diversity has brought many opportunities but also challenges for the organization.

In the literature, there are many different studies which investigate each generation in detail. In addition to this, in the previous studies, light was put on the relation of between generations and some variables such as motivation, leadership, performance and etc. However, there are a few studies conducted to analyze the differences within the generation towards any variable which is mentioned above.

In order to manage the opportunities and challenges in the workplace which the varieties of generations bring up, each generation should be very well understood. Otherwise it can cause problems which in turn may influence the productivity and efficiency of the organization.

As time passes and the new generation is appeared it in the workplace, the needs' and perceptions' of the employees also start to change too. Managing both work and private life in balance becomes important for the employees. Thus, the notion of work life balance has been started to handle by the managers.

The purpose of this study is to investigate the impact and consequences of work-life balance for generation X and generation Y which are the majority of current workforce by considering their values, and their perceptions and expectations from their career success, need for achievement and role ambiguity.

Keywords : Generations Career Success, Role Ambiguity, Values, Need for Achievement, Workaholism, Work life Balance
Jelly code : M1, M9, and M10
Date : May 2016

LIST OF SYMBOLS

α : Alpha

e: Error

P: Confidence Interval

S.E: Standard Error of Estimate

C.R: Coefficient of Regression

Z: Z score, Standard Score



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CHAPTER 1

INTRODUCTION

Nowadays, we witness a gradual shift in the shape and structure of organizations, companies and industries. We can no more talk about a strict hierarchy of positions and status but a more flexible and relaxed working environment. Since there is variety of generations working together side by side to achieve same goals; companies and organizations have to manage different types of generations at the same time.

In the light of these changes, employers have to comprehend and appreciate the characteristics and traits of their employees to offer a better working environment to them. Employees also need to understand their co-workers and superiors in order to be successful, peaceful and productive. Hence, with the great transformation in the organizational structure and working conditions, it is essential to have a reciprocal understanding of needs and characteristics.

Every generation has different mind sets, manners, ideas and actions; therefore we can conclude that every generation is different from the other. Obviously it is hard to manage all the differences such as beliefs, notions and priorities in their work and private lives. In order to have a harmonized team, diversities in beliefs, expectations and opinions should be controlled and managed properly.

On the other hand, a right management can lead to fair competition and creativity among employees. A bad management of these differences can end up as a disaster for companies and employees such as quarrel between parties and confusion.

Each working individual has both work life and social lives as separate domains but we should accept that these are related and sometimes overlapping concepts because every individual has a unique way to handle effect of his work life on his social life (Judge & Watanabe, 1993).

Naturally, every individual has different ritual to spend his free time. Some people can spend more time with their family and relatives, while others prefer to spend their free time with friends and have fun. Each method can be seen as a part of an activity to increase his/her quality of life.

Therefore, people should have a balanced work life and non-work life to have a qualified life in both spheres and be productive and successful at all aspects of life (Greenhaus, et al., 2003). For a healthy life, both physically and psychologically work cannot be the only purpose in one's life.

Realizing the change of the working conditions and alignments of different generations, first governments then companies began to apply new regulations and laws in order to increase quality of life and stabilize work-social life.

Mainly in the developed countries such as France, UK, Germany, USA and Australia there exist limitations to long working hours and privileges given to certain groups in order to balance their lives (Fagnani & Letablier, 2004) (Anon., 2014). To have similar conditions with EU countries and rest of the business world, Turkey likewise took some action and began to study on working hours and conditions (Anon., 2006).

In Turkey, some companies have already started to offer "Home Office" concept to their employees by providing remote network infrastructure. Another popular offer is "Flexible Work Hours" which is so beneficial for the women – specifically for the mothers. The main root cause of this newness is to shift of the perception. Henceforth, no matter where the employees sit or how many hours' works for, but achieving the performance is the main expectation.

Why is it so important to have a balanced work and social life? Some research indicate that people who cannot draw borders between work and home life are unable of living cordially and perform all their responsibilities and obligations at both domains (Scheiman, et al., 2009). Consequently, dissonance in their lives will lead to conflicts in their health and affiliation amongst family relatives (Schabracq, et al., 2004).

On the other hand, the tension will affect their career, their behavior and performance at work. Thus there will be a huge dissatisfaction both with their family and their career path (Hughes & Bozionelos, 2007).

Since 1950s, there are plentiful researches which were conducted in order to investigate the association between work life and social life (Genis & Wallis, 2005). Although work and social life were taken as separate spheres in these reports by having different values, requirement and hopes; we can no longer talk about a strict separation.

As mentioned above, there are different generations working closely in today's workplace. Most recent generations is called Generation (Gen) Y or Millennials (Peter, 2005). Needless to say they are not the only generation at workplaces. There are more than one generation with distinctive needs and dreams (Smola & Sutton, 2002) (Fernandez, 2009).

As conflict is inevitable between different groups, managers and superiors must recognize differences and deal all generations to increase efficiency and creativity (Twenge & Campbell, 2008).

Closest generation to Gen Y is Gen X, who is mainly their superiors and managers. Hence, this study is planned to collect information and facts to highlight how Gen X is distinct from Gen Y in relation with work-nonworking balance. The main purpose of the research is to remove misunderstandings and conflicts between these two generations and create empathy to increase productivity (Lewis, et al., 2003).

In order to discuss the two generations relationship and their understanding of work-life balance some research questions should be formed. A list of these questions can be found underneath.

- a. What does work-life balance mean to each generation?
- b. Are there any actions that each generation involve can be a conflict to handle their work-life balance?
- c. Are there any advantages given by companies or organizations to support their employees to keep up the balance? If yes, what are these options?
- d. Are these advantages benefitted by all generations or is there an inequality between generations in relation to use these solutions?
- e. Are there any different reactions to different genders about work-life balance advantages and solutions? If yes, what is the consistency level of these reactions through generations?
- f. Do career success, role ambiguity, need for achievement has any effect on work-life balance for gen X and Y?
- g. Do values of gen X and Y make any difference on work life balance for each generation?
- h. What is the role of workaholism for the life of gen X and Y?

CHAPTER 2

GENERATIONS

2.1 Definition of Cohort

Each generation forms a category, a cluster which shares identity, experience and characteristics based events of the date which can be named as cohort (Kupperschmidt, 2000). Therefore, each cohort consist similar past, social events and beliefs related on those experiences (Fernandez, 2009).

Hence, we can talk about a collective personality of each generation, based on their traits even though every individual is different from another. People's aspiration from future, family and career, resistance against power, daily lives can form this mutual or collective character of each cohort (Smola & Sutton, 2002).

Although it is impossible to simplify all generations under some assumed traits, we cannot ignore the impact of social, economic and, historical changes and conditions on each generation's life style and choices since these will shape their desires about life (Fernandez, 2009). Moreover we cannot name each generation and define their birth years exactly, since there are no world widely accepted dates and years (Smola & Sutton, 2002). Hence there are no common labels or years even we can talk about a rough life span.

Table 1 will demonstrate the disagreements between academics about labels and time span of each generation group:

Table 1: Generational labels and dates reported in different sources

Source	Classification				
Howe & Strauss (2000)	Silent Generation (1925-1943)	Baby Boomer (1943-1960)	13. Generation (1961-1981)	Millennium Generation (1982-2000)	-
Lancaster & Stillman (2002)	Traditional (1900-1945)	Baby Boomer (1946-1964)	X Generation (1965-1980)	Millennium Generation Boomer Copy Y Generation Future Generations (1981-1999)	-
Martin & Tulgan (2002)	Silent Generation (1925-1942)	Baby Boomer (1946-1960)	X Generation (1965-1977)	Millennium Generation (1978-2000)	-
Oblinger & Oblinger (2005)	Matures	Baby Boomers	Gen-Xers	Y Generation Next Generation Millennium Generation (1981-1995)	Post- Millennium (1995- Present)
Tapscott (1998)	-	Baby Boom Generation (1946-1964)	Generation X (1965-1975)	Digital Generation (1976-2000)	-
Zemke, Raines,& Filipczak (1999)	Veterans (1922-1943)	Baby Boomers (1943-1960)	Gen-Xers 1960-1980	Nexters (1980-1999)	

Source: (Reeves & Oh, 2007)

Based on the table above, in order to have a clear focus by covering “most common accepted suggestion in the literature”, the below table is developed and used in this study while mentioning different Gens.

Table 2: Name and Birth Era of each generation which is used in this study

Classification	Traditional Generation (<1946)	Baby Boomers Generation (1946-1964)	Generation X (1965-1980)	Generation Y (1981-1995)
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Although there are 4 different generations working side by side, main focus of this study will be last two generations, since these employees will be the leading force of the next decade. Next section will discuss the features of each generation but more leaning on Gen Y and Gen X.

2.1.1 Traditional Generation

First cohort we will consider in our generation categorization is the traditional generation, eldest generation in the business world. Employees who are born between turning of the century (1900) and end of the Second World War (1945) belong to the traditional generation (Lancaster & Stillman, 2002). Although they are not considered as main working force due to their age and number, they are still part of business environment.

Main traits of the traditional generation can be named as conformist, conventional, obedient, strict and financially cautious due to the events they witnessed through their lives like World War 1, 2 and Great Depression (Niemic, 2002). Therefore we can see the impact of social and economic incidents on cohort's characteristics. According to Jenkins (2007) economic impacts can be observed on their consumption patterns, such as their interest to collect and conserve after financial ups and downs to be secure financially (Jenkins, 2007). Also, they like the authority and respect both ways, they use their past experience to make judgments (Kersten, 2002).

In addition, one of the most significant features of this generation is their private life and confidentiality (NOAA, 2006). That is why they tend to keep their ideas and personal experiences to themselves and prefer social authority and regulations. Due to the past experience they do not wish to have huge risks, learn how to be successful with teamwork and cooperation (NOAA, 2006).

Today, members of this cohort can be seen as honorary presidents of companies and organizations or consulting members in order to decide strategy and missions to follow (Anon., 2014) Moreover, they can be considered as first leaders and trendsetters who are responsible for most of the innovations of our century. They survived two world wars, diseases, went to space, and changed the economical spheres of the world and production and even urban life (Anon., 2014).

Table 3: Main Determinants of Gen “Traditional”

Values	Believe in conformity, authority and rules
	Believe in logic
	Very defined sense of right and wrong
	Loyalty and respect for authority
Attributes	Disciplined
	View an understanding of history as a way to plan for the future
	Dislike conflict
	Detail oriented
Work style	Consistency and uniformity
	Seek out technological advancements
	Past-oriented
	Command-and-control leadership reminiscent of military operations
	Prefer hierarchical organizational structures and will continue to view horizontal structure in a hierarchical way

Source: http://www.valueoptions.com/spotlight_YIW/traditional.htm

(27.12.2015)

2.1.2 Baby Boomer

The next generation is mostly known as baby boomers due to sudden increase at the world population. Babies, born between 1946 and 1964 are known as Baby boomers generation because the world population exceeded all of a sudden more than expected. Therefore it happened as 17 million people more and their generation will have different effects on consumption and social welfare (Callanan & Greenhaus, 2008). Baby boomers’ life and features were shaped by certain incidents such as civil movements, political riots and protests against wars and human crimes like Vietnam War (Valueoptions, 2008).

Even though there is political upheaval and unrest, members of this generation are much more optimistic about their future since they believe in change and revolution which can be reached by working hard.

Since, their parents witnessed very hard economic and social times and they did not want their children to experience the same life. Therefore they tried to provide their children the best education and career, even though it meant putting distance in their relationships with their children (O'Bannon, 2001).

While boomers were having their education for a much more equal world, that world did not exist and shifts around the globe. So that it affected boomers ideals, beliefs and wishes from career and life.

According to Glass (2007), this generation can be named as first workaholics as they believed more work will bring more success and peace in all aspects of their life (Glass, 2007). On the other hand, they tend to live with competition when there is collaboration and cooperation (Niemic, 2002).

Furthermore, they are attached to their job and employers, they value loyalty and trust and they make sure their job is secured (Karp, et al., 2002) (Rath, 1999). Lastly, even though they sacrifice a lot of things for work, they keep their body and personal mind healthy and value personal career as well as enjoyment (Rath, 1999). Hence, they are the generation who tried to have pleasure from all aspects of life together with their profession.

Table 4: Main Determinants of Gen “Baby Boomers”

Values	Individual choice
	Community involvement
	Prosperity
	Ownership
	Self-actualizing
	Health and wellness
Attributes	Adaptive
	Goal-oriented
	Focus on individual choices and freedom
	Adaptive to a diverse workplace
	Positive attitude
Work style	Confidence in tasks
	Emphasize team-building
	Seek collaborative, group decision making
	Avoid conflict

Source: http://www.valueoptions.com/spotlight_YIW/babyboomers.htm (27.12.2015)

2.1.3 Generation X

There are some disagreements about exact dates of Generation X. On the one hand, US Census Bureau claimed Generation X as members of the population born between 1968 and 1979 but there are other sources and academics insisting around dates such as 1963 as beginning and 1982 as the end of Generation X's births dates (Karp, et al., 2002). As it is mentioned above, in this study it is considered as 1965 to 1980.

This generation was born in a time of financial difficulties due to oil crisis, dissolution of US hegemony and formation of new nations. As a result of rapid industrialization and decline of wage labor, their parents lost their job; they felt insecurity of business world and expected lower incomes than their parents. Their childhood was influenced by divorce, diseases such as AIDS and rise of TV and video industry (O'Bannon, 2001).

Working habits and desires of this generation is different than the previous ones. Compared with boomers, they cannot be named as workaholics since they have witnessed for a balanced work- social life and have a work- free independent domain (Jenkins, 2007) (Karp, et al., 2002). Given the fact that they are more self-directed and self-sufficient, they do not feel that they must be loyal to their work or employers (NOAA, 2006) (Karp, et al., 2002) (Bova & Kroth, 2001). On the other hand, they are loyal to members of their private lives, like relatives and kin (Karp, et al., 2002). According to Bova and Korth (2001) they also want to learn more and be experienced in order to be successful (Bova & Kroth, 2001).

Different than Boomers or Traditionalists, they do not fully obey authority and command, that tend to suspect and question superiors orders and demands, they do not have any fear from them (NOAA, 2006) (Joyner, 2000). Gen X expects to achieve results no matter how come and their education provided them technical abilities (Crampton & Hodge, 2006) (Zemke, et al., 1999). One of the new characteristics we come across is the request for feedback; Gen X wants feedback for their work and can adopt their work according to these comments (NOAA, 2006) (Zemke, et al., 1999). They want to be motivated by not money but nature of work such as entertaining duties which are open to adjust to their program (Joyner, 2000) (Karp, et al., 2002). They are inspired and innovative, wish to show their talents via work and with their team members and co-workers (Karp, et al., 2002) (NOAA, 2006). Since they are aware of life and conditions of business world, Niemic (2002) stated that, they are practical and very realistic (Niemic, 2002).

Table 5: Main Determinants of Gen “X”

Values	Contribution
	Feedback and recognition
	Autonomy
	Time with manager
Attributes	Adaptability
	Independence
Work style	High-quality end results
	Productivity
	Balance between work and life—work to live not live to work
	Flexible work hours/job sharing appealing
	Free agents
	See self as a marketable commodity
	Comfortable with authority but not impressed with titles
	Technically competent
	Internal promotion
	Ethnic diversity

Source: http://www.valueoptions.com/spotlight_YIW/gen_x.htm (27.2.2015)

2.1.4 Generation Y

Newest generation at the workplace is known as Generation Y or Millennials who were born between 1981 and 1995 (Anon., 2014). Their education, background and childhood is much more different than Gen X even though they are also children of both working parents mostly (Weston, 2006). These shifts of childcare and education have huge impact on formation of Gen Y’s character and rules they value (Raines, 2002). This education involved not only school education but also sports,

music and arts trainings which will end up raising intellectual and programmed adults who did not have any spare time in their childhood (Raines, 2002), (Weston, 2006).

Members of this cohort care and value their family and worth people and words. According to Leo (2003) and Raines (2002), they have a humanist mind set, believe that everyone is same and deserve a good life (Leo, 2003) (Fernandez, 2009). Since they were raised as part of different groups, they value teamwork and team players, realized the importance of being united in early ages.

Moreover, money is not the main motivator in their lives, but time is, flexibility and work environment are much more significant as motivators (Cole, et al., 2002). This also lies in their ideology of team work, since they need an environment which can be adoptable to them and create sense of fitting (Cole, et al., 2002).

Furthermore, they decide and act in brief time without overthinking about the subject but assume the consequences to be very effective and magnificent (Fernandez, 2009). The main reason for their great expectations and assumptions is the technological advancement they have experienced. Patterson (2007) expressed that their world opinion is much more different than previous generations because every corner of the globe is reachable with networks and technology. Of course, there are some disagreements about the consequences of the technological improvement Gen Y went through.

Some writers think new technology enables Gen Y to be independent, unique and creative whereas other academics suppose it will create a generation which is discourteous, unfaithful and concerned about life and their career (Weston, 2006) (Kovarik, 2008).

Gen Y is now present at work place since 1998 and managers and supervisors need to learn how to deal with hem in order to please them and increase productivity at the same time for a harmonious company (SUjansky, 2004). Yes, they have indeed very exclusive attributes and way of thinking and may be hard to manage smoothly. Agreeing with the study of Beginning College Survey of Student Engagement (BCSSE) in 2006, Gen Y population consider themselves as highly educated and potential in order to achieve high ranks and prosperous lives (UAO, 2006).

Raines (2002) summarized this generation as friendly, outgoing, self-reliant, expectant, capable of work, cooperative, unbiased about people and events, success oriented and well-read and cultured and they are being recruited to companies in time of need for such capacity and ability (Raines, 2002).

Table 6: Main Determinants of Gen “Y”

Values	Self-expression is more important than self-control
	Marketing and branding self is important
	Violence is an acceptable means of communication
	Fear living poorly—this is related to lifestyle enjoyment, not wealth
	Respect must be earned; it is not freely granted based on age, authority or title
Attributes	Adapt rapidly
	Crave change and challenge
	Create constantly
	Exceptionally resilient
	Committed and loyal when dedicated to an idea, cause or product
	Accept others of diverse backgrounds easily and openly
	Global in perspective

Table 6: Main Determinants of Gen Y (cont.)

Work style	Want to know how what they do fits into the big picture and need to understand how everything fits together
	View their work as an expression of themselves; not as a definition of themselves
	Exceptional multi-taskers—need more than one activity happening at a time
	Seek active versus passive involvement
	Less likely to seek managerial or team leadership positions that would compromise life outside of work
	Seek flexibility in work hours and dress code
	Seek a relaxed work environment—bright colors, open seating, personal touches
	Expect corporate social responsibility
	Seek work in teams
	Seek continuing learning and will take advantage of training made available to them
	Want everything instantly—everything now
	Effort can be separated from reward—there is no such thing as pay for performance
	Feeling of entitlement
	Seek to balance lifestyle and work, with more focus on lifestyle

Source: http://www.valueoptions.com/spotlight_YIW/gen_y.htm (27.2.2015)

2.2. Comparison between Generations

a. Attitudes towards work

One of the main problems which create the clash between generations at business world is the different understanding of work ethic across generations. When we observe older generations such as Baby boomers and Traditionals, we can conclude that they are committed to their work and live. Exploring job responsibilities revealed that newer generations have somehow different perception of work ethic (NOAA, 2006) (Jenkins, 2007).

Gen X and Gen Y are considered idler and lazier than previous cohorts, believed to have less dedication to their job than boomers and Traditionals (Jenkins, 2007).

Although there is the statement and debate that all younger employees are lazier than previous ones, some research revealed that it might not be about age but generational difference. For instance, an evaluation between two age's groups was conducted both in 1974 and 1999. Results proved that there is a decline in perception of pride and value among supervisors at work in 1999 in both age groups (Smola & Sutton, 2002). Moreover, in 1999 both of the age groups thought work should not be a significant section of life (Fernandez, 2009).

On the other hand there are oppositions against this assumption. According to Tang and Tzeng (1992), younger workers turn out to be harder working and ethical at their work than elder workers (Tang & Tzeng, 1992). Likewise, another research pointed out that worker aged 18-24 were willingly devote more time to their work, with the percentage of 44 (Mitchell, 2001). Of course; the debate is still going on and there is no final decision made on this subject, it needs more research and study to have a definite hypothesis.

Furthermore age is not the only effectual dynamic behind work ethics and devotion. There are other factors such as working conditions (full time or part time), marital status and level of education. For example, if an employee is less educated he tends to be more devoted to work so does workers who are part time workers. According to Tang and Tzeng (1992) people with minimal earnings and people who are married will show greater effort and ethics at workplace (Tang & Tzeng, 1992).

In addition to this, cultural differences have impact on work values. Hofstede (1980) clearly showed that variances in work values influenced the applicability of American motivational, leadership, and organizational theories elsewhere. Additionally, in reviewing existing literature, Ronen & Shenkar (1985) found that needs, values, and work goals varied significantly and consistently between cultures, despite the use of different instruments, methods, and samples. Thus, it became clear that a local culture's specific needs, values, and work goals should be taken into account too.

Last but not least, another factor shaping the work ethic can be allowed style and method of work which is granted to workers and if it is appropriate to individuals. Although there is no proving evidence on this subject there are assumptions that since younger generations result oriented and interested in effective production, they prefer flexibility to complete the given task in the timeline on their own schedule.

b. Loyalty

Second factor behind generational quarrel is the perceived loyalty towards workplace and employers. Newer generations are labelled as less loyal particularly Gen X; however older generations Boomers and Traditionals are defined as dedicated and trustworthy workers (Karp, et al., 2002). There are other researches on Gen X and their loyalty towards employers, claiming that Gen X is interested in job change to rise at career path and care about their co-workers more than company or employers and are more loyal to them (Bova & Kroth, 2001) (NOAA, 2006).

The main reason behind disloyalty attached to Gen X is probably their experience from their parents. After witnessing their parents' job loss and sudden unemployment, Gen X may have decided that loyalty and faith towards workplace is not the right attitude to survive in the game (Kopfer, 2004).

Nonetheless, the issue of loyalty is declining with generation, when 70% of Traditionals preferred to stay in their current job until retirement, only 20% of Gen Y believed in this idea (Deal, 2007). Of course, this assumption is arguable, since it might be about age not generation; people might choose permanency when they are getting older.

In fact, they might prefer to stay in a firm which is familiar instead of getting used to a new company. Another argument about Gen Y's declining loyalty is about the issue of promotion and income. Smola and Sutton (2002) claimed that workers of Gen Y aim to earn more money and be promoted rapidly or they will resign (Smola & Sutton, 2002). Yet, loyalty should not be examined only by generations but also on given circumstances and background of the time (Deal, 2007).

Again, Deal (2007) claimed that economy is another leading factor for workers to change their jobs; if economy is prospering and the number of job availabilities is increasing then people will consider looking for another job for better conditions.

Hence loyalty is not only dependent on the generation. Moreover, older people were more tend to look for jobs when they were Gen X and Gen Y's age, so again we cannot use generation as the dominant factor. Last but not least, again age is an important factor not generation since at beginning of an individual's career, he is more likely to change job to advance but he will be more interested in settling down towards end of his career (Deal, 2007).

Until now, we have discussed the reasons of workers disloyalty which had several reasons underneath but we cannot witness divergent reasons for remaining in a company. More or less workers from every generation have parallel objectives to stay where they are. According to Deal (2007); these can be summarized as chances to rise and upgrade, chances to experience different sides of a job and how to deal with challenges, advantages and benefits which are increased by time and shared values and morals (Deal, 2007). If an organisation can satisfy needs, demands and aspirations of an individual of a career and life, such as independence and power, it will secure the loyalty of employees. Finally respect is also an influential element because employees wish to observe respect to both young and old generations for different reasons, old workers for their experience and young workers for aptitude (Deal, 2007).

c. Attitudes on Respect and Authority

Older and younger generations have furthermore conflicts related with authority and respect. Both of the generations believe that other generation shows no respect to their work and ideas but have different reasons to believe it. According to O'Bannon (2001), older workers consider young co-workers as impolite and disrespectful towards authority and their experience (O'Bannon, 2001). On the other hand, new generations like Gen X suppose that elder generations are looking down on them since they are young and have no respect on their talents. Study of Deal (2007) argued the decline in valuation of authority across generations: while Traditionals appreciated authority and thought it must be significant (13%), younger generations such as Gen X (5%) and Gen Y (6%) do not agree with them (Deal, 2007).

Of course, the different beliefs can be based on various events and incidents Traditionals have suffered, such as hierarchical and military dominant governments and organizations (Anon., 2014). Yet, this data is not enough to make a generalization about all generations and their perception of authority since these percentages are relatively minor. Also, it only gives the information about each of the generations' evaluation about authority and dominance; it does not cover their reactions or behaviors against the authority figures. There are more information and sources on this particular subject.

One of the studies claimed that Gen X and Gen Y cannot be frightened or coerced with authority because their education and the way they were raised gave them the confidence to question and doubt everything, not to simply accept the given facts (Fernandez,

2009). Especially Gen Y think that respect and obey must be deserved instead of exertion by force.

Furthermore, their understanding of respect even though they wish to be respected, is different from previous generations (Fernandez, 2009). While older generations desire to be obeyed due to their knowledge and proficiency based on their place on ladder of hierarchy, younger generations only need to be esteemed for their talent and ideas which can add value to the organization (Deal, 2007). Consequently, authority and respect can have different meanings to each generation.

d. Training styles and different needs

Another main difference and problem source between generations is ideal training and learning styles. Education and trainings can be given in various ways, which can be categorized under two main titles; soft and hard skills (Laker & Powell, 2011).

Hard skills are those that you need to be able to perform a particular job. These often vary depending on the type of role you will be performing or the industry in which you will be working in. They can usually be developed through studying and training.

Examples of hard skills include an accountancy diploma, fluency in a foreign language, knowledge of a particular software or experience in a particular industry sector. (<https://www.enterprisealive.ie/connect-with-us/the-difference-between-hard-skills-and-soft-skills/>)

Soft skills on the other hand are usually self-taught and self-developed. Unlike hard skills they are not specific to an industry or job. As such they are becoming increasingly valuable to all employers, regardless of the type of industry they operate in, as it helps them to understand how you will fit in with their working environment and how you will perform as one of their employees. (<https://www.enterprisealive.ie/connect-with-us/the-difference-between-hard-skills-and-soft-skills/>)

Generations can choose different ways to learn. For instance Gen X and Gen Y favored both soft and hard skills on task; whereas older generations wish to study hard skills in class and soft skills via job (Deal, 2007). When we examine importance ranking of soft skills, we can see that older generations did not value feedback and evaluation as much as younger generations since they might find it difficult to cope with comments.

On the other hand, debate groups are much more preferred by older generations compared with Gen X and Gen Y (Fernandez, 2009). To compare, hard skill learning preferences are not altered like soft skills (Deal, 2007).

Training needs which can be a further reason for clash between generations also varied. We cannot divide generations as older and younger cohorts since even Gen X and Gen Y show different ideas about the essentials of training. First of all, Gen X, Gen Y and Boomers describe training in leadership is one of the main needs to parish their career which is not the case for Traditionals. Traditionals prefer to be trained in their areas of profession, technological advancements such as computer usage and team building and team work. Boomers shares same necessities on first two issues but not on the last one. Interestingly, Gen X also wishes to be trained for team management whereas Gen Y requires problem solving trainings (Deal, 2007).

e. Desire for Work-Job Balance

Older generations usually underline the fact about younger generations' efforts to have a balanced work and social life without letting work to interfere their own lives which is not the case for them since they are known as workaholics (Karp, et al., 2002). Especially Gen X try to have separate domains of work and life after witnessing their parents' job loss even though they sacrifice their own social life and family for their career (Kersten, 2002). Therefore, younger generations did not consider working hard as a problem but do not wish to sacrifice from their social and family life (Mitchell, 2001). Of course we cannot conclude that only Gen X desire to have a work life balance, there are evidence that individuals from all age cohorts wish to have same.

f. Attitudes towards Supervision

We have talked about the importance of feedback for younger generations above. Supervision and control from managers can also be valued more by younger generations if it is accompanied by powerful leadership of the manager (Joyner, 2000). Not all of the generations admire supervision of course. In fact, boomers showed appreciation more on freedom from supervision compared with Traditionals and Gen X (Jurkiewicz & Brown, 1998). Another variation can be detected on frequency and intensity of the feedback since older workers might feel offended by regular feedback whereas younger workers will be pleased by it.

g. Other differences within generations

Apart from what we have stated above there are two other reasons for conflict between generations at work place (RanstadWorkSolutions, 2007). One of them can be defined as different views of contributors to ones success at his career. Traditionals are the ones who think differently compared with the other three generations since they suppose work and requirements will be accomplished by following a schedule with a deadline. On the other hand; Boomers, Xers and Yers credit usage of technology and computers for success. Second reason for disagreement is contrasting signs of ideal leadership behaviors. This time, Yers are outliers because they fancy a leader who has listening ability (Deal, 2007). On the other hand, remaining 3 generations favor leaders with reliability (Deal, 2007).

h. Similarities across generations

Certainly, all generations have some features and beliefs in common such as concerns for change and future, motives to choose and stay in particular company, morals, fairness as culture and vision of company (Deal, 2007) (RanstadWorkSolutions, 2007). All generations have preferences for interaction and wish to be given their own time apart from work if they are able to complete the job (RanstadWorkSolutions, 2007). Request for appreciation and recognition is the final similarity across all generations in the workplace since everyone needs encouragement in order to be peaceful and happy in their jobs (RanstadWorkSolutions, 2006).

2.3. Statistical Data of Turkish Workforce

In Turkey, by age 18, an employee may start to work as a regular employee. After graduating from primary school, by age 14, a teenager may start to work in light jobs by also continuing his/her school. In order to be retired, there is determined number of social security premium days which should be paid to Social Security. The number of premium days may alter due to the beginning employment year of the employee. In this case, it is assumed that between years 60 – 64, an employee is eligible to receive retirement salary from the government. By light of this information, in this research it is accepted that by starting from age 15 to 59, there is a workforce population in Turkey which is 64% of the total population.

As it is mentioned on page 5, in this research birthdate of Traditional Generation is < 1946 which means those 70 years of old as of year 2016 as 5% of total population. According to the regulation, it is assumed that this generation is already retired in Turkey. By the same logic since birthdate range is accepted as 1946 – 1964 for baby boomer generation, the age range becomes as 52 to 69 as 17% of the total population. For Generation X, the accepted age range is between 36 and 51 which make approximately 21% of the total population. In addition to this, Gen Y covers 25% of the total population. The rest of the 32% of the population is below age 25 years old.

The below table demonstrates the age cohorts and population of each cohort in Turkey by year 2016.

Table 7: Statistical Demographic Data of Turkey (2015)

Age Group	Total	Female	Male	%
0-4	6.206.415	3.019.156	3.187.259	8,1%
5-9	6.271.234	3.052.823	3.218.411	8,2%
10-14	6.372.165	3.102.587	3.269.578	8,3%
15-19	6.477.722	3.150.484	3.327.238	8,4%
20-24	6.214.024	3.047.920	3.166.104	8,1%
25-29	6.286.332	3.097.165	3.189.167	8,2%
30-34	6.543.669	3.237.935	3.305.734	8,5%
35-39	5.826.149	2.879.860	2.946.289	7,6%
40-44	5.308.260	2.634.460	2.673.800	6,9%
45-49	4.721.763	2.331.911	2.389.852	6,2%
50-54	4.232.792	2.109.763	2.123.029	5,5%
55-59	3.555.185	1.785.786	1.769.399	4,6%
60-64	2.760.460	1.414.034	1.346.426	3,6%
65-69	2.045.398	1.095.061	950.337	2,7%
70-74	1.507.728	832.785	674.943	2,0%
75-79	1.077.295	616.070	461.225	1,4%
80-84	820.606	484.663	335.943	1,1%
85-89	341.662	228.962	112.700	0,4%
90+	99.005	73.079	25.926	0,1%
	76.667.864	38.194.504	38.473.360	100%

Source: <http://tuikapp.tuik.gov.tr/adnksdagitapp/adnks.zul> (24.01.2016)

CHAPTER 3

WORK - LIFE BALANCE

We have examined generations in the workplace and conflicts which may occur between the generations as one aspect of this research. Other aspect of our study will be about work life balance and its definition and features. Throughout years, work-life balance has become a significant concept in relation with successful career and a healthy life. Due to transformation of workplace and conditions, managers should accept and learn how to deal with this new emerging concept of work-life balance. Diverse generations and increase of women presence in the work place are among those changing circumstances. Hence, a clear description of work life balance should be stated in order to have a focused study.

3.1 Definition of Work

There are various definitions of work such as practices in return for salary or any occupation that needs energy and force. Porter (2004) stated that work can have countless meanings to each individual, a responsibility that we cannot escape from, a trouble, an action that should be done in order to succeed in life (Porter, 2004).

This definition clearly affirmed the altering nature of the word since it is modified by individuals experience and understanding of it. Work can be explained differently, also internationally based on the culture and age. Of course, opinions about work are motivated by positive or negative individual experiences. Hence views can vary in different perspectives and we cannot have an exact positive or negatively connoted meaning.

Eikhof et al (2007) argued that work may be an obstacle to people's leisure activities because it forces people to spend time on an action that would not be preferred; otherwise, just in order to earn money (Eikhof, et al., 2007). Believing in so, many people may lose their motivation and end up increasing unproductivity in the organizations. On the top of it, if an organisation prefers to intensify the work; workers will be much more dissatisfied and placed under pressure (Savery & Luks, 2000).

Alternatively, work can also be seen as a positive action which can proceed to self-satisfaction and feeling of success and pride (Eikhof, et al., 2007). Work is an instrument towards clarifying one's goals and achievements in life rather than spending their time for

meaningless activities. Through work, individuals can perform their abilities and talents and hence state their success people around them.

The earliest and most widespread version of Maslow's (1943, 1954) hierarchy of needs includes five motivational needs, often depicted as hierarchical levels within a pyramid. This five stage model can be divided into basic needs (e.g. physiological, safety, love, and esteem) and growth needs (self-actualization). The basic needs are said to motivate people when they are unmet. Also, the need to fulfil such needs will become stronger the longer the duration they are denied. For example, the longer a person goes without food the more hungry they will become. One must satisfy lower level basic needs before progressing on to meet higher level growth needs. Once these needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization. Work is a means of self-actualization for people. By work, people can realize reach out their potentiality and seek for personal growth and experiences. (<http://www.simplypsychology.org/maslow.html>)

There are several studies to understand satisfaction and happiness levels of workers in their workplaces. One of them was conducted in the UK and uncovered the facts about job satisfaction. More than 50 percent of the men and women in the UK are very happy and pleased by their work conditions (Eikhof, et al., 2007). This fact underlines the importance of work as a source of joy and self-fulfillment in individuals' lives. Also, it points out that satisfaction of workers can lead to decline of stress and conflicts and reasons for leaving the job (Burke, 2000). The perception of work as a source of contentment can influence workers opinions about the time they have devoted to their work instead of their life activities in a positive way.

On the other hand, Lewis (2003) had narrowed the definition of work by stating that it must involve a certain time and responsibility, unrelated with payment (Lewis, 2003). One should spend time and effort whether it is volunteer or paid, whether it includes household obligations or means simply studying. However, we will narrow the definition of work for this research to mark the borders and separate it from leisure activities. We will be clarifying work as paid employment in order to have a focused interview group who can have a definite understanding of both concepts.

3.2 Description of Life

With technological advancements, people tend to work more than before since new adjustments made work available in every circumstance and environment. Therefore there will be less time for personal activities and leisure time (Lewis, 2003).

Before the sudden increase in technology such as computers and cell phones, workers usually should arrive to conduct their responsibilities and return to their social life and home after given time a workplace (Connell, 2005). Spare time activities can vary across generations and time but never involved work unless required specifically and therefore the distinction was very well defined (Towers, et al., 2006).

The well-defined separation of work and social life is no longer available since social life had to deal with the intervention of work life with the technological innovations (Lewis, et al., 2003). More intrusion of work responsibilities with leisure time can change the definition of social life therefore we need to redefine and describe social and private life clearly. Hence, we will describe our life apart from work as the hobbies we decide to do in our spare times as enjoyment which are not obligated via task.

Needless to say, technological advancement did not affect our leisure time only in negative way. It also enlarged our vision of world and our capabilities such as possibilities of activities, collecting certain information for our hobbies and increased communication. Thus; computers, internet and cell phones do not only disturb our free times but helps us to shape our desires and increase life fulfilment (Lewis, 2003). Below, we will reform the definition of work-life balance to have a flawless statement and study.

3.3. Work-life Balance

Changing circumstances in the work place leads to a different concept named work life balance which briefly means the ability to blend work obligations and free time activities harmoniously regardless of age, gender, or income (Hughes & Bozionelos, 2007). Next section will uncover the emergence of this notion.

As workforce began to face with this emerging concept and conflicts more and more by time, studies began to be conducted to understand the features and realities behind this idea (Ernst Kossek & Ozeki, 1998). This research follows by 3 main approaches to cover the reasons and motivations and focusing on different priorities.

First of all, some can believe that work must be the dominant factor in one's life and to have productivity and satisfaction for workers, organizations and companies should create a peaceful and joyful work conditions and environment. This approach is called "company focused approach" (Rayman, et al., 1999) (Dex & Scheible, 1999). Our research will also take "work centric approach" as its basis. Second approach that guides researches is "family centric approach", which as understood from its name, puts more emphasis on family and claims workers should spend more time with their families to reach success at work (Lewis, et al., 2003) (Reene & Quadagno, 2004). Lastly, there is one more approach called "quality life approach" to maximize life satisfaction and excellence either by reducing work obligations and changing way of living or adding various other hobbies to end up with a more balanced life (Loscocco & Smith-Hunter, 2004) (Flanagan, 1978).

a. Company focused approach

Companies began analyses the motives and reasons behind employee turnover rates after the transformation of society and work-life balance over the last years (Hill, et al., 2001). According to Lewis (2003) and Wise and Bond (2003) maintenance and satisfaction of the staff is one of the great concerns for the companies because changing needs and desires affected the behaviors and job satisfaction of the employees too (Wise & Bond, 2003). Therefore, it became more and more challenging to cope with conflicts related with work and life balance which can result in resignation and turnover.

Company focused approach is developed on this basis, which can be referred as more business related and it states the need to retain employees through company efforts and promises (Tomlinson, 2004) (Sheridan & Conway, 2001). Hence, according to the company approach theory, companies must try to keep up with their employees needs desires and hopes in order to achieve best company performance.

People usually believe that an increase in the work hours will result positively for both the company and the employee himself since it is an indicator of their hard-work and

devotion to the company (Savery & Luks, 2000). On the other hand, more hours spend in the organization do not always mean productivity as a consequence.

When employees tend to increase their working hours, it may lead to terrible consequences such as sickness, stress, problems and accidents at the workplace and lack of concentration (Posig & Kickul, 2004). Therefore, it won't have a positive effect on the productivity but controversy, various negative effects which will lead to loss of profit and productivity in the company.

Literature even produces terms for people who can die due to extreme working. For instance, in Japan "Karoshi", a term which is invented to describe people who die because of extreme work (DoRosario, 1991) .

It may sound very rare but in fact an average of 3000 to 3500 people die because of this disorder, number can rise to 10000 each year. This is not only restricted in Japan or course, deaths due to overwork can be witnessed in Europe, Canada and Australia also (Towers, et al., 2006) (ABS, 2006).

As mentioned above, longer working hours do not always mean highest productivity. UK is one of the countries which have longest working hours with minimum output (Hughes, 2007). According to Hughes (2007); the decrease in the efficiency of the UK workers compared with continent workers can be related with rise of the stress level due to heavy work. The more over work means less coffee or lunch breaks and this may end up in stress and decrease in workers' health (Roberts, 2007).

To avoid problems of efficiency and productivity, companies seek for different types of recruitment. Part time and casual work are some of these newly created styles because it may offer some flexibility in their schedules but of course not all of the companies look for these type of workers (Sheridan & Conway, 2001) (Walker, et al., 2008). According to the Statistics of Australian Bureau (2006), the increase in part time workers resulted with an imbalance. Since other than part time workers try to perform for keeping the work results relatively high, this result by some workers should work more to close the gap which is created by part time workers (ABS, 2006). Thus, outcomes in the UK, Europe and Canada pointed out that some employees are working for less hours while others are working overtime (Towers, et al., 2006) (Roberts, 2007).

b. Family centric approach

Due to the changing balance of work and life, companies tend to seek for new solutions other than part time or casual work types. Conflicts based on the imbalance in work-life pushed companies and organizations to convert into new approaches in order to help their workers to gain some balance with their family and work life. These can be labelled as family –friendly policies (Bardoel, 2003). To increase productivity and decrease stress, companies help their employees to spend more quality time with their children and provide alternative ways to work such as home offices or flexible schedules (Bardoel, 2003) (Lewis, 2003) (Maxwell, et al., 2007).

The main object of family centric approach theory is to incorporate especially women to work life since it is hard for them to both work and look after a family and children at the same time (Hacker & Doolen, 2003) (Eikhof, et al., 2007) (Dex & Scheible, 1999). Hence, they are aimed to increase efficiency of workers with family without neglecting the needs of the family at the same time.

On the other hand, these policies can be seen as advantages to only certain types of workers such as workers with children and or family but disadvantages to others since they will not provide any benefits to them (Wise & Bond, 2003) (Lambert & Haley-Lock, 2004).

c. Quality of the life approach

While family centric approach focuses more on workers with family, children or mothers, “quality of the life approach” is more interested in general work life balance without discriminating workers due to their gender or marital status. Employees with husbands or children are not the only ones who want to spend quality time, even single employees prefer to have time for their interests or hobbies to increase their quality of life (Hughes & Bozionelos, 2007). This issue was introduced in the 1990s with the rise of interest in quality life apart from their life in the workplace (Lewis, 2003).

To conclude, all of these new policies are aimed to transform cold and unhappy work environment to a friendly work environment with positive feelings alike life and create chances for workers to have both equally qualified work and leisure time (Eikhof, et al., 2007).

3.3.1 Socializing at the work

Since competition among employees' increases, employees should spend more time at their workplace nowadays in order to be successful in their career paths and therefore they have to find other ways to socialize. Most of the people are inclined to be close friends with their co-workers and begin to form new type of friendships other than rivalry.

Consequently, an individual' work and life became associated and interrelated to one another. To make work life more enjoyable, companies developed social clubs and networks which make colleagues more connected then before. Furthermore, technology and internet made workers relations with their co-workers much easier since they can keep the connection on a more personal level (Lewis, 2003).

Coaching and training lectures also help them to form friendship and associations with their colleagues and supervisors not only based on work but also private life. The purpose of these activities is mainly to create again a friendly work environment for employees so they will not consider work and life as different domains but interlinked.

Moreover, companies constructed an equation on commitment to work and efficiency which means more dedication and devotion to work will bring production and efficient work for their institutions (Evans & Davis, 2005).

Contrariwise, the idea of being social at workplace does not always imply positive outcomes. Workers can end up gossiping instead of working, using internet for personal means but not for work which can lead to presentism (MacGregor, et al., 2007). Besides, more intimate personal relationship can produces more personal clash and conflict in the workplace. Problems can even end up with resignation and employee turnover which is not preferable by the companies.

3.3.2 Work as leisure

Discussed by MacGregor et al (2008) and Savery and Luks (2000), presentism is used to describe individuals presence at work place without performing any responsibility or duty (Savery & Luks, 2000). As mentioned above, socialization can

have both positive and negative outcomes and presentism is one of the negative outcomes.

Although most of the work life company policies related with staff turnover is to keep staff satisfied and happy, the main purpose behind them is all about increasing the productivity and if workers are performing private actions and making friends at their workplace instead of completing their tasks, it will create very big problems (Johns, 2009). Therefore, keeping a balance in work-life policies is another issue to be careful about.

3.3.3. Sense of identity

Individuals always seek for some sort of self and collective identity through their lifetimes and nowadays, their job are their main sources of their identity building project (Grotevant, 1987). Previously, people have other sources of identity creation such as religion, nationality, family or kinship but with rise of commercialism and capitalism work is the new definition for individuals' identities since it helps individuals to fulfil their desires and egos (Ciulla, 2004).

According to Lewis et al (2003), work is not the only place for stress and unhappiness, but rather the place that individuals feel satisfied and approved by their community (Eikhof, et al., 2007). People spend most of their times in their workplace performing their duties so they prefer to gain their status in the society from their performance at work.

An individual can gain lots of gifts and compensations from his work such as positive criticism, sense of belonging or income. Companies' goals and missions can also provide self-fulfillment and satisfaction to themselves as well as an opportunity to define themselves and self-identity (Porter, 2004).

Therefore there is a win-win situation between employer and employee and both can benefit in the end. On the other hand, home can be source of stress and problem and people may prefer to spend more time developing their career rather than having fights at their home (Towers, et al., 2006). In the end, companies and organisations can find numerous occasions to increase their productivity and employee's pleasure through work self-identity association.

Career achievements and success became much more important than one's personal or family values and merits. Hence, people who are successful in their jobs and known with their job status develop feelings of self-esteem and self-fulfillment (Lewis, 2003). Achievements were always significant, but in these days people are mostly recognized by their accomplishments at their career path and that is why they chose to concentrate on their performance rather than personal life.

3.3.4 Self-actualization

Self-actualization is the maximum capacity of an individual to perform in every aspect of life. Wang (2006) states that work-life balance is achievable if an individual can efficiently incorporate his needs and desires from work to ones from life which is based on reaching self-actualization (Wang, 2006). An individual must have a clear vision of situating different parts of his life to correct positions in order to reach satisfaction and self-actualize (Eikhof, et al., 2007). Incorporating work and life successfully will also help to reduce stress in both of the domains and to create a harmonious relation between work and life.

Of course, combining work and life to reach self-actualization do not always lead to positive consequences for the employees. Constructing a social and pleasant workplace can increase devotion and decrease staff turnover but on the other hand, if work becomes life social relations such as friendships and families may be influenced adversely. The subsequent part will discuss the situations where imbalance of work-life integration can be clarified and its possible consequences.

3.4. Determination of imbalance

Naturally, there cannot be an exact formula or method to decide if one's life is out of balance or not. One of the methods is formulated by Hacker and Doolen (2003) by using certain factors of demands and needs to determine the imbalance (Hacker & Doolen, 2003). The main purpose of this formula is to realize the stress people experience when they try to reach all of their purposes in the given amount of time.

Of course every person has a different and personal balance since everyone has different demands and priorities in their lives. This fluctuating precedence's in life can influence on motivations and desires of life. This method offers several factors which can

have an effect on one's guilty of life balance, attitudes towards the work, motivation for the work and role problems. Next, we will discuss four reasons of unevenness.

3.4.1 Feeling of guilt

According to Guendouzi (2006) individuals can feel guilt on other domains, first when they are not spending enough effort for their job performance and second, when they do not devote enough quality time to their family (Guendouzi, 2006). Between genders, females tend to show more guilt compared with males since they are associated with caring roles such as motherhood and even more if their lack of interest is due to financial obligations (Lewis, 1992). Thus, female employees are forced to feel guilty if they cannot sacrifice their income for their family again for the needs of their family. The guilt can grow if their children also show any signs of resemblance related with overwork and imbalance. Part time and home office working opportunities gain more importance by rise of women's presence at the workplace since they are the ones who prefer these choices for the sake of their families (Tomlinson, 2004) (Sheridan & Conway, 2001) (Lewis, 2003).

Different than females, males are luckier since they mostly have a supporting actor who can make their lives easier and fit them into family occasions when they can attend. Still, males also feel guilty when their works intervene their family activities and decrease their quality times with their family members. On the other hand, if they put too much emphasis on their family life, then they cannot achieve their goals in their career. To conclude imbalance is very easy to achieve male workers since it is very delicate to keep up the balance between family and work (Lewis, 2003).

Of course, all male workers do not have a supportive partner. Also, due to increase in divorce rates we can conclude that there are many single parents both males and females especially in the OECD countries (Evans & Davis, 2005). Single parents tend to feel more guilt because it is harder for them to both fulfil their responsibilities at home and at work without a backup.

Gen X and Gen Y are the first generations who owned everything they have needed but could not have enough time with their parents, Baby boomers since they were working (Hamilton & Denniss, 2005).

Baby boomers tried to provide best for their children to compensate their lack of presence at home and in their children's lives. They usually defend their extreme work hours by buying everything their children asked for and building a bright future for them (Porter, 2004). This is one way to cope with guilt.

Guilt is a constant factor to balance demands from both domains – job and family, since giving too much weight to one (ex: job) will lead the other (ex: family) suffer. Therefore, the outcomes must be observed very closely and guilt must be used as a guide to rebalance the work-life balance (Hacker & Doolen, 2003).

3.4.2 Attitudes to the work

There are distinctive motivators for people which push people to work more and more but every individual has different understanding of extreme working and motivations to work more than necessary (Russo & Waters, 2006). Clearly, people are working more hours than before, but still some people can reach the balance whereas others cannot and end up having problems (Roberts, 2007). Thus, managing time is a subjective concept and can alter among individuals. When people cannot manage the balance of time between work and family, then they may prefer to quit from their work, which is the case for many women who exit from business world (DeLollis, 1997).

If people are not able to manage the balance between work and life and cannot deal with the challenge, or even if they can but do not feel satisfied about their accomplishments, they can leave their jobs. Of course, leaving corporate life does not mean that they will stop working, they can prefer other ways such as home office work options or self-employment (Daniel, 2004).

Individuals who chose to exit from the corporate life are another indicator of ineffectiveness of work-life balance policies of companies and organizations; these programs are either hard to be retrieved (Bardoel, 2003) (Wise & Bond, 2003), not providing efficient results for work and/or family (Tomlinson, 2004) (Peus & Traut-Mattausch, 2008) (McDonald, et al., 2005) or employees who can use them experience fairness problems (Lambert & Haley-Lock, 2004).

Furthermore, employees' behaviors and perception towards work may change by time to time and their ways to balance work and life can also transform, because

amount or nature of the work may modify by years (Porter, 2004). While their demands and desires in life alter by changing stages of life cycle we can find various new methods to maintain the balance and hence there will be no need for leaving the job (Sheridan & Conway, 2001).

As it is mentioned, maintaining the work-life balance is based on the changing demands through life time. When individuals are young and unmarried, they will need less extra requirements. Older they become, further urgencies will occur such as marriage, partner in their life, children and even grandchildren and their own parents (Marcinkus, et al., 2007).

Older employees are more valuable to companies and organizations since they have the largest experience and knowledge and they do not want to lose them because of work-life balance problems. Thus, companies are likely to retain these older employees happy and satisfied as well as giving them positive rewards (Walker & Webster, 2007).

Work life balance is not a consequence of a certain amount of effort but is an ongoing progression. It also means that factors and outcomes of this process can change any time and it is not possible to predict every upcoming factor to keep up the balance.

3.4.3 Consumption

Rise of consumer culture and consumerism through generations is another factor of overworking and imbalance of work and life. People are more interested in purchasing and consuming therefore an “affluenza”, a state of mind is established among over consumption culture (Hamilton & Denniss, 2005).

This consumption desire built extreme hours of work among employees to live in bigger houses, drive more expensive cars and wear designer clothes. To achieve all of these, workers should earn more and more. Thus they willingly increase their responsibilities and duties even though company is not asking for (van Emmerick & Sanders, 2005). Overconsumption may also cause financial crisis such as mortgage crisis in 2008 and credit card problems (Mian & Sufi, 2008).

For instance the research in Australia indicated that one fourth of population is overspending and 9 percent can only pay the minimum fees of each month's debt (Brinsden, 2008). In order to meet their financial promises and debts, employees should work longer and longer which will influence their work life balance negatively.

3.4.4. Aging Issues

While life expectancy increases each year, people began to think more and more about their retirement needs as well as their own parents' needs since government aid to elderly population have been decreasing by years (Walker, et al., 2008). First of all, working population wishes to keep their lifestyle same therefore they need to have enough saving for their retirement era. Similarly, they will live longer than their parents and grandparents due to the increase in life expectancy so they will need more wealth for this long period of life (Walker & Webster, 2007).

All these financial concerns about future concluded in overworking (Porter, 2004). Balancing the priorities of their own parents, children grandchildren and own retirement can be hard to maintain (Marcinkus, et al., 2007). So companies and organizations are likely to increase their leaving policies such as careers leave to keep these employees.

3.4.5 Role Conflict

In society each person has various roles in different environments and each role may have different needs and demands in different time. Different demands can lead to some conflicts between roles of the same person if demands and needs require different work life balances (Hacker & Doolen, 2003). Hence, if an individual has to make a decision between various demands and has power to satisfy one, this can develop conflict and clash (Russo & Waters, 2006). Mainly, requests and needs of family clash with the ones of work and individual may face role conflict since he will not decide which need to satisfy first. The borders between life and work became to disappear by time resulting in rise of stress level (Lewis, 2003). Policies which are formed to find solution to work life imbalance also need to deal with this conflict to help workers.

With the intention of reducing women's work life balance problem related with role conflict, Shelton (2006) has proposed a model. There are three key factors of this model; role elimination, role reduction and role sharing (Shelton, 2006).

Aim of this strategy model is not to eliminate stress linked with the conflict but to destroy role conflict itself. Table 7 will demonstrate the surviving strategies in detail.

Table 8: Strategies for solving role conflict

STRATEGY	IMPLEMENTATION
Role Elimination	No family
	Do not start own business
Role Reduction	Smaller family, Defer family
	Work part-time or casual
Role Sharing	Delegate venture role: participative management techniques, include other family members in the business Delegate family role: outsource family obligations by hiring child care, partners relieve each other for various tasks, recruit extended family members assistance.

Source: (Shelton, 2006; p. 289)

Shelton's model of course can only help to the individuals who are facing the fight between work and family but there is many other role conflict cases associated with other roles.

Work and life balance problems as we have discussed, is one of the main factors behind women's leaving corporate life. Women are more likely to leave their existing jobs for self-employment due to many reasons including role conflict (Daniel, 2004) (Walker & Webster, 2007).

Women can only remain in the organizations if the necessary environment for their needs and demands for balance is provided, otherwise they may leave and establish their own business (Marcinkus, et al., 2007).

Work life balance, in fact means different to every individual since every individual has distinctive needs, demands and wishes from work and life. Reaching the balance and ways to achieve it is also altering and there is no certain solution for companies to project. It is upon to individual to make decisions, to what extend they wish to have balance is the main problematic area.

3.4.6 Role Ambiguity

Banton (1965) argues that a “role” can be defined as a set of norms or expectations applied to the incumbent of a particular position by the role incumbent and the various other role players (role senders) with whom the incumbent must deal to fulfill the obligations of their position.

Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964) argue that role ambiguity is an uncertainty for the incumbent who holds single or multiple roles and does not have any clarity regarding the expected task, priorities, or performance levels (the criteria that the role incumbent will be judged by).

Besides this, Breugh & Colihan (1994) have further refined the definition of role ambiguity by job ambiguity and indicate that job ambiguity possesses three distinct aspects: work methods, scheduling, and performance criteria.

In the study of Organizational stress (1964), Kahn et al. introduced the role episode model. The model shows the interactions between the role senders and role incumbent (focal person) including the feedback loop from the incumbent back to the role senders and from the role senders back to the incumbent.

Feedback loop is the invincible portion of the model which enables greatest chance for role clarification and role negotiation and probably it is most neglected point. Kahn et al. (1964) further clarify the role model by stating that to adequately perform his or her role, a person must know:

- a. What the expectations of the role set are (e.g., the rights, duties, and responsibilities),
- b. What activities will fulfill the role responsibilities (means-end knowledge), and
- c. What the consequences of role performance are to self, others, and the organization.

While many discussion still continues on measuring the effects of role ambiguity by different methods and tools, almost all the researches advocate that the role ambiguity is negatively correlated with job satisfaction and thus job results of the employees.(Singh, 1998)

3.4.6.1. Multi-Dimension Aspects of Role Ambiguity

Bedeian and Armenakis (1981) have first studied multidimensional aspects of role ambiguity and then many researchers continue to work on it. According to the findings of their study, there are four accepted dimensions related to role ambiguity which may be based on experiences of the role incumbents and incumbents' perceptions. These dimensions are following;

- a. Goal/Expectation/Responsibility Ambiguity - What is expected? What should I be doing?
- b. Process Ambiguity - How to get things done?
- c. Priority Ambiguity - When things should be done and in what order?
- d. Behavior Ambiguity - How am I expected to act in various situations?

3.4.6.2 Measures of Role Ambiguity

The scale which is known as RHL (Rizzo- Hous Lirtzman) is invited by Rizzo, et al. (1970) has been the most widely used (used in 85% of the studies according to Jackson & Schuler 1985) by researchers studying the topics; role ambiguity, role conflict and role overload.

The RHL questionnaire consists of 30 items, 15 of which deal with role ambiguity and 15 with role conflict. In the original study, subjects were requested to respond to each role item, indicating the degree to which the

condition existed for him, on a seven-point scale ranging from very false to very true (Rizzo, et al. 1970). According to Schuler, Aldag, and Brief (1977), the RHL scales have been shown to have sufficient reliability and construct validity to warrant continued use.

3.4.6.3 Role Clarification

Role clarification is a dyadic exchange process that Schaubroeck, et al. (1993) advice that role clarification is a mediation action which takes place in a formal context between the supervisor (role sender) and role incumbent. He states that it is an effective way to discuss all related job clarification such as responsibilities, job duties, expectations and so on.

For role incumbents to have role clarity, the following features of the work environment must exist in sufficient quantity, which is considered desirable to the role incumbent, and in the appropriate mix:

- a. Clearly Articulated Goals - from the top of the organization on down. These would include the expectations of each member of the organization, as well as, the how and when characteristics of getting the work done. How the work should be accomplished should be discussed - with the "tightness" of the parameters varying by the type of position. Discussions of when the work should be completed should also occur. Again each of these items needs to be embedded into everything the organization does from the mission statement on down to the daily task logs. This should include clearly written job descriptions, which are based on a job analysis for the tasks that the organization actually wants, needs, and values in the delivery of its products and services.
- b. On Going Training - Training should not stop with the end of a new hires orientation period. It should, however, be made available throughout the employee's career.

Education levels and experiences on the job both seem to be moderators for role ambiguity (Fisher & Gitelson 1983; Van Sell, et al.

1981); therefore, investment in education and training should pay dividends in the long run by impacting the levels of employee ambiguity.

- c. Recognition and Rewards - According to Blanchard (1984), managers should see if they can catch people doing things right. Recognition is widely regarded as one of the most important motivating variables for employees. Monetary and other rewards have merit, but simply acknowledging good performance can enhance the work environment, and may provide an opportunity for communication of expectations which is the essence of role clarification. As other employees see specific work and behaviors being recognized, they may begin to modify their own behaviors to achieve the same results.

3.4.6.4 Role Negotiation

Naylor, et al (1980) defines the notion of role negotiation which starts with the step of job clarification as an initial point between the role senders and role incumbent.

The definition of role ambiguity of The Naylor, et al. (1980) has the followings;

- a. Clarifying expectations from the role incumbent,
- b. Define the satisfactory performance outcomes and understanding the rewards
- c. Establishing priorities among expectations
- d. Define and adjust the values which are related with the send role and expected incumbent behavior/output, so that conflict will be eliminated.
- e. Redefining or negotiating sent-roles (to remove one or more products in conflict).

As mentioned previously, role negotiation would appear to begin with role clarification type activities, but it then converges into a two-way communication with the role incumbent having more of a say in their final

roles. Consequently, perhaps role negotiation is one of the tools needed for on-going role clarification and/or perhaps it is simply a more complex and highly evolved form of role clarification.

3.4.6.5 The other important contributors

Participative Decision Making (PDM) has been shown to be a moderator of job satisfaction (Witt, 1992). This finding brings several questions:

- Are there potential linkages between ambiguity levels and role incumbent participation in the decision making processes of the organization?
- Is PDM a way to moderate role ambiguity?
- Is it a form of role clarification and/or negotiation?

Clearly, better definitions of role clarification, role negotiation, and PDM are needed to make these finer distinctions. As noted by Witt (1992), PDM efforts have been based on the notions that workers want to participate and that the outcomes of such participation are good for both the organization and the worker and, at least in some nations, for the society as well. Further work in this area needs to address these linkages - especially as relates to PDM, job satisfaction, and role ambiguity.

In addition to this, technology has an impact on role ambiguity. Since employees have an access to company's intranet, and have a chance to connect on internet, teleconferencing tools, employees become much more informed which reduce role ambiguity.

As the demographics of the workplace change, cultural diversity increases in the workplace (Johnson, 1994). As role incumbents become more diverse the question becomes: What will be the impact on role ambiguity? Clearly, one would have to guess that greater communication and/or understanding problems will occur. Thus, it is suggested that current

ambiguity solutions should be reviewed and modified if needed any. (Bauer & Simmon, 2000)

3.4.7 Need for Achievement

Need for an achievement is described as “the personal striving of individuals to attain goals within their social environment”. (Classidy &Lynn, 1980, p.301).

In the early 1940s, Abraham Maslow created his theory of needs. By his theory he explained the basic need of humans such as; physiological needs, safety needs, needs for belonging, self-esteem and self-actualization which can be ranked differently through importance for each human.

After Maslow, David McClelland covered the subject of motivation by his book which is written in 1961; “The Achieving Society”. In his book, he basically underlined three main motivators that he believed all humans have: a need for achievement, a need for affiliation, and a need for power. According to McClelland, these motivators are not taken for granted motivators but learned motivators. That’s the reason, in the literature it is also called by “Learned Needs Theory”. McClelland, (1990) explained need for achievement as entailing expectations of doing something better or faster than anybody else or better than the person’s own earlier accomplishments. In that way, the achievement motive will be a process of planning and striving excellence which McClelland explained as learned motivators.

In his book, McClelland mentioned that, although all the humans have three motivators regardless of their, age, gender or culture, one of the three different motivators could be dominant for a human according to the human’s culture and life experiences.

Features of the person whose dominant motivator “**Achievement**”

- Has a strong need to set and accomplish challenging goals,
- Takes calculated risks to accomplish their goals,
- Likes to receive regular feedback on their progress and achievements,
- Often likes to work alone.

Features of the person whose dominant motivator “**Affiliation**”

- Wants to belong to the group,
- Wants to be liked, and will often go along with whatever the rest of the group wants to do,
- Favors collaboration over competition,
- Doesn't like high risk or uncertainty.

Features of the person whose dominant motivator “**Power**”

- Wants to control and influence others,
- Likes to win arguments,
- Enjoys competition and winning,
- Enjoys status and recognition.

By the means of McClelland theory, managers have an opportunity to identify the motivator of each member in their team, and can use this as a way for settings goals & expectations, providing feedback and rewarding their team members. In addition to this, by using this theory, managers can re-design the task and duties around their team members in order to gain best match. Steps of the McClelland's theory are explained on the below.

Step 1: Identifying the motivating driver for each team member

Due to the history and personality of each team member, it is expected that a manager can identify the dominant motivator for each team member easily. For instance, a team member who is driven by power, likely to take charge of a group by assigning duties, navigating his peers and etc. On the other hand, if a member is primarily driven by affiliate, then most probably this member agree to the group, don't prefer to have a role in risk projects and feels uncomfortable.

Step 2: Shaping the approach toward team members

Based on the driving motivators for each team member, it is expected that a manager has to shape his approach in terms of leadership style towards the team members and assign the suitable projects accordingly.

3.4.8 Career Success

In the past, careers were closely linked to promotions in the organizations which are known as moving up the ladder. (Rosenbaum, 1979; Wilensky, 1961; Whyte, 1956). Today's organizational and environmental systems are more dynamic which makes career more unpredictable, vulnerable and multidirectional. (Baruch, 2006).

In this context, it is said that career is boundaryless (Ashkenas, Ulrich, Jick, & Kerr, 1995). Although, in some societies, professional success is accepted as a key factor for a successful life (Wiese, Freund, & Baltes, 2002), individuals start to change their norms, values and attitudes towards their private life and work (Baruch, 2006; Polach, 2004).

Thus, no more, career is limited to moving up the ladder but is defined and formed more individually. That is to say, career is taken into account as a lifelong sequences which is an accumulation of role-related experiences and both family and personal life experiences/relations which encounters over a lifetime of the individuals. (Arnold & Cohen, 2008; Hall, 2002). Ultimately, careers are comprised of both objective and subjective elements.

Career success can defined as the sum of the positive work and psychological outcomes which also results from an individual's work experiences. (Seibert & Kraimer, 2001).

Since, employees' individual success affects and contributes organization success; many professionals start to open a room for the topic of career success in their agenda. (Judge, Higgins, Thorsen, & Barrick, 1999). Thus, many researchers also work on to identify the factors at the level of both organizations & individuals which provides employee's success. (Seibert & Kraimer, 2001).

Researchers have found out many factors which influences objective career success which can be classified under human capital, demographic, interpersonal processes. (Whitely, Dougherty & Dreher, 1991; Whitely & Coetsier, 1993)

Human capital factors cover experience, education, continuous work history, and tenure. Becker (1975) argues that human capital investments results in higher salaries for the reason of increasing productivity.

This increasing productivity could also be the result of training and learning new skills. In added to this, human capital factor may influence the different measures of career success. Daley (1996) argues that, education is positively related to pay grades.

Moreover, factors such as having an MBA, longer work experience, and a continuous work history positively influence compensation (Whitely, Dougherty & Dreher, 1991; Whitely & Coetsier, 1993; Forret & Dougherty, 2004). Work experience (Whitely, Dougherty & Dreher, 1991; Whitely & Coetsier, 1993) and continuous history also positively influence promotion rate (Whitely, Dougherty & Dreher, 1991; Forret & Dougherty, 2004).

Demographic factors usually include gender and marital status. There are some studies which indicate that gender differences in compensation and other work-related outputs in organizations. For instance, Daley (1996) argues in his study that male employees receive higher compensation.

Shenav (1992) presents that women and blacks had lower opportunities of promoting to a managerial positions in comparison to male and white samples. Another demographic variable commonly studied in relation to career success is marital status. Several studies show that married employees have higher salaries and number of promotions than non-married employees (Pfeffer & Ross, 1982).

Scale of organization also affects career outcomes such as promotions. Whitely and Coetsier (1993) reported that organization size positively relates to number of promotions. It is thought that larger organizations have greater ability to pay and offer more promotion opportunities (Whitely & Coetsier, 1993).

In addition to this, interpersonal process such as mentoring has also been found as factor which affects career success. Mentoring contains coaching, sponsorship that supplies the technical and interpersonal skills to the employees which

enable them to succeed in their careers by having a chance to understand visible opportunities to develop themselves. Whitely, Dougherty & Dreher, 1991).

While objective measures are significant in assessing how much an individual's career has accelerated, subjective measures are equally important, considering that individuals have expectations from work other than compensation, promotion, etc.

Although there is no consistent result that indicates the influencing variables of subjective career success, Judge et al. (2005) concluded that different set of variables anticipated the two measures if subjective career success, particularly, career satisfaction and job satisfaction.

Yet, demographic and human capital variables considerably explained career satisfaction but not job satisfaction. Motivational and organizational variables explained job satisfaction. However, organizational success influences both job and career satisfaction.

Particular individual factors indicate to anticipate subjective career success involves tenure, education and marital status. Clark and Oswald (1996) identified a positive relationship between education and job satisfaction.

Nonetheless, tenure is inversely related to career satisfaction (Judge et al., 1995). Further, employees who are married (Ng et al., 2005) and married women in particular (Punnet, 2005) are more satisfied than those who are not.

Furthermore, an organizational element that induces subjective career success involves perceived organizational support in the form of mentoring, supervisory support, developmental assignments, and role conflict and ambiguity.

Mentoring impacts positively subjective career success (Fagenson, 1989). Perceived supervisory support and received trainings also influences career satisfaction (Kirchmeyer 1998). Besides, Bedeian & Armenakis (1981) argue that role conflict and role ambiguity are negatively impacted to job satisfaction.

Due to the fact that there is no common ground setting to operationalize career success, objective career success is mostly known as observable, measurable, and verifiable factors such as pay, promotion and occupational status (Dries, Pepermans, & Carlier, 2008, p. 254).

On the other hand, subjective career success refers to the factors which are related to the incumbent's subjective evaluation relative to his or her own goals and expectations. It is mostly measured as career satisfaction or job satisfaction (Seibert & Kraimer 2001). In addition to this, subjective career success also includes long-time perspective like lifelong purpose and work-life balance (Heslin, 2005; Stief, 2001).

There are several prospects about the influencing direction between the objective and subjective career success. Many authors explain objective success as the basement for the subjective career success evaluation.

Some even assume that the subjective career success is the end product of objective success (Nicholson & De Waal- Andrews, 2005). Supporting the interrelation of objective influences subjective judgment, income, status, and promotions predict career satisfaction (Judge et al., 1995; Martins, Eddleston, & Veiga, 2002; Richardsen, Mikkelsen, & Burke, 1997; Schneer & Reitman, 1993; Wayne, Liden, Kraimer, & Graf, 1999).

Similarly, in this context, different researchers report the positive correlations of income and status with subjective success. Additionally, there are equal findings about the influence of objective success on job satisfaction. Judge et al. (1995) and Richardsen et al. (1997) couldn't report any influence, whereas Judge, Thoresen, Pucik, and Melbourne (1999) reported positive influences. It has been suggested that the impact of objective success on job satisfaction may be moderated by age or career stage (Altimus & Tersine, 1973; Lee & Wilbur, 1985).

Conversely, also it is conceivable that the subjective success leads to more objective success (Boehm & Lyubomirsky, 2008; Hall, 2002). It is said that,

subjective success could make a person self-confident which enhances his motivation which results by more objective success over the time.

However, empirical studies are so limited. Marks and Fleming (1999) proves that subjective well-being (comprised of an index that among other things included satisfaction with work and money) predicted income with prior income being controlled for.

Besides, the first two assumption, there is one remaining assumption – interdependence (Arthur, Khapova, & Wilderom, 2005; Hall, 2002; Hall & Chandler, 2005). According to this assumption, people create understandings and evaluations about what they presents career success, and then act accordingly. Consequently, this assumption underlines that there is no relation between objective and subjective career success.

3.4.9 Workaholism

Workaholism is invented by Oates (1971) who expressed it as “the compulsion or the uncontrollable need to work incessantly”. Workaholism is also defined as excessively hard working (Schaufeli, Shimazu, & Taris, 2009). In some studies, researches argue that financial problems, poor marriage, organizational culture, pressure of the supervisor, a strong desire for career achievement may be the root for workaholism and working long hours (Schaufeli, Taris, & Rhenen, 2008).

On the other hand, some persuade that, it is not only for dedication to work but an obsessive inner drive of the workaholic person (McMillan and O’Driscoll, 2006). Therefore, workaholism is a sum of two dimensions; working excessively and compulsively. While, Snir and Harpaz, (2004, p. 522) defined workaholism as the same behavioral and cognitive terms: as “an individual’s sound and considerable allocation of time to work related activities and thoughts, which does not derive from external necessities”.

Working excessively is the distinct behavior for determining workaholics who give a huge amount of their time on work-related activities regardless of necessity

(Snir & Zohar). 2008). McMillan and colleagues (2001) noted that workaholics have the tendency to work anytime at any place.

People may have to work because of their economic needs and demands but not addiction to work itself. Thus the tendency to work compulsively is represented as cognitive domain of workaholism (Schaufeli, Taris, & Van Rhenen, 2007).

Porter (1996) suggested that, workaholism should be considered as an addiction, because of its harmful consequences. There are mainly three theoretical perspectives on addiction; individual personality, socio-cultural experiences, and behavioral reinforcement in the environment (Sorensen and Feldman, 2007).

In common, these perspectives claim that as people possess some certain personality attributes, then they become more work addicted in comparison with the other people (Scott, Moore, & Miceli, 1997).

There are some common characteristics traits of workaholic people who signify the workaholism itself. Firstly, workaholics spend most of their time on work activities and are considered as hard workers. Secondly, workaholics are known as obsessive workers.

Regardless of the time and place, these workers think about their work and feel unhappy when they are not on their work. (Scott, Moore, & Miceli, 1997). Thirdly, workaholics work beyond what it is expected from them in terms of organizational goals or economic necessities.

Oates (1971) emphasized that workaholics may suffer from disturbance in terms of health, happiness, interpersonal relationships and social functioning due to excessive and uncontrollable need to work.

Many researches stated that workaholics report low levels of happiness and many health problems such as high blood pressure because of exhaustion. In addition to this, workaholics also have also ore experiences in work-life conflict than the other people (Bakker, Demerouti & Burke, 2009).

Consequently, workaholics experience higher divorce rates, fewer positive feelings about their lives and marriages. Robinson, Flowers, & Carroll, (McMillan & O'Driscoll, 2004).

Researchers suggest that there is a negative relationship between workaholism and relationship quality. It happens because workaholics are willing to sacrifice personal relationships to derive satisfaction from work (Porter, 2001).

According to Robinson, Flowers, and Carroll (2001), workaholics have less emotional attachment, and they are less caring than non-workaholics. Thus it contributes towards reduced positive feelings for the spouse, and reduced physical attraction for the spouse.

Due to these characteristics of workaholics, Barling, Bluen, and Moss (1990) identified in their study that workaholism is associated with marital dissatisfaction. Consistent with this finding, Burke (1999b) also reported that workaholics are less satisfied in terms of their family life.

According to (Greenhaus & Beutell, 1985, p. 77), “work-to-family conflict is a form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect.” In this manner, it becomes more complex while performing in the family roles for the workaholics. This comes to pass that workaholics devote their time and effort on their work but less with their families.

Various researchers also explored a relationship between workaholism and poor health. As workaholics people spend most of their time at work or think about their work, consequently, they have less opportunity to recover their health both physically, mentally and emotionally. As a result they become emotionally or cognitively exhausted over time (Taris, Schaufeli, & Verhoeven, 2005b).

Maslach (1986) handled the workaholism as root cause of burnout. According to his suggestion, workaholic become ultimately exhausted and burned out on someday because they spend most of their time and energy on work without counterbalancing. It can also be ascertained that the workaholics who face greater work-

family conflict may suffer in burnout as they are dissatisfied with their family or personal life.

The relationship between workaholism and job performance is not clear from the previous studies. According to Schaufeli, Taris, and Bakker (2006), job performance can be split into *in-role performance* and *extra-role performance*.

In-role performance can be seen as the work that one is supposed to do as typical job activities. Whereas, *extra-role performance* is defined as non-compulsory behaviors that directly promote the effective functioning of an organization, but do not necessarily directly influence a job incumbent's productivity.

Later on, Shimazu and Schaufeli (2009) measured performance as overall performance and found that workaholism was weakly negatively related. They also found that only the working compulsively component was significantly related to performance. A negative relationship between workaholism and job performance was also suggested by Burke (2001b).

In contrast to negative outcomes of workaholism, some researchers viewed workaholism for the positive terms. According to their view of point, workaholism is also covered work enjoyment which should be considered as a positive ingredient and brings job engagement (Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002).

In addition to this view, since engaged workers are more energetic and have effective connection towards their work, surely, there will be less stressful and burnout environment which reduce job satisfaction. Peiperl and Jones (2001, p. 388) also see workaholics as "hard workers who enjoy and get a lot out of their work."

3.5 Work-Life balance programs

a. Usage of the programs

Since the awareness on work life balance rises, organizations and companies began the formation and implementation of certain strategies and policies regarding this issue. But, it does not mean that every company establishes work life balance programs or that these programs are properly being used (Nord, et al., 2002). Work life balance strategies are at the birth era, hence their application and acceptance cannot be very smooth.

There are various reasons behind its improper execution such as inadequate promotion, deficient operation and employees concern about future of their career if they are willing engaged in those programs (Nord, et al., 2002) (De Cieri, et al., 2005). De Cieri et al (2005)'s research which was conducted in Australia pointed out that less than 20 percent of workers have been benefited from these strategies.

Opportunities of the programs have provided can vary, it may be a holiday or different working styles such as part time job sharing or home office (De Cieri, et al., 2005). Even though vacation is mostly known and common type of satisfaction policy, there are many workers who cannot use their right to have a break according to the numbers of the families and work institute 2005.

Employees have some concerns about leaving, because they cannot be away more than 3 weeks for the sake of the work. Findings of Nord et al. (2002) suggested that it is tough to fit in vacations work life balance programs and they are more satisfied with using telecommuting and less heavy work schedules.

Other motives behind dysfunction of the programs can be proposed as fear of being left out at home, not having enough back up from their supervisors, conflicting schedule of programs and current work and finally, miscommunication of the programs about being against corporate culture and nature.

b. Generational beliefs about career risk

Generations have different ideas about application and nature of work life balance programs. For instance Baby boomers are less likely to accept and perform according to the programs since they consider their job as their career and do not want to risk its future (Lancaster & Stillman, 2002). On the top of it, they also believe that they must be more

evident at the workplace because they have the fear to be replaced and left out (Lancaster & Stillman, 2002).

Slightly different than Baby boomers, Gen X do not fully consider their job as their only option in their career because for Gen X, their future do not only lie on one company or firm (Jurkiewicz & Brown, 1998) (Lancaster & Stillman, 2002). Of course, it does not imply that they do not value their existing job but they are more open to take risks and apply work-life balance programs.

Writings of Murray (1997) declared some facts about Gen X. Their loyalty level may be lower than Baby boomers since they are available for other job options which can provide more opportunities and compensations to them (Murray, 1997). They are aware of economic difficulties of life.

Hence they do not have high hopes about future like their parents. They will be satisfied with their accomplishments after experiencing cruel realities of working conditions. Zemke et al. (1999) stated that Gen X workers are self-sufficient and independent, can seek for their own benefits and chose right options to reach best path for their life (Zemke, et al., 1999). Thus, they are more mindful to balance their work and life via balance programs for their own interest.

Although Millennials also tend to use work life balance programs, they may propose different motives for it. Being a generation of trust and expectations, members of Gen Y suppose their companies as their supporter who values their ideas, seeks for their advantage ad creates these programs for only their profit (Lancaster & Stillman, 2002). Millennials have unique way of thinking and unlike gen x they do not imagine any risk to implement the programs.

To conclude, according to the studies, Baby boomers will be less willing to operate with work life balance programs than Gen X and Gen Y. Furthermore, Baby boomers and Gen X may feel much more threatened and jeopardized if they chose to use these programs unlike Gen Y.

When it comes to the issue of gender, women are viewed as more traditional and caring thus they chose to take advantage of the programs and risk their careers for their families in order to balance their responsibilities at home.

3.6 Generations and Work-Life Balance

Each generation has different morals, priorities and standards in life. As a result, they also have various altering work life balance understandings and perceptions. Companies and organizations need to realize these varying demands and reform their policies according to those in order to satisfy each generation.

One of the conflicts that companies will face in the upcoming decade will be withdrawal of Traditionals and Baby boomers from the workplace. Therefore, they should create new strategies to be implemented in order to manage new and young generations to have high productivity. New strategies can only be conducted after understanding expectations of young workers and their similarities and differences with prior generations.

Individuals' behaviors and attitudes can be best understood by observing their values and beliefs (Rokeach, 1979). Characters are usually shaped by values which are tough to changes and modification (Meglino & Ravlin, 1998). Values can also be classified differently such as work values and general life values (Brief, 1998) (Frieze, et al., 2006).

As discussed above, there are four different generations of employees at the workplace nowadays; Traditionals, Baby boomers, Gen X and Millennials.

There are many similarities and differences between these four generations based on traits, characters, values, actions, decisions and manners (Thornton & Young-DeMarco, 2001) (Twenge & Campbell, 2008).

In order to cope with the needs and demands of upcoming generations, managers and leaders began to establish new programs or work-life balance including resting and enjoyment activities. Through these new policies, they aimed to keep all of the generations contended and productive even though they may have different expectations from work.

3.6.1 Work values across generations

Twenge and Campbell (2008) concluded that each generations own uncommon values and beliefs on work life (Twenge & Campbell, 2008). They may choose different concepts as their priority. For example, Jurkiewicz (1998) discovered that Baby boomers prefer to have freedom from pressure to conform on and off the job whereas Gen X chose to have freedom from supervision (Jurkiewicz & Brown, 1998).

On the other hand, another study indicated that Baby boomers did not consider status as significant as Gen X or Gen Y (Cennamo & Gardner, 2008). This study also revealed that Gen Y's preference to have freedom at the work.

Smola and Sutton's (2002) study acquired the importance of promotion to Gen X, while Real, Mitnick and Maloney (2010) realized that Gen Y appreciated social and intrinsic values more than Baby boomers (Real, et al., 2010).

Research of Hansen and Leuty (2012) revealed some of the differences between generations work values and standards. Silent generation weighs humane work values most while Gen Y and Gen X find social work values such as communication much more significant (Hansen & Leuty, 2012). Gen X also considers fundamental work values more than other generations do.

In spite of all differences stated above, there are many similarities which were discovered by various studies also. As Jurkiewicz (1998) claimed most of the values are shared by Baby boomers and Gen X despite some minor differences (Cennamo & Gardner, 2008), another study uncovered that three generations, Gen X, Gen Y and Baby boomers did not show a difference on extrinsic, intrinsic altruistic or social values. On the top of all these, humane standards such as payment and compensation do not differ at all (Chen & Choi, 2008).

Obviously there are different claims about generational traits, as it is understood that some claimed there are no differences (Cennamo & Gardner, 2008) (Smola & Sutton, 2002) when others pointed out several important differences (Real, et al., 2010). There exist some reasons behind these different explanations.

First of all, research will get more complicated with different time and age groups. If you tend to perceive participants at the same time like Lyons et al (2005), you will end up results related with certain age (Lyons, et al., 2005).

Among the same generation can be seen different behaviors and traits in different times of life cycle such as adolescents, adulthood or retirement (Singer & Stefflre, 1954). Therefore, some values may be affected negatively and decrease by age and other may increase when people get older (Cherrington, et al., 1979).

Secondly, even if research can keep age slot as same, still there are cohort differences related with the year research is conducted in. Sinisalo (2004), for example, discovered some differences in three unique cohorts of adolescents calculated in 1977, 1989 and 1995 (Sinisalo, 2004). Another example can be given from the study of Simmons and Penn (1994).

Their study on college students conducted over 30 years (1970, 1980, 1990) revealed that significance of certain values had risen over the time such as standard of life, aim to become wealthy, being exclusive (Simmons & Penn, 1994). Other values, in contrast did not show as significant increase as previous ones.

Sverko's (1999) investigation examines age groups from different cohort of 1983 and 1993. Results explored the importance of utilitarian and individualistic values among cohort of 1993-4 more than cohort of 1983 (Sverko, 1999). Although both of the groups are from same generation, differences can be observed in the same generation across various cohorts of age.

Furthermore, the data collected by Twenge, Campbell, Hoffman and Lance (2010) was also about work values of same age (high school senior students) but then again from diverse generations; 1976 (Baby Boomers), 1991 (Gen X) and 2006 (Millennials). After the exploration, outcomes indicated different preferences (Twenge, et al., 2010).

Intrinsic and social work values are more important to Baby boomers compared with other two generations. However, leisure and extrinsic values are more vital to Gen X and Gen Y. Finally, there are no variations related with altruistic values.

Some of the other studies on this matter considered importance of culture and morals plus effect of getting old. Van der Velde, Feji and van Emmerik (1998)'s study was one of them, implying the significance of age since it has more effect on work values than culture (van der Velde, et al., 1998).

Still, they could not undermine the importance of cohort because they have witnessed that youngest cohort have showed different reactions against different types of values than the other to cohort. Therefore, there are mainly 2 features behind the improvement of values at work.

3.6.2 Gender Difference in work life balance

Baby boomers were mostly consisted by male workers at the workplace hence their experience about different gender roles in work life is limited. As long as they have a supporting partner at their home, they would not have any conflicts between private and work life (Quick & Moen, 1998). As their task were to earn income and look after their family; they were not considered as insensitive and careless but supported by community and family (Quick & Moen, 1998) (Williams & Cohen Cooper, 2004).

But when women Baby boomer workers have begun to work, problems have risen. Work-life balance could only be successfully maintained when women were at home and looking after men's family and women could not have "wives" to look after their family. Witnessing the clash between parents work life balance issues, gen x experienced harsh face of work life. They have seen their parents making sacrifices for their careers and not necessarily been compensated for that (Jurkiewicz, 2000).

Their expectations about work life and future were low when they have finally started to work. After all these, no one can wish gen x to put their jobs as their priorities. Gen X, different from Baby boomers was way more interested and keen to have a balanced work time and leisure time, they would not let their career to intervene their private life (Institute, 2004). Moreover, their feelings were hurt after they have realized waste of efforts which were given by their parents to work-life (Zemke, et al., 1999).

We do not have enough data about Millennials since the oldest worker is only 33 and we need more information about them to make generalizations. But we can say that conditions have altered, there are women working in most of the places, single and or divorced parents are among the work force.

They are not stressful about these issues unlike previous generations because these subjects are already turned into accepted norms of the life (Zemke, et al., 1999).

To sum up, our investigation is now assuming Baby boomers to have the least work and personal life balances due to less involvement in gender role changes of the work life. Secondly, after the traditional gender role transformation, among Gen X

and Millennials, it is anticipated that female employees will come up with more work life imbalance problems no matter which generation they are from.

As a summary, we can state some facts driven from our research. There are four generations still operating at the workplace today, Traditionals, Baby Boomers, Gen X and Gen Y.

Each of these generations are consisted by different cohort thereby different opinions, expectations and work manners. Harmonious working of these generations is the key factor for success and productivity. Hence, we aim to understand expectations and source of their happiness in order to reach maximum efficiency at the workplace. After all these research, we also found that each generation has different ideas about others and their coordination is difficult. Work-life balance is one of the key needs for generations.

Especially Gen X and Gen Y have different opinions about how to reach work-life balance. Their best workplace dream is about ideal work-life balance policies. Companies have to follow some various strategies to reach balance and increase productivity.

Also, we learnt that even though there are some policies because of different reasons they cannot be implemented properly. Further this research will try to investigate the best policies, different expectations of Gen Y from Gen X since they will be the leading generations at workplace in next decade.

Their past and experience will affect future upcoming hence their need for work-life balance and social life. Via involvement of technology and increase in work hours, we cannot ignore the preferences of generations to produce best from them.

CHAPTER 4

METHODOLOGY

4.1 The Research Objective

In this study, generation X and generation Y have been discussed in terms of work life balance (or work life conflict; opposite of work life balance) by the impact of career success, role ambiguity and need for achievement by the light of the moderating factors which are values for each generation and workaholism.

From the very beginning it is crucial to understand that work life balance is defined as a satisfactory level of involvement or availability to mutli-roles in a person's life instead of allocating equal time to paid work and unpaid roles (Lazar,Osoian,Ratiu; 2010).

Although definitions and explanations may vary, work-life balance is generally associated with equilibrium between the amount of time and effort somebody devotes to work and personal activities, in order to maintain an overall sense of harmony in life (Clarke, et al 2004, 121).

To be aware of different demands such as person's own time and energy is important to understand the work-life balance. With this awareness, it is able to review and value the choices in terms of how to allocate precious resources.

Since there is no common and well established study for crossing point of work and life, every research gets a challenge (Pitt-Catsouphe et al., 2006). Nevertheless, there are several theoretical frameworks (Morris and Madsen, 2007), which include spill-over, compensation, resource drain, enrichment, congruence, inter-role conflict theories.

Spill-over is a process through which experiences in one role affect experiences in the other. Studies have examined the spill-over of mood, values, skills and behaviors from one role to another (Edwards and Rothbard, 2000).

There are two definitions of spill-over (Edwards and Rothbard, 2000): (a) the positive relation life and work satisfaction and life and work values (Zedeck, 1992) and b)

transmission of skills and behaviors between home and family life domains. Williams and Alliger (1994) has a study over spill-over and they used experience sampling methodology and due to their sample they suggested that working parents were more likely to bring work-related emotions home than they were to transfer family-related emotions to the workplace.

By discussing spill over, the content of cross over should be underlined as well. Crossover involves transmission across individuals, whereby demands and their consequent strain cross over between closely related persons (Westman, 2001). Thus, in crossover, job strain experienced by an individual may lead to strain being experienced by the individual's partner at home. (Bakker, Demerouti, 2012)

For example, a person who feels chronically fatigued and has become cynical about the meaning of work may transfer such feelings and attitudes to the partner during conversations at home. Indeed, research suggests that frequent exposure to a burned-out partner may increase one's levels of burnout (Demerouti, Bakker, & Schaufeli, 2005)

Whereas spill over is an intra-individual transmission of stressors or strain, crossover is a dyadic, inter-individual transmission of stressors or strain. Crossover research is based upon the propositions of role conflict theory, recognizing the fluid boundaries between work and family life. Crossover of work-related experiences actually implies spill over to happen first (Bakker, Demerouti, 2012).

Workaholism is one of the trigger factor of spill-over / cross over which can be defined as typical work addict which is motivated by a strong internal drive that cannot be resisted, rather than by external or contextual factors, such as financial problems, a poor marriage, organizational culture, supervisory pressure, or a strong desire for career advancement. (Scott, Moore & Miceli, 1997)

According to the **compensation theory**, there is an opposite relationship between work and life; therefore workers attempt to satisfy voids from one domain with satisfactions from the other (Clark, 1999). An example would be a dis-satisfied worker focusing more on family than work, thus reallocating human resources (Edwards and Rothbard, 2000).

Since resources are limited such as time, money attention, **resource drain theory** refers to the transfer of resources from one domain to another. According to the theory available resources in the original domain are reduced (Morris and Madsen, 2007). Resources can also be shifted to other domains that are not work and family related, such as community or personal pursuits (Edwards and Rothbard, 2000).

Enrichment theory refers to the degree of which experiences from instrumental sources (skills, abilities, values) or affective sources (mood, satisfaction) improves the quality of the other domain (Morris and Madsen, 2007). Greenhaus and Powell (2006) defined enrichment as "the extent to which experiences in one role improve the quality of life in the other role" (p. 73) and reported that employees perceive that their work and life roles enrich each other. Zedeck and Mosier (1990) used the term instrumental to characterize this notion, which states that good work outcomes lead to good life outcomes and vice versa.

Congruence theory explains what and how additional variables influence the multiple roles which are not directly related to work or family life. Conversely spill-over has a direct relation between work and family, congruence underlines a third variable like **values**.

Rokeach (1973) suggested that values are an individual's basic convictions which are a specific mode of conduct that is preferable by individuals. Values have been defined as desirable trans-situational goals, varying in importance, that serve as guiding principles (Schwartz, 1994). Values are important for understanding the foundation of attitudes and behaviors of individuals in organizations and often serve as a way in which individuals integrate personality and regulate behavior (Carver & Scheier, 1982). Since values trigger the actions of the individuals, it is at the center of the relationship of work life balance.

Inter-role conflict theory explains what occurs when meeting the demands in one domain makes it difficult to meet the demands in the other domain (Greenhaus and Beutell, 1985). An example of role conflict is that of an employee who is at the same time pressured to work overtime while family members urge that employee to come home. Greenhaus and Beutell (1985) described the conditions where may conflict arise such as: pressure from family and work, the need for achievement and / or career success, role conflict for the reason of role ambiguity.

Role conflict is the simultaneous occurrence of two or more sets of pressures. Inter-role conflict, one specific type of role conflict, arises from opposing role pressures in diverse work-related roles, such as complying with two or more demands at the same time (House and Rizzo, 1972). For example, an employee experiences work conflict when requested to execute important activities or responsibilities, all of which require attention at the same time.

Another work stressor that leads to work-life conflict is **role ambiguity**. Role ambiguity occurs a lack of information required to perform a particular role, or a lack of clarity (Gupta and Jenkins, 1985). Kahn et al. (1964) described role ambiguity as one of the key contributors to the stress experienced at work. Individuals who occupy work roles that are unclear, poorly defined, and too vague in their descriptions or statements would experience more anxiety, tension, stress, and subsequently work-family conflict.

As the competition arises in the workplace, need for achievement becomes a hot topic among the employees. This need for achievement is also becomes a stress factor for employees which put pressure on their shoulders.

Stress at work is an adaptive response employees may experience when faced with job demands or conditions at work that surpass their professional knowledge and abilities and which challenge their ability to cope (Leka, Griffiths, & Cox, 2003). These demands and conditions are usually called stressors.

This stress leads to dissatisfaction with both work and family, and these two forms of distress cause general discontent and depression from such social and psychological demands as responsibility, a variety of tasks, workload, and psychological pressure. These are associated with a higher degree of work life conflict, with important consequences such as experience of work stress, work dissatisfaction, and poor functioning at work (Kinnunen & Mauno, 1998; MacEwen & Barling, 1988).

After reviewing the dependent and independent variables of the research model, it would be beneficial to highlight the common traits of generation X and generation Y once more in this chapter of the study briefly.

Xers seek for more flexibility and response in the workplace rather than close management by their supervisors. Since their born era, they are used to face with many changes such as moving from one city to another with their parents in their lives. So, they are relaxed through the changes. Although embracing the changes, Xers also value stability in their lives, in a way they seek for balance as well. Their motto is work to live; rather than live to work. (Zemke, Raines, and Filipczak, 1999).

According to Zemke, Raines and Filipczak (1999), Xers has an awesome capacity which can process mutli information. They are also capable of multitasking; keep a lot of balls in the air at one time (Woodward, 2000). Xers prefer to be coached rather than direct supervision and they seek to work alone independently with increasing their exposure No matter how much effort they put on their tasks Xers look for the needed tools from their managers to work with (Corbo, 1997).

Likewise Xers, Yers also look for flexibility in terms of how, when and where to work. A well structure 40 –hour work week under rules, policies is so unfavorable for this cohort of employees. They like to question and understand the rational about the task which is asked them to do. Yers is the generation who gives most importance to work life balance that they like to work with flexible managers in a relaxed office environment.

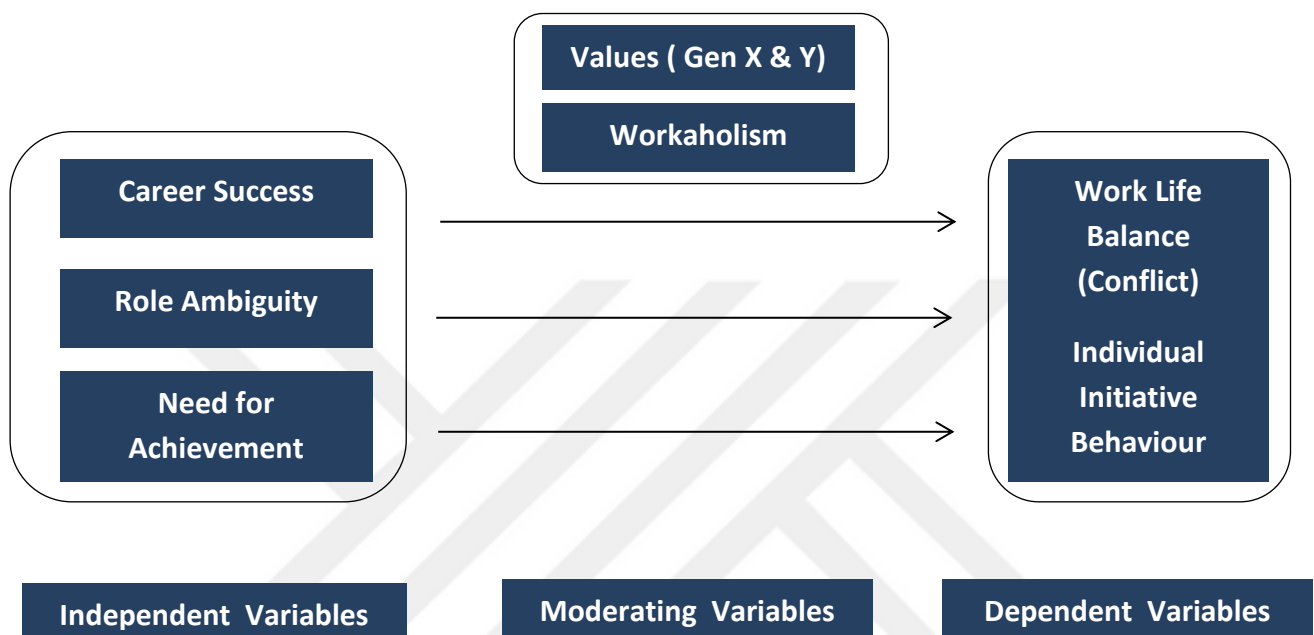
Feeling valuable is so important for them that they seek for diverse and key responsibilities to be assigned them in their professional work life. No matter to have lateral moves as long as they grow and gain new experiences. Providing training sessions, mentor and / or coaches is one of the key way to retain Yers. Mostly, Yers have entrepreneurial spirit who likes to find innovative ways to make things different than prior in a better and faster manner which is crucial in today's dynamic business life.

4.2 Research Model & Scales

By the means of research model 7 scales were utilized: Career Success, Role ambiguity, need for achievement, values, workaholism, individual initiative behavior work life balance. All the other scales such as demographic and position related questions are handled separately at the very beginning of the survey.

By the means of research model 6 scales were utilized: Career Success, Role ambiguity, need for achievement, values and work life balance. All the other scales such as demographic and position related questions are handled separately at the very beginning of the survey.

Table 9: Research Model



Under this research model, there are hypothesis which need to be measured by statistical models. These are:

- **Hypothesis 1:** People who have high career success, experience more work-life conflict.
- **Hypothesis 2:** People who have high role ambiguity experience more work-life conflict.
- **Hypothesis 3:** People who have high need for achievement, experience more work-life conflict.
- **Hypothesis 4:** People who have high level of workaholism, experience more work-life conflict.
- **Hypothesis 5:** Values of the people impact the level of workaholism in the people's life.
- **Hypothesis 6:** Level of workaholism effects the relation of need for achievement and work-life conflict.

- **Hypothesis 7:** The differences between X and Y effects the relation of career success and work-life conflict.
- **Hypothesis 8:** The differences between X and Y effects the relation of role ambiguity and work-life conflict.
- **Hypothesis 9:** The differences between X and Y effects the relation of need for achievement and work-life conflict.
- **Hypothesis 10:** The values of X and Y effects the relation of career success and work-life conflict.
- **Hypothesis 11:** The values of X and Y effects the relation of role ambiguity and work-life conflict.
- **Hypothesis 12:** The values of X and Y effects the relation of need for achievement and work-life conflict

4.2.1 The Scale of Career Success

In this study, subjective career success is measured which is career commitment. Career commitment is measured by the scale developed by Carson and Bedeian (1994). The scale consists of three dimensions: identity, planning, resilience. Carson and Bedeian report that the coefficient alpha reliabilities for the three dimensions ranged from 0.79 to 0.85. They used 7 item-likert scales for measuring (From 7- “Strongly Disagree” to 1- “Strongly Agree”). Some items are reverse-coded. The items were translated to Turkish and tested for conceptual equivalence by Çiçek et al. (2015). The reliabilities (Cronbach’s Alpha) of the three components of career commitment (identity, resilience, and planning) in this study were $\alpha = .9177$; $.7008$; and $.8788$ respectively. The related questions are located under Part II of the questionnaire as follows.

Table 10: Questionnaire Part II / Career Success

QUESTIONS	
Q1	My line of work/career field is an important part of who I am.
Q2	This line of work/career field has a great deal of personal meaning to me.
Q3	I strongly identify with my chosen line of work/career field.
Q4	I do not have a strategy for achieving my goals in this line of work/career field.*
Q5	I do not identify specific goals for my development in this line of work/career field.*
Q6	I do not often think about my personal development in this line of work/career field.*

Q7	The cost associated with my line of work/career field sometimes seems too great.*
Q8	Given the problems in this line of work/career field, I sometimes wonder if the personal burden is worth it*
Q9	The discomforts associated with my line of work/career field sometimes seems too great*

**Reverse Scored Item*

4.2.2 The Scale of Role Ambiguity

The scale of role ambiguity is measured the conflict and the uncertainty situations which the employees face in terms role conflict and /or role ambiguity (Esatoğlu, Ağırbaş, Akbulut ve Çelik, 2002). At first hand, in year 1970, Rizzo and Lirtzman developed a scale for role ambiguity and then it is reviewed by Sculer, Aldag and Brief (1977) and came to its latest version. The scale, which was reported to be used in 85% of the studies on role conflict and role ambiguity (Gregson - Wendell, 1994: 108), was also widely employed in studies conducted in Turkey (Mishal, 1994; Yıldırım, 1996; Temir, 1997; Erkenekli, 2000). In these studies, the reliability coefficient for role conflict was found as between $\alpha = .81$ and $\alpha .78$ and for role ambiguity $.72$ and $.81$, respectively (Yıldırım 1996; Erkenekli, 2000). 7 item-likert scales are used for measuring (From 7 – “Very Wrong” to 1: “Very correct”). The related questions are located under Part VI of the questionnaire as follows.

Table 11: Questionnaire Part VI / Role Ambiguity

QUESTIONS	
Q1	I feel certain about how much authority I have.
Q2	I have clear, planned objectives for my job.
Q3	I know that I have divided my time properly.
Q4	I know what my responsibilities are.
Q5	I know exactly what is expected of me.
Q6	I receive clear explanations of what has to be done.

4.2.3 The Scale of Need for Achievement

After having a wide literature review, Kaya & Selcuk (2007) has developed the scale of Need for Achievement by considering the studies of Sagie, A. and Elizur, D. (1999). 5 item-likert scales are used for measuring (From 5 – “Strongly Disagree” to 1: “Strongly Agree”). Since it was the first research which was done in the area of need for achievement, although its reliability is below as $\alpha = .70$ which is lower than expected level, the study is expected as reliable.

The related questions are located under Part III of the questionnaire as follows.

Table 12: Questionnaire Part III / Need for Achievement

QUESTIONS	
Q1	I put too much effort to guarantee achievement.
Q2	I seek to be faster and better than the other.
Q3	My peers always describe me as ambitious who works hard.
Q4	Even though the task is hard, I accept to work long hours to achieve to do it.
Q5	I am pleased and happy in case of been assigned to a hard role.
Q6	I like to follow tasks which cover prestigious and position.
Q7	My peers describe me as persuasive and influencer.
Q8	I believe that I am able to command the tasks.
Q9	I find myself powerful to trigger the others.
Q10	I want to follow hard tasks.
Q11	I prefer to have responsibilities which need creativity.
Q12	Instead of avoiding unsuccessful, I prefer to have responsibilities which will meet my need of achievement.
Q13	I focus on intensively whenever I care on an interesting subject.
Q14	Instead of sharing the responsibilities, I prefer to have tasks which cover individual responsibility.
Q15	I prefer to be full responsible for a hard task instead of sharing the responsibility with the others.

4.2.4 The Scale of Workaholism

Spencer & Robins (1992) developed a scale for workaholism which is frequently used for the researches. The scale is also described as battery of workaholism – WorkBAT. In this scale, 5 likert scales is used (From 5 – “Strongly Disagree” to 1: “Strongly agree”). By the means of this scale, Work Involvement, Work Enjoyment and Drive are measured. The studies which are done in USA, Japan, Canada, Australia and New Zealand have proved the reliability of the scale. The related questions are located under Part V of the questionnaire as follows.

Table 13: Questionnaire Part V /Workaholism

QUESTIONS	
Q1	Sometimes I enjoy my work so much I have a hard time stopping
Q2	I really look forward to the weekend – all fun, no work.
Q3	Sometimes when I get up in the morning I can hardly wait to get to work.
Q4	Between my job and other activities I'm involved in, I don't have much free time
Q5	I feel obliged to work hard even when it is not enjoyable.
Q6	My job is more like fun than work.
Q7	I get bored and restless on vacations when I haven't anything productive to do.
Q8	When I have free time I like to relax and do nothing serious.
Q9	I like my work more than most people do.
Q10	It's important to me to work hard, even when I don't enjoy what I what I'm doing.
Q11	I lose track of time when I'm involved on a project.
Q12	Most of the time my work is very pleasurable.
Q13	I often find myself thinking about work, even when it's not enjoyable.
Q14	I feel guilty when I take time off work.
Q15	22. I often feel there is something inside me that drives me to work hard.

4.2.5 The Scale of Values

One of the most acceptable researches on the literature about values is owned by Milton Rokeach (1973) as Rokeach Values System (RVC). In the study of Rokeach, there is a set of values is distinguished under two by terminal and instrumental. According to his proposed value system, terminal values are ultimate goals that may be self-centered or society cantered, interpersonal, while instrumental values are standards that guide control of behavior and consist of moral values and competence values (Rokeach (1973).

The RVS contains the following 36 value items organized into terminal and instrumental values. Terminal values contain, an exciting life, pleasure, mature love, true friendship, inner harmony, social recognition, a sense of accomplishment, family security,

national security, self-respect, health, a comfortable life, freedom, salvation, equality, wisdom, a world at peace, and a world of beauty, whereas instrumental value contain ambitious, broad-minded, capable, clean, cheerful, courageous, forgiving, helpful, honest, imaginative, independent, intellectual, logical, loving, obedient, polite, responsible, and self-controlled.

In this study it is asked from each participant to rank the values in accordance their own value perceptions by using 5 item likert scale (5: None 1: Too Much). The related questions are located under Part VII of the questionnaire as follows.

Table 14: Questionnaire Part VII /Values

No	TERMINAL VALUES	No	INSTRUMENTAL VALUES
1	Exciting Life	19	Ambitious
2	Pleasure	20	Broad Minded
3	Mature Love	21	Capable
4	True Friendship	22	Clean
5	Inner Harmony	23	Cheerful
6	Social Recognition	24	Courageous
7	Sense of accomplishment	25	Forgiving
8	Family Security	26	Helpful
9	National Security	27	Honest
10	Self-Respect	28	Imaginative
11	Health	29	Independent
12	Comfortable Life	30	Intellectual
13	Freedom	31	Logical
14	Salvation	32	Loving
15	Equality	33	Obedient
16	Wisdom	34	Polite
17	World at peace	35	Responsible
18	World of beauty	36	Self-Controlled.

4.2.6 The Scale of Work – Life Conflict

The research instrument measuring work interference with family and family interference with work comprised of five items each adapted from the work of Netemeyer, Boles, and McMurrian (1996).

All items were measured on a 5-point likert scale ranging (From 5: – “Strongly Disagree” to 1: “Strongly Disagree”). These two five item scales have

demonstrated Cronbach alphas as $\alpha = .91$. The related questions are located under Part IV of the questionnaire as follows.

Table 15: Questionnaire Part IV / Work Life Conflict

QUESTIONS	
Q1	As I have many tasks and responsibilities at work, I can not spend time with my family
Q2	Physical and mental fatigue at work makes my responsibilities at home difficult.
Q3	I cannot spare time for housework due to my job, I always postpone the housework.
Q4	My duties and responsibilities at work get ahead of my family life.
Q5	Due to my work responsibilities, I need to change my plans with my family.

4.2.7 The Scale of Individual Initiative Behaviours

This scale is used to measure how often the participants engage in individual initiative behaviors. This scale was developed by Bolino and Turnley (2005). They report that the Cronbach's alpha for this scale as $\alpha = .91$. Participants respond as to how often they engage in these specific behaviors using a 5 point Likert scale (5: "Never" to 1: "Always").

Scores can range from 15 – 75 with the higher score signifying more frequent engagement in these behaviors. The related questions are located under Part VIII of the questionnaire as follows.

Table 16: Questionnaire Part IV / Initiative Individual Behavior

QUESTIONS	
Q1	Work on your days off (e.g., weekends)
Q2	Bring things home to work on
Q3	Take work-related phone calls at home
Q4	Carry a cell phone or pager for work so you can be reached after normal business hours
Q5	Check your e-mail or voice mail from home
Q6	Stay at work after normal business hours
Q7	Work late into the night at home
Q8	Travel whenever the company asks you to, even though technically you don't have to
Q9	Attend work-related functions on personal time
Q10	Work during vacations
Q11	Go into the office before normal business hours
Q12	Check back with the office even when you are on vacation
Q13	Participate in community activities for the benefit of the company or organization

4.3 Results & Implemented Statistics

In this part of this study following were presented in this order: the results of variables in the research model, reliability of the survey, correlation between the variables and finally hypothesis testing. All the statistical measurements are utilized by the statistical program of SPSS (AMOS).

4.3.1 Demographic Results

In this research study, a survey is conducted to 299 people via phone interviews. The survey has mainly eight parts. In the first part of the survey demographic information is collected from the participants in order to have a general overview of the population.

Table 17: Demographic Results of the participants (Gender)

Gender	Number (N)	Percentage (%)
Male	142	47,5 %
Female	157	52,5%
Total	299	100%

By the first question of the first part of this survey, gender is asked to the participants. The gender of the participants to this survey is approximately is equal to each other. Female participation is slightly over the male participation.

Table 18: Demographic Results of the participants (Age)

Birth Group	Number (N)	Percentage (%)
X Generation	103	44,4%
Y Generation	196	55,6%
Total	299	100%

In this survey it is asked the birthdate of the participations directly and based upon the birthdate, it is converted to X and Y generation.

In the second part of this study by table 1, it is explained that the birthdate between 1965 and 1980 is labelled by generation X and the birthdate is started by 1981 till 1995 is called by generation Y. Thus, by taking into account of the birthdate of the participants by the means of SPSS, the participants are clustered into generation X and generation Y. From the below table (table 16), it is seen that generation Y participants are more than generation X.

Table 19: Demographic Results of the participants (Education Degree)

Education Degree	Number (N)	Percentage (%)
High School	84	22, 0%
Associate Degree	62	20,7%
Undergraduate Degree	98	38,8%
Graduate Degree	55	18,4%
Total	299	100%

In the third question of the survey, education degree is asked to each participant. From the results by table 17, it is exhibited that 57, 2 % of the population has undergraduate and graduate degree. In addition to this, 20, 7 % of participants have associate degree and 22 % of the participants have just high school degree.

Table 20: Demographic Results of the participants (Marital Status)

Marital Status	Number (N)	Percentage (%)
Single	156	52,2%
Married	143	47,8%
Total	299	100%

In the fourth question of the survey, marital status is asked to each participant. From the results by table 18, it is exhibited that 52, 2 % of the population is single. On the other hand, 47, 8% of the population is married.

Table 21: Demographic Results of the participants (Number of Children)

Number of Children	Number (N)	Percentage (%)
No Child	156	52%
1	57	19%
2	74	25%
3	11	4%

6	1	3%
Total	299	100%

In the fifth question of the survey, number of children is asked to each participant. From the results by table 21, 52 % of the population does not have child and 48% of the population have child.

Table 22: Demographic Results of the participants (Years of Experience(s))

Years of Experience	Number (N)	Percentage (%)
<1 yr.	6	2,0%
1-5 yrs.	92	30,8%
6-10 yrs.	68	22,7%
11-15 yrs.	55	18,4%
16-20 yrs.	19	6,4%
>20 yrs.	59	19,7%
Total	299	100%

In the sixth question of the survey, the length of professional experience in years is asked to each participant. From the results by table 22, 30 % of the population has length of experience between 1 and 5 years. Approximately 20 % of the population has experience for more than 20 years.

Table 23: Demographic Results of the participants (Industry in which worked)

Industry	Number (N)	Percentage (%)
Insurance	54	18%
Banking	102	34%
Healthcare	77	26%
Audit	11	4%
Technology	25	8%
Construction	17	6%

Media	13	4%
Total	299	100%

In the seventh question of the survey, the participants responded in which industry they work for. Banking, Insurance and Healthcare are the most ranking industries which the population works for.

Table 24: Demographic Results of the participants (Number of years in the current company)

Seniority / current company	Number (N)	Percentage (%)
<6 months	43	14,4%
6 months- 1 yr.	36	12,0%
1-5 yrs.	118	39,5%
6-10 yrs.	58	19,4%
11-15 yrs.	22	7,4%
>15 yrs.	22	7,4%
Total	299	100,0%

In the eight question of the survey, seniority in the current company in years is asked to each participant. From the results by table 23, 39, 5 % of the population has seniority between 1 and 5 year in their current company. Participants who has more than 10 years in the same company, cover the approximately for 15% of the whole population.

Table 25: Demographic Results of the participants (Number of years in the current role)

Seniority / current role	Number (N)	Percentage (%)
<6 months	45	15,1%
6 months- 1 yr.	51	17,1%
1-5 yrs.	137	45,8%
6-10 yrs.	40	13,4%

11-15 yrs.	14	4,7%
>15 yrs.	12	4,0%
Total	299	100,0%

In the ninth question of the survey, seniority in the current role in years is asked to each participant. From the results by table 25, 45, 8 % of the population has seniority between 1 and 5 year in their current company. 32, 2 % of the population holds their current role for less than 1 year. 8, 7 % is the ratio who holds their current role for more than 10 years.

Table 26: Demographic Results of the participants (Position in the company)

Position in the company	Number (N)	Percentage (%)
Senior Level Executive	49	16,4%
Middle Level Executive	110	36,8%
Lower Level Executive	26	8,7%
Not an Executive	114	38,1%
Total	299	100,0%

In the tenth question of the survey, it is asked whether the participants are executive or not. The criteria for being an executive are to have at least one direct report. Due to the analysis, 53, 2% of the participants have direct reports whereas 38, 1 % do not have any direct report.

Table 27: Demographic Results of the participants (Monthly Net Income)

Monthly Net Income - TRY	Number (N)	Percentage (%)
1500-2000	75	25,1%
2001-2500	59	19,7%
2501-3000	66	22,1%
3001-3500	48	16,1%
3501-4000	20	6,7%
4001-4500	15	5,0%

4500+	16	5,4%
Total	299	100,0%

In the eleventh question of the survey, net monthly income information is gathered from the participants. Approximately 80% of the participants have monthly net income between 1500 TRY and 3500 TRY. In addition to this, 2500 TRY – 3000 TRY is the average income of the whole population.

Table 28: Demographic Results of the participants (Number of promotions)

Number of Promotions	Number (N)	Percentage (%)
1	64	21,4%
2	82	27,4%
3	70	23,4%
4	42	14,0%
5	13	4,3%
6	10	3,3%
7	4	1,3%
8	4	1,3%
9	1	,3%
10	9	3,0%
Total	299	100,0%

In the twelfth question of the survey, number of promotions is taken in their professional life is asked to each participants. 72, 2 % of the populations have promoted for at least once in their business life.

Table 29: Demographic Results of the participants (Statue in company)

Their Statue in the company	Number (N)	Percentage (%)
1	8	2,7%
2	12	4,0%
3	14	4,7%
4	28	9,4%
5	44	14,7%
6	39	13,0%
7	54	18,1%
8	58	19,4%
9	24	8,0%

10	18	6,0%
Total	299	100,0%

In the thirteenth question of the survey, each participant responded their statue in their company by considering the lowest as 1 and the highest as 10. The average statue number is 6, 28 and 6% of the population has the highest statue in their organization whereas 2, 7 % of the population has the lowest statue in their organization.

4.3.2 Results of Independent Variables

In the research model, career success, role ambiguity and need for achievement were taken as the independent variables. The detailed replies of each scales is presented by Appendix B.

Table 30: Career Success /Results

QUESTIONS		MEAN	STD. DEVIATION
Q1	My line of work/career field is an important part of who I am.	5,57	1,503
Q2	This line of work/career field has a great deal of personal meaning to me.	5,34	1,631
Q3	I strongly identify with my chosen line of work/career field.	5,19	1,663
Q4	I do not have a strategy for achieving my goals in this line of work/career field.*	2,88	1,736
Q5	I do not identify specific goals for my development in this line of work/career field.*	3,01	1,886
Q6	I do not often think about my personal development in this line of work/ career field.*	3,09	1,809
Q7	The costs associated with my line of work/career field sometimes seem too great.*	3,93	1,887
Q8	Given the problems in this line of work/career field, I	4,37	1,974

	sometimes wonder if the personal burden is worth it*		
Q9	The discomforts associated with my line of work/career field sometimes seems too great*	4,12	1,874

In the survey it is asked to the 299 participants to rate the sentences related with career success from 1 to 7. According to the results, participants mostly think that work/ career field is an important part of which they are which means that work/ career life is an important topic for the participants.

Table 31: Need for Achievement / Results

QUESTIONS		MEAN	STD. DEVIATION
Q1	I put too much effort to guarantee achievement.	3,92	,956
Q2	I seek to be faster and better than the other.	4,22	,713
Q3	My peers always describe me as ambitious who works hard.	4,18	,733
Q4	Even though the task is hard, I accept to work long hours to achieve to do it.	4,22	,712
Q5	I am pleased and happy in case of been assigned to a hard role.	4,07	,796
Q6	I like to follow tasks which cover prestigious and position.	4,04	,830
Q7	My peers describe me as persuasive and influencer.	3,98	,835
Q8	I believe that I am able to command the tasks.	4,27	,633
Q9	I find myself powerful to trigger the others.	4,06	,779
Q10	I want to follow hard tasks.	3,95	,801
Q11	I prefer to have responsibilities which need creativity.	3,98	,817
Q12	Instead of avoiding unsuccessful, I prefer to have responsibilities which will meet my need of achievement.	4,08	,733

Q13	I focus on intensively whenever I care on an interesting subject.	4,18	,684
Q14	Instead of sharing the responsibilities, I prefer to have tasks which cover individual responsibility.	3,26	1,141
Q15	I prefer to be full responsible for a hard task instead of sharing the responsibility with the others.	3,01	1,190

In the survey it is asked to the 299 participants to rate the sentences related with their perceptions of need for achievement from 1 to 5. According to the results, participants mostly think that they are able to command the tasks which they are responsible from. In addition to this, participants mostly seek to be faster and better than the other and they accept to work long hours to achieve to do it even though the task hard is to accomplish.

Table 32: Role Ambiguity / Results

QUESTIONS		MEAN	STD. DEVIATION
Q1	I feel certain about how much authority I have.	5,87	1,014
Q2	I have clear, planned objectives for my job.	5,82	1,031
Q3	I know that I have divided my time properly.	5,87	,973
Q4	I know what my responsibilities are.	6,22	,692
Q5	I know exactly what is expected of me.	6,04	,922
Q6	I receive clear explanations of what has to be done.	5,85	1,137

In the survey it is asked to the 299 participants to rate the sentences related with their perceptions of role ambiguity from 1 to 7. According to the results, participants know what their responsibilities.

4.3.3 Results of Moderating Variables

The detailed replies of each scales is presented by Appendix B.

Table 33: Workaholism / Results

QUESTIONS		MEAN	STD. DEVIATION
Q1	Sometimes I enjoy my work so much I have a hard time stopping	2,85	1,026
Q2	I really look forward to the weekend – all fun, no work.	3,52	1,072
Q3	Sometimes when I get up in the morning I can hardly wait to get to work.	2,95	,947
Q4	Between my job and other activities I'm involved in, I don't have much free time	3,09	1,134
Q5	I feel obliged to work hard even when it is not enjoyable.	3,40	1,176
Q6	My job is more like fun than work.	3,77	,852
Q7	I get bored and restless on vacations when I haven't anything productive to do.	2,24	1,043
Q8	When I have free time I like to relax and do nothing serious.	3,79	,977
Q9	I like my work more than most people do.	3,87	,822
Q10	It's important to me to work hard, even when I don't enjoy what I what I'm doing.	3,43	1,113
Q11	I lose track of time when I'm involved on a project.	3,27	1,112
Q12	Most of the time my work is very pleasurable.	3,00	1,087
Q13	I often find myself thinking about work, even when it's not enjoyable.	2,88	1,196

Q14	I feel guilty when I take time off work.	2,61	1,252
Q15	22. I often feel there is something inside me that drives me to work hard.	3,58	1,018

In the survey it is asked to the 299 participants to rate the sentences related with their perceptions of workaholism from 1 to 5. According to the results, participants like their work more than most people do.

Table 34: Values – Terminal Values / Results

	TERMINAL VALUES	MEAN	STD. DEVIATION
1	Exciting Life	4,3679	,84252
2	Pleasure	4,0970	1,03979
3	Mature Love	4,4247	,84157
4	True Friendship	4,8227	,47630
5	Inner Harmony	4,8395	,46449
6	Social Recognition	4,7458	,62574
7	Sense of accomplishment	4,8562	,37905
8	Family Security	4,7659	,49701
9	National Security	4,8428	,37368
10	Self-Respect	4,8161	,44452
11	Health	4,7191	,53219
12	Comfortable Life	4,7224	,65528
13	Freedom	4,5151	,81653
14	Salvation	4,3946	1,04822
15	Equality	4,8194	,41872
16	Wisdom	4,5652	,73155
17	World at peace	4,7592	,50054
18	World of beauty	4,7224	,54329

In the survey it is asked to the 299 participants to rate the sentences related with their perceptions of their values from 1 to 5. According to the results, sense of accomplishment is the value which is most important in terms of terminal. (goal-oriented).

Table 35: Values – Instrumental Values / Results

	INSTRUMENTAL VALUES	MEAN	STD. DEVIATION
19	Ambitious	4,2642	,89392
20	Broad Minded	4,0602	1,01815
21	Capable	4,4448	,83513
22	Clean	4,7726	,50678
23	Cheerful	4,8027	,48934
24	Courageous	4,7391	,62834
25	Forgiving	4,7692	,48838
26	Helpful	4,7659	,48332
27	Honest	4,8395	,37673
28	Imaginative	4,7659	,47633
29	Independent	4,7224	,53080
30	Intellectual	4,7191	,65641
31	Logical	4,5217	,79556
32	Loving	4,4114	1,03366
33	Obedient	4,7926	,43790
34	Polite	4,5552	,73238
35	Responsible	4,7592	,50054
36	Self-Controlled.	4,7191	,54465

In the survey it is asked to the 299 participants to rate the sentences related with their perceptions of their values from 1 to 5. According to the results, honesty is the value which is most important in terms of instrumental. This population likes to be successful by being honest at the same time.

4.3.4 Results of Dependent Variables

The detailed replies of each scales is presented by Appendix B.

Table 36: Work-Life Conflict / Results

	QUESTIONS	MEAN	STD. DEVIATION
Q1	As I have many tasks and responsibilities at work, I cannot spend time with my family	3,05	1,116
Q2	Physical and mental fatigue	3,03	1,136

	at work makes my responsibilities at home difficult.		
Q3	I cannot spare time for housework due to my job, I always postpone the housework.	2,88	1,148
Q4	My duties and responsibilities at work get ahead of my family life.	2,72	1,160
Q5	Due to my work responsibilities, I need to change my plans with my family.	3,05	1,192

In the survey it is asked to the 299 participants to rate the sentences related with their perceptions of work –life conflict from 1 to 5. According to the results, participants suffer from many tasks and responsibilities at work; they cannot spend time with their family. Also, they need to change their plans with their families due their work responsibilities.

Table 37: Initiative Individual Behavior / Results

QUESTIONS		MEAN	STD. DEVIATION
Q1	Work on your days off (e.g., weekends)	2,3612	1,09451
Q2	Bring things home to work on	2,2609	1,10771
Q3	Take work-related phone calls at home	2,3445	1,14914
Q4	Carry a cell phone or pager for work so you can be reached after normal business hours	3,9264	1,24564
Q5	Check your e-mail or voice mail from home	3,3512	1,47476
Q6	Stay at work after normal business hours	2,5753	1,14554
Q7	Work late into the night at home	2,7993	1,11722
Q8	Travel whenever the company asks you to, even though technically you don't have to	3,3278	1,26634
Q9	Attend work-related functions on personal time	2,3746	1,09306

Q10	Work during vacations	3,3980	1,29226
Q11	Go into the office before normal business hours	3,1806	1,32888
Q12	Check back with the office even when you are on vacation	3,4816	1,15951
Q13	Participate in community activities for the benefit of the company or organization	2,1070	1,18233

4.3.5 Reliability Analysis

In the survey it is asked to the 299 participants to rate the sentences related with their perceptions of work –life conflict from 1 to 5. According to the results, participants mostly carry a cell phone or pager for work so they can be reached after normal business hours.

4.3.5 Reliability Analysis:

Reliability means the internal accuracy of the responses which shows also whether the survey is a proper tool to measure the hypothesis or not. Cronbach Alpha test was applied to all scales in the research to test the reliability of them in terms of internal consistency. George and Mallery (2003) provided the following rules of thumb: “ $\alpha > .9$ – Excellent, $\alpha > .8$ – Good, $\alpha > .7$ – Acceptable, $\alpha > .6$ – Questionable, $\alpha > .5$ – Poor, and $\alpha < .5$ – Unacceptable (p. 231).

Table 38: Internal Consistency of the Survey

SCALE	CRONBACH ALPHA
Career Success	0,517
Need for Achievement	0,851
Role Ambiguity	0,778
Workaholism	0,785
Terminal Values	0,841
Instrumental Values	0,845
Work-Life Conflict /Balance	0,902
Initiative Individual Behavior	0,778

The value of Cronbach Alpha is lower than acceptable level for the scale of career success as 0,517. In addition to this, the correlation between questions of the scale and summative scale score is between 0,376 and 0,549. Question four is the main reason which

decreases the reliability of this scale. (Q4: I do not have a strategy for achieving my goals in this line of work/career field). Once it is removed then the reliability is increased to 0.730. At this point, this question is not removed from the scale for the purpose of not breaking the structure of the scale.

The value of Cronbach Alpha is 0,851 for the scale of need for achievement which means that the scale has high reliability. In addition to this, the correlation between questions of the scale and summative scale score is between 0,429 and 0,712. This range also signifies that the scale is reliable has an internal consistency. All the questions are taken into account while testing hypothesis.

The value of Cronbach Alpha is 0,785 for the scale of workaholism which means that the scale has high reliability. In addition to this, the correlation between questions of the scale and summative scale score is between 0,336 and 0,617. This range also signifies that the scale is reliable has an internal consistency. All the questions are taken into account while testing hypothesis.

The value of Cronbach Alpha is 0,841 for the scale of terminal values which means that the scale has high reliability. In addition to this, the correlation between questions of the scale and summative scale score is between 0,380 and 0,681. This range also signifies that the scale is reliable has an internal consistency. All the questions are taken into account while testing hypothesis.

The value of Cronbach Alpha is 0,845 for the scale of instrumental values which means that the scale has high reliability. In addition to this, the correlation between questions of the scale and summative scale score is between 0,391 and 0,682. This range also signifies that the scale is reliable has an internal consistency. All the questions are taken into account while testing hypothesis.

The value of Cronbach Alpha is 0,902 for the scale of work life conflict / balance which means that the scale has high reliability. In addition to this, the correlation between questions of the scale and summative scale score is between 0,751 and 0,900. This range also signifies that the scale is reliable has an internal consistency. All the questions are taken into account while testing hypothesis.

The value of Cronbach Alpha is 0,778 for the scale of initiative individual behavior which means that the scale has high reliability. In addition to this, the correlation between questions of the scale and summative scale score is between 0,562 and 0,657. This range also signifies that the scale is reliable has an internal consistency. All the questions are taken into account while testing hypothesis.

4.3.6 Implemented Statistics

4.3.6.1 Main Statistics

In statistical modelling, regression analysis is a statistical process for estimating the relationships among variables. It includes many techniques for modelling and analyzing several variables, when the focus is on the relationship between a dependent variable and one or more independent variables. (George and Mallery, 2003)

More specifically, regression analysis helps one understand how the typical value of the dependent variable changes when any one of the independent variables is varied, while the other independent variables are held fixed. (George and Mallery, 2003)

In order to measure the relation in terms of power and direction between the scales of the model, correlation analysis is applied.

Table 39: Correlation of the Scales

	Career Success	Need for Achievement	Work – Life Conflict	Workaholism	Role Ambiguity	Values	Individual Initiative Behaviours
Career Success	1	,185**	,282**	,324**	-,024	,020	,018
Need for Achievement	,185**	1	,185**	,421**	,340**	,118*	,190**
Work – Life Conflict	,282**	,185**	1	,281**	,024	,070	,278**
Workaholism	,324**	,421**	,281**	1	,207**	,131*	,208**
Role Ambiguity	-,024	,340**	,024	,207**	1	,132*	,062
Values	,020	,118*	,070	,131*	,132*	1	,101
Individual Initiative Behaviours	,018	,190**	,278**	,208**	,062	,101	1

** p<0,001, * p<0, 05

Table 39 shows the relationship between the variables both dependent and independent. From the output of the correlation analysis, it can be defined that there is a positive and strong relationship between variables in general. This relationship meaning that nevertheless it is independent or dependent, if one variable increases or decrease even 1 point then the variable will fluctuate as well.

In the table, some of the values are seen as bold which means that there is no significant relation between the variables such as role ambiguity & career success, role ambiguity & work life balance, values & work life balance, individual initiative behavior & role ambiguity, career success & values, work life balance & values, individual initiative behavior & values, career success & individual initiative behavior.

In the model of this research, it is aimed to investigate the relationship between dependent variables and independent variables by taking into account of moderating values. So that, path analysis is applied in order to investigate the relation of career success, role ambiguity and need for achievement with work life balance and individual initiative behavior by measuring the impact of workaholism and values on this relation. On the diagram, “e” means, error.

Table 40: Path Analysis I (with all variables)

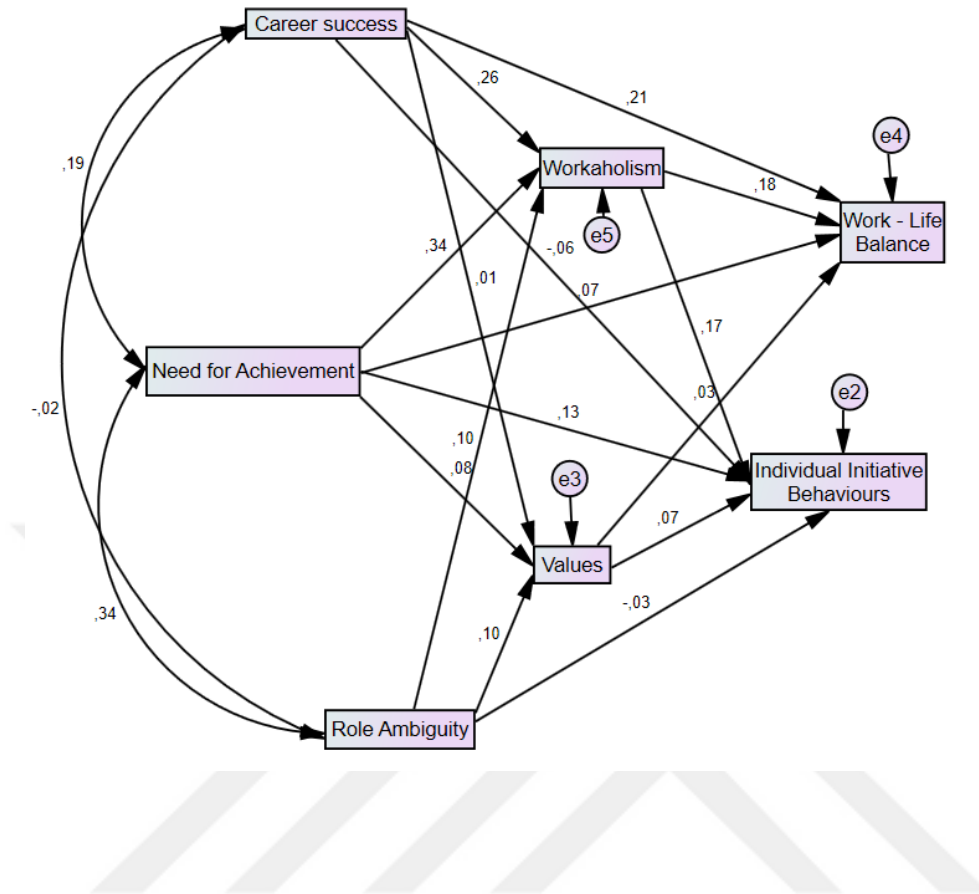


Table 41: Regression Coefficient Table I / (with all variables)

			Estimate	S.E.	C.R.	P
Workaholism	<---	Career Success	,252	,049	5,136	,001
Workaholism	<---	Need for Achievement	,308	,050	6,205	,001
Values	<---	Career Success	,013	,099	,128	,898
Values	<---	Need for Achievement	,132	,101	1,309	,191
Values	<---	Role Ambiguity	,321	,188	1,708	,088
Workaholism	<---	Role Ambiguity	,170	,093	1,831	,067
Work – Life Balance	<---	Workaholism	,127	,044	2,901	,004
Work – Life Balance	<---	Values	,013	,022	,623	,533
Individual Initiative Behaviours	<---	Workaholism	,224	,085	2,626	,009
Individual Initiative Behaviours	<---	Values	,050	,042	1,195	,232
Work – Life Balance	<---	Career Success	,141	,039	3,670	***
Individual Initiative Behaviours	<---	Career Success	-,080	,075	-1,069	,285

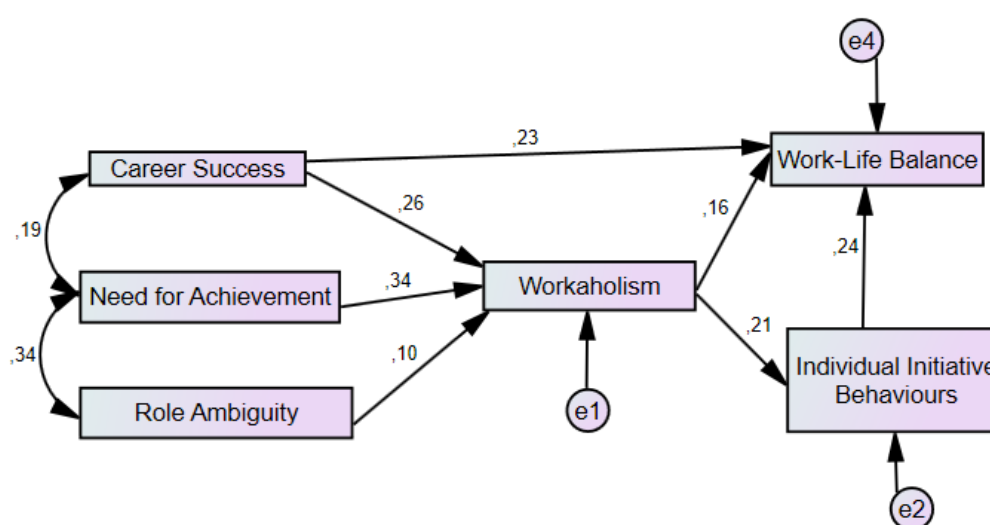
Work – Life Balance	<---	Need for Achievement	,042	,038	1,093	,274
Individual Initiative Behaviours	<---	Need for Achievement	,158	,078	2,039	,041
Individual Initiative Behaviours	<---	Role Ambiguity	-,066	,138	-,479	,632

Confidence Interval: 95%, 90%

Once all the variables are considered into a one single model, path analysis is applied. As it is seen on Table 38, between in some variables, the relationship does not come true in terms of statistically. Since our confidence interval is 95% and 90%, P value should be less than 0, 05 or 0, 10 in order to be defined as a relationship between variables.

Since P value is more than 0, 05 and 0,10 , the relationship does not exist between values & career success, values& need for achievement, work-life balance & values, individual initiative behavior & values, individual initiative behavior & career success, work-life balance & need for achievement and lastly , individual initiative behavior & role ambiguity in terms of statistics. That's the reason, the model is reset by eliminating the variable values and redesign by considering the results of first path analysis.

Table 42: Path Analysis II (Final Model)



In this model, there is a positive relationship between career successes, need for achievement, and role ambiguity with workaholism. Moreover, there is a positive

relationship between workaholism and work –life balance and individual initiative behavior. In addition to this, workaholism has an indirect effect on work-life balance on individual initiative behavior. All these relations are positive. Each independent variable also correlates within each other.

For interpreting the model, if career success increases by one point then it effects workaholism by 0,26 and work life balance by 0,23. If role ambiguity increase by one point then workaholism is affected by 0, 10 and work life balance by 0,020. (0, 16*0, 16 + 0, 10*0, 21*0, 24)

Table 43: Regression Coefficient Table II / (Final Model)

			Estimate	S.E.	C.R.	P
Workaholism	<---	Career Success	,252	,049	5,137	,001
Workaholism	<---	Need for Achievement	,308	,050	6,205	,001
Workaholism	<---	Role Ambiguity	,170	,093	1,832	,067
Individual Initiative Behaviours	<---	Workaholism	,273	,075	3,669	,001
Work – Life Balance	<---	Workaholism	,111	,040	2,772	,006
Work – Life Balance	<---	Career Success	,152	,037	4,070	,001
Work – Life Balance	<---	Individual Initiative Behaviours	,129	,029	4,483	,001

Table 44: Effects of Independent variables on dependent variables
(Direct)

	Role Ambiguity	Need for Achievement	Career Success	Workaholism
Workaholism	,098	,339	,263	,000
Individual Initiative Behaviours	,000	,000	,000	,208
Work – Life Balance	,000	,000	,226	,157

Table 45: Effects of Independent variables on dependent variables
(Indirect)

	Individual Initiative Behaviours	Role Ambiguity	Need for Achievement	Career Success	Workaholism
Workaholism	,000	,000	,000	,000	,000

Individual Initiative Behaviours	,000	,020	,070	,055	,000
Work – Life Balance	,240	,020	,070	,054	,050

The coefficients which present on the table 44 and 45 state the direct and indirect effect between the variables.

The main purpose of this study is to find out the relationship of these variables by taking into account of generational differences for x and y. So that, final model is applied for gen x and gen y separately for having solid outcomes regarding the effects of generational differences.

For Gen X, the final model is applied but since individual initiative behavior does not deliver any reasonable results to the model, it is removed from the model which is built for gen x. It is also same with role ambiguity, there is no significant relation found for gen x in terms of role ambiguity.

Table 46: Path Analysis for Gen X

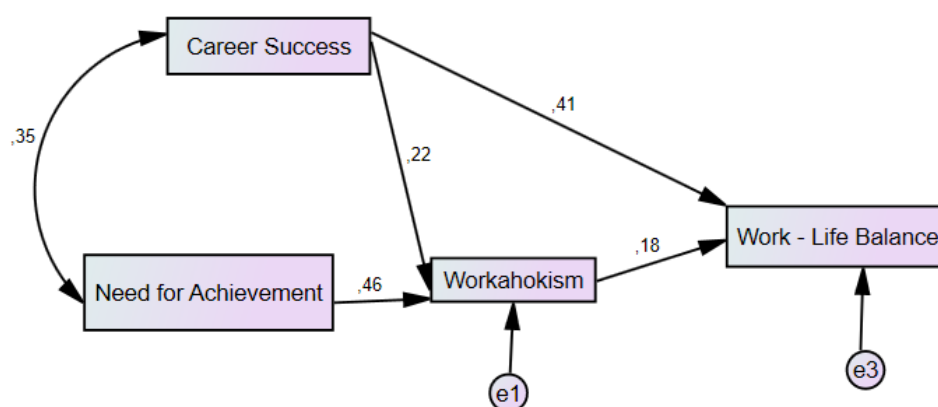


Table 47: Regression Coefficient for Gen X

			Estimate	S.E.	C.R.	P
Workaholism	<---	Career Success	,200	,079	2,537	,011
Workaholism	<---	Need for Achievement	,339	,063	5,371	,001
Work – Life Balance	<---	Workaholism	,137	,070	1,958	,050
Work – Life Balance	<---	Career Success	,289	,064	4,509	,001

For generation X, career success has direct and indirect effect on work-life balance. For direct effect, it is for 0, 41 and for indirect effect it is for 0,039 which means that total effect is 0,449. In other words, one point increase in career success results by 0,449 differences on work-life balance. Need for achievement has no direct effect on work-life balance but has indirect by the means of workaholism which the effect is 0,082.

Table 48: Path Analysis for Gen Y

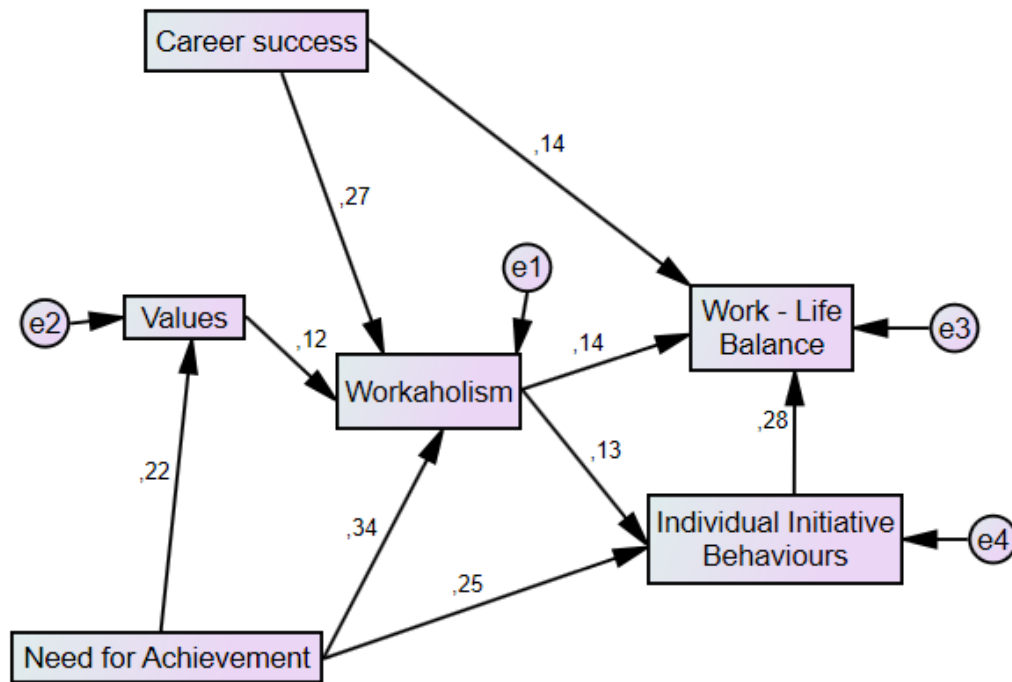


Table 49: Regression Coefficient for Gen Y

			Estimate	S.E.	C.R.	P
Values	<---	Need for Achievement	,409	,130	3,147	,002
Workaholism	<---	Career Success	,254	,061	4,204	,001
Workaholism	<---	Need for Achievement	,351	,066	5,282	,001
Workaholism	<---	Values	,066	,036	1,848	,065
Individual Initiative Behaviours	<---	Workaholism	,170	,098	1,736	,083
Individual Initiative Behaviours	<---	Need for Achievement	,351	,100	3,495	,001
Work – Life Balance	<---	Workaholism	,097	,048	2,014	,044
Work – Life Balance	<---	Individual Initiative Behaviours	,141	,035	4,059	,001
Work – Life Balance	<---	Career Success	,093	,045	2,068	,039

For generation Y, career success has direct and indirect effect on work-life balance. In addition to this, need for achievement has direct effect on individual

initiative behavior and indirect effect on work-life balance. Although values is removed from the final path analysis model, since it brings solid results for generation y, it is added to the model and it is seen that it has indirect effect on work-life balance and individual initiative behaviors. Workaholism effects directly and indirectly work-life balance and directly individual initiative behavior. Role ambiguity doesn't have any significant effect for gen y so that as it is same with gen x, it is removed for gen y path analysis model as well.

Table 50: Effects of Independent variables on dependent variables
(Direct)

	Need for Achievement	Career Success	Values	Workaholism
Values	,220	,000	,000	,120
Workaholism	,340	,270	,120	,000
Individual Initiative Behaviors	,250	,000	,000	,130
Work – Life Balance	,000	,140	,000	,140

Table 51: Effects of Independent variables on dependent variables
(Indirect)

	Individual Initiative Behaviors	Need for Achievement	Career Success	Values	Workaholism
Values	,000	,000	,000	,000	,000
Workaholism	,000	,026	,000	,000	,000
Individual Initiative Behaviors	,000	,047	,034	,015	,000
Work – Life Balance	,275	,135	,047	,021	,035

The coefficients which present on the table 50 and 51 state the direct and indirect effect between the variables.

4.3.6.2 Other Statistics

Before implementing hypothesis testing, it is analyzed whether the summative score of each scale is normally distributed or not. By the means Kolmogorov-Simornov test, it is investigated and concludes that all scales are not distributed normally. So, for comparing each group for the number of group with two, Mann Whitney U test is used and for more than two, Krusal Wallis H test is used.

Table 52: Means of Scales (Gender)

		N	Mean	Std. Dev	z	p
Career Success	Female	157	37,61	6,88	-,361	,718
	Male	142	37,37	7,68		
Need for Achievement	Female	157	59,12	6,53	-1,225	,221
	Male	142	59,74	8,68		
Work – Life Balance	Female	157	14,93	4,97	-,657	,511
	Male	142	14,49	4,78		
Workaholism	Female	157	48,36	6,30	-,651	,515
	Male	142	48,13	7,59		
Role Ambiguity	Female	157	35,20	4,06	-2,015	,044
	Male	142	36,16	3,91		
Values	Female	157	168,08	11,10	-,920	,357
	Male	142	166,27	13,55		
Terminal Values	Female	157	84,25	5,51	-1,043	,297
	Male	142	83,29	6,79		
Instrumental Values	Female	157	83,82	5,73	-,895	,371
	Male	142	82,99	6,82		
Individual Initiative Behavior	Female	157	35,91	9,71	-3,091	,002
	Male	142	39,23	8,13		

Due to the gender: There is a difference in the means of scales role ambiguity and individual initiative behavior with ($z=-2,015$; $p<0, 05$) and ($z=-3,091$; $p<0, 01$) respectively.

Table 53: Means of Scales (Generations)

		N	Mean	Std. Deviation	Mean	Std. Deviation
Career Success	x	103	37,55	6,92	-,469	,639
	y	196	37,46	7,45		
Need for Achievement	x	103	58,08	8,63	-1,688	,091
	y	196	60,12	6,96		
Work – Life Balance	x	103	15,22	4,82	-1,377	,168
	y	196	14,46	4,90		
Workaholism	x	103	49,13	6,32	-2,407	,016
	y	196	47,79	7,20		
Role Ambiguity	x	103	36,32	3,83	-2,114	,034
	y	196	35,31	4,07		
Values	x	103	167,03	11,16	-,719	,472
	y	196	167,32	12,94		
Terminal Values	x	103	83,65	5,56	-,884	,377
	y	196	83,87	6,46		
Instrumental Values	x	103	83,38	5,66	-,642	,521
	y	196	83,45	6,59		
Individual Initiative Behavior	x	103	39,48	7,87	-3,285	,001
	y	196	36,44	9,58		

Due to the generation: There is a difference in the means of scales role ambiguity workaholism and individual initiative behavior with ($z=-2,407$; $p<0,05$), ($z=-2,114$; $p<0,05$) and ($z=-3,285$; $p<0,01$) respectively.

Table 54: Means of Scales (Education)

		N	Mean	Std. Deviation	SD	Chi-square	P
Career Success	High School	84	38,52	6,36	3	10,087	,018
	Associate Degree	62	35,58	6,23			
	Undergraduate Degree	98	37,23	8,96			
	Graduate Degree	55	38,53	5,80			
	Total	299	37,49	7,26			
Need for Achievement	High School	84	60,57	7,15	3	2,104	,551
	Associate Degree	62	57,90	10,92			
	Undergraduate Degree	98	59,10	5,91			
	Graduate Degree	55	59,91	6,28			
	Total	299	59,41	7,62			
Work – Life Balance	High School	84	14,71	4,76	3	,648	,885
	Associate Degree	62	14,29	4,71			
	Undergraduate Degree	98	15,05	5,07			
	Graduate Degree	55	14,64	4,99			
	Total	299	14,72	4,88			
Workaholism	High School	84	49,55	6,76	3	4,492	,213
	Associate Degree	62	47,40	7,52			

	Degree						
	Undergraduate Degree	98	47,74	7,19			
	Graduate Degree	55	48,13	5,82			
	Total	299	48,25	6,93			
Role Ambiguity	High School	84	36,15	3,46	3	1,778	,620
	Associate Degree	62	35,13	4,88			
	Undergraduate Degree	98	35,51	3,78			
	Graduate Degree	55	35,75	4,14			
	Total	299	35,66	4,01			
Values	High School	84	167,96	12,50	3	19,167	,000
	Associate Degree	62	172,21	7,60			
	Undergraduate Degree	98	165,34	11,16			
	Graduate Degree	55	163,82	16,23			
	Total	299	167,22	12,34			
Terminal Values	High School	84	84,14	6,28	3	17,922	,000
	Associate Degree	62	86,15	3,75			
	Undergraduate Degree	98	83,00	5,58			
	Graduate Degree	55	82,04	8,12			
	Total	299	83,80	6,16			

Instrumental Values	High School	84	83,82	6,33	3	19,902	,000
	Associate Degree	62	86,06	3,87			
	Undergraduate Degree	98	82,34	5,75			
	Graduate Degree	55	81,78	8,14			
	Total	299	83,42	6,27			
Individual Initiative Behavior	High School	84	35,01	9,43	3	9,696	,021
	Associate Degree	62	36,66	8,05			
	Undergraduate Degree	98	39,14	8,80			
	Graduate Degree	55	39,25	9,62			
	Total	299	37,49	9,13			

Due to the education: There is a difference in the means of scales career success, values and its sub dimensions (Chi-square=10,087; SD=3; $p < 0,05$). (Chi-square=19,167; SD=3; $p < 0,001$), (Chi-square=17,922; SD=3; $p < 0,001$), (Chi-square =19,902; SD=3; $p < 0,001$). In addition to this, there is a difference also in individual initiative behavior with (Chi-squared=9,696; SD=3; $p < 0,05$).

Table 55: Means of Scales (Marital Status)

		N	Mean	Std. Deviation	z	p
Career Success	Married	143	37,50	7,58	-,243	,808
	Single	156	37,49	6,98		
Need for Achievement	Married	143	59,41	8,19	-,393	,694
	Single	156	59,42	7,09		
Work – Life	Married	143	14,93	4,69	-,966	,334

Balance	Single	156	14,53	5,05		
Workaholism	Married	143	49,70	7,35	-3,512	,000
	Single	156	46,92	6,26		
Role Ambiguity	Married	143	36,01	3,93	-1,510	,131
	Single	156	35,33	4,07		
Values	Married	143	169,55	9,38	-2,374	,018
	Single	156	165,08	14,23		
Terminal Values	Married	143	84,89	4,63	-2,053	,040
	Single	156	82,79	7,15		
Instrumental Values	Married	143	84,66	4,79	-2,517	,012
	Single	156	82,29	7,21		
Individual Initiative Behavior	Married	143	38,45	8,82	-2,010	,044
	Single	156	36,61	9,35		

Due to the marital status: There is a difference in the means of scales values, its sub dimensions, workaholism and individual initiative behavior ($z=-3,512$; $p<0,001$), ($z=-2,374$; $p<0,05$), ($z=-2,053$; $p<0,05$), ($z=-2,517$; $p<0,05$), ($z=-2,010$; $p<0,05$) respectively.

Table 56: Means of Scales (Number of Years / Experience)

		N	Mean	Std. Deviation	SD	Chi-square	P
Career Success	<1 yr.	6	40,17	8,21	5	1,443	,920
	1-5 yrs.	92	37,70	6,90			
	6-10 yrs.	68	36,82	7,43			
	11-15 yrs.	55	37,56	6,02			
	16-20 yrs.	19	37,79	11,04			
	>20 yrs.	59	37,51	7,33			
	Total	299	37,49	7,26			
Need for	<1 yr.	6	56,67	3,93	5	10,422	,064

Achievement	1-5 yrs.	92	59,01	6,84			
	6-10 yrs.	68	59,71	6,80			
	11-15 yrs.	55	61,64	4,70			
	16-20 yrs.	19	57,89	7,13			
	>20 yrs.	59	58,41	11,24			
	Total	299	59,41	7,62			
Work – Life Balance	<1 yr.	6	13,83	3,66	5	3,248	,662
	1-5 yrs.	92	14,75	4,67			
	6-10 yrs.	68	15,34	5,02			
	11-15 yrs.	55	13,98	4,62			
	16-20 yrs.	19	14,32	6,52			
	>20 yrs.	59	14,88	4,85			
	Total	299	14,72	4,88			
Workaholism	<1 yr.	6	47,17	7,41	5	8,588	,127
	1-5 yrs.	92	47,30	7,37			
	6-10 yrs.	68	47,78	5,87			
	11-15 yrs.	55	48,53	6,08			
	16-20 yrs.	19	48,53	7,35			
	>20 yrs.	59	50,03	7,79			
	Total	299	48,25	6,93			
Role Ambiguity	<1 yr.	6	34,17	3,31	5	14,084	,015
	1-5 yrs.	92	34,60	4,03			
	6-10 yrs.	68	35,72	3,33			

	11-15 yrs.	55	36,15	3,96			
	16-20 yrs.	19	37,32	2,63			
	>20 yrs.	59	36,39	4,79			
	Total	299	35,66	4,01			
Values	<1 yr.	6	166,67	11,55	5	4,091	,536
	1-5 yrs.	92	166,74	11,69			
	6-10 yrs.	68	169,54	9,25			
	11-15 yrs.	55	164,55	16,65			
	16-20 yrs.	19	170,58	9,84			
	>20 yrs.	59	166,76	12,33			
	Total	299	167,22	12,34			
Terminal Values	<1 yr.	6	83,50	5,58	5	3,245	,662
	1-5 yrs.	92	83,77	5,77			
	6-10 yrs.	68	84,87	4,61			
	11-15 yrs.	55	82,38	8,38			
	16-20 yrs.	19	85,26	4,94			
	>20 yrs.	59	83,47	6,17			
	Total	299	83,80	6,16			
Instrumental Values	<1 yr.	6	83,17	5,98	5	4,668	,458
	1-5 yrs.	92	82,97	6,13			
	6-10 yrs.	68	84,68	4,67			
	11-15 yrs.	55	82,16	8,31			
	16-20	19	85,32	4,90			

	yrs.						
	>20 yrs.	59	83,29	6,19			
	Total	299	83,42	6,27			
Individual Initiative Behavior	<1 yr.	6	34,50	6,25	5	24,828	,000
	1-5 yrs.	92	35,02	9,12			
	6-10 yrs.	68	39,31	9,93			
	11-15 yrs.	55	35,89	7,27			
	16-20 yrs.	19	39,95	7,88			
	>20 yrs.	59	40,24	9,24			
	Total	299	37,49	9,13			

Due to the number of years in experience: There is a difference in the means of scales role ambiguity and individual initiative behavior (Chi-Squared=14,084; SD=5; $p < 0,05$) and (Chi-Squared=24,828; SD=5; $p < 0,001$) respectively.

Table 57: Means of Scales (Seniority / current company)

		N	Mean	Std. Deviation	SD	Chi-square	P
Career Success	<6 months	43	36,86	5,55	5	1,232	,942
	6 months-1 yr.	36	38,03	6,14			
	1-5 yrs.	118	37,37	8,52			
	6-10 yrs.	58	37,81	6,75			
	11-15 yrs.	22	37,45	6,38			
	>15 yrs.	22	37,68	7,34			
	Total	299	37,49	7,26			
Need for	<6	43	61,30	4,73	5	10,946	,052

Achievement	months						
	6 months-1 yr.	36	57,36	6,92			
	1-5 yrs.	118	58,27	9,06			
	6-10 yrs.	58	60,43	6,43			
	11-15 yrs.	22	60,64	5,84			
	>15 yrs.	22	61,32	8,09			
	Total	299	59,41	7,62			
Work – Life Balance	<6 months	43	13,23	4,26	5	5,742	,332
	6 months-1 yr.	36	15,00	4,65			
	1-5 yrs.	118	15,04	5,09			
	6-10 yrs.	58	15,02	4,78			
	11-15 yrs.	22	15,09	5,46			
	>15 yrs.	22	14,32	4,85			
	Total	299	14,72	4,88			
Workaholism	<6 months	43	47,95	5,64	5	16,359	,006
	6 months-1 yr.	36	47,14	7,38			
	1-5 yrs.	118	47,30	7,46			
	6-10 yrs.	58	48,52	6,40			
	11-15 yrs.	22	50,09	5,14			

	>15 yrs.	22	53,23	6,50			
	Total	299	48,25	6,93			
Role Ambiguity	<6 months	43	34,95	4,43	5	6,216	,286
	6 months-1 yr.	36	33,97	4,83			
	1-5 yrs.	118	35,97	3,80			
	6-10 yrs.	58	36,34	3,14			
	11-15 yrs.	22	35,45	3,58			
	>15 yrs.	22	36,50	4,65			
	Total	299	35,66	4,01			
Values	<6 months	43	169,33	8,53	5	5,075	,407
	6 months-1 yr.	36	164,44	14,11			
	1-5 yrs.	118	168,77	10,67			
	6-10 yrs.	58	163,95	16,41			
	11-15 yrs.	22	167,59	9,74			
	>15 yrs.	22	167,59	12,53			
	Total	299	167,22	12,34			
Terminal Values	<6 months	43	84,81	4,27	5	6,478	,262
	6 months-1 yr.	36	82,25	7,12			
	1-5 yrs.	118	84,70	5,19			
	6-10	58	82,07	8,25			

	yrs.						
	11-15	22	83,91	4,82			
	yrs.						
	>15 yrs.	22	83,91	6,28			
	Total	299	83,80	6,16			
Instrumental Values	<6 months	43	84,51	4,36	5	4,192	,522
	6 months-1 yr.	36	82,19	7,03			
	1-5 yrs.	118	84,07	5,65			
	6-10 yrs.	58	81,88	8,20			
	11-15 yrs.	22	83,68	4,98			
	>15 yrs.	22	83,68	6,29			
	Total	299	83,42	6,27			
	<6 months	43	36,81	8,05	5	32,254	,000
	6 months-1 yr.	36	35,44	7,85			
Individual Initiative Behavior	1-5 yrs.	118	35,33	9,23			
	6-10 yrs.	58	41,10	9,01			
	11-15 yrs.	22	37,68	9,09			
	>15 yrs.	22	44,00	7,60			
	Total	299	37,49	9,13			

Due to the seniority in the current company: There is a difference in the means of scales workaholism and individual initiative behavior (Chi-

Squared=16,359; SD=5; $p<0,05$) and (Chi-Squared=32,254; SD=5; $p<0,001$) respectively.

Table 58: Means of Scales (Seniority / current role)

		N	Mean	Std. Deviation	SD	Chi-square	P
Career Success	<6 months	45	37,20	5,49	5	1,368	,928
	6 months-1 yr.	51	37,75	7,46			
	1-5 yrs.	137	37,20	7,61			
	6-10 yrs.	40	38,10	7,24			
	11-15 yrs.	14	38,50	7,43			
	>15 yrs.	12	37,67	9,09			
	Total	299	37,49	7,26			
Need for Achievement	<6 months	45	60,91	5,09	5	10,784	,056
	6 months-1 yr.	51	58,33	6,07			
	1-5 yrs.	137	58,55	8,64			
	6-10 yrs.	40	59,80	7,52			
	11-15 yrs.	14	61,00	6,04			
	>15 yrs.	12	65,17	8,53			
	Total	299	59,41	7,62			
Work – Life Balance	<6 months	45	14,16	4,18	5	3,902	,564

	6 months-1 yr.	51	15,00	4,75			
	1-5 yrs.	137	14,91	5,11			
	6-10 yrs.	40	14,15	4,97			
	11-15 yrs.	14	16,07	5,08			
	>15 yrs.	12	13,92	5,02			
	Total	299	14,72	4,88			
Workaholism	<6 months	45	47,87	5,51	5	25,443	,000
	6 months-1 yr.	51	46,29	7,71			
	1-5 yrs.	137	47,88	6,92			
	6-10 yrs.	40	48,75	6,28			
	11-15 yrs.	14	52,00	5,14			
	>15 yrs.	12	56,25	6,09			
	Total	299	48,25	6,93			
Role Ambiguity	<6 months	45	34,44	4,33	5	16,901	,005
	6 months-1 yr.	51	34,55	4,42			
	1-5 yrs.	137	35,94	3,49			
	6-10 yrs.	40	36,93	3,76			
	11-15 yrs.	14	34,71	5,11			

	yrs.						
	>15	12	38,50	3,40			
	yrs.						
	<6 months	299	35,66	4,01			
Values	6 months- 1 yr.	45	168,56	9,25	5	9,481	,091
	1-5 yrs.	51	166,04	11,89			
	6-10 yrs.	137	168,56	11,06			
	11-15 yrs.	40	161,83	17,99			
	>15 yrs.	14	165,14	13,96			
	<6 months	12	172,33	8,52			
	Total	299	167,22	12,34			
Terminal Values	<6 months	45	84,58	4,56	5	9,876	,079
	6 months- 1 yr.	51	83,41	5,98			
	1-5 yrs.	137	84,43	5,47			
	6-10 yrs.	40	80,95	9,04			
	11-15 yrs.	14	82,57	6,98			
	>15 yrs.	12	86,17	4,26			
	Total	299	83,80	6,16			
Instrumental Values	<6 months	45	83,98	4,85	5	9,312	,097

	6 months-1 yr.	51	82,63	6,12			
	1-5 yrs.	137	84,13	5,68			
	6-10 yrs.	40	80,88	8,96			
	11-15 yrs.	14	82,57	6,98			
	>15 yrs.	12	86,17	4,26			
	Total	299	83,42	6,27			
Individual Initiative Behavior	<6 months	45	37,49	8,04	5	24,016	,000
	6 months-1 yr.	51	34,43	8,08			
	1-5 yrs.	137	36,55	9,49			
	6-10 yrs.	40	41,80	9,10			
	11-15 yrs.	14	40,14	6,89			
	>15 yrs.	12	43,67	8,22			
	Total	299	37,49	9,13			

Due to the seniority in the current role: There is a difference in the means of scales workaholism, role ambiguity and individual initiative behavior (Chi-Squared=25,443; SD=5; $p<0,001$), (Chi-Squared=16,901; SD=5; $p<0,001$) and (Chi-Squared=24,016; SD=5; $p<0,001$) respectively.

Table 59: Means of Scales (Position in the company)

		N	Mean	Std. Deviation	SD	Chi-square	P
Career Success	Senior Level Executive	49	37,59	7,19	3	,714	,870
	Middle Level Executive	110	37,55	7,85			
	Lower Level Executive	26	38,08	4,56			
	Not an Executive	114	37,26	7,27			
	Total	299	37,49	7,26			
Need for Achievement	Senior Level Executive	49	60,96	11,15	3	10,010	,018
	Middle Level Executive	110	59,25	6,09			
	Lower Level Executive	26	59,19	5,45			
	Not an Executive	114	58,96	7,53			
	Total	299	59,41	7,62			
Work – Life Balance	Senior Level Executive	49	15,29	5,02	3	8,098	,044
	Middle Level Executive	110	13,74	4,30			
	Lower Level Executive	26	16,73	4,49			
	Not an Executive	114	14,97	5,26			
	Total	299	14,72	4,88			
Workaholism	Senior Level Executive	49	50,84	7,51	3	9,338	,025
	Middle Level Executive	110	47,78	7,00			

	Lower Level Executive	26	47,54	3,26			
	Not an Executive	114	47,75	7,04			
	Total	299	48,25	6,93			
Role Ambiguity	Senior Level Executive	49	36,86	3,82	3	5,552	,136
	Middle Level Executive	110	35,31	4,22			
	Lower Level Executive	26	35,23	3,36			
	Not an Executive	114	35,57	3,97			
	Total	299	35,66	4,01			
Values	Senior Level Executive	49	168,92	10,64	3	5,334	,149
	Middle Level Executive	110	169,06	9,92			
	Lower Level Executive	26	166,85	8,03			
	Not an Executive	114	164,80	15,29			
	Total	299	167,22	12,34			
Terminal Values	Senior Level Executive	49	84,55	5,30	3	5,366	,147
	Middle Level Executive	110	84,74	4,94			
	Lower Level Executive	26	84,04	3,68			
	Not an Executive	114	82,51	7,65			
	Total	299	83,80	6,16			
Instrumental	Senior Level Executive	49	84,37	5,36	3	5,294	,152

Values	Executive						
	Middle Level Executive	110	84,33	5,14			
	Lower Level Executive	26	82,81	4,60			
	Not an Executive	114	82,29	7,67			
	Total	299	83,42	6,27			
Individual Initiative Behavior	Senior Level Executive	49	41,31	7,15	3	17,602	,001
	Middle Level Executive	110	38,15	8,37			
	Lower Level Executive	26	38,92	6,39			
	Not an Executive	114	34,88	10,36			
	Total	299	37,49	9,13			

Due to the position in the current role: There is a difference in the means of scales need for achievement, work life balance, workaholism and individual initiative behavior (Chi-Squared=10,010; SD=3; $p<0,05$), (Chi-Squared=8,098; SD=53; $p<0,05$), (Chi-Squared=9,338; SD=53; $p<0,05$), (Chi-Squared=17,602; SD=53; $p<0,001$) respectively.

Table 60: Means of Scales (Monthly Net Income – TRY)

		N	Mean	Std. Deviation	SD	Chi-square	P
Career Success	1500-2000	75	38,72	8,10	6	9,302	,157
	2001-2500	59	38,66	6,77			
	2501-3000	66	36,80	5,36			
	3001-3500	48	35,71	7,35			
	3501-4000	20	36,75	8,43			
	4001-4500	15	39,53	9,97			
	4500+	16	34,63	5,57			
	Total	299	37,49	7,26			
Need for Achievement	1500-2000	75	59,05	7,31	6	3,632	,726
	2001-2500	59	58,51	6,86			
	2501-3000	66	60,50	6,40			
	3001-3500	48	59,19	10,90			
	3501-4000	20	59,40	7,64			
	4001-4500	15	61,13	5,40			
	4500+	16	59,06	6,72			
	Total	299	59,41	7,62			
Work – Life Balance	1500-2000	75	14,71	4,85	6	2,933	,817
	2001-2500	59	14,97	4,73			
	2501-3000	66	14,80	4,99			
	3001-3500	48	14,17	4,83			
	3501-4000	20	15,10	5,10			
	4001-4500	15	16,07	5,89			
	4500+	16	13,50	4,32			
	Total	299	14,72	4,88			
Workaholism	1500-2000	75	48,80	7,36	6	1,569	,955

	2001-2500	59	47,95	5,93			
	2501-3000	66	48,24	6,84			
	3001-3500	48	47,75	8,05			
	3501-4000	20	47,75	7,78			
	4001-4500	15	48,93	6,84			
	4500+	16	48,31	4,63			
	Total	299	48,25	6,93			
Role Ambiguity	1500-2000	75	35,05	4,29	6	7,021	,319
	2001-2500	59	35,39	3,82			
	2501-3000	66	35,62	3,78			
	3001-3500	48	36,40	4,18			
	3501-4000	20	37,10	3,14			
	4001-4500	15	35,13	5,37			
	4500+	16	36,06	3,00			
	Total	299	35,66	4,01			
Values	1500-2000	75	169,07	11,65	6	9,851	,131
	2001-2500	59	164,58	16,03			
	2501-3000	66	166,09	12,15			
	3001-3500	48	170,23	9,46			
	3501-4000	20	167,00	10,79			
	4001-4500	15	166,27	11,86			
	4500+	16	165,13	8,85			
	Total	299	167,22	12,34			
Terminal Values	1500-2000	75	84,68	5,77	6	8,840	,183
	2001-2500	59	82,69	8,05			
	2501-3000	66	83,33	6,05			
	3001-3500	48	85,08	4,82			

	3501-4000	20	83,60	5,38			
	4001-4500	15	83,20	5,94			
	4500+	16	82,56	4,43			
	Total	299	83,80	6,16			
Instrumental Values	1500-2000	75	84,39	5,95	6	10,409	,108
	2001-2500	59	81,88	8,14			
	2501-3000	66	82,76	6,22			
	3001-3500	48	85,15	4,65			
	3501-4000	20	83,40	5,44			
	4001-4500	15	83,07	5,92			
	4500+	16	82,56	4,43			
	Total	299	83,42	6,27			
Individual Initiative Behavior	1500-2000	75	35,48	9,34	6	11,374	,077
	2001-2500	59	36,05	8,91			
	2501-3000	66	38,12	9,10			
	3001-3500	48	39,56	10,18			
	3501-4000	20	38,60	8,79			
	4001-4500	15	38,27	4,38			
	4500+	16	41,25	7,66			
	Total	299	37,49	9,13			

Due to the position in the monthly net income: There is no difference in the means of any scale.

4.3.7 Hypothesis Testing

- **Hypothesis 1:** People who have high career success, experience more work-life conflict.

There is a significant effect between career success and work life conflict ($r = 0,282$; $p < 0,001$) **so *H1 is accepted.***

- **Hypothesis 2:** People who have high role ambiguity experience more work-life conflict.

There is no significant effect between role ambiguity and work life conflict ($r = 0,024$; $p < 0,001$, $p < 0,05$) **so *H2 is not accepted.***

- **Hypothesis 3:** People who have high need for achievement, experience more work-life conflict.

There is a significant effect between career success and work life conflict ($r = 0,185$; $p < 0,001$) **so *H3 is accepted.***

- **Hypothesis 4:** People who have high level of workaholism, experience more work-life conflict.

There is a significant effect between career success and work life conflict ($r = 0,281$; $p < 0,001$) **so *H4 is accepted.***

- **Hypothesis 5:** Values of the people impact the level of workaholism in the people's life.

There is a significant effect between values and workaholism ($r = 0,131$; $p < 0,05$) **so *H5 is accepted.***

- **Hypothesis 6:** Level of workaholism effects the relation of need for achievement and work-life conflict.

There is a direct relation between need for achievement and workaholism and direct relation between workaholism and work-life conflict which means that level of workaholism effects the relation of need for achievement and work-life conflict, **so *H6 is accepted.***

- **Hypothesis 7:** The differences between X and Y effects the relation of career success and work-life conflict.

There is no significant difference between the means of X and Y generations in terms of career success and work life conflict, *so H7 is not accepted.*

- **Hypothesis 8:** The differences between X and Y effects the relation of role ambiguity and work-life conflict.

There is a significant difference between the means of X and Y generations in terms of role ambiguity. On the other hand there is no significant relation between generations and work life balance *so H8 is partially accepted.*

- **Hypothesis 9:** The differences between X and Y effects the relation of need for achievement and work-life conflict.

There is no significant difference between the means of X and Y generations in terms of need for achievement and work life conflict, *so H9 is not accepted.*

- **Hypothesis 10:** The values of X and Y effects the relation of career success and work-life conflict.

There is no significant difference between the means of X and Y generations in terms of values and work life conflict, *so H10 is not accepted.*

- **Hypothesis 11:** The values of X and Y effects the relation of role ambiguity and work-life conflict.

In the model which is built for generation X, there is no significant relation between values and the other variables. On the other hand, in the model of Y generation, values do have a significant relation between the other variables but other than role ambiguity *so H11 is not accepted.*

- **Hypothesis 12:** The values of X and Y effects the relation of need for achievement and work-life conflict.

In the model which is built for generation X, there is no significant relation between values and the other variables. On the other hand, in the model of

Y generation, values do have a significant relation between need for achievement ***so H12 is not accepted.***



CHAPTER 5

DISCUSSION

In this research, generation X and generation Y have been discussed in terms of work life balance (or work life conflict; opposite of work life balance) by the impact of career success, role ambiguity and need for achievement by the light of the moderating factors which are values for each generation and workaholism.

The study has mainly 3 parts which each generation is defined in detail in order to understand the traits of the generations. Since today's workforce mainly is formed by X and Y generation, these generations are the focus areas of this research.

In today's work life, competition increases rapidly. While competition increases, the need for talent employees increases as well. Many organizations and leaders have already started to think about how to attract a talent anyway. But, there is another point which should be focused as well is how to retain a talent.

Surely, attracting a talent is a big step which is taken but it does not mean that talent will continue to work in the organization forever. For this reason, both leaders and HR professionals have started to review the organizational needs and prepare the talents for the future needs by also taking development actions.

For example, many companies hold annual talent management reviews each year, define the key roles, set development actions for both key and other talents who can be the future replacers of those key roles. The basic reason for these consecutive actions is to have a talent pool and have successors for each key role in order to have a sustainable growth and promising power in the highly competitive market place.

All the actions which are mentioned above are about strategic human resource management. On top of these, employees are also looking for a balanced work life conditions in their life. So, in addition to having a strategic mind-set to manage talents, leaders should confront that they provide a balanced work place for their teams which employees can manage their work and family life domains properly.

Since market conditions force to employees work harder than before, it is inevitable for employees to manage their each seconds properly in order to have a successful both work and family life.

Since each generation has different values, beliefs, needs and expectations, their perception towards their work and family life domain is different from each other. Moreover meaning of career success differs for them as well. The same paradox is also occurred for the topic of need for achievement. Some work to live, some live to work. In addition to these, although workload increases, because of the economic conditions companies start to force employees to be responsible for multiple tasks which bring role ambiguity problems to the employees.

As values differ for each generation, consequences of the role ambiguity differ for each generation as well in the case uncontrollable excessively hard working which is called by workaholism. It is sure some are workaholic because of their values but some of them have to be workaholic because of the working conditions.

All these notions are supported by work life balance theories which are defined by the beginning of chapter four. After having large literature review by previous studies, a question mark is occurred whether there is a relation between career success, role ambiguity, need for achievement and work life balance by taking into account of values of generation X and Y, the condition of workaholism.

After conducting phone interviews with 299 white collar employees, in general, it is seen that employees who have high career success, experience more work life conflict in their total life. Likewise career success, role ambiguity is another reason for having work life conflict for the participants who responded to the survey. Increase in need for achievement also results by higher work life conflict.

Being higher workaholic means to have higher work life conflict. Interestingly from the survey results values do not affect work life conflict. All these results are kept from the general overview of the survey responses. After breaking down the responses by the birthdate of the participants in order to find out the reflections of the generational differences, more interesting results are captured.

Even though career success and need for achievement are the common points for affecting the level of work life conflict for generation X and Y, role ambiguity has no differentiating impact on work life conflict for both generations.

On top of that although values does not take place in general model which covers both generations, it has a relation between need for achievement for generation Y which results an indirect impact on work life conflict.

In 2009, Bill Ryan, Jintao (Emily) Ma and Minyen Cathy Ku from Oklahoma State University have assessed the effect of role ambiguity, role conflict and work schedule on university foodservice managers' perception of work-family conflict. In addition to this, they also assessed work life conflict on university foodservice managers' turnover rates.

The results indicated that increase in role ambiguity and the longer working hours per day, also resulted by increase in the level of work family conflict. Likewise the research was held in 2009, a case study was held in Manufacturing Sector of Pakistan in year 2011. (Khosro, Ram, Shah, Khairpur, Chandio, Shaik).

In this research role ambiguity and role conflict were shown as to be strong and positive factors which trigger work stress. Thus, stress results in higher work life conflict. . For this sample of Pakistan managers, it is also the case that the greater the work stresses the more likely the manager is to report job dissatisfaction.

In this research it is also shown that there is a relation between role ambiguity and work life balance. But it is not related with the criteria of generational differences but for as a whole. In other words, it does not make any difference whether the employee is X or Y. There is no previous study which proves that role ambiguity is a differentiating factor which increase or decrease work life conflict due to the difference in generation. It is a limitation point which should be studied further with larger populations.

Rokeach (1973) argues that values are individual's basic convictions which are a specific mode of conduct which is personally or socially preferable and may change from one individual to another.

Schwartz (1994) defines values as a foundation of attitudes and behaviors of individuals in the organizations which integrates with personality of the person and regulates his / her behavior.

Values are supposed to play a functional role in work related processes and outcomes such as job satisfaction, organizational commitment and work performance. Values are the predictors or moderators in this relationship. In a way values play a role for defining a fit between individual and organization.

The most underlying assumption is that individuals will be happier and more motivated, satisfied and even committed if their values are aligned with the organizations' values (Berings et al., 2004). In addition to this, Cable and Judge (1996) found out that the alignment between personal and organizational values positively affect the person-organization fit within the organization. In the literature, it is underlined that values do not influence people's activity directly but rather through attitudes and goals (Roe and Ester, 1999).

In the previous studies, although studies prove that values affect the outcomes of the individual, there is no strong evidence that values affect the interface of work family life relation. Since there is no specific study for values of generation Y and work life balance before this study, it is another limitation which should be investigated further in order to have more solid results. It should also be noted that values do not affect work life balance directly in our study as well, so that it is said to have an indirect relation.

At the beginning of this study, it is questioned whether there are generational differences which caused work life conflict. In this study by the survey which is conducted to 299 people, it resulted in that there are common and differentiating points which caused work life conflict for generation X and Y.

Career success is the main indicator which impacts the level of work life conflict for generation X as workaholism does. In addition to this, need for achievement and career success have a relationship within each other which means that these variables affect each other. On the other hand need for achievement do not have direct impact on work life conflict by have an indirect impact by workaholism. So that, if the need for achievement turns as an excessive working pattern as workaholism, then, work life conflict arises also.

In Y generation, career success does not have any relation with need for achievement. On the other hand, vales have a part in the life of Y generation with relation to need for achievement. It means that, values trigger the need for achievement for Y generation, not career success. Values, career success and need for achievement impact the level of

workaholism. Different from the X generation, need for achievement has relation on workaholism but also on values and individual initiative behaviors.

In this study, although both needed data for both objective and subjective career success is gathered to be measured; just subjective career success is measured. In the future, the variables of objective career success may be a ground setting for the next reaseacrhes.

As it is underlined, mostly in so many organizations generation X people are the managers of generation Y employees. After making a comparative analysis between two generations, it is strongly recommended for the generation X managers to consider the values of Y generation employees before setting a goal for them to perform. Values are the key distinguishing point for generation Y employees.

This research study is a small piece of snapshot for the determinants to have a more balanced work life. Surely, it is necessary to put light on the concept of work life balance which in return to have more companies to have work life balance programs for their employees. Hopefully many researchers will continue to handle this topic and have more solid results and have much more balance every passing day.

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APPENDIX A

SURVEY INSTRUMENT

Sayın İlgili;

Bu envanter, Okan Üniversitesi Sosyal Bilimler Enstitüsü, *İngilizce İşletme Doktora Programı* kapsamında yürütölmkte olan “**X ve Y Jenerasyonlarının İş- Sosyal Dengesi Bakımından Farklılıklarını Belirlemek**” konulu tez çalışmasının bir bölümüdür. Envanterde bulunan soruları içtenlikle, kişisel, ve eksiksiz olarak cevaplandırmanız bu bilimsel araştırmaya çok önemli katkılar sağlayacaktır. Envanterin hiçbir bölümüne kimlik bilgilerinizi kesinlikle **yazmayınız**. Yanıtlarınız sonucunda bulunduğunuz kuruma ait yalnızca genel anlamda bilgiler elde edilecek olup, verilerin analizi ile elde edilecek

BÖLÜM I. Aşağıdaki sorular, ankete katılanların demografik özelliklerini tesbitine yönelik olup çalışmada birebir kullanılmayacaktır

1. Cinsiyetiniz:

() Kadın () Erkek

2. Yaşınız:

3. Eğitim Durumunuz:

() Lise
() Ön Lisans-2 yıllık
() Lisans- Fakülte
() Lisans Üstü

4. Medeni durum

() Evli () Bekar

5. Var ise, çocuk sayınız:

6. Toplam iş deneyiminiz:

() 1 yıldan az () 11 – 15 yıl
() 1 – 5 yıl () 16 – 20 yıl
() 6 – 10 yıl () 20 yıl üzeri

7. Çalıştığınız şirketin endüstri alanı:..... (örnk: İnşaat, Bankacılık, Sigorta, Sağlık)

8. Bu iş yerindeki çalışma süreniz:

() 6 aydan az () 11-15 yıl
() 6 ay – 1 yıl
() 1- 5 yıl () 15 yıl üzeri
() 6-10 yıl

9. Bu iş yerindeki mevcut rolünüzdeki çalışma süreniz:

- () 6 aydan az () 6-10 yıl
() 6 ay – 1 yıl () 11-15 yıl
() 1- 5 yıl () 15 yıl üzeri

10. Bu iş yerindeki kurum içi pozisyonunuz:

- () Üst kademe yönetici
() Orta kademe yönetici
() Alt kademe yönetici {kendisine en az bir ast bağlı olma durumu}
() Yönetici pozisyonunda değilim. Bana bağlı bir astım bulunmamaktadır.

11. Aylık net ücretiniz (TRY) : (lütfen aralık belirtiniz; örneğin: 0-1500, 1500-2500, 2500-4000)

.....

12. Çalışma yaşamı boyunca aldığınız terfi sayısı:

1	2	3	4	5	6	7	8	9	10 ve üzeri

13. Şirket içindeki statünüzü, şirketteki en düşük pozisyonun 1, en yüksek pozisyonun ise 10 olmasında hangi derece ile belirttiğinizi gösteriniz.

1	2	3	4	5	6	7	8	9	10

BÖLÜM II: Aşağıdaki ifadeler sizin kariyerinize dair kendi algılarınızdan oluşmaktadır. Lütfen size verilen derecelendirme ölçeğine göre yanıtlayınız.

1	2	3	4	5	6	7
Kesinlikle katılmıyorum	Katılmıyorum	Pek katılmıyorum	Kararsızım	Biraz katılıyorum	Katılıyorum	Kesinlikle Katılıyorum

İFADELER	1	2	3	4	5	6	7
1 Kariyer çizgim kim olduğumun önemli bir parçasıdır.							
2 Kariyer çizgisi benim için önemli derecede kişisel anlam taşır.							
3 Seçtiğim kariyer yolu ile güçlü bir şekilde özdeşleşmiş durumdayım.							
4 Seçtiğim kariyer çizgisinde amaçlarımı gerçekleştirmek için bir stratejiye sahip değilim.							
5 Kariyer çizgimde gelişimim için belirli amaçlar saptamadım.							
6 Kariyer çizgimde kişisel gelişimim hakkında sık sık düşünmem.							
7 Kariyer çizgimin maliyeti bazen çok pahalıya mal olmuş görünür.							

8	Kariyer çizgimdeki problemleri göz önüne aldığımda, bazen yüklendiğim ağırlığın buna değer olup olmadığını düşünürüm.							
9	Kariyer çizgim ile ilgili sıkıntılar bazen bana fazla görünür.							

BÖLÜM III. Aşağıdaki “Başarı”ya dair ifadelerin sizi ne ölçüde yansıttığını verilen derecelendirme ölçeğini kullanarak belirtiniz.

1	2	3	4	5
Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum

İFADELER		1	2	3	4	5
1	Başarıyı garanti etmek için gereğinden fazla çaba harcarım					
2	Bulduğum görevde, diğerlerinden daha hızlı ve daha iyi olmayı isterim					
3	İş arkadaşlarım, işimde çok gayretli olduğumu ve sıkı çalıştığımı söylerler					
4	Zor bir görev olsa bile, başarmak için uzun süreler çalışmayı göze alırım					
5	Zor bir göreve atanmak beni gururlandırır ve mutlu eder					
6	Prestij ve pozisyon içeren işleri yapmaktan zevk alırım					
7	İş arkadaşlarım ikna edici ve etkileyici olduğumu söylerler					
8	Yaptığım işlere hakim olduğuma inanırım					
9	Diğerlerini harekete geçirme konusunda kendimi güçlü bir insan olarak görürüm					
10	Zor görevleri yapmak isterim					
11	Yaratıcılık gerektiren görevleri yapmayı tercih ederim,					
12	Başarısızlıktan kaçmak yerine, başarı güdümü tatmin eden görevleri yapmayı isterim					
13	İlginç bir şey ile meşgul olduğum zaman, bu şeye oldukça yoğun bir şekilde odaklanırım					
14	Sorumlulukları paylaşmak yerine, kişisel sorumluluk içeren görevleri tercih ederim					
15	Zor bir göreve giriştiğim zaman, sorumlulukları diğerleri ile paylaşmaktan ziyade kendi başıma taşımayı tercih ederim					

BÖLÜM IV. Aşağıdaki ifadelerin, iş ve özel hayatınıza dair sizi ne ölçüde yansıttığını verilen derecelendirme ölçeğini kullanarak belirtiniz.

1	2	3	4	5
Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum

İFADELER	1	2	3	4	5
1 İşimin gerekleri, ev ve aile hayatıma engel olabiliyor.					
2 İşime ayırmam gereken zaman, aile sorumluluklarımı yerine getirmemi zorlaştırıyor.					
3 Evde yapmak istediklerimi, işimin bana yüklediği sorumluluklardan dolayı bir kenara itmek zorunda kalıyorum.					
4 İşimle ilgili konular yüzünden üzerimde hissettiğim baskı, ailevi sorumluluklarımı yerine getirebilmeme engel oluyor.					
5 İşimle ilgili görevlerden dolayı aile planlarımı değiştirmek zorunda kalıyorum.					

BÖLÜM V. Aşağıdaki ifadeler “işkolik olma” durumunu içermektedir. Bu ifadelerin sizi ne ölçüde yansıttığını verilen derecelendirme ölçeğini kullanarak belirtiniz.

1	2	3	4	5
Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum

İFADELER	1	2	3	4	5
1 Çalışmaktan o kadar zevk alırım ki, çalışmaya ara vermekte zorlanırım.					
2 Hafta sonunu dört gözle beklerim.					
3 İşe gitmek için sabırsızlanırım.					
4 Boş zamanım yoktur					
5 Zevk alınmasa bile çalışmak önemlidir					
6 Çalışırken eğlendiğimi hissedirim.					
7 Tatillerden sıkılırım ve huzursuz olurum.					
8 Boş zamanımda dinlenmeyi isterim					
9 İşimi çok severim					
10 İş zevkli olmasa bile çok çalışmaya kendimi mecbur hissedirim.					
11 Zamanı düşünmeden çalışırım.					
12 Çalışırken yorulmam					
13 Dinlenirken bile işi düşünürüm.					
14 İzin aldığımda kendimi suçlu hissedirim					
15 İşime aşırı derecede bağlıyım.					

BÖLÜM VI. Aşağıdaki ifadeler görevinize ait yetki ve sorumluluklarınızın sizin tarafınızdan bilinirliğini ölçmektedir. Bu ifadelerin sizi ne ölçüde yansıttığını aşağıda verilen derecelendirme ölçeğini kullanarak belirtiniz.

1	2	3	4	5	6	7
Çok Yanlış	Yanlış	Kısmen Yanlış	Belirsiz	Kısmen Doğru	Doğru	Çok Doğru

		1	2	3	4	5	6	7
1	Ne kadar yetkiye sahip olduğumu biliyorum							
2	İşimle ilgili belirgin, planlanmış hedefler ve amaçlar vardır							
3	Zamanımı uygun bir şekilde planlayabiliyorum							
4	Sorumluluklarımın ne olduğunu biliyorum							
5	Benden tam olarak ne beklendiğini biliyorum							
6	Görevimle ilgili olarak ne yapılması gerektiğine ilişkin açıklamalar yeterlidir							

BÖLÜM VII. Aşağıdaki “Değer” ifadelerinin sizin için ne kadar önemli olduğunu veren verilen derecelendirme ölçeğini kullanarak belirtiniz.

1	2	3	4	5
Hiç	Biraz	Ne Önemli – Ne Önemsiz	Oldukça	Çok

TERMINAL VALUES	1	2	3	4	5		INSTRUMENTAL VALUES	1	2	3	4	5
1						19	Hırslı/ihtirashlı olmak					
2						20	Açık fikirli olmak					
3						21	Yetenekli/ehil olmak					
4						22	Neşeli olmak					
5						23	Temizlik/düzenlilik					
6						24	Cesur olmak					
7						25	Affedici olmak					
8						26	Yardımseverlik					
9						27	Dürüstlük					
10						28	Hayalcilik /yaratıcılık					
11						29	Bağımsızlık					
12						30	Mantıklı olmak					
13						31	Aydın olmak					
14						32	Sevecen olmak					
15						33	İtaatkar olmak					

16	Sosyal itibar					34	Nezaket						
17	Gerçek dostluk					35	Sorumlu/güvenilir olmak						
18	Bilgelik-akıllılık					36	Kendini kontrol edebilmek						

BÖLÜM VIII. Aşağıdaki aktiviteleri yapma sıklığınıza göre sizin durumunuzu en iyi yansıtacak şekilde belirtiniz.

1	2	3	4	5
Asla	Nadir	Bazen	Sıkça	Her zaman

İFADELER		1	2	3	4	5
1	Tatil günlerinde çalışırım.(örn. Haftasonu)					
2	İşe dair yapılması gerekenleri eve taşıyım					
3	İşle ilgili evde çok sok telefon görüşmeleri yaparım					
4	İş saatleri sonrası ulaşılabilir olmak adına cep telefonu taşıyım					
5	Evden emaillerimi kontrol ederim					
6	Mesai saatleri sonrası ofiste kalırım					
7	Kişisel zamanımda işe dair birçok etkinliğe katılırım					
8	Şirketim istediği zaman gerekli olsun olmasın her türlü seyahati kabul ederim.					
9	Tatil günlerinde çalışırım					
10	Mesai saati başlamadan ofiste olmak isterim					
11	İzindeyken ofis ile irtibat halinde kalmayı tercih ederim					
12	Şirketin veya organizasyonun menfaatine olacak her türlü toplantıya / etkinliğe kişisel zamanımı kullanarak katılırım.					
13	Gece geç saatlere kadar evden işle ilgili çalışırım					

APPENDIX B

Table 61 / the scale of Career Success Responses Details

Questions		1	2	3	4	5	6	7	Total
1. My line of work/career field is an important part of who I am.	Count	7	16	20	7	24	158	67	299
	Row N %	2,3%	5,4%	6,7%	2,3%	8,0%	52,8%	22,4%	100,0%
2. This line of work/career field has a great deal of personal meaning to me.	Count	8	24	22	11	35	137	62	299
	Row N %	2,7%	8,0%	7,4%	3,7%	11,7%	45,8%	20,7%	100,0%
3. I strongly identify with my chosen line of work/career field.	Count	10	27	18	19	46	125	54	299
	Row N %	3,3%	9,0%	6,0%	6,4%	15,4%	41,8%	18,1%	100,0%
4. I do not have a strategy for achieving my goals in this line of work/career field.*	Count	49	130	46	14	18	26	16	299
	Row N %	16,4%	43,5%	15,4%	4,7%	6,0%	8,7%	5,4%	100,0%
5. I do not identify specific goals for my development in this line of work/career field.*	Count	50	131	36	10	11	43	18	299
	Row N %	16,7%	43,8%	12,0%	3,3%	3,7%	14,4%	6,0%	100,0%
6. I do not often think about my personal development in this line of work/career field.*	Count	39	130	39	17	15	47	12	299
	Row N %	13,0%	43,5%	13,0%	5,7%	5,0%	15,7%	4,0%	100,0%
7. The cost associated with my line of work/career field sometimes seems too great.*	Count	18	88	33	35	28	77	20	299
	Row N %	6,0%	29,4%	11,0%	11,7%	9,4%	25,8%	6,7%	100,0%
8. Given the problems in this line of	Count	18	72	20	27	32	94	36	299

work/career field, I sometimes wonder if the personal burden is worth it*	Row N %	6,0%	24,1%	6,7%	9,0%	10,7%	31,4%	12,0%	100,0%
9. Given the problems in this line of work/career field, I sometimes wonder if the personal burden is worth it*	Count	12	88	22	34	41	78	24	299
	Row N %	4,0%	29,4%	7,4%	11,4%	13,7%	26,1%	8,0%	100,0%

Table 62 / the scale of Need for Achievement Responses Details

Questions		1	2	3	4	5	Total
1. I put too much effort to guarantee achievement.	Count	3	34	29	151	82	299
	Row N %	1,0%	11,4%	9,7%	50,5%	27,4%	100,0%
2. I seek to be faster and better than the other. deal of personal meaning to me.	Count	2	8	14	173	102	299
	Row N %	,7%	2,7%	4,7%	57,9%	34,1%	100,0%
3. My peers always describe me as ambitious who works hard.	Count	2	9	19	172	97	299
	Row N %	,7%	3,0%	6,4%	57,5%	32,4%	100,0%
4. Even though the task is hard, I accept to work long hours to achieve to do it.	Count	3	5	17	173	101	299
	Row N %	1,0%	1,7%	5,7%	57,9%	33,8%	100,0%
5. I am pleased and happy in case of been assigned to a hard role.	Count	0	19	28	166	86	299
	Row N %	0,0%	6,4%	9,4%	55,5%	28,8%	100,0%

6. I like to follow tasks which cover prestigious and position.	Count	5	13	28	172	81	299
	Row N %	1,7%	4,3%	9,4%	57,5%	27,1%	100,0%
7. My peers describe me as persuasive and influencer.	Count	3	17	38	166	75	299
	Row N %	1,0%	5,7%	12,7%	55,5%	25,1%	100,0%
8. I believe that I am able to command the tasks.	Count	2	2	12	179	104	299
	Row N %	,7%	,7%	4,0%	59,9%	34,8%	100,0%
9. I find myself powerful to trigger the others.		2	14	28	175	80	299
		,7%	4,7%	9,4%	58,5%	26,8%	100,0%
10. I want to follow hard tasks.		4	15	35	184	61	299
		1,3%	5,0%	11,7%	61,5%	20,4%	100,0%
11. I prefer to have responsibilities which need creativity.		2	19	34	173	71	299
		,7%	6,4%	11,4%	57,9%	23,7%	100,0%
12. Instead of avoiding unsuccessful, I prefer to have responsibilities which will meet my need of achievement.		2	13	18	192	74	299
		,7%	4,3%	6,0%	64,2%	24,7%	100,0%
13. I focus on intensively whenever I care on an interesting subject.		2	6	18	184	89	299
		,7%	2,0%	6,0%	61,5%	29,8%	100,0%
14. Instead of sharing the responsibilities, I prefer to have tasks which cover		16	79	53	113	38	299
		5,4%	26,4%	17,7%	37,8%	12,7%	100,0%

individual responsibility							
15. I prefer to be full responsible for a hard task instead of sharing the responsibility with the others.		26	98	54	88	33	299
		8,7%	32,8%	18,1%	29,4%	11,0%	100,0%

Table 63 / the scale of Role Ambiguity Responses Details

Questions		1	2	3	4	5	6	7	Total
1. I feel certain about how much authority I have.	Count	0	6	4	11	59	142	77	299
	Row N %	0,0%	2,0%	1,3%	3,7%	19,7%	47,5%	25,8%	100,0%
2. I have clear, planned objectives for my job.	Count	0	7	4	15	52	154	67	299
	Row N %	0,0%	2,3%	1,3%	5,0%	17,4%	51,5%	22,4%	100,0%
3. I know that I have divided my time properly.	Count	0	4	2	19	54	145	75	299
	Row N %	0,0%	1,3%	,7%	6,4%	18,1%	48,5%	25,1%	100,0%
4. I know what my responsibilities are.	Count	0	1	0	6	18	175	99	299
	Row N %	0,0%	,3%	0,0%	2,0%	6,0%	58,5%	33,1%	100,0%
5. I know exactly what is expected of me.	Count	0	5	1	12	29	164	88	299
	Row N %	0,0%	1,7%	,3%	4,0%	9,7%	54,8%	29,4%	100,0%
6. I receive clear explanations of what has to be done.	Count	3	8	3	12	40	159	74	299
	Row N %	1,0%	2,7%	1,0%	4,0%	13,4%	53,2%	24,7%	100,0%

Table 64 / the scale of Workaholism Responses Details

Questions		1	2	3	4	5	Total
1. Sometimes I enjoy my work so much I have a hard time stopping	Count	13	127	66	77	16	299
	Row N %	4,3%	42,5%	22,1%	25,8%	5,4%	100,0%
2. I really look forward to the weekend – all fun, no work.	Count	7	64	44	135	49	299
	Row N %	2,3%	21,4%	14,7%	45,2%	16,4%	100,0%
3. Sometimes when I get up in the morning I can hardly wait to get to work.	Count	11	97	97	83	11	299
	Row N %	3,7%	32,4%	32,4%	27,8%	3,7%	100,0%
4. Between my job and other activities I'm involved in, I don't have much free time	Count	11	115	39	103	31	299
	Row N %	3,7%	38,5%	13,0%	34,4%	10,4%	100,0%
5. I feel obliged to work hard even when it is not enjoyable.	Count	27	49	40	143	40	299
	Row N %	9,0%	16,4%	13,4%	47,8%	13,4%	100,0%
6. My job is more like fun than work	Count	7	21	45	186	40	299
	Row N %	2,3%	7,0%	15,1%	62,2%	13,4%	100,0%
7. I get bored and restless on vacations when I haven't anything productive to do.	Count	70	144	38	38	9	299
	Row N %	23,4%	48,2%	12,7%	12,7%	3,0%	100,0%
8. When I have free time I like to relax and do nothing serious.	Count	11	30	25	179	54	299
	Row N %	3,7%	10,0%	8,4%	59,9%	18,1%	100,0%

9. I like my work more than most people do.	Count	1	24	44	173	57	299
	Row N %	,3%	8,0%	14,7%	57,9%	19,1%	100,0%
10. It's important to me to work hard, even when I don't enjoy what I'm doing.	Count	13	68	37	140	41	299
	Row N %	4,3%	22,7%	12,4%	46,8%	13,7%	100,0%
11. I lose track of time when I'm involved on a project.	Count	10	88	50	114	37	299
	Row N %	3,3%	29,4%	16,7%	38,1%	12,4%	100,0%
12. Most of the time my work is very pleasurable.	Count	15	111	52	101	20	299
	Row N %	5,0%	37,1%	17,4%	33,8%	6,7%	100,0%
13. I often find myself thinking about work, even when it's not enjoyable.	Count	31	119	27	100	22	299
	Row N %	10,4%	39,8%	9,0%	33,4%	7,4%	100,0%
14. I feel guilty when I take time off work.	Count	50	136	23	61	29	299
	Row N %	16,7%	45,5%	7,7%	20,4%	9,7%	100,0%
15. I often feel there is something inside me that drives me to work hard	Count	12	40	51	154	42	299
	Row N %	4,0%	13,4%	17,1%	51,5%	14,0%	100,0%

Table 65 / the scale of Values – Terminal Values / Results Responses Details

Questions		1	2	3	4	5	Total
1. Exciting Life	Count	2	17	8	114	158	299
	Row N %	,7%	5,7%	2,7%	38,1%	52,8%	100,0%
2. Pleasure	Count	5	29	31	101	133	299
	Row N %	1,7%	9,7%	10,4%	33,8%	44,5%	100,0%
3. Mature Love	Count	0	19	12	91	177	299
	Row N %	0,0%	6,4%	4,0%	30,4%	59,2%	100,0%
4. True Friendship	Count	1	2	0	43	253	299
	Row N %	,3%	,7%	0,0%	14,4%	84,6%	100,0%
5. Inner Harmony	Count	1	2	0	38	258	299
	Row N %	,3%	,7%	0,0%	12,7%	86,3%	100,0%
6. Social Recognition	Count	1	7	3	45	243	299
	Row N %	,3%	2,3%	1,0%	15,1%	81,3%	100,0%
7. Sense of accomplishment	Count	0	1	0	40	258	299
	Row N %	0,0%	,3%	0,0%	13,4%	86,3%	100,0%
8. Family Security	Count	0	3	1	59	236	299
	Row N %	0,0%	1,0%	,3%	19,7%	78,9%	100,0%
9. National Security	Count	0	0	1	45	253	299
	Row N %	0,0%	0,0%	,3%	15,1%	84,6%	100,0%
10. Self-Respect	Count	0	2	1	47	249	299
	Row N %	0,0%	,7%	,3%	15,7%	83,3%	100,0%
11. Health	Count	0	4	0	72	223	299
	Row N %	0,0%	1,3%	0,0%	24,1%	74,6%	100,0%
12. Comfortable Life	Count	3	4	4	51	237	299
	Row N %	1,0%	1,3%	1,3%	17,1%	79,3%	100,0%
13. Freedom	Count	1	15	11	74	198	299
	Row N %	,3%	5,0%	3,7%	24,7%	66,2%	100,0%
14. Salvation	Count	13	11	17	62	196	299
	Row	4,3%	3,7%	5,7%	20,7%	65,6%	100,0%

	N %						
15. Equality	Count	0	1	1	49	248	299
	Row N %	0,0%	,3%	,3%	16,4%	82,9%	100,0%
16. Wisdom	Count	0	10	13	74	202	299
	Row N %	0,0%	3,3%	4,3%	24,7%	67,6%	100,0%
17. World at peace	Count	0	3	1	61	234	299
	Row N %	0,0%	1,0%	,3%	20,4%	78,3%	100,0%
18. World beauty of	Count	0	4	2	67	226	299
	Row N %	0,0%	1,3%	,7%	22,4%	75,6%	100,0%

Table 66 / the scale of Values – Instrumental Values / Results Responses Details

Questions		1	2	3	4	5	Total
1. Ambitious	Count	2	19	21	113	144	299
	Row N %	,7%	6,4%	7,0%	37,8%	48,2%	100,0%
2. Broad Minded	Count	4	29	35	108	123	299
	Row N %	1,3%	9,7%	11,7%	36,1%	41,1%	100,0%
3. Capable	Count	0	19	10	89	181	299
	Row N %	0,0%	6,4%	3,3%	29,8%	60,5%	100,0%
4. Clean	Count	1	2	0	58	238	299
	Row N %	,3%	,7%	0,0%	19,4%	79,6%	100,0%
5. Cheerful	Count	1	2	0	49	247	299
	Row N %	,3%	,7%	0,0%	16,4%	82,6%	100,0%
6. Courageous	Count	1	7	3	47	241	299
	Row N %	,3%	2,3%	1,0%	15,7%	80,6%	100,0%
7. Forgiving	Count	0	1	6	54	238	299
	Row N %	0,0%	,3%	2,0%	18,1%	79,6%	100,0%
8. Helpful	Count	0	2	2	60	235	299
	Row N %	0,0%	,7%	,7%	20,1%	78,6%	100,0%
9. Honest	Count	0	0	1	46	252	299
	Row N %	0,0%	0,0%	,3%	15,4%	84,3%	100,0%

10. Imaginative	Count	0	2	1	62	234	299
	Row N %	0,0%	,7%	,3%	20,7%	78,3%	100,0%
11. Independent	Count	0	4	0	71	224	299
	Row N %	0,0%	1,3%	0,0%	23,7%	74,9%	100,0%
12. Intellectual	Count	3	4	4	52	236	299
	Row N %	1,0%	1,3%	1,3%	17,4%	78,9%	100,0%
13. Logical	Count	1	13	12	76	197	299
	Row N %	,3%	4,3%	4,0%	25,4%	65,9%	100,0%
14. Loving	Count	12	11	18	59	199	299
	Row N %	4,0%	3,7%	6,0%	19,7%	66,6%	100,0%
15. Obedient	Count	0	1	1	57	240	299
	Row N %	0,0%	,3%	,3%	19,1%	80,3%	100,0%
16. Polite	Count	0	10	13	77	199	299
	Row N %	0,0%	3,3%	4,3%	25,8%	66,6%	100,0%
17. Responsible	Count	0	3	1	61	234	299
	Row N %	0,0%	1,0%	,3%	20,4%	78,3%	100,0%
18. Self-Controlled.	Count	0	4	2	68	225	299
	Row N %	0,0%	1,3%	,7%	22,7%	75,3%	100,0%

Table 67 / the scale of Work – Life Conflict / Results Responses Details

Questions		1	2	3	4	5	Total
1. As I have many tasks and responsibilities at work, I cannot spend time with my family	Count	20	94	62	98	25	299
	Row N %	6,7%	31,4%	20,7%	32,8%	8,4%	100,0%
2. Physical and mental fatigue at work makes my responsibilities at home difficult.	Count	19	108	40	109	23	299
	Row N %	6,4%	36,1%	13,4%	36,5%	7,7%	100,0%

3. I cannot spare time for housework due to my job, I always postpone the housework.	Count	25	118	46	87	23	299
	Row N %	8,4%	39,5%	15,4%	29,1%	7,7%	100,0%
4. My duties and responsibilities at work get ahead of my family life.	Count	31	138	39	67	24	299
	Row N %	10,4%	46,2%	13,0%	22,4%	8,0%	100,0%
5. Due to my work responsibilities , I need to change my plans with my family.	Count	19	115	31	101	33	299
	Row N %	6,4%	38,5%	10,4%	33,8%	11,0%	100,0%

Table 68 / the scale Initiative Individual Behavior / Results Responses Details

Questions		1	2	3	4	5	Total
1. Work on your days off (e.g., weekends)	Count	73	102	81	29	14	299
	Row N %	24,4%	34,1%	27,1%	9,7%	4,7%	100,0%
2. Bring things home to work on	Count	90	91	82	22	14	299
	Row N %	30,1%	30,4%	27,4%	7,4%	4,7%	100,0%
3. Take work-related phone calls at home	Count	79	102	74	24	20	299
	Row N %	26,4%	34,1%	24,7%	8,0%	6,7%	100,0%
4. Carry a cell phone or pager for work so you can be reached after normal business hours	Count	24	22	33	93	127	299
	Row N %	8,0%	7,4%	11,0%	31,1%	42,5%	100,0%
5. Check your e-mail or voice mail from home	Count	58	28	52	73	88	299
	Row N %	19,4%	9,4%	17,4%	24,4%	29,4%	100,0%
6. Stay at work after normal business hours	Count	68	70	94	55	12	299
	Row N %	22,7%	23,4%	31,4%	18,4%	4,0%	100,0%

7. Work late into the night at home	Count	42	72	113	48	24	299
	Row N %	14,0%	24,1%	37,8%	16,1%	8,0%	100,0%
8. Travel whenever the company asks you to, even though technically you don't have to	Count	33	40	89	70	67	299
	Row N %	11,0%	13,4%	29,8%	23,4%	22,4%	100,0%
9. Attend work-related functions on personal time	Count	75	92	90	29	13	299
	Row N %	25,1%	30,8%	30,1%	9,7%	4,3%	100,0%
10. Work during vacations	Count	30	52	57	89	71	299
	Row N %	10,0%	17,4%	19,1%	29,8%	23,7%	100,0%
11. Go into the office before normal business hours	Count	40	58	72	66	63	299
	Row N %	13,4%	19,4%	24,1%	22,1%	21,1%	100,0%
12. Check back with the office even when you are on vacation	Count	16	47	81	87	68	299
	Row N %	5,4%	15,7%	27,1%	29,1%	22,7%	100,0%
13. Participate in community activities for the benefit of the company or organization	Count	123	77	58	26	15	299
	Row N %	41,1%	25,8%	19,4%	8,7%	5,0%	100,0%

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Summary of Qualifications

More than 10 years of professional multi -experiences at Human Resources in banking and pharmacy sector respectively by holding various roles.

Key Words: Strategic Business Partnership, Compensation & Benefits, Performance Management, Recruitment.

Professional Experiences

2016 –



Takeda, Turkey Head Office

Human Resources Dept, HR Project Manager

2012 – 2016



Abbott, Turkey Head Office

Human Resources Dept, BHR Manager

2011 – 2012



Société Générale, Turkey Head Office

Human Resources Dept, Supervisor

2007 – 2011



ING Bank, Turkey Head Office

Human Resources Dept, Specialist

Education

2010- 2016 Okan University, Istanbul, Turkey

PhD in Business Administration

2004- 2006 Bilgi University, Istanbul, Turkey

MBA, Master of Business Administration

2000-2004 Istanbul Bilgi University, Istanbul, Turkey

Faculty of Economics and Administrative Sciences,

1988-2000 Eyuboglu College, Istanbul, Turkey

Language

English – Fluent

Computer Skills

MS Windows, Outlook, Poldy, Ms Office.