

**THE REPUBLIC OF TURKEY
BAHCESEHIR UNIVERSITY**

**GRADUATE SCHOOL OF SOCIAL SCIENCES
MASTER OF BUSINESS ADMINISTRATION PROGRAM**

**A COMPREHENSIVE STUDY ON THE VALUES
OF GENERATION Y IN TECH INDUSTRY: AN
EXAMPLE OF A GLOBAL COMPANY**

Master's Thesis

MELİS KORALTAN

Thesis Supervisor: PROF. DR. İPEK ALTINBAŞAK FARİNA

İSTANBUL, 2019

**T.C. BAHCESEHIR UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES**

.....MASTER'S PROGRAM

Title Of The Thesis:

Name and Surname Of The Student :

Thesis Defence Day :

This thesis has been approved by the Institute of Social Sciences which has fulfilled the necessary conditions as Master thesis.

Assoc. Dr. Burak KÜNTAY
Institute Director

I certify that this thesis has fulfilled the necessary requirements as Master thesis.

**Program
Coordinator**

This thesis was read by us, quality and content as a Master's thesis has been seen and accepted as sufficient.

	Title/Name	Signature
Thesis Advisor's		
Member's		
Member's		

ACKNOWLEDGEMENT

Initially, I would like to express the deepest appreciation to my supervisor Prof. Dr. İpek Altınbaşak FARİNA, The Dean of the Faculty of Economics, Administrative and Social Sciences for her contribution, great guidance, follow-up, never ending support and positive energy during this period. Thank you for choosing me among many students, it was an honour to have you by my side and your contributions in this study.

In addition, I would like to thank my colleagues and especially my dear sister Elmas N. Baykal Alkan whom I have met years ago at Bahcesehir University when we were young and in our 20s, for their existence, motivation and time they spent whenever I needed.

Last but not least, I would like to thank my dear parents; Betül Koraltan and Tolga Koraltan who invested so much on me unconditionally. Nothing would ever happen without their support.

Melis KORALTAN

ABSTRACT

A COMPREHENSIVE STUDY ON THE VALUES OF GENERATION Y IN TECH INDUSTRY: AN EXAMPLE OF A GLOBAL COMPANY

Melis Koraltan

Master of Business Administration
Supervisor: Prof. Dr. İpek ALTINBAŞAK FARİNA

August 2019, 77 pages

The main purpose of this study is to investigate the values of Generation Y, also called Millennials, in tech industry within the context of Schwartz's Personal Values. The research sample was chosen out of the employees who currently work at a well-known global tech company in Turkey. The research is conducted among 205 participants and all are Generation Y'ers. Additionally, they have different educational backgrounds, gender, status of employment and positions.

This study makes contribution to human resources and internal marketing literature and also the company itself by focusing the values hierarchy of Generation Y who work closely to the technology which has a crucial role in changing world and the future. The results of the research were discovered and discussed in detail. As a conclusion, suggestions for the company's HR and managerial approaches by providing comprehensive insight of employees' values were presented based on the results.

Keywords: Generation Y, Personal Values, Technology, Schwartz, Internal Customers

ÖZET

TEKNOLOJİ ENDÜSTRİSİNDE ÇALIŞAN Y JENERASYONUNUN DEĞERLERİ HAKKINDA KAPSAMLI BİR ÇALIŞMA: GLOBAL BİR ŞİRKET ÖRNEĞİ

Melis Koraltan

İşletme Yüksek Lisans Programı
Tez Yöneticisi: Prof. Dr. İpek ALTINBAŞAK FARİNA

Ağustos 2019, 77 sayfa

Bu çalışmanın ana amacı teknoloji sektöründe çalışan Y Kuşağı'nın değerlerini, Schwartz'ın Kişisel Değerler Ölçeği kapsamında derinlemesine incelemektir. Araştırma Türkiye'de faaliyet gösteren global bir teknoloji firmasının 205 Y jenerasyonu çalışanı arasında gerçekleştirilmiştir. Ayrıca katılımcılar eğitim geçmişi, pozisyon, istihdam türü ve cinsiyet açısından farklılık göstermektedir.

Bu çalışma, gelecek ve değişen dünyada önemli rol oynayan teknoloji unsuru ile iç içe çalışan Y Kuşağı'nın değerler hiyerarşisini inceleyerek insan kaynakları ve iç pazarlama literatürüne, ek olarak da şirketin kendisine katkıda bulunacaktır. Araştırma sonucunda çıkan bulgular detaylı şekilde incelenmiş ve tartışılmıştır. Araştırma sonuçlarına bağlı olarak şirketin İK ve yönetsel yaklaşımları için öneriler paylaşılmıştır.

Anahtar Kelimeler: Y Jenerasyonu, Kişisel Değerler, Teknoloji, Schwartz, İç Müşteri

CONTENTS

LIST OF TABLES	viii
LIST OF FIGURES.....	ix
ABBREVIATIONS.....	x
1. INTRODUCTION.....	1
2. LITERATURE REVIEW.....	3
2.1 VALUES.....	3
2.1.1 Definition and the Concept of Values.....	3
2.1.2 Content of Values.....	5
2.1.3 Functions of Values.....	7
2.1.4 Classification of Values.....	7
2.1.4.1 The nature of human values theory – Milton Rokeach.....	8
2.1.4.2 The theory of basic human values – Shalom H. Schwartz	11
2.1.5 Portrait Values Questionnaire; PVQ.....	15
2.2 GENERATION Y.....	18
2.2.1 What Makes It a Generation?.....	19
2.2.2 The Strauss-Howe Generational Theory.....	21
2.2.3 The Characteristics of Generation Y.....	23
2.2.4 The Characteristics of Generation Y in Business Life.....	25
2.2.5 Generation Y in Turkey.....	26
2.3 CUSTOMER CONCEPTS AND CORPORATE SOCIAL RESPONSIBILITY.....	28
2.3.1 External Customers.....	28
2.3.1.1 Importance of the internal customers for an organization.....	29
2.3.2 Internal Customers.....	30
2.3.3 Corporate Social Responsibility.....	31
2.3.4 The Relationship Between CSR and Employees.....	33
3. DATA AND METHODOLOGY.....	34

3.1	AIM OF THE RESEARCH.....	34
3.2	RESEARCH MODEL.....	34
3.3	UNIVERSE AND THE PARTICIPANTS.....	35
3.4	LIMITATIONS.....	35
3.5	RESEARCH QUESTIONS.....	36
3.6	DATA COLLECTION AND THE ANALYSIS TOOLS.....	37
4.	FINDINGS.....	39
4.1	DEMOGRAPHICS OF PARTICIPANTS.....	39
4.2	VALIDATION OF ANALYSIS.....	41
4.3	ANALYSIS OF THE PARTICIPANTS' VALUES.....	42
4.4	ANALYSIS OF CORPORATE SOCIAL RESPONSIBILITY.....	48
4.5	SUMMARY OF RESULTS.....	51
5.	CONCLUSION.....	54
	REFERENCES.....	59
	APPENDIX.....	68
	CURRICULUM VITAE.....	77

LIST OF TABLES

Table 2.1: Terminal values.....	9
Table 2.2: Instrumental values.....	10
Table 2.3: Ten international values of Schwartz.....	13
Table 2.4: Portrait values questionnaire.....	16
Table 2.5: Generation categories.....	20
Table 2.6: X-Y-Z generations characteristics.....	22
Table 4.1: Age scale of the participants.....	39
Table 4.2: Work life of the participants.....	41
Table 4.3: KMO and Bartlett's analysis.....	42
Table 4.4: Significant difference of values based on gender.....	43
Table 4.5: Significant difference of values based on household income.....	45
Table 4.6: Significant difference of values based on job status.....	46
Table 4.7: Significant difference of friendship based on existence in professional life..	48
Table 4.8: Significant difference of CSR precision based on household income.....	49
Table 4.9: Correlation between universalism – question 3.1.....	50
Table 4.10: Correlation between universalism – question 3.2 and 3.5.....	50

LIST OF FIGURES

Figure 2.1: Schwartz's value dimensions.....	12
Figure 2.2: Good service circle.....	29
Figure 2.3: Hierarchically grouped employees.....	31



ABBREVIATIONS

GEN Y:	Generation Y
HR :	Human Resources
PVQ :	Portrait Values Questionnaire
TECH :	Technology
CSR :	Corporate Social Responsibility
PT :	Part Time
FT :	Full Time



1. INTRODUCTION

Considering the compelling and rivalry environment in recent years, it can be observed that it is harder than ever for the companies and institutions to differentiate among others and reach their goals. According to Porter, Human Resources Management is one of the most important supportive activities in Value Chain (Grant and Jordan 2015) and companies recognize Human Resources as a competitive advantage item. Thus, internal marketing and having a better understanding of internal customers are crucial.

The existence of Generation Y in business life expand and they even get the leadership positions and critical roles in the organizations. In a digital world, full of innovations occurring constantly, everything changes including people and especially the youth population. It should be noted that is the 14% Turkey's population (Karahasan 2018). In these circumstances, it is essential to have deep insights and data about Generation Y and their values since the values systems also transform with the changing employee profile. There are various researches and sources about generations and especially Generation Y. Within this context, the common determination of the many researchers is that values change on the generation.

Values are the concepts which motivates person for a selection, behavior, event or desire (Schwartz and Bilsky 1994, pp.163-181). Values can provide deep insights, predictive power in the analysis of behaviors and actions (Schwartz 2002, pp.259-319). Empirical researches and discussions about the role of values in human interaction exist in abundance in literature.

With the technological developments, the number of technology companies increases as well. However only 3% of young people would prefer to work in information technologies companies (Toptalent 2018). When the relevant literature is reviewed, there is limited researches about Generation Y and their values in tech sector specifically. This study aims to provide valuable data about the values of Generation Y in Turkey who work in a global tech company, for the HR managers and executives. Furthermore, one of this study's purpose is to make contribution to the related literature

by exploring personal values deeply. The research model is designed to examine the common personal values and differences of Millennials working in tech company by adapting the Schwartz's Values Scales.



2. LITERATURE REVIEW

2.1 VALUES

Values can be defined as the combination of beliefs and behaviors which are preferred over others by individuals (Rokeach 1973). In this part of the study, the concept of values and the studies related to this topic have been deeply investigated to have a better understanding.

2.1.1 Definition and the Concept of Values

Etymologically, the root of the word “values” is “valere” which means being precious and strong (Bilgin 1995). It is frequently used in many different contexts such as education, diplomacy, business, media and medical science. According to the Turkish Language Association (TDK) the meaning of values is defined with various definitions: 1. An abstract scale to define importance of anything. 2. A cost, worth, price of anything that can be measured with money. 3. A merit, high qualification. 4. A consideration of a feeling between a human and the objective (Philosophy) 5. An explanation with a number for an unknown quantity or a variable (Mathematics) 6. The complement of a nation’s social, cultural, economic and scientific components (TDK 2018).

From the beginning of the twentieth century, numerous researchers and academicians focused on personal, cultural and organizational values. American Social Psychologist Milton Rokeach (1973) who particularly worked on this subject stated that; “The value concept ... [is] able to unify the apparently diverse interests of all the sciences concerned with human behavior.” According to the Schwartz (1992), “Values are used to characterize cultural groups, societies, and individuals to trace change over time, and to explain the motivational bases of attitudes and behaviour.” American Anthropologist Clyde Kluckhohn (1951) affirmed that; “A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means and ends of action.”

Values are defined as the rules that shape individuals' lives and have different levels of significance (Schwartz and Sagie, 2000, pp.465-497). Rokeach (1973) analyzed values as "enduring beliefs that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state." Values are the standards which help to define the basics of people's behavior and motivation (Hitlin and Piliavin 2004, pp.359-393). Kilby describes value as a motivation which persuades individuals to choose in what manner they will solve their problems in life (Kilby 1993).

Regarding the social adaptation theory, values are expressed as a social cognition form which helps people to adapt themselves to social environment (Kahle 1983).

Value is a matter of fact which is mostly used as a scale for beliefs, desired things and behaviors. Sociologically, value can be defined as a thing which is good for a person and a group, which is likable and desirable. Thus, value is the importance transferred to the matter of fact, more than the fact itself (Aydin 2003, pp.121-144).

Value is expressed as a tendency to prefer something over another thing. Values are the resources for behaviors and they led us to judge them accordingly. Moreover, values highlight what people care about, what people desire and do not desire (Erdem 2003, pp.55-72).

Values are construed as things that people make effort to reach and desire badly. Values can be materials as properties, possessions as well as spiritual as happiness, peace, patriotism and freedom (Bolay 2007, pp.12-19).

Values are gained during the process of socialization. (Grusec and Kuczynski 1997; Rohan and Zanna 1996; Jones and Gerard 1967). Moreover, values are the guide, helping individuals to choose their attitudes, choices and behaviors. Values are consistent beliefs (Zavalloni 1989; Feather 1975; Rokeach 1973; Kluckholm 1962).

Rokeach underlines values' most important characteristics as changing. He has a statement that if the values were completely unstable, it would be impossible to talk about the continuity of human personality and society and if the values were completely stable social change would be impossible (Rokeach 1973).

For both Weber and Durkheim, values were so important for explanation of social and personal organization and change (Schwartz 2012). It is stated that "Values can reflect major social changes in societies and across nations" (Tuulik, Ounapuu, Kuimet and Titoe 2016, pp.151-161).

When someone determines their own values, this means they focus on what they care about and what really matters to them in life. Values can be barely expressed because deep inside they question our emotions, feelings, motives and taboos. Values are implicit: they belong to the invisible software of our minds (Hofstede, Hofstede and Minkov 2010). What distinguishes one value from another is the type of goal or motivation that it expresses (Schwartz 2012). Both Rokeach and Schwartz consider values as entrenched abstract motivations which mentor, justify and expose attitudes, actions and opinions (Rokeach 1973; Schwartz 1992). Everybody holds various values such as achievement, security, benevolence with varying degrees of importance (Schwartz 2012). According to Woodward and Shaffakat (2014), every single person has its own value system and the hierarchy of importance.

2.1.2 Content of Values

Values have a significant role to be able to understand human behavior and the reasons of many conflicts contain the differences between people's personal values (Lamberton and Minnor 1995).

Values and the measurement of values have a wide background in social sciences. Regarding this, when the literature reviewed, it can be seen that different researchers focused on the values and its importance. Every value is distinct from each other because of the motivational goal that influences it (Simon, Testor, Alomar, Danioni,

Irarte, Cormenzana and Martinez 2017, pp.40-50). It is stated that the motivational content of a value is the most important element which differentiates values from each other (Schwartz and Bilsky 1994, pp.163-181). Bilsky and Schwartz organized values as below;

Values are beliefs.

Values pertain to individual's goals and also their desire to reach these goals.

Values transcend specific situations and they are ordered by importance.

Values are the standards which guide the selection or evaluation of individual's behavior (Schwartz and Bilsky 1990, pp.878-891).

Value systems of individuals start its formation regarding numerous crucial factors related to early years of life through family, beliefs, things they have learned at school and environment (Kıran and Gül 2016, pp.487-495). For instance, according to the research results of Kıran and Gül, about the values of high school student in Turkey, there is a meaningful difference of prioritization between students who are raised in the rural and the metropolitan (Kıran and Seyfullah 2016, pp.487-495).

To be able to interpret the conception of values, Rokeach makes few assumptions about human nature into consideration;

Different people give different importance to same value.

Values are organized in value systems.

People's values are the products of culture, society, organizations and people's characteristics (Rokeach 1973).

The importance of values can be observed in every phenomenon that social sciences try to understand (Aşkan and Yalçınkay 2010). Taking everything into account, values are abstract and desirable objectives and vary in their importance. Their significance is fixed over time and across the situation.

Values are inevitable and people must prefer some over others. According to Everard, values support individuals to shape their thoughts, business attitudes and tendency (Everard 1995).

2.1.3 Functions of Values

Values and the value systems have some functions in the society and in the cultural context which they exist. As Gökçe systemized the common points, value is the general measurement of the conscious and the unconscious behaviors (Gökçe 1994). Therefore, values can be described as the ideal mindset of the society and the common attitudes and they generate the scheme of socially acceptable behaviors in society. Moreover, values are shaped by the culture and have power to lead culture as well. In this context, values are the essentials of the culture.

Values are the essential tools to criticize the social values of people. Thus, individuals can award or punish themselves. Regarding this, values help people to understand what they morally mean to other people or the society (Fitcher 1990). Values also serve as the solidarity tools. They help groups to come together and take action. Individuals who have the same value systems prefer being together rather than the individuals who do not. In this context, values contribute society to unite (Fitcher 1990).

2.1.4 Classification of Values

When the relevant literature is reviewed, it is observed that researchers have constructed different value models and classified them to explain the value systems. Analyzing the value systems is not only significant for social and business life but also effective for decision makers in any area of life which involve human beings. Jaffe and Scott's model provides 40 values with 6 categories, McDonald and Gandz's model provides 21 values and Hofstede provides 36 values (Tuulik, Ounapuu, Kuimet and Titoe 2016, pp.151-161).

In this section, two commonly accepted and validated classifications will be reviewed. First of them, Milton Rokeach's model provides 36 values and secondly, Schwartz's model provides 56 values. Rokeach's model has two types as terminal and instrumental and Schwartz's model has four classification with 10 different motivation value type.

2.1.4.1 The nature of human values theory – Milton Rokeach.

This part of the study will be focused on The Nature of Human Values Theory. Even though it has been almost 45 years that the theory has been developed, it is still one of the most well-known and still a basis for studies. (Tuulik, Ounapuu, Kuimet and Titoe 2016, pp.151-161) The classification of Milton Rokeach, a social psychologist, first appeared in 1967 (Çalışkur and Aslan 2013, pp.81-105). It is based on the results of his survey that proposed a list including two different sets of values, namely instrumental values and terminal values.

Terminal values mean final states of being or ideal manners of surviving. On the other hand, instrumental values mean manners of behaviors and behavioral attributes. They are considered as socially appealing. (Nugent 2013) Terminal values refer to the goals that individuals would like to achieve during their lifetime. It may vary among different groups and in different cultures. Instrumental values also refer to achieving the terminal values (Tuulik, Ounapuu, Kuimet and Titoe 2016, pp.151-161).

Rokeach stated that terminal values express the primary purposes in life while instrumental values express the behaviors which help to reach those purposes (Rokeach 1973). Terminal values refer to the goals that individuals would like to achieve during their lifetime. It may vary among different groups and in different cultures. Instrumental values also refer to achieving the terminal values (Tuulik, Ounapuu, Kuimet and Titoe 2016, pp.151-161).

Terminal values mean final states of being or ideal manners of surviving. On the other hand, instrumental values mean manners of behaviors and behavioral attributes. They are considered as socially appealing (Nugent 2013).

It is stated that terminal values can be self-focused and focused on others. (Çalışkur and Aslan 2013, pp.81-105). In other words, they can be named as personal and social values. For instance, terminal values called a world of peace is a social value while pleasure is self-focused. More precisely, world of peace is about to desire to live in a safe world without war and conflict. It is for the benefit of both individual and society. Nevertheless, pleasure refers to individual's enjoyable life (Tuulik, Ounapuu, Kuimet and Titoe 2016, pp.151-161).

On the contrary, instrumental values are about the moral and the competence (Rokeach 1973). Moral values focus on the interpersonal relationships while values about competence focus on individual's own characteristics such as being intellectual or ambitious (Bilgin 2003). Rokeach's value items can be expressed as it is seen on the table 2.1 and 2.2 below;

Table 2.1: Terminal values

Terminal Values			
Social	Explanation	Personal	Explanation
A world of peace	Free of war and conflict	A comfortable life	Thriving life
A world of beauty	Beauty of nature	An exciting life	Stimulating, active life
Equality	Equal opportunity for all	A sense of accomplishment	Lasting contribution
Family security	Taking care of precious one	Happiness	Satisfaction, contentment

Freedom	Independence and free choice	Inner harmony	Spiritual healthiness, inner peace
Mature love	Sexual and spiritual intimacy	Pleasure	Enjoyable life
National security	Protection of attack	Salvation	Saved and eternal life
Social recognition	Admiration by society	Self-respect	Self-esteem
True friendship	Close companionship	Wisdom	Maturity

Source: Rokeach's Instrumental and terminal values as descriptors of modern organization values, 2016, International Journal of Organizational Leadership

Table 2.2: Instrumental values

Instrumental Values			
Moral	Explanation	Competence	Explanation
Broadminded	Open-minded	Ambitious	Hard-working
Forgiving	Willing to pardon others	Capable	Competent and effective
Helpful	Working for the welfare of others	Clean	Neat and tidy

Honest	Sincere and truthful	Courageous	Standing up for your beliefs
Loving	Affectionate and tender	Imaginative	Creative
Cheerful	Joyful	Independent	Self-sufficient
Obedient	Respectful	Intellectual	Intelligent
Responsible	Dependable and reliable	Self-controlled	Self-disciplined

Source: Rokeach's Instrumental and terminal values as descriptors of modern organization values, 2016, International Journal of Organizational Leadership

2.1.4.2 The theory of basic human values – Shalom H. Schwartz

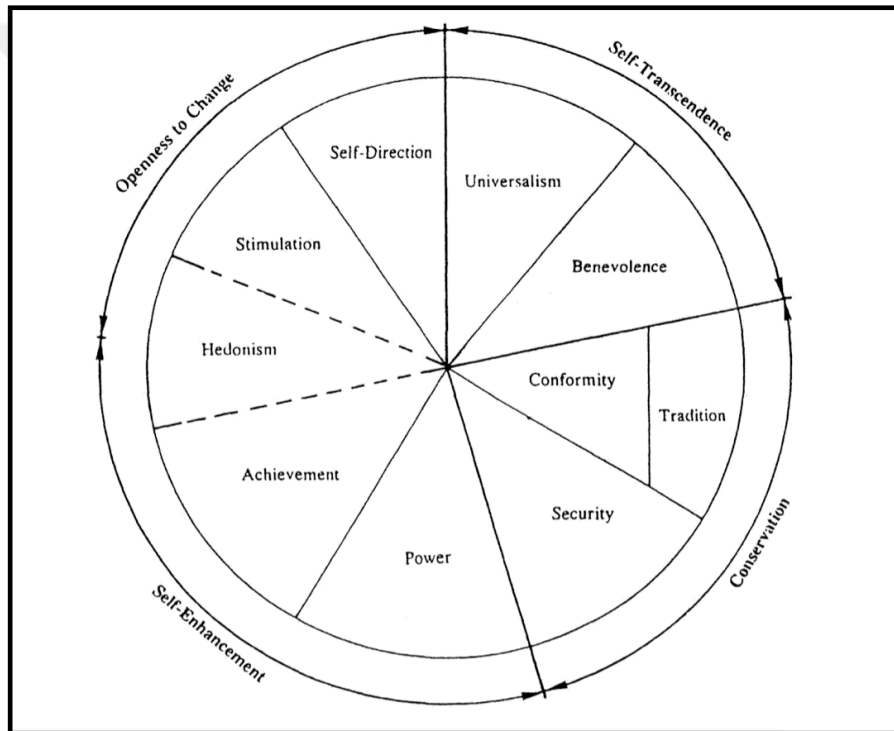
Even though the value definitions are created by different academicians who were in a conflict with each other in the past (Rohan 2000), Schwartz's Values Theory could be the one which different researchers agreed on and it is based on the common features of different theories (Schwartz 2006).

For the last 30 years, Schwartz's Theory of Basic Human Values is one of the most significant sources for psychological researches and other modern studies. This part will provide a detailed information about this theory. With the Theory of Basic Human Values, Schwartz conceptualized 3 international needs including the ones related with social interactions, the ones related with groups and society and biological ones. Considering the international values which he defined, Schwartz uses them as the cognitive representative of needs. (Demirutku and Sümer 2010, pp.17-25)

Starting with the idea of three international needs mentioned above, Schwartz developed a model. As a result, he came up with ten international values which are consistently related to each other.

Ten values of Schwartz create a circumplex. When the figure 2.1, Schwartz's Value Dimensions are analyzed, it can be seen that values that are motivationally similar to each other are organized next to each other. Besides, values that are opposite to each other are positioned cross-wised.

Figure 2.1: Schwartz's value dimensions



Source: <https://www.semanticscholar.org/paper/Chapter-7-A-Proposal-for-Measuring-Value-across-Schwartz/376ad809f1313cb41dfcfa8bd180949c273f8c2> [accessed 15 February 2018]

Some of the values may have social and psychological outcome of action which are compatible with or conflict with the other type of values. For instance, actions and behaviours which stand for conformity values may be compatible with security values (Schwartz and Bilsky 1994, pp.163-181). The reason of this statement is the actions of both values serve to interpersonal harmony and submissiveness to social norms. Thus,

both values are replaced closed to each other when the circumplex model designed. The main idea of the theory is that circular structure of the values reflects the motivations each value expresses (Schwartz 2012). Furthermore, the value, Benevolence which stands for caring about people, being polite and honest is compatible with Universalism since it remarks being philanthropist, willing to protect people and nature, while it is in a conflict with Power. Power is about being socially strong, powerful and dominating people. (Simon, Testor, Alomar, Danioni, Irarte, Cormenzana and Martinez 2017, pp.40-50).

When the figure 2.1 is analyzed, 4 higher-order value type can be clearly seen. It can be observed that these 4 types of values are organized as the bipolar dimensions are crossed to each other. For instance, there is an opposition between Self-Transcendence (Universalism and Benevolence) and Self-Enhancement (Power and Achievement). On the other hand, Openness to change (Hedonism, Stimulation and Self-direction) and Conservation (Security, Conformity and Tradition) are oppositely positioned (Schwartz 1992).

To have a better understanding on Schwartz's 10 international values, the main goals and motives under that specific values should be more concrete and explicit. These are listed on the table 2.3 below.

Table 2.3: Ten international values of Schwartz

Type of Values	Defining Goal	Sub-Values
Self-Direction	Independent thinking and ability to act, choose, create or explore	Being creative, being curious, to have self-respect, to choose their own goals
Stimulation	Excitement, challenge in life	Being courageous, having an exciting life, changes in life

Hedonism	Pleasure and awarding the feelings personally	Pleasure, enjoying life, sexual life
Achievement	Personal success within the scope of the social standards	Being successful, being competent and influential
Power	Social status, prestige, desire to have control or dominance over resources and people	Being socially powerful, being rich, preserve the social status, adopted by society
Security	Individual's safety, harmony, stability of society and relationships	National security, stability of national security, family security, faithfulness, being healthy, privacy
Conformity	Limitation of harassment, harm others and violation of social norms	Being polite, being obedient, caring about elder people, self-control
Tradition	Acceptance, loyalty, commitment of the ideas that specific culture provides	Being moderate and modest, being religious, accepting life as it is
Benevolence	Caring about people's welfare who are frequently in touch with	Being honest, forgiving, being responsible, caring about morality and spiritual life, true friendship and fidelity
Universalism	Tolerance, appreciation, preserving of all people's welfare and nature	Being open-minded, social justice, preservation of nature, being philanthropist

Schwartz developed his theory by making a very profound and empirically supported research among more than 60 countries including Turkey. 200 studies conducted with the samples from different demographic groups, languages and religions (Schwartz 2001, pp.519-542).

2.1.5 Portrait Values Questionnaire; PVQ

Researchers have a great interest in and have been seeking different, concrete ways to assess human values. By working on the Rokeach's values studies, Schwartz and some of his colleagues have developed Schwartz Values Survey first to assess human values. (Schwartz 1992) However, the structure of survey directs respondents to evaluate abstract concepts in order to answer the questions. Thus, Schwartz and other researches agreed on this may conclude inaccurate results from adolescents and people who do not have good educational background. Eventually, they developed Portrait Values Questionnaire (PVQ) in an easier and concrete format (Schwartz 2001, pp.519-542).

PVQ contains short explanations of people, in terms of the values which are crucial for them. For instance, "He believes that people throughout the world should live in harmony" is a statement that helps to reveal universalism (Rokas and Sagiv 2017). Furthermore, it should be noted that PVQ has 2 different version as PVQ-40 and PVQ-21. The originally and firstly developed one by Schwartz is full 40 item version, namely PVQ-40. On the other hand, PVQ-21 is the version that is applied by European Social Survey (ESS) (Cieciuch and Davidov 2012, p.37).

Each question of PVQ is asked to reveal a specific personal value (Schwartz 2002, pp.259-319). These questions are listed on Table 2.4 below.

Table 2.4: Portrait values questionnaire

Benevolence
12. It's very important to him to help the people around him. He wants to care for other people. 18. It is important to him to be loyal to his friends. He wants to devote himself to people close to him. 27. It is important to him to respond to the needs of others. He tries to support those he knows. 33. Forgiving people who might have wronged him is important to him. He tries to see what is good in them and not to hold a grudge.
Universalism
3. He thinks it is important that every person in the world be treated equally. He wants justice for everybody, even for people he doesn't know 8. It is important to him to listen to people who are different from him. Even when he disagrees with them, he still wants to understand them. 19. He strongly believes that people should care for nature. Looking after the environment is important to him. 23. He believes all the worlds' people should live in harmony. Promoting peace among all groups in the world is important to him. 29. He wants everyone to be treated justly, even people he doesn't know. It is important to him to protect the weak in society. 40. It is important to him to adapt to nature and to fit into it. He believes that people should not change nature.
Self-Direction
1. Thinking up new ideas and being creative is important to him. He likes to do things in his own original way. 11. It is important to him to make his own decisions about what he does. He likes to be free to plan and to choose his activities for himself. 22. He thinks it's important to be interested in things. He likes to be curious and to try to understand all sorts of things. 34. It is important to him to be independent. He likes to rely on himself.
Stimulation
6. He thinks it is important to do lots of different things in life. He always looks for new things to try.

5. He likes to take risks. He is always looking for adventures. 30. He likes surprises. It is important to him to have an exciting life.
Hedonism
10. He seeks every chance he can to have fun. It is important to him to do things that give him pleasure. 26. Enjoying life's pleasures is important to him. He likes to 'spoil' himself. 37. He really wants to enjoy life. Having a good time is very important to him.
Achievement
4. It's very important to him to show his abilities. He wants people to admire what he does. 13. Being very successful is important to him. He likes to impress other people. 24. He thinks it is important to be ambitious. He wants to show how capable he is. 32. Getting ahead in life is important to him. He strives to do better than others.
Power
2. It is important to him to be rich. He wants to have a lot of money and expensive things. 17. It is important to him to be in charge and tell others what to do. He wants people to do what he says. 39. He always wants to be the one who makes the decisions. He likes to be the leader.
Security
5. It is important to him to live in secure surroundings. He avoids anything that might endanger his safety. 14. It is very important to him that his country be safe from threats from within and without. He is concerned that social order be protected. 21. It is important to him that things be organized and clean. He doesn't want things to be a mess. 31. He tries hard to avoid getting sick. Staying healthy is very important to him. 35. Having a stable government is important to him. He is concerned that the social order be protected.

Conformity
7. He believes that people should do what they're told. He thinks people should follow rules at all times, even when no-one is watching. 16. It is important to him always to behave properly. He wants to avoid doing anything people would say is wrong. 28. It is important to him to be obedient. He believes he should always show respect to his parents and to older people. 36. It is important to him to be polite to other people all the time. He tries never to disturb or irritate others.
Tradition
9. He thinks it's important not to ask for more than what you have. He believes that people should be satisfied with what they have. 20. Religious belief is important to him. He tries hard to do what his religion requires. 25. He believes it is best to do things in traditional ways. It is important to him to follow the customs he has learned. 38. It is important to him to be humble and modest. He tries not to draw attention to himself.

Source: Schwartz 2002, pp.259-319

2.2 GENERATION Y

Generation Y, namely Millennials are entering employment in vast numbers. Data reveal that Millennials will form 50% of the global workforce by the end of 2020 (PWC 2011). Regarding the fact that the values change depending on the generations, in this part of the study, the definition of Generation Y and their characteristics have been deeply investigated.

2.2.1 What Makes It a Generation?

Academicians work on generations in different areas such as political sciences, clinical psychology and sociology more than 50 years (Alwin and McCammon 2007, pp.219-237).

Chronological generation classifications based on birth years help revealing the effects of time on people. A new generation appears approximately in every 20 years. However, it is not conceivable to examine generations only in biological periods. Social and cultural environments that they belong are also very crucial to have deep insights about them (Karahasan 2018).

Different historical phenomenal developments such as economic, technological or social ones cause major changes on culture and cultural structure.

Depending on the situation, the generations, born in different periods, give different reactions to it and show different characteristic traits (Kelkökmen, İliç and Yalçın 2017, pp.136-160).

Generations share the same journey through the history as a generation. They are exposed to massive changes and their behaviors and attitudes are shaped accordingly. It is stated that not only years but also unique, historical things affected the generations' permanent characteristics (Sullivan, Forret, Carraher and Mainiero 2009, pp.284-302).

Philosophers focused on age-based groups (segments) in terms of socio-culture during 19th of century for the first time. French linguist, philosophe and politician Emile Littré is the pioneer of this approach. Littré defined generation in 1863 as the same age-based groups who were born in same years and have similar cultural experiences (Wohl, 1979).

According to the French philosophe, August Comte, one of the pioneers of generation approach, changes in generations cause to social changes and this is the main reason of generation gap, the lack of empathy and understanding between different generations (Comte 1853).

German sociologist Karl Mannheim (1952, pp.276-322) introduced the principles of generation theory in early years of 20th century. He stated that belonging to the same generation or age group means being individuals who share the same position in same social processes and historical changes. Thus, people can be categorized depending on their experiences. He strictly defended that generation analysis cannot oversimplify as only focusing on the chronological chart (Mannheim 1952, pp.276-322).

Karl Mannheim (1952) proposed to classify generations in 3 different dimensions; common time dimension, common history dimension and common socio-cultural environment.

Generations are named differently during the history by different researchers as it can be reviewed in Table 2.5. The mentioned generations will be explained briefly in the next part and the Generation Y which is the main focus of the study will be reviewed in details in a different section.

Table 2.5: Generation categories

Generation Categories					Source
Silent Generation (1925-1942)	Baby Boomers (1946-1960)	Generation X (1965-1977)	Millennials (1978-2000)	N/A	Martin&Tulgan (2002)
Silent Generation (1925-1943)	Explosion Generation (1943-1960)	13 th Generation (1961-1981)	Millennium Generation (1982-2000)	N/A	N.Howe& W.Strauss (2000)
Veterans (1922-1943)	Baby Boomers (1943-1960)	Gen X'ers (1960-1980)	Nexters (1980-1999)	N/A	Zemke (2000)
Traditionalists (1900-1945)	Baby Boomers (1946-1964)	Generation X'ers (1965-1980)	Echo Boomers/ Baby Busters	N/A	Lancaster & Stillman (2002)

N/A	Baby Boom Gen. (1946-1964)	Generation X (1965-1975)	Digital Generation (1976-2000)	N/A	Tapscott (1998)
Adults (<1946)	Baby Boomers (1946-1964)	Generation X (1965-1980)	Generation Y/ Millennials (1981-1995)	Post Millennials (1995>)	Oblinger & Oblinger (2005)

Source: Reeves and Oh 2008

2.2.2 The Strauss-Howe Generational Theory

The origin of the Generation Theory is developed by Karl Mannheim in 1923. According to Mannheim, a generation can be described as a social location. Generation has a potential power to affect people's consciousness similarly to culture and social classes. He clarified that generations are the cohorts who are shaped by the major social events (Mannheim 1927). Mannheim constitutively focused on the influence of historical phenomenon and social events on generations which cause generations to have different reactions.

American authors William Strauss and Neil Howe revealed the Strauss-Howe Generational Theory in early 90s. The theory classifies the different generations of American History. According to the theory, there is a fourfold cycle which refers to the recurring turnings in American history. After Strauss and Howe researched the last 500 years of American History, they stated that each turning lasts 20 years and always follow the same order. (Strauss and Howe 1997) These four cycle can be ordered as;

The High; This era comes after the crisis as a recovery. Social collectivism and weak individualism represent this turning.

The Awakening; During this area, personal autonomy of people increase. The rebellion represents the area. Social institutions can be attacked and this can cause to stop public progress.

The Unravelling; During this turning, individualism reaches the top. Social institutions become distrustful.

The Crisis; This era is where the institutional life is completely destroyed. Often, a revolution or war represent this era. People will be aware of the advantages of being collective.

Strauss and Howe used “seaculum” to define a period which takes approximately 80-90 years (Strauss and Howe 1997) which includes the four turnings. This means, each turning lasts 20-22 years. The origin of the word “seaculum” is coming from Roman conceptions and it means the longest fixed interval calculated as a period of 100-110 years. The term indicates lifetime or generation (Oxford Classical Dictionaries). Regarding the Strauss-Howe Generational Theory, Millennial Seaculum is the period that involves Baby Boom Generation, Generation X, Generation Y and Generation Z (Strauss and Howe 1991).

The main characteristics of the generation X, Y and Z can be reviewed precisely in Table 2.6. (Falchenko, Kovalev and Plusnina 2018).

Table 2.6: X-Y-Z generations characteristics

	Generation X	Generation Y	Generation Z
Age in 2019	39-54	19-38	18-0
Characteristics	Skeptics	Realists	Idealists
Key Values	Global awareness, technical literacy, individualism, pragmatism, independence, equality of sexes	Partnership, leadership, exchange of Information, not following blindly the directions	Still in the process of formation

Main events shaped the values of the generation	The end of the Cold War, political indifference, increase in the number of divorces, increase in the number of women in workplace, low population growth	Increase in the consumption, development of digital technologies, internet	World economic crisis, global terrorism, high development of modern digital technologies
Source of Information	Traditional media	Internet, traditional media	Mobile internet, internet

Source: Davis, Bagozzi and Warshaw 1989

2.2.3 The Characteristics of Generation Y

Since the Generation Y is expanding in business life, a lot of research exist about what they love, how they behave, what they care about. The characteristics of Generation Y is a significant step to understand their values profoundly. According to the United Nations' report, published in 2015, the number of 15-24 years old young people is 1.2 billion all over the world. The expected number for 2030 is 1.3 billion, by increasing 7% (UN Department of Economic and Social Affairs 2015).

Furthermore, according to the report published by The Pew Research Center in 2018, the number of Generation Y reached 71 million in United States which makes it the second largest after Baby Boomers. Additionally, Generation Y is expected to overtake Baby Boomers in a year since their numbers swell to 73 million while Baby Boomers' decreased to 72 million (Fry 2018). On the other hand, according to the latest report of TUIK, the youth population is 16,1% of the entire population of Turkey (TUIK 2018). These numbers reveal the importance of the Generation Y, expansion of their existence in business life and decision-making positions.

Millennials grow up with technology, mobile phones, computers and most significantly internet. They have an expectation of immediacy when it comes to accessing information. It is stated that 9 out of 10 young people in Turkey actively use internet (TUIK, 2018). They consider themselves as risk takers and productive. They are good at multitasking, teamwork and social connection (Yüksekbilgili 2013, pp.342-353).

Moreover, Generation Y'ers are presented to be creative and technologically savvy (Society for Human Resource Management 2005). Being creative and capable are crucial values for Turkish Gen Y'ers as well (Altınbaşak-Farina, Güleriyüz-Türkel 2015, pp.290-296).

Differing from their parents, Millennials who grow up in a world surrounded by modern technologies and consumption society, can adapt changes easily (Puybarud 2010). In contrast with this, because of technology and popular culture, they are considered as impatient people (Kelgökmen and Yalcin 2017). More positively, it is stated that Millennials are known for their optimism and education (Spiro 2006). As reported by TUIK, 60,5% of the youth population in Turkey described themselves happy for their educational background in 2017 (TUIK 2018). Since the economic phenomenon which Millennials witnessed cannot compare to other generations', they tend to spend money in every situation to keep their standards, values and lifestyles. Thus, they are described as the most optimistic generation (Bleedrom 2013). Concordantly, researches revealed that Turkish Millennials also have strong desire to have their financial independence as a proof of they care about life (Altınbaşak-Farina and Güleriyüz-Türkel 2017, pp.59-81).

Several studies revealed that the expectations of Millennials are incoherent. Generation Y students demonstrate a sense of entitlement to good grades which their academic abilities are unrelated to them (Greenberger, Lessard and Farruggia 2008, pp.1193-1204).

Despite their lack of experiences, Millennials are self-confident and have unrealistic high expectations of salary which creates a disconnection between their career goal, performance and reward.

Millennials is a generation that heavily believe that they will make a great contribution to the world. It is stated that having a positive effect on the world is valuable for the members of Generation Y more than any other generation. They work hard for great goals. Moreover, they prefer working for charities and making them part of their lives instead of only donating them (IPSOS 2017).

According to The Boston Consulting Group's research about Millennials, 34% of them donate different charities directly (Barton, Fromm, and Egan 2012).

Differing from previous generations, Generation Y tend to describe themselves with what they do such as in business life or personal features, rather than their titles or status (Derel and Toruntay 2015, p.6).

Considering several researches, self-satisfaction, socially and morally valuable outputs they have at the end of the day is more crucial for Millennials comparing to earning more money (Boztunç 2014).

2.2.4 Characteristics of Generation Y in Business Life

The number of the millennials actively working in business life increase day by day. In order to comprehend decision making pattern of this generation, it is crucial to analyze their values initially.

Members of Generation Y are self-centered, narcissistic, materialist and demanding. By the same token, they are in "what's in it for me" attitude in work environment (Cogin 2012, pp.2268-2294). Generation Y or in other words, the children of baby boomers, are commonly known as a group of people who would love to welcome changes in their lives and take risks (Chaudhuri and Ghosh 2012, pp.55-76).

They are commonly presented as disloyal business professionals since they are always looking forward to having better opportunities, compensation and benefits while courageously taking risks. Generation Y'ers cannot stay loyal for long term (Çatalkya 2008). According to 2018 Deloitte Millennial Survey, the rate of Gen Y'ers who want to quite their current job within 2 years increased 5% and reached %43 (Deloitte 2018).

Research indicates that diversity and flexibility are the key factors in order to increase loyalty among Millennials.

Millennials are described as ambitious people who are seeking other opportunities that they can contribute immediately and make themselves promoted and feel bold (Murphy 2012, pp.549-573). Other studies in literature also support this statement.

It is stated that Turkish Gen Y'ers have conditional loyalty which means they prefer paying attention to other opportunities if there is a better one (Altınbaşak-Farina and Güleriyüz-Türkel 2015, pp.290-296).

Thanks to technology and social networks, Generation Y and other generations coming after them such as Generation Z are consistently linked to each other. This increases the frequency of their communication and let them have enough knowledge about all the companies, their benefits, working conditions and opportunities (Karahasan 2018).

According to 2018 Deloitte Millennial Survey, the rate of Gen Y'ers who want to quite their current job within 2 years increased 5% and reached %43. (Deloitte 2018) Research indicates that in order to increase loyalty among Millennial, diversity and flexibility are the key factors.

According to the Gallup's research, Millennial employees live in United States mark the lowest motivation level among other generations while 21% of them already quit their job and 60% is not content with their current job. Moreover, the same research also indicates that Gen Y'ers expect consistent feedbacks from their manager to boost their performance (Gallup 2018). They are mostly said to question authority (Crumpacker and Crumpacker 2007, pp.349-369). Work-Life balance is very substantial for them more than previous generations (Deloitte 2017).

2.2.5 Generation Y in Turkey

Generation Z, a cohort defined as being born between 1995-2012 has still room to go to increase their existence in business life since 2018 has been only their 1st full year in business life. (Sodexo 2018) Hence, it is still the most significant to focus on local

Generation Y in their own countries for managers and decision makers. This part will mainly focus on the characteristic and the researches about the local generation Y, meaning Turkish people who live in Turkey.

According to a research conducted by Yüksekbilgili, (2013, pp.342-353) although the common characteristics of Generation Y is valid for Generation Y in Turkey by comparison with global samples, not all of them have been validated. For instance, Gen Y in Turkey still has concern about online shopping and changing their jobs easily.

In addition to this, researches indicate that having positive contribution to society, obtaining motivationally valuable outcome and being a great parent are more critical than making money for Generation Y all around the world (Eisner 2005, pp.4-15). Similarly, Millennials in Turkey give high importance to environmental protection, however, they do not prioritize this in their top five list (Altınbaşak-Farina and Güleriyüz-Türkel 2017, pp. 59-81).

For the Generation Y'ers in Turkey, trust has a high priority and the four items of their top list belong to trust dimension (Altınbaşak-Farina and Güleriyüz-Türkel 2017, pp.59-81). In contradiction to the rest of Europe, Generation Y'ers in Turkey have issues to trust people and the ranking among other countries is very low with 12% (Esmer 2012).

Furthermore, specifically for Turkish Millennials, a large majority describes themselves as believing in God with 85% while only 48% them call themselves as religious (Altınbaşak-Farina and Güleriyüz-Türkel 2017, pp.59-81).

On the other hand, there are also a lot of characteristics when Gen Y in Turkey and Gen Y in the world are compared. As it is popular to live with parents among Gen Y in Turkey, Pew Research Center's data states that 15% of American Gen Y tends to live with their parents as much as possible since they are comfortable and do not have any problems with them. They do not leave their parents' houses until they get 35 years old in average, similarly to Turkish peers. (Goldman Sachs 2018)

In terms of business environment, Turkish Generation Y'ers would also like organizations to transform into more flexible places with more empathetic managers as well as Gen Y'ers in Western Europe (Crowle 2016) – Millennials

According to the research about Gen Y'ers in Turkey, they are also self-confident in parallel with their peers (Altınbaşak-Farina and Güteryüz-Türkel 2015, pp.290-296). Working freelance is prevalent preference among Millennials.

Deloitte's research demonstrates that this statement is valid for Gen Y'ers in Turkey as well it is valid globally. 40% of Gen Y'ers prefer working freelance in Turkey while this number is 31% in global scale (Deloitte 2017).

2.3 CUSTOMER CONCEPTS AND CORPORATE SOCIAL RESPONSIBILITY

As TDK stated the definition of customer is a person who pays for the product or the service they get (TDK 2019). According to Sandıkçı (2007, pp.39-53), final user or end user are the most common definitions to use for this concept. It should be highlighted that it is also possible to describe a customer as someone who benefits from the products and services of a company or an organization, directly or indirectly. Regarding this, it can be stated that employees who benefit from all the outputs in the enterprises, the companies and even the organizations can be considered as customers as well (Eroğlu 2005, pp.7-25). From this perspective, there are two customer concepts as external customers and internal customers.

2.3.1 External Customers

As Kotler stated, whatever the business is, the customers are the main reason why the business exists for (Kotler and Armstrong 2003). With a common expression, external customers can be described as the individuals who buy the products and services from organizations and use them (Goestch and Davis 2003). External customers are the people who are aware of the services and products that the companies provide, who have the potential to purchase these services and products even if they are not the members of that organizations (Pekmezci, Demireli and Batman 2015, p.22).

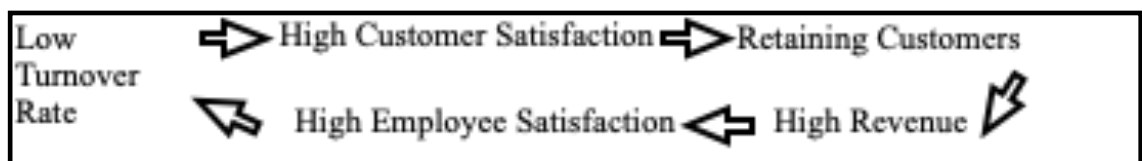
Kağınçioğlu (2002, pp.78-90) emphasizes the significance of external customers as describing them as a group of people who evaluate the product, the service and the organizations, thus; the decision makers of an organization's continuity.

2.3.1.1 Importance of the internal customers for an organization

Recently, the competitive environment between the businesses and organizations have become more important. In the context of marketing, employee satisfaction is indicated as a key factor to external customer satisfaction (Awan, Siddiquei, Jabbar, Abrar and Baig 2015, pp.1-12). Researches reveal that the external customer satisfaction is positively related with customer loyalty and the increase of revenue (Tütüncü and Doğan 2003). Additionally, it should be borne in mind that its effectiveness has been well documented in well-developed Western economies (Bruhn and Georgi 2000, pp.105-124). Besides, lack of internal customer focus and support leads to poor performance for the organization (Engle 2018).

In modern world, it is noteworthy that there are also different options for internal customers as much as the different options for external customers. In order to have a low turnover rate, the overall achievement in the organization and the consistency of employees, the satisfaction level of employees, in other words, internal customers should be at the top (Gök 2010).

Figure 2.2: Good service circle



Source: Vavra 1993.

2.3.2 Internal Customers

Internal services quality and the profitability are the elements which are directly linked to employee satisfaction, and loyalty (Park and Tran 2016). Internal marketing, the activity to please employees, as known as the internal customers, in order to increase employee satisfaction is first introduced by Berry (1981) and jobs are described as internal products.

(Jones 1996, pp.45-48). The definition of internal customers covers all the employees of the organization, from different levels such as executives and interns who perform for the same goal and objectives (Taşkın 2000). Furthermore, Doğan (2005) groups employees hierarchically as below in Figure 2.2.

Potential Employee; This group includes the future employees who have potential to be part of the organization.

Employee; They are the employees who have just joined the organization.

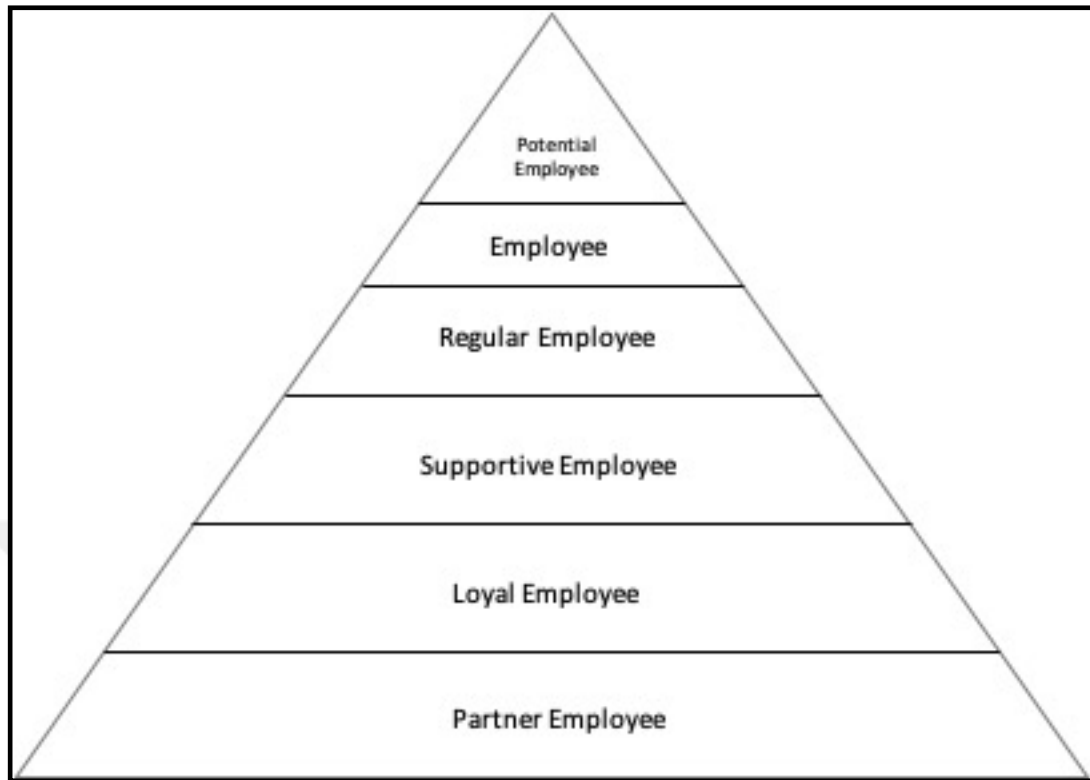
Regular Employee; They are the employees who currently work for the organization, interact with the other employees and maintain an objective attitude for the organization.

Supportive Employee; They are the content employees who spread positive energy about the organization they work for. However, they support the organization passively.

Loyal Employee; These employees are commonly promoters. They reflect their positive thoughts about the organization to the rest of the co-workers.

Partner Employee; They are the ideal employees who look after the organization's interests as their own. They consider themselves as the partners of the organization.

Figure 2.3: Hierarchically grouped employees



Source: Doğan 2005, p.146

2.3.3 Corporate Social Responsibility

Corporate Social Responsibility is a concept which still changes day by day. Over 40 years, researchers work on relevant studies and provide qualified strategies and implementations for companies (Ay 2003). Apart from many advantages that CSR unveils for organizations, society, government, stakeholders and competitors, CSR is also a crucial factor in terms of employee engagement, especially for Gen Y'ers since topics like environment and sustainability are directly related with their top concerns (Deloitte 2016). In this study, personal values of Millennials are investigated in order to provide convenient suggestions for HR executives and managers, as it is stated early. Employees' values, opinions and attitudes about CSR take an important place in the field of HR since studies demonstrate it is linked to organizational commitment and positive perception of company.

According to Macgregor's definition "...CSR is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as the local community and society at large..." (Macgregor 2007).

Basu and Palazzo (2008) defined CSR as "CSR is a process by which managers within an organization think about and discuss relationships with stakeholders as well as their roles in relation to the common good along with their behavioral disposition with respect to the fulfilment and achievement of these roles and relationships."

Kadıbeşgil (2006) stated that CSR is a promise which commits a platform where the core values of the organizations and social shareholders are in harmony with a great sense of accountability.

According to Kaplan (2013, pp.77-97), CSR can be explained as giving back to society complementarily. In the modern era, this concept is supported by law, economy and ethical point of view.

Institutions like United Nations and European Union lead international organizations to have a better environmental and humanistic approach and strategy. Accordingly, in time, CSR became a competitive factor with more awareness.

In the competitive environment, external customers have different requirements from organizations apart from services and products. Environmental conscience, sensitivity for employees, benefits for shareholders are the most common ones among these requirements. Organizations set their strategies toward the humanistic values, their legal and ethical responsibilities (Ölçer 2001, pp.22-23). Especially, parallel with the technological developments, the society and the customers are more aware and have control over the organizations. Nevertheless, extant research reveals that there is a positive correlation between CSR and corporate reputation (Melo and Garrido-Morgado 2012, pp.11-31). The studies also support that the job seekers tend to work for companies which are more socially responsible than others (Greening and Turban 2000, pp.254-280).

2.3.4 The Relationship Between CSR and Employees

When the relevant literature is reviewed, studies demonstrate that CSR activities supports the strategies of creating a better perception about the company and also increasing the appeal of the organization as an employer. The effects of CSR are positive and additionally attitude enhances the loyalty of internal customers (Khah, Moosa and Masomian 2014). According to Greening and Turban (2000, pp.254-280), potential applicants have better self-images when they work for socially responsible companies comparing to less responsible ones. They evaluate an assumption which claims that this can be valid also for the current employees of the company and make research if the organizations higher on independently rated corporate social performance will have more positive reputations and will be perceived more positively by the employees. The results among 189 companies reveal that firms' corporate social performance and activities effect positively the attractiveness of employees.

Moreover, a recent survey conducted by Deloitte (2018) claims that 70% of the Gen Y'ers stated that a company's commitment to social responsibility influence their choice to work in that company. As reported by Hewitt and Associates (Schwartz 2017), findings reveal that "corporate social responsibility can improve [the] ... bottom line, in part by giving [the] ... most engaged employees a reason to stay and work harder." Furthermore, a research conducted by Deloitte (2016) stated that Gen Y'ers who will be the 50% of the workforce by 2020 do consider social responsibility and environment as their leading concerns. According to a study, it is found out that internal customers participate in CSR activities such as volunteer programs, are identified more strongly with their company (Jones 2010, pp.857-878). Moreover, their sense of belonging understanding for organization is remarkable.

Furthermore, it should be noted that the advantages of CSR activities for employees are remarkable such as safe and better working environment, effective HR policy, adequate internal communication and increase in productivity, equal opportunities (Aktan 2007).

3. DATA AND METHODOLOGY

The research model which will focus on the values of Gen Y in tech sector and the relevant hypothesis have been developed on the previous part. The aim of this part is to reveal detailed information about the methodology, the universe, the participants, the data, the validity and the reliability of them.

3.1 AIM OF THE RESEARCH

As the technology develop, the number of the tech companies also increase. In today's competitive environment, it is harder to differentiate for companies among others. Employees, as known as the internal customers, are the key factors in the success of companies. It is crucial for them to have support of their employees for reaching their short and long term goals and objectives. According to the research of PayScale, Millennials also love working for tech companies as much as they love the latest technology (2012). The aim of the study is to enlighten the HR managers and executives in tech sector about their employees and potential coworkers in terms of their personal values and attitudes about CSR, a reinforcing commitment to employee engagement. The result of the study is also expected to reveal outcome and insights about the values which directly affect their decision-making process. This research also contributes to HR to extend the literature.

3.2 RESEARCH MODEL

The aim of this study is to investigate Millennials' values who are employed by a global tech company in Turkey. The qualitative methods are utilized during the research. 90% of the youth population in Turkey use internet and spend 6 hours per day no matter if it is weekend or not (Sia Insights 2018). Thus, the survey for the study is defined suitable for online distribution. An URL link which is easily accessible has been sent to all participants. It should be noted that it is stated that online surveys merge the dynamic structure of phone surveys and the power of mail surveys. Online survey also give advantages of reaching a lot of people with low budget. The questions of survey have been designed in a way that participants cannot skip a question. If they do, they are

unable to complete the survey on the system. Almost all of the questions are close-ended questions and scale questions. Likert model, both with 5 and 7 options, has been used for the preparation of scale questions. Questions are grouped under relevant topics and demographic questions are asked at the last section of the survey to keep participants' attention.

3.3 UNIVERSE AND THE PARTICIPANTS

In this study, Turkish Gen Y'ers who work in a global technology company in Turkey are identified as the target audience. Gen Y'ers are defined as the working adults which include part time and full time employees, born between 1980-2000. The sampling technique of the research is convenience sampling. All the participants are the current employees of the determined tech company. The survey has been distributed to 250 employees which is the total number of the Millennial employees currently working in the company. As a result, the number of employees who participated to values scale is 205. The research contains the answers of 107 female participants and 98 male participants. The URL of the survey has been received by them through e-mail and different social media channels such as Whatsapp, Instagram in order to accelerate the process of reaching the participants. They were clearly encouraged to answer confidently about their work and personal values.

3.4 LIMITATIONS

In this study, it should be considered that the answers which are given by the employees whom participated the survey, may be affected not only by what they are thinking and feeling but also what they think how it should be while they were responding. Besides, the survey is conducted by a very small sample with convenience sampling technique. It should be noted that all the employees have qualified backgrounds in both personal and professional life and hired by a pioneer tech company in Turkey. In other words, they belong to upper circle of the society.

3.5 RESEARCH QUESTIONS

The research question is what are the personal values of Generation Y'ers who work at a global technology company in Turkey.

Sub Hypothesis:

H0a = Religiosity does not have significant difference based on educational background.

H1a = Religiosity has significant difference based on educational background.

H0b = The importance of values does not have significant differences based on gender.

H1b = The importance of values has significant differences based on gender.

H0c = The importance of values does not have significant differences based household income.

H1c = The importance of values has significant differences based on household income.

H0d = The importance of values does not vary regarding Gen Y'ers who have a longer professional life background.

H1d = The importance of values varies regarding Gen Y'ers who have a longer professional life background.

H0e = The importance of values has no significant difference based on Gen Y'ers job status as PT or FT.

H1e = The importance of values has significant difference based on Gen Y'ers job status as PT or FT.

H0f = The importance of true friendship value does not have significant difference regarding how long the participants have been working at the current tech company.

H1f = The importance of true friendship value has significant difference regarding how long the participants have been working at the current tech company.

H0g = The importance of following values; sustainability, accountability and transparency does not have significant difference regarding how long the participants have been working at the current tech company.

H1g = The importance of following values; sustainability, accountability and transparency have significant difference regarding how long the participants have been working at the current tech company.

H0h = There is no significant difference for CSR precision based on participants' household income.

H1h = There is a significant difference for CSR precision based on participants' household income.

H0i = The importance of universalism value items does not have meaningful relation between CSR precision.

H1i = The importance of universalism value items has meaningful relation between CSR precision.

3.6 DATA COLLECTION AND THE ANALYSIS TOOLS

A comprehensive survey has been developed for the study due to its effectivity and convenience. The survey contains four part including values scale, values rating, corporate social responsibility perception and demographics.

In the first part, participants are asked to rate 68 value items. Seven points Likert scale has been used to allow participants to define how much they give importance to every single value item. Three main statements have been added to survey chart to clarify what numbers identify. 1 represents “not important at all”, 4 represents “moderately important”, 7 represents “very important”. 57 value items have been identified regarding the Schwartz international values and 11 additional items are added.

In the second part, participants are asked to choose their top 5 significant value items without rating in order to have a better understanding about their personal values and dimensions. In the third part, participants are asked five main questions about their CSR perception. Last but not least, the fourth part is about participants’ demographics including their gender, age, marital status, income, who they live with, how long they have been working as a professional and how long it has been at their current company. Within the context of analysis, SPSS and Microsoft Excel have been used as the analysis tools. Frequency analysis, standard deviations, means, t-test and ANOVA analysis have been done with the help of SPSS program. Microsoft Excel has been used to classify the data and get support transfer them to SPSS.

4. FINDINGS

Research methodology has been detailly explained in previous part. This part will cover the findings of the research. After scanning all survey documents of the participants there was find no invalid documents among them. Therefore, the number of the participants is accepted as 205.

4.1 DEMOGRAPHICS OF PARTICIPANTS

The demographic characteristics of participants will be presented in this section. The size of the sample is 205. The survey has been distributed nearly equal to participants in terms of their gender. The number of women is 107 (52,2%) and the number of men is 98 (47,8%). Since the research is directly about Gen Y'ers who work at the same tech company in Istanbul, all the participants were born in between 1980-1999. Regarding this, findings reveal that the majority of the participants were born in 1990 (13,2%) and 1991 (12,7%).

Gender. As it is mentioned above, 52,2% of the 205 participants is women while 47,8% is men. Regarding the core values of the tech company which the participants work at, diversity has so much importance. Hence, the almost equal number of the participants can be understood.

Age. The age scale of the participants can be clearly seen in the table below. It should be noted that none of the participants was born in 1998.

Table 4.1: Age scale of the participants

Year	Number	Percentage
1980	1	0,5
1981	7	3,4
1982	1	0,5
1983	3	1,5
1984	9	4,4

1985	3	1,5
1986	13	6,3
1987	15	7,3
1988	18	8,8
1989	17	8,3
1990	27	13,2
1991	26	12,7
1992	13	6,3
1993	17	8,3
1994	18	8,8
1995	8	3,9
1996	7	3,4
1997	1	0,5
1999	1	0,5

Marital Status. 70,2% of the participants stated that their marital status is single. The number of married ones follow this with 28,3%. Only 2 (1%) participants claimed that they are divorced and 1 participants marked other option to define their marital status.

Household Sharing. The majority (40%) of the participants claimed that they live with their parents. Following this, 24% of the participants live with their husband/wife, 18% lives alone, 9,8% lives with a roommate, 7,3% live with their husband/wife and children. It should be noted that in terms of having an understanding of their financial situation, participants are asked to fill their household income, not their personal income since the company strictly prohibits employees to share their salary with anyone or any institution.

Educational Background. 69,3%, the majority of the participants has the university degree and 25,9% has master's degree. It is observed that 1,5% is high-school graduate and 3,4% has Ph.D.

Professional Life. The company where the participants work at provides two working option as part time and full time. 18% of the participants stated that they are part time while 82% is full time employee. Additionally, they answered two main questions as “How long have you been in business life?” and “How long have you been with your current company?”. The participants work life is explained categorically on the table below.

Table 4.2: Work life of participants

	How long have you been in business life?	How long have you been with your current company?
Less than a year	1,5%	18%
1-3 years	11,7%	33,7%
3-5 years	33,7%	27,3%
More than 5 years	53,2%	21%

Household Income. The base income option has been defined regarding the minimum wage in Turkey. By taking into the consideration this, 2,9% of the participants’ household income is less than minimum wage, 2.000 TL, 30.2% of the participants’ is between 2.001 TL-5.000 TL, 44,9% of the participants’ is between 5.001 TL-10.000 TL and 22% of the participants’ is over 10.0001 TL.

4.2 VALIDATION OF ANALYSIS

The internal consistency of the survey has been identified with Cronbach alpha as stated 0.93. This value is crucial in terms of reliability. According to Cronbach test, the survey questions has the internal consistency since Cronbach alpha is close to 1. In other words, the answers of the survey do not contradict each other.

Furthermore, Kaiser-Meye-Olkin and Bartlett’s Test was utilized to measure the sampling adequacy. KMO measurement is between 0 and 1 and it is expected to be minimum 0.6. In this study, KMO has been identified as 0.925.

On the other hand, Bartlett's Test requires sig. to be $p < 0.001$ (Karaalioglu, 2015). As it can be verified on the table below, p is identified as .000 and the null hypothesis is rejected accordingly.

Table 4.3: KMO and Bartlett's analysis

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,925
Bartlett's Test of Sphericity	Approx. Chi-Square	12349,692
	df	2701
	Sig.	,000

Additionally, Cronbach alpha has been also identified separately for value scale and CSR questions. Cronbach alpha for value scale is .972 while KMO is determined as .935.

4.3 ANALYSIS OF THE PARTICIPANTS' VALUES

In this part of the study, the values of the participants will be analyzed. First of all, under the guidance of Schwartz's international values, participants are asked to rate 68 items with a number from 1 to 7, as known as seven point Likert scale. 57 value items have been identified regarding the Schwartz international values while 11 other additional items regarding the changes in culture. Additional items can be listed as; trust, dynamism, being hardworker, reproductivity, sincerity, integrity, sustainability, accountability, financial income, transparency and being connected.

In the context of the survey, it is observed that top five highestly rated values by women and men have three items in common as following; justice (women M:6.67, men M:6.56), true friendship (women M:6.65, men M:6.37), and freedom (women M:6.66, men M:6.40). On the contrary, women's highly rated values differ from men's with self-respect (M:6.78) and inner peace (M:6.67) while men rate honest (M:6.39) and family security (M6.37) instead.

The least rated five values are determined as devout (M:2.65), accepting portion in life (M:3.51), social recognition (M:3.93), being wealthy (M:4.01) and ambitious (M:4.52).

It is identified that none of the participants selected devout as their top five values and only one participant selected accepting portion in life. There is no significant difference identified regarding Gen Y'ers educational background. H1a is rejected accordingly.

When the second part of the survey is analyzed, it is determined that Gen Y'ers selected their top 5 significant value items without rating as following; being health (43.3% of the participants), freedom (36,8% of the participants), true friendship (32.8% of the participants), inner peace and justice (24.4% of the participants). It can be observed that these top 5 values are also consistent with the majority of the participant's ranking in the first part excluding being health.

T-test has been applied in order to reveal if there is a meaningful difference between the importance of values in terms of gender. In this context, a significant difference has been detected for 24 value items out of 68 as $p < 0,005$ accepted. In this case, H0b is partly accepted. Table 4.4 reveals the detail of analysis. It should be noted that for all the values which have significant difference, the mean of women's rating is higher when compared.

Table 4.4: Significant difference of values based on gender

	Gender	Mean	Stand. Dev.	f	Sig	t	Df	Sig (2-tailed)	Mean Diff.	Std.Error Difference
Broad-minded	Women	6.47	.904	4,895	,028	2,233	203	,027	,355	,159
	Men	6.11	1.346							
Equality	Women	6.55	.914	10,983	,001	2,000	203	,047	,327	,163
	Men	6.22	1.396							
World at peace	Women	6.47	1.067	7,959	,005	2,449	203	,015	,457	,187
	Men	6.01	1.576							
Inner peace	Women	6.67	.724	14,895	,000	2,222	203	,027	,306	,138
	Men	6.37	1.205							
	Women	6.12	1.147							

Honoring parents, elders	Men	5.66	1.464	6,954	,009	2,506	203	,013	,458	,183
Enjoying life	Women	6.50	.805	8,128	,005	2,106	203	,036	,291	,138
	Men	6.20	1.157							
National security	Women	5.94	1.345	10,996	,001	2,605	203	,010	,566	,217
	Men	5.38	1.756							
Freedom	Women	6.66	.713	9,471	,002	2,080	203	,039	,266	,128
	Men	6.40	1.091							
Choosing own goals	Women	6.48	.839	5,770	,017	2,353	203	,020	,344	,146
	Men	6.13	1.232							
Independent	Women	6.65	.766	14,583	,000	2,516	203	,013	,358	,142
	Men	6.30	1.237							
Self-respect	Women	6.78	.619	31,632	,000	3,285	203	,001	,449	,137
	Men	6.33	1.258							
Daring	Women	6.13	1.056	10,476	,001	2,130	203	,034	,366	,172
	Men	5.77	1.391							
Exciting life	Women	5.70	1.375	2,925	,089	2,071	203	,040	,436	,210
	Men	5.27	1.634							
Respect for tradition	Women	4.81	1.716	,619	,432	2,275	203	,024	,558	,245
	Men	4.26	1.795							
Positivity	Women	5.94	1.243	10,494	,001	2,421	203	,016	,495	,204
	Men	5.45	1.669							
Responsibility	Women	6.42	.891	1,939	,165	2,766	203	,006	,421	,152
	Men	6.00	1.268							
Meaning in life	Women	6.29	.991	1,896	,170	2,254	203	,025	,361	,160
	Men	5.93	1.294							
Forgiving	Women	5.76	1.212	7,125	,008	2,999	203	,003	,594	,198
	Men	5.16	1.610							
Spiritual life	Women	5.77	1.233	5,005	,026	3,638	203	,000	,726	,199
	Men	5.04	1.611							
Helpful	Women	6.24	1.017	1,341	,248	2,017	203	,045	,325	,161
	Men	5.92	1.282							
Sincerity	Women	6.49	.883	3,698	,056	2,525	203	,012	,364	,144
	Men	6.12	1.169							
Integrity	Women	6.41	.812	,152	,697	2,618	203	,010	,350	,134
	Men	6.06	1.092							
Sustainability	Women	6.21	.969	18,114	,000	2,368	203	,019	,430	,182
	Men	5.78	1.583							
Transparency	Women	6.08	1.158							

	Men	5.67	1.477	8,156	,005	2,225	203	,027	,411	,185
--	-----	------	-------	-------	------	-------	-----	------	------	------

One-way ANOVA analysis has been applied in order to test if there is a significant difference between the rate of values considering Gen Y'ers who have different household income. The results are analyzed as $p < 0.005$ accepted. Thus, H_{0c} has been partly accepted. Positivity and spiritual life are the only two value items which have significant difference.

Table 4.5: Significant difference of values based on household income

	Sum of Squares	df	Mean Square	F	Sig.
50. Positivity	22.018	3	7.339	3.476	0.017
54. Spiritual Life	17.183	3	5.728	2.723	0.045

One-way ANOVA analysis has been applied in order to test if there is a significant difference between the rate of values considering Gen Y'ers who are in professional life for different years. The results are analyzed as $p < 0.005$ accepted. No significant difference has been identified for any value items. Thus, H_0 has been accepted while H_1 has been rejected.

The company of participants offers two different job status as part time and full time. T-Test has been applied in order to test if there is a significant difference between the rate of values considering Gen Y'ers who have different job status. The results are analyzed as $p < 0.005$ accepted. Hence, 19 value items have been identified which has significant difference. These values are listed in Table 4.7. Accordingly, H_1 has been partly accepted. It should be noted that majority of the participants stated that they are full time employees (82%).

Table 4.6: Significant difference of values based on job status

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	Mean	
									Part Time	Full Time
1.12 Obedient	Equal variances assumed	.313	.577	2.256	203	.025	.6860	.3040	5.162	4.476
1.13 Self-discipline	Equal variances assumed	1.842	.176	2.921	203	.004	.7267	.2488	6.054	5.327
1.14 Pleasure	Equal variances assumed	2.654	.105	2.122	203	.035	.4960	.2337	6.216	5.720
1.24 Successful	Equal variances assumed	1.271	.261	2.136	203	.034	.4709	.2205	6.405	5.935
1.26 Ambitious	Equal variances assumed	3.901	.050	2.134	203	.034	.7153	.3352	5.108	4.393
1.27 Being influential	Equal variances assumed	4.546	.034	2.017	203	.045	.5732	.2842	5.865	5.292
1.30 Authority	Equal variances assumed	5.307	.022	3.148	203	.002	.9632	.3060	5.541	4.577
1.32 Preserving the public image	Equal variances assumed	4.012	.047	2.357	203	.019	.7584	.3218	5.270	4.512

1.33 Social recognition	Equal variances assumed	.096	.757	2.809	203	.005	.9797	.3488	4.730	3.750
1.34 Creativity	Equal variances assumed	3.037	.083	2.001	203	.047	.5216	.2606	6.018	5.560
1.35 Curiosity	Equal variances assumed	4.610	.033	2.108	203	.036	.5985	.2839	6.027	5.429
1.42 Exciting life	Equal variances assumed	1.581	.210	2.147	203	.033	.5861	.2730	5.973	5.387
1.48 Honesty	Equal variances assumed	11.958	.001	2.156	203	.032	.3909	.1813	6.784	6.393
1.49 Loyalty	Equal variances assumed	1.919	.167	2.019	203	.045	.4681	.2318	6.432	5.964
1.53 Forgiving	Equal variances assumed	4.975	.027	2.092	203	.038	.5439	.2600	5.919	5.375
1.56 Trust	Equal variances assumed	11.100	.001	2.322	203	.021	.6580	.2833	6.027	5.369
1.57 Self-grooming	Equal variances assumed	6.573	.011	2.541	203	.012	.6005	.2364	6.595	5.994
1.65 Being connected	Equal variances assumed	8.191	.005	2.280	203	.024	.5394	.2366	6.018	5.542

1.67 Financial income	Equal variances assumed	7.599	.006	2.417	203	.017	.7244	.2997	5.135	4.411
-----------------------	-------------------------	-------	------	-------	-----	------	-------	-------	-------	-------

One-way ANOVA analysis has been applied in order to test if there is a significant difference for true friendship considering how long the participants have been working at the same global tech company. The results are analyzed as $p < 0.05$ accepted. No significant difference has been identified for any value items. Thus, H_{0f} has been accepted while H_{1f} has been rejected. Additionally, ANOVA has been applied to understand if the different years in business life demonstrate a significant difference for any values, there is no difference determined.

Table 4.7: Significant difference of friendship based on existence in professional life

	Sum of Squares	df	Mean Square	F	Sig.
68. True friendship	4.863	3	1.621	1.281	.282

One-way ANOVA analysis has been applied in order to test if there is a significant difference for sustainability, accountability and transparency considering how long the participants have been working at the same global tech company. The results are analyzed as $p < 0.005$ accepted. No significant difference has been identified for any value items. Thus, H_{0g} has been accepted while H_1 has been rejected.

4.4 ANALYSIS OF CORPORATE SOCIAL RESPONSIBILITY

In the third part of the survey, the participants are asked to rate 5 statements related to their corporate social responsibility perception with the help of five point Likert scale. Cronbach alpha has been identified as .703 for this part of the study. In addition to this, KMO is determined as .731.

Initially, T-test has been conducted to reveal whether there is a significant difference based on gender. Only paying more to shop from a socially responsible brand statement has significant difference with .002 as accepting $p < 0.05$. It should be pointed out that women and men rate almost equally the statement avoiding to shop from the brands who have been involved to unethical cases.” The significance is .991 and so close to 1.

One-way ANOVA analysis has been applied in order to test if there is a significant difference for CSR precision when their household income has been considered. The results are analyzed as $p < 0.05$ accepted. A significant difference has been identified for considering brands’ ethical reputation while I’m shopping statement with .025 significance.

Table 4.8: Significant difference of CSR precision based on household income

	Sum of Squares	df	Mean Square	F	Sig.
3.1 I would pay more to shop from a socially responsible brand.	.283	3	.94	.092	.964
3.2 I consider brands’ ethical reputation while I’m shopping.	9.373	3	3.124	3.195	.025
3.3 I avoid shopping from the brands which have been involved to unethical cases.	1.778	3	.593	.519	.670
3.4 I would pay more to shop from brands that care about society.	2.493	3	.831	.729	.536
3.5 I would choose the socially responsible brand among two options which have the same price and quality.	4.484	3	1.495	1.795	.149

Pearson correlation has been applied to see if there is meaningful relation between the CSR answers and the following values; unity with nature, a world of beauty and protecting the environment which are selected considering Schwartz's Universalism dimension. Accordingly, there is a positive correlation between only protecting the environment value rates and Gen Y'ers paying more to shop from a socially responsible brand at 0.05 level of significance.

One-way ANOVA has been applied to test if there is a significant difference between participants who work for different years at their current company. However, there is no difference detected. It should be also noted that education is not a variable which creates a significant difference between participants.

Table 4.9: Correlation between universalism – question 3.1

		Protecting the environment	A World of beauty	Unity with the nature
3.1 I would pay more to shop from a socially responsible brand.	Pearson Correlation	,139*	,120	,131
	Sig. (2-tailed)	,047	,086	,060
	N	205	205	205

It is determined that all three value items have a positive correlation with Gen Y'ers consideration of brands' ethical reputation while shopping and also their desire to choose the socially responsible brand among two options which have the same price at 0.01 level of significance.

Table 4.10: Correlation between universalism – question 3.2 and 3.5

		Protecting the environment	A World of beauty	Unity with the nature
3.2 I consider brands' ethical reputation while I'm shopping	Pearson Correlation	,230**	,202**	,205**
	Sig. (2-tailed)	,001	,004	,003
	N	205	205	205
3.5 I would choose the socially responsible brand among two options which have the	Pearson Correlation	,217**	,239**	,238**
	Sig. (2-tailed)	,002	,001	,001

same price	N	205	205	205
------------	---	-----	-----	-----

On the contrary, there is no meaningful relationship between the mentioned values and Gen Y'ers in terms of avoiding shopping from brands who have been involved to unethical cases and also paying more to shop from brands that care about society.

4.5 SUMMARY OF RESULTS

Various analyses were conducted in order to find out results for the research questions; “What are the personal values of Generation Y'ers who work at a global technology company in Turkey?”.

Initially, the reliability analysis has been conducted and the Cronbach alpha coefficient has been determined as 0.93 as a high reliability score. In order to measure the sampling adequacy, KMO has determined as 0.925. When the value scale and CSR questions are examined separately, Cronbach alpha is .972 for value scale and .703 for CSR questions. Besides, KMO is determined as .935. for value scale and .731 for CSR questions.

The descriptive information was interrogated to have a better understanding the distribution of the participants via different variables following the mentioned tests. According to the statistics, the top five highest rated values by women belong to Schwartz's universalism, benevolence and self-direction dimensions. On the contrary, the top five highest rated values by men belong to Schwartz's universalism, benevolence, self-direction and security dimensions. The findings reveal that when the participants have to select only five value among 68 items without rating, being healthy is remarkable as the first value as an item of security. Devout and accepting portion in life are the relevant values which participants rated lowest. There is no significant difference has been identified when the participants' educational background is investigated. Social recognition, being wealthy and ambitious are the following least important values for the participants.

24 values which have significant difference based on gender have been determined as the result of the analysis. It is noticeable that the mean of women's rating is higher than men's rating for all of the values specified. It is noteworthy that almost all of the items of benevolence have the significant difference and there is no items of power and achievement.

After the results were assessed, the significant difference has been investigated based on participants' household income. There are only two values; positivity and spiritual life have been identified. It is observed that the mean of these values rated by the participants whose household income is below the minimum wage is also below the average rating.

In order to observe if longer existence in professional life and participant's current company make any difference in participants' personal values appropriate tests are applied. However, there is no significant difference determined.

Through some of the analysis, it was aimed to see if there is meaningful relation between participants' job status and their personal values. 19 following values; obedient, self-discipline, pleasure, successful, ambitious, being influential, authority, preserving the public image, social recognition, creativity, curiosity, exciting life, honesty, loyalty, forgiving, thirst, self-grooming, being connected and financial income have significant difference. It should be noted that the mean of the part time employees is higher comparing to full time employees. Although career opportunities have limited for part time employees, it is noticeable that there are six items belong to achievement and power dimension. In other words, part time participants care more about social status and dominancy.

Since true friendship is one of the core values of the company where the participants work at and also it is one of the top 5 highest values endorsed by the participants, analysis has been done to reveal if there is a significant difference for true friendship value regarding how long participants have been working for their current company. Nevertheless, there is no significant difference identified.

As the last step of the research, participants CSR precision has been investigated. After T-test has been conducted based on gender, it is observed that women are more likely to pay more to shop from a socially responsible brand.

The significant difference is indicated only for this question. It should be emphasized that both women and men endorsed highly the statement “I avoid shopping from brands which have been involved unethical cases.

Moreover, it was aimed to see whether participants’ CSR precision has a significant difference based on household income. It is determined that only the following statement “I consider brands’ ethical reputation while I’m shopping” has difference. When the other statements and their significance levels are reviewed, it can be stated that even if there is a difference for the statement which measures the CSR perception , the difference does not reflect on the behavioral statements. When the correlation between 3 items of Schwartz’s universalism dimension is analyzed, it should be underlined that there is a positive correlation between items and following statements; “I consider brands’ ethical reputation while I’m shopping” and “I would choose the socially responsible brand among two options which have the same price”.

5. CONCLUSION

As the global competition aggravated, especially in tech sector, being the choice of talented and game changer employees and more importantly retaining them give organizations competitive advantage. Most of the job seekers are likely to be in their 20 to 30 years, born between 1980-2000, who are called Generation Y'ers.

As Schwartz (2005) stated, the significance of core and corporate values in giant organizations increase. Namely, corporate code of ethics can be described as “written, distinct and formal document which consists of moral standards that help guide employee or corporate behavior” (Schwartz 2001, pp.519-542).

To comprehend Generation Y's personal values considering the valued insights about their characteristics will ameliorate the recruitment process for Human Resources in terms of preferring the most adaptable candidate with the corporation and their core values as well as it will improve managers' approaches to their employees to have better outcomes.

This study concentrating on working Gen Y'ers in a global tech company in Turkey reveals that the top five important values selected by them are being healthy, freedom, true friendship, inner peace and justice. This result is consistent with TUIK's report as it is stated that young population of Turkey affirm their first reason for happiness as “health” (TUIK, 2013). Regarding this result, HR departments may place emphasis on health insurance as part of their compensation packages. Leadership and the decision makers may organize creative and fun activities which enhance the motivation of employees for recent healthy life trends. Company may have some incentives to provide special employee discounts for technological devices they sell, related with health tracking.

Both men and women highly value freedom and independence. As supported by Altınbaşak-Türkel's study (2017) and also Loughlin (2001), Gen Y'ers are self-reliant and unimpressed by authority. The results are consistent with other studies' findings. Thus, Gen Y'ers need flexibility, casual dressing, work-life balance. At this point, decision makers may hold some roundtable meetings where employees can express themselves freely. Furthermore, leadership may be involved into one to one sessions with the team where employees can share their ideas and projects about their role and works to make them feel more independent and respected.

Moreover, devout and accepting portion in life are the least 2 rated values by Gen Y'ers. While this intensifies the previous finding, it also supports Altınbaşak-Türkel's finding correlatively. Besides, the study demonstrates that the importance of these values does not change depending on the educational level. Decision makers should create an independent and unconventional working environment where employees do not hesitate to share what they believe or what they don't.

Findings about "true friendship" is unique to the global tech company where the study is conducted. The value given to this item is highly steady with the core values of the organization. It is noteworthy that there is no significant difference found out based on gender for this value. Studies support that socialized working environment and fun are important for Gen Y employees since they are less likely to leave the company if they are encouraged to socialize and have fun (Washington 2008). Along with this, there is no significant difference of friendship based on employees' existence in professional life. In order to create a differentiative advantage for the company considering the importance of true friendship value for the employees, decision makers and HR executives may organize outdoor events to strengthen the friendship regularly. Creative and icebreaking activities may be diversified to encourage teamwork and bind people from different departments.

When the highest rates given to values are reviewed, it is pointed that women value self-respected and inner peace differently than men's rates. This indicates that in a changing the world and working environment, women Gen Y'ers of the mentioned global tech

company in Turkey feel under pressure in malestream eventhough one of the core values of the mentioned company in study is diversity. To continue to have positive discrimination for women in recruitment process may create better circumstances for women employees. Decision makers may invite successful women guest speakers to encourage women employees and make sure that an equal salary policies are applied in the company.

On the other hand, it is clearly seen that men distinctly rated being honest and family security at the top. This finding confirms male dominated approach of men Gen Y'ers. The mentioned tech company already has extensive benefit packages such as health insurance for spouses of the employee or providing psychological counseling if needed. They should keep investing on these kinds of benefits. Additionally, regarding the importance of honesty, decision makers should care for a transparent communication strategy. Decision makers should give fearless and improving feedbacks to employees while shaping their career plans.

Additionally, 24 value items are investigated which are significantly different based on gender. It is seen that women are the reason of difference. When they are profoundly reviewed, it is demonstrated that self-transcendence is stronger for women with higher rates of Benevolence and Universalism, considering Schwartz's classifications. This indicates women Gen Y'ers sensitive approach. Decision makers should preserve and respect the women's legal rights in the company such as maternity leave and postpartum period. Since the women employees give more importance to values such as sustainability, meaning in life, responsibility, decision makers may encourage women to take active roles in volunteer projects of the company where CSR is highlighted.

Furthermore, findings demonstrate that household income creates difference only for positivity and spiritual life value items. This supports the other researches about Gen Y'ers as money and jobs are tools for Gen Y'ers, not the goal itselfs. What's more, being wealthy, financial income and social recognition are the least rated values. The results show that materialism comes after for the employees in their value hierarchy.

Decision makers may focus on fringe benefits, promising career plans rather than salary and bonus to increase employee commitment and satisfaction.

In the mentioned tech company, there are a lot of part time employees as well as full time employees. It is indicated that PT employees value self-discipline, successful and obedient more than full time employees. As D'netto (2018) stated when Gen Y'ers are more flexible, managers are likely to get better results. In the mentioned tech company, so many career experiences exist to enrich internal customer's development. However, generally first condition of attending them is to be full time employees. Regarding the results, decision makers may provide career experience opportunities to part time employees as well as the fulltime employees. Also, there is a room to ameliorate full time employees' working conditions in Turkey. The working hours are long and this causes lack of motivation. When the results are analyzed, it is observed that part time employees give more importance to creativity, curiosity pleasure. These employees have more time to improve themselves. Mostly, they have a second job outside of the tech company focusing on music, design or art. Decision makers may help full time employees to create and express themselves in break areas in the company by providing music instruments, game consoles or reading spaces in order to increase employees' motivation and help them to have some extra free time.

The mentioned tech company in study is one of the leading companies in the world in terms CSR activities, such as sustainability and renewable energy. However, there is no significant difference for sustainability, accountability and transparency considering how long Gen Y'ers work for this company. HR may take actions to make employees aware of their CSR activities. The internal website of the company may be used for rich announcements about what company does and invests for CSR activities. Results are consistent with Karahan's statement (2018) as Millennials believe that they will have a positive contribution to the world however Turkish Gen Y'ers have opportunity to come western countries' level.

Following the CSR questions, this study demonstrates that both men and women are likely to choose socially responsible brand if the brands have the same price. Besides, they are also likely to avoid shopping from brands which have been involved to unethical cases. However, findings show that when it comes to paying more, Gen Y'ers are less likely to change their behaviors.

When the CSR perception and household income has been reviewed, findings show that only considering brands' ethical reputation while shopping depend on income. Moreover, a positive correlation is investigated between protecting the environment value item and paying more to shop from a socially responsible brand. HR managers and decision makers may encourage employees to participate in the volunteers' activities organized by the company and help them feel how it is to give it back to society. These events will increase internal customers' commitment to organization and cherish sense of belonging.

As a result, in consideration of the findings, HR responsibilities and managers in global and multinational organizations have a better and intelligent approaches to their internal customers to obtain better outputs.

REFERENCES

Books

- Armstrong, G. & Kotler, P., 2003. *Pazarlama*. New York: Prentice hall.
- Ay, Ü. (2003). *İşletmelerde Etik ve Sosyal Sorumluluk*. Adana: Nobel Kitabevi.
- Bilgin, N. 2003. *Sosyal psikoloji sözlüğü: Kavramlar, yaklaşımlar*. Ankara: Bağlam Yayıncılık
- Berry, L. L. & Parasuraman, A. 1991. *Marketing services: Competing through quality*. New York, NY: The Free Press.
- Comte, A., 1905. *The positive philosophy*. London: Watts & Co.
- Doğan, S. 2005. *Çalışan ilişkileri yönetimi*. İstanbul: Papatya Yayıncılık
- Elmore, T., 2010. *Generation iY: Our last chance to save their future*. Atlanta; Poet Gardener
- Everard, B., 1995. *Managing teachers as professionals in schools*. (Edt: H. Busher & R. Saran). London: Kogan Page
- Grant, R.M. & Jordan, J., 2015. *Foundations of strategy*. New Jersey: John Wiley High Education.
- Hofstede, G., Hofstede, G.J. & Minkov, M., 2010. *Cultures and organizations software of the mind*. New York: McGraw-Hill Books.
- Karahasan, F., 2018. *Açılın gençler geliyor*. İstanbul: Ceo Plus Yayınları.
- Kahle, L.R., 1983. *Social values and social change: Adaption to life in America*. New York: Praeger.
- Kluckhohn, C.K., 1951. *Values and Value orientations in the theory of action*. Cambridge: Harvard University Press.
- Kilby, R.W., 1993. *The study of human values*. Lanham: University Press of America, Inc.
- Lamberton, L.H. & Minor, L., 1995, *Human relations: Strategies for success*, Chicago: Irwin Mirror Press.
- Mannheim, K., 1927/28. *The Problem of Generations*, pp. 276-322
- Mannheim, K., 1952. *Essays on sociology of knowledge*. New York, Oxford University Press.

- Rokeach, M., 1973. *The nature of human values*. New York: Free Press.
- Roccas, S. & Sagiv, L., 2017. *Values and behavior, taking a cross cultural perspective*. New York: Springer
- Strauss, W. & Howe, N., 1991. *Generations: The history of america's future, 1584 to 2069*. New York: William Morrow & Company.
- Strauss, W. & Howe, N., 1997. *The fourth turning; What the cycles of history tell us about america's next rendezvous with destiny*. New York: Broadway Books.
- Schwartz, S.H., 1992. *Advances in experimental social psychology*. New York: Academic Press.
- Schwartz, S., 1996. *Value priorities and behavior: Applying a theory of integrated value systems*.
- Seligman, C., Olson, J.M. & Zanna, M.P. *The Ontario symposium on personality and social psychology*, 8. *The psychology of values: The Ontario symposium*, New Jersey: Lawrence Erlbaum Associates, Inc.
- Taşkın, E. 2000. *Müşteri ilişkileri eğitimi*. Istanbul: Papatya Yayıncılık.
- Vavra, T. G. 1999. *Müşteri tatmini ölçümelerini geliştirmenin yolları*. Istanbul: Kalder Yayınları.

Periodicals

- Altinbasak Farina, I. & Guleryuz Turkel, G. 2015. Identifying the Needs of Gen Y by Exploring Their Value Systems: A Qualitative Study. *International Journal of Trade, Economics and Finance*, 6 (6), pp. 290-296.
- Altinbasak Farina, I. & Guleryuz Turkel, G. 2017. A comprehensive study of the prevalent personal values; investigating working generation Y'ers in Turkey. *Boğaziçi Journal Review of Social, Economic and Administrative Studies*, 31 (1), pp. 59-81.
- Alwin, D. F. and McCammon, R. J. 2007. Rethinking generations. *Research in Human Development* 3 (4), pp. 219-237.
- Awan, H. M., Siddiquei, A. N., Jabbar, A., Abrar, M. & Baig, S. A. 2015. Internal marketing and customer loyalty: Aydadic analysis. *Journal of Service Science and Management*, 8 (2), pp. 1-12.
- Aydın, M. 2003. Gençliğin değer algısı: Konya örneği. *Değerler Eğitimi Dergisi* 1, pp. 121-144.
- Bilsky, W & Schwartz, S.H. 1994. Values and personality. *European Journal of Personality* 8, pp. 163-181.
- Bolay, S.H. 2007. Değerlerimiz ve günlük hayat. *DEM Dergisi* 1, pp. 12-19.
- Bruhn, M. & Georgi, D. 2000. Information-based analysis of service quality gaps managing service quality by internal marketing. *Journal of Pofessionals Services Marketing*. 21 (2), pp. 105-124.
- Cogin, J. 2012. Are generational differences in work values fact or fiction? Multi-country evidence and implications. *The International Journal of Human Resource Management* 23, pp. 2268– 2294.
- Cieciuch, J. and Davidov, E. 2012. A comparison of the invariance properties of the PVQ-40 and PVQ-21 to measure human values across German and Polish samples. *Survey Resarch Methods* 6 (1), p. 37.
- Chaudhuri, S. & Ghosh, R. 2012. Reverse mentoring a social exchange tool for keeping the boomers engaged and millennials committed. *Human Resource Development Review* 11, pp. 55-76
- Crumpacker, M., & Crumpacker, J. M. 2007. Succession planning and generational stereotypes: Should HR consider age-based values and attitudes a relevant factor or a passing fad? *Public Personnel Management* 36, pp. 349– 369.

- Çalışkur, A. & Aslan, A.E. 2013. Rokeach Değerler Envanteri Güvenirlilik ve Geçerlilik Çalışması. *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* 16 (29), pp. 81-105.
- Demirutku, K. & Sümer, N. 2010. Bilimsellik Değerlerinin Schwartz'ın Değer Kuramı Çerçevesinde İncelenmesi. *Türk Psikoloji Yazıları* 13 (25), pp.17-25
- Dereli, B. & Toruntay, H., 2015. Örgütlere Kuşakların İş Değerleri, Motivasyon ve Mentorluk Kavramlarına Dayalı Yönetimi. *İstanbul Ticaret Üniversitesi Dış Ticaret Enstitüsü Working Paper Series* 3, pp.6
- Eisner S. 2005. Managing Generation Y. *SAM Advanced Management Journal* 70 (4), pp. 4-15
- Erdem, A.R. 2003. Üniversite kültüründe önemli bir unsur: Değerler. *Değerler Eğitimi Dergisi* 1 (4), pp. 55-72.
- Eroğlu, E. 2005. Müşteri memnuniyeti ölçüm modeli. *İÜ İşletme Fakültesi İşletme Dergisi*. 34 (1), pp. 7-25
- Greenberger, E., Lessard, J., Chen, C. & Farruggia, S. 2008. Self-entitled college students: contributions of personality, parenting, and motivational factor. *Journal of Youth Adolescence*, 37 (10), pp. 1193-1204.
- Greening, D. W. & Turban, D. B. 2000. Corporate social performance as a competitive advantage in attracting a quality workforce. *Business & Society*. 39 (3), pp. 254-280.
- Jones, C. R. 1996. Customer satisfaction assessment for internal suppliers. *Managing Service Quality: An International Journal*. 6 (1), pp. 45-48.
- Jones, D. A. 2010. Does serving the community also serve the company? Using organizational identification and social exchange theories to understand employee responses to a volunteerism program. *Journal of Occupational and Organizational Psychology*. 83 (4), pp. 857-878.
- Hitlin, S. & Piliavin, J.A. 2004. Values: Reviving a dormant concept. *Annual Review of Sociology* 30, pp. 359-393.
- Kağıncıoğlu, H. 2002. Günümüz İşletmelerinin Yaşam Anhtarı: Müşteri Odaklılık. *Ege Academic Review*. 2 (1), pp. 78-90
- Kaplan, M. 2013. Kurumsal Sosyal Sorumluluk Algılamalarının Örgütsel Özdeleşmesi Üzerindeki Etkisi. *Selçuk Üniversitesi İktisadi ve İdari Bilimler Fakültesi Sosyal ve Ekonomik Araştırmalar Dergisi*, pp. 77-97

- Kelk kmen- li , D. & Yal m, B. 2017. Differentiated Job Values and Leadership Perceptions of Gen Y. *Journal of Yasar University* 12 (46), pp. 136-160
- Keller J. & Kesberg, R. 2017. Regulatory focus and human values. *Psihloga* 50(00):4-4, pp. 1-30
- Kıran,  . & G l, S. 2016. Lise  ğrencilerinin deęer y nelimlerinin Schwartz deęerler  l eęi a ısından incelenmesi. *The Journal of International Social Research* 9 (47), pp. 487-495.
- Melo, T. & Garrido-Morgado, A. 2012. Corporate reputation: A combination of social responsibility and industry. *Corporate Social Responsibility and Environmental Management* 19 (1), pp. 11-31.
- Murphy, W.M. 2012. Reverse mentoring at work: Fostering cross-generational learning and developing millennial leaders. *Human Resource Management* 51, pp. 549–573.
-  l er, F. 2001. G n m zde Sosyal Sorumluluęun Deęi en Boyutları ve   letmeler  zerine Etkileri. *Standart Dergisi*. pp 22-23.
-  zensel, E. 2003. Sosyolojik Bir Olgu Olarak Deęer. *Deęerler Eęitimi Dergisi* 1 (3), pp. 217–239.
- Pekmezci, T., Demireli, C. & Batman, G. 2015.    M   teri Memnuniyeti: Konya Un Fabrikalarında Bir Uygulama. *Dumlupınar  niversitesi Sosyal Bilimler Dergisi*. (22)
- Pilcher, J. 1994. Mannheim’s Sociology of Generations: An Undervalued Legacy. *The British Journal of Sociology* 45 (3), pp.481-495
- Sandık ı, M., 2007. M   teri Memnuniyeti  l  mlmesi ve Sandıklı H dai Kaplıcası’nda Bir Alan Ara tırması. *Afyon Kocatepe  niversitesi   BF Dergisi*. 9 (11), pp. 39-53
- Schwartz, S.H., and Bilsky, W. (1990). Toward a Theory of the Universal Content and Structure of Values: Extensions and Cross-Cultural Replications. *Journal of Personality and Social Psychology* 58, pp. 878-891.
- Schwartz, S. H., Melech, G., Lehmann, A., Burgess, S., & Harris, M., 2001. Extending the cross-cultural validity of the theory of basic human values with a different method of measurement. *Journal of Cross- Cultural Psychology* 32(5), pp.519-542.
- Schwartz, S.H. & Sagie, G. (2000), Value consensus and importance: A cross- national study. *Journal of Cross-Cultural Psychology* 31:4, pp. 465-497.

- Schwartz, S.H., 2002, A Proposal for Measuring Value Orientations across Nations, pp.259-319.
- Schwartz, S.H. 2011. An Overview of the Schwartz Theory of Basic Values. *Online Readings in Psychology and Culture, International ASSOS for Cross Cultural Psychology 2:1*, pp. 3-20
- Simon, J., Testor-Perez, C., Alomar, E., Danioni, Iriarte, L., Cormenzana, S. and Martinez, A., 2017. The Portrait Values Questionnaire: A bibliographic and bibliometric review of the instrument. *Revista de Psicologia, Ciències de l'Educació i de l'Esport ISSN: 1138-3194*, pp. 40-50.
- Sullivan, S.E, Forret, M.L., Carraher, S.M. & Mainiero, L.A., 2009. Using the Kaleidoscope Career Model to Examine Generational Differences in Work Attitudes. *Career Development International*. 14 (3), pp. 284-302.
- Tuulik, K., Ounapuu, T., Kuimet, K. & Titov, E. 2016. Rokeach's instrumental and terminal values ad descriptors of modern organization values. *Aimi Journals International Journal of Organizational Leadership* 5, pp.151-161
- Yüksekbilgili, Z., 2013. Turkish Type Generation Y. *Electronic Journal of Social Sciences* 12:45, pp. 342-353.
- Bleedorn, G., 2013. Say hello to the millennial generation. *ABA Bank Marketing*, 45:1, pp. 24-28.

Other Sources

- Aktan, C. 2016. <http://www.canaktan.org/yonetim/kurumsal-sosyalsorum/kurumsal-sosyal/ortaya-cikis.htm> [accessed 10 November 2018].
- Aşkan, D. and Yalçınkay, M., 2010. İlköğretim okulu yönetici ve öğretmenlerinin değer algılarının bazı değişkenlere göre incelenmesi, *II. Uluslararası Türkiye Eğitim Araştırmaları Kongre Kitabı*, Antalya.
- Barton, C., Fromm, J. and Egan, C. 2012, Millennial Consumer Debunking Stereotypes [online] <https://www.bcg.com/documents/file103894.pdf> [accessed 6 November 2018].
- Best Gen Y Employers. <https://www.payscale.com/gen-y-best-employers> [accessed 16 November 2018].
- Boztunç, N., 2014 Kuşağını Elde Tutabilme Üzerine Bir Çalışma, *Bitirme Projesi*, İzmir: Ege Üniversitesi SBE.
- Cieciuch, J., Davidov, E. and Schwartz, S.H. (2015). Basic human values [online], www.humanvalues.eu [accessed 17 February 2018].
- Çatalkaya, C., 2008, Y kuşağı ve İnsan Kaynakları, <http://www.yetenekvekariyer.com/y-kusagi-ve-insan-kaynaklari/>
- Deloitte, Millennial Survey, 2018, <https://www2.deloitte.com/global/en/pages/about-deloitte/articles/millennialsurvey.html#> [accessed 8 January 2018].
- Deloitte, Millennial Survey, 2017, <https://www2.deloitte.com/content/dam/Deloitte/global/Documents/About-Deloitte/gx-deloitte-millennial-survey-2017-executive-summary.pdf> [accessed 8 January 2018].
- Deloitte, Millennial Survey, 2016, <https://www2.deloitte.com/it/it/pages/about-deloitte/articles/millennialsurvey.html> [accessed 10 June 2019].
- Engle, P. 2018. Internal Customer Focus is Crucial
- Esmer, Y. 2012, Türkiye Değerler Atlası [online], http://www.umut.org.tr/userfiles/files/Document/document_123ee05e4da8498398c703e7ef399d53.pdf
- Fry, R. 2018, Millennials projected to overtake Baby Boomers as America's largest generation, [online], <http://www.pewresearch.org/fact-tank/2018/03/01/millennials-overtake-baby-boomers/> [accessed 12 February 2018].

- Goldman Sachs Global Investment Research, Millennials Coming of Age, [online], <https://www.goldmansachs.com/insights/archive/millennials/> [accessed 15 June 2019].
- Gök, B. 2010. İç müşteri Tatminin Dış Müşteri Tatmini Üzerindeki Etkisini Belirlemeye Yönelik Bir Araştırma: Antalya’da Bir Yiyecek İçecek İşletmesi Örneği. *Yüksek Lisans Tezi*. Antalya: Akdeniz Üniversitesi SBE.
- Global Workplace Innovation, Annual Report, 2010, <https://www.samclar.com/new/sitefiles/file/Articles/Oxygenz%20Report%20-%202010.pdf> [accessed 18 February 2018].
- How Millennials Want to Work and Live. 2015. <https://www.gallup.com/workplace/238073/millennials-work-live.aspx> [accessed 6 November 2018].
- Kadıbeşegil, S. 2006, <http://www.salimkadibesegil.com/tr/bilgi-paylastikca-cogalir/itibar-yonetimi/> [accessed 16 November 2018].
- Nugent, Pam M.S., 2013. Rokeach Value Survey (RVS) in PsychologyDictionary.org, <https://psychologydictionary.org/rokeach-value-survey-rvs/> [accessed December 26 2018].
- Park, J. & Tran, T.B.H. 2016. Internal marketing, employee customer-oriented behaviors and customer behavioral response.
- PWC, Millennials at work, reshaping the workplace, 2011, <https://www.pwc.de/de/prozessoptimierung/assets/millennials-at-work-2011.pdf> [accessed 25 February 2019]
- Savelyeva, I., Falchenko, O., Kovalev, V. and Plusnina, O. 2018. Trends of Development of Higher Education in Generations Theory in Digital Global Economy. *SHS Web of Conferences* 50, pp. 1-5
- Seaculum*.(2017). <http://oxfordre.com/classics/view/10.1093/acrefore/9780199381135.001.0001/acrefore-9780199381135-e-8233> [accessed on 7th of January, 2019].
- Spiro, C., 2006, Generation Y in the Workplace. [online] http://www.washingtonandco.com/pdf/generation_y_workplace.pdf [accessed 8 January 2018].
- Sodexo, Global Workplace Trends, 2018, https://www.sodexo.com/files/live/sites/sdxcom-global/files/PDF/studies-reports/2018_Sodexo-Global-Workplace-Trends_EN.pdf [accessed 6 November 2018].

Strauss-Howe *Generational* *Theory.* (2018).
<https://censamm.org/resources/profiles/strauss-howe-generational-theory>
[accessed 3 January 2019].

TDK. Büyük Türkçe Sözlük [online], www.tdk.gov.tr [accessed 17 February 2018]

TUIK, İstatistiklerle Gençlik 2017, www.tuik.gov.tr/PdfGetir.do?id=27598
[accessed 25 February 2019].

United Nations Department of Economic and Social Affairs Population. 2015. *Youth population trends and sustainable development.* [online].
http://www.un.org/en/development/desa/population/publications/pdf/popfacts/PopFacts_2015-1.pdf [accessed 11 January 2018]

Woodward, I. C., Shaffakat, S. 2014. Understanding values for insightfully aware leadership. INSEAD Working Paper.

APPENDIX



APPENDIX A.1: Survey Questions

ANKET

Katılım göstereceğiniz anketin amacı teknoloji sektöründe çalışan Y jenerasyonunun değerleri hakkında yapılan akademik bir çalışmaya veri sunmaktır. Araştırma Bahçeşehir Üniversitesi Sosyal Bilimler Enstitüsü Tezli İşletme Master tezi kapsamında, Prof. Dr. İpek Altınbaşak Farina danışmanlığında, Melis Koraltan tarafından yapılmaktadır. Anketin sonuçları sadece akademik ve bilimsel amaçlarla kullanılacak ve gizlilik esaslarına bağlı kalınarak analiz edilecektir. Toplamda 84 sorudan oluşan anket ortalama 10 ila 15 dakika arasında sürecektir. Doğru ya da yanlış cevap yoktur. Lütfen size en uygun olanı seçerek puanlama yapınız. Tüm soruları cevaplamanızı rica ederiz. Dikkatlice vereceğiniz yanıtlar ve sağlayacağınız katkı için teşekkür ederiz.

BÖLÜM 1: DEĞERLER ÖLÇEĞİ

Aşağıda 68 adet evrensel değer bulunmaktadır. Lütfen sizin için bu değer yargılarının ne derece önemli olduğunu 1 (hiç önemli değil) ve 7 (çok önemli) arasında puanlandırın.

	Hiç önemli değil			Kararsızım			Çok önemli
	1	2	3	4	5	6	7
1. Çevreyi korumak							
2. Güzellikler ile çevrili bir dünyada yaşamak							
3. Doğa ile uyum içinde yaşamak							
4. Başka fikirlere saygı duymak							
5. Adil olmak							

6. Vicdanlı olmak							
7. Eşit olmak							
8. Dünya barışını desteklemek							
9. İç huzur							
10. Kibar olmak							

	Hiç önemli değil				Kararsızım		Çok önemli
	1	2	3	4	5	6	7
11. Büyüklere ve ebeveynlere saygı duymak							
12. Gruba uymak							
13. Disiplinli olmak							
14. Kişisel zevklere önem vermek							
15. Hayattan keyif almak							
16. Rahatına düşkün olmak							
17. Temiz olmak							
18. Ulusal güvenliğe önem vermek							
19. Toplumsal düzene önem vermek							
20. Aile güvenliğine önem vermek							
21. Yapılan iyiliklerin karşılığını görmek							
22. Sağlıklı olmak							
23. Ait hissetmek							
24. Başarılı olmak							
25. Yetenekli olmak							
26. Hırslı olmak							
27. Etkileyici olmak							
28. Zeki olmak							
29. Güçlü olmak							

30. Otorite sahibi olmak							
31. Maddiyata önem vermek							
32. Toplum içinde imajı korumak							

	Hiç önemli değil	2	3	Kararsızım	5	6	Çok önemli
	1	2	3	4	5	6	7
33. Toplum içinde tanınır olmak							
34. Yaratıcı olmak							
35. Meraklı olmak							
36. Özgür olmak							
37. Kendi hedeflerini kendi belirlemek							
38. Bağımsız olmak							
39. Kendine saygı duymak							
40. Özel hayatın gizliliğine önem vermek							
41. Cesur olmak							
42. Heyecan dolu bir hayat yaşamak							
43. Dindar olmak							
44. Alçak gönüllü olmak							
45. İlmli olmak							
46. Geleneklere saygılı olmak							
47. Allah'a havale etmek							
48. Dürüst olmak							
49. Sadık olmak							
50. İyimserlik							
51. Sorumluluk sahibi olmak							
52. Hayatı anlamlı kılmak							
53. Affedici olmak							
54. Maneviyata önem vermek							

55. Yardımsever olmak							
56. İnsanlara güven duymak							
57. Kişisel bakım							

	Hiç önemli değil	2	3	4	5	6	Çok önemli
58. Dinamik olmak							
59. Çalışkan olmak							
60. Üretken olmak							
61. Samimi olmak							
62. Tutarlılık							
63. Sürdürülebilirlik							
64. Hesap verilebilirlik							
65. Etrafta olanlara ilgili olmak							
66. Şeffaflık							
67. Maddi kazanca önem vermek							
68. Gerçek arkadaşlıklara sahip olmak							

BÖLÜM 2: DEĞERLER SIRALAMASI

Aşağıda 68 adet evrensel değer yer almaktadır. Lütfen sıralama yapmadan, sizin için önemi en yüksek 5 değeri seçiniz ve sol tarafını işaretleyiniz.

69.

Çevreyi korumak	Başarılı olmak	İlmli olmak
Güzellikler ile çevrili bir dünyada yaşamak	Yetenekli olmak	Geleneklere saygılı olmak
Doğa ile uyum içinde yaşamak	Hırslı olmak	Allah’a havale etmek
Başka fikirlere saygı duymak	Etkileyici olmak	Dürüst olmak
Adil olmak	Zeki olmak	Sadık olmak
Vicdanlı olmak	Güçlü olmak	İyimserlik

	Eşit olmak		Otorite sahibi olmak		Sorumluluk sahibi olmak
	Dünya barışını desteklemek		Maddiyata önem vermek		Hayatı anlamlı kılmak
	İç huzur		Toplum içinde imajı korumak		Affedici olmak
	Kibar olmak		Toplum içinde tanınır olmak		Maneviyata önem vermek
	Büyüklerle ve ebeveynlere saygı duymak		Yaratıcı olmak		Yardımsaver olmak
	Gruba uymak		Meraklı olmak		İnsanlara güven duymak
	Disiplinli olmak		Özgür olmak		Kişisel bakım
	Kişisel zevklere önem vermek		Kendi hedeflerini kendi belirlemek		Dinamik olmak
	Hayattan keyif almak		Bağımsız olmak		Çalışkan olmak
	Rahatına düşkün olmak		Kendine saygı duymak		Üretken olmak
	Temiz olmak		Özel hayatın gizliliğine önem vermek		Samimi olmak
	Ulusal güvenliğe önem vermek		Cesur olmak		Tutarlılık
	Toplumsal düzene önem vermek		Heyecan dolu bir hayat yaşamak		Sürdürülebilirlik
	Aile güvenliğine önem vermek		Toplum düzenine önem vermek		Hesap verilebilirlik
	Yapılan iyiliklerin karşılığını görmek		Alçak gönüllü olmak		Etrafta olanlara ilgili olmak
	Sağlıklı olmak		Dindar olmak		Şeffaflık
	Ait hissetmek		Alçak gönüllü olmak		Maddi kazanca önem vermek
					Gerçek arkadaşlıklara sahip olmak

3: KURUMSAL SOSYAL SORUMLULUK ALGISI

Aşağıda kurumsal sosyal sorumluluk algısı ile alakalı 5 adet soru bulunmaktadır. Lütfen 1 (hiç katılmıyorum) ve 5 (kesinlikle katılıyorum) arasında size en uygun puanlamayı yapın.

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
	1	2	3	4	5
70. Sosyal sorumluluk değerleri yüksek bir markadan alışveriş yapmak için daha fazla para öderim.					
71. Alışveriş yaparken markaların etik konulardaki itibarını göz önünde bulundururum.					
72. Ahlaksız olaylarda ismi geçen şirket ve markalardan alışveriş yapmaktan kaçınırım.					
73. Toplumu önemseydiğini gösteren şirketlerden alışveriş yapmak için daha fazla öderim.					
74. Kalitesi ve fiyatı aynı olan iki marka arasında sosyal sorumluluk anlamında itibarı daha yüksek olanı seçerim.					

BÖLÜM 4: DEMOGRAFİK BİLGİLER

75. Cinsiyetiniz;

Kadın ()

Erkek ()

76. Doğum yılınız;

.....

77. Eğitim durumunuz;

- İlkokul ()
Lise ()
Üniversite ()
Yüksek Lisans ()
Doktora ()

78. Medeni durumunuz;

- Bekar ()
Evli ()
Boşanmış ()
Dul ()
Diğer

79. Kim ile yaşıyorsunuz?

- Yalnız ()
Ebeveynler ()
Ev arkadaşı ()
Eş ()
Eş ve çocuklar ()
Diğer

80. Toplam hane geliriniz;

- 2.000 TL'den az ()
2.000-5.000 TL arası ()
5.001-10.000 TL arası ()
10.001 TL'den fazla ()

81. Çalışma durumunuz;

- Yarı zamanlı (Part time) ()
Tam zamanlı (Full time) ()

82. Kaç yıldır çalışıyorsunuz?

1 yıldan az ()

1-3 yıl ()

3-5 yıl ()

5 yıldan fazla ()

83. Kaç yıldır şu anda çalıştığınız kurumda çalışıyorsunuz?

1 yıldan az ()

1-3 yıl arası ()

3-5 yıl arası ()

5 yıldan fazla ()

PERSONAL INFORMATION

Melis Koraltan

18.10.1988

meliskoraltan@gmail.com +905345982500

EDUCATION

2012 - Bachelor of Arts: Public Relations Bahcesehir University - Istanbul

(GPA; 3,44/4)

2007 - High School: Lycée Français Saint Michel - Istanbul

WORK EXPERIENCE

Business Expert (B2B Sales) - Apple Turkey – 09/2016 to Current

Learning & Development Specialist - Apple Turkey – 03/2016 to 09/2016

Operations & Specialist - Apple Turkey – 3/2014 to 02/2016

Assistant Account Executive - Strateji PR Agency – 02/2013 to 06/2013

ACCOMPLISHMENTS

Apple Quality Assurance Tester - Project Based Career Experience (Cupertino, USA, 2017)

Aydin Dogan Foundation - 24th Young Communicators Award - Category of Marketing PR, 1st Place Relaunch of Pringles (Istanbul, 2012)

Work and Travel Experience (Maryland, United States, 2009/2011)

CERTIFICATIONS

Train the Trainer Training (Apple INC) – London, 2016

Apple Watch Special Event (Apple INC) – London, 2015

Global Retail Training (Apple Turkey) – Istanbul, 2014

Corporate Communication Certificate (TAV Airports-Bilgi Uni.) – Istanbul, 2013