



Work Values in an Era of Change: Insights from Germany

Melanie Hochmuth, M.A.

Research Associate Faculty of Social Science, Department of Business Education University of Bamberg, Germany <u>Melanie.Hochmuth@uni-bamberg.de</u>

Agenda

- 1. Vocational Orientation in an Era of change
- 2. Work Value Theory
- 3. Insights to Work Values from German Students
- 4. Take Home Messages
- 5. Bibliography
- 6. Contact Information



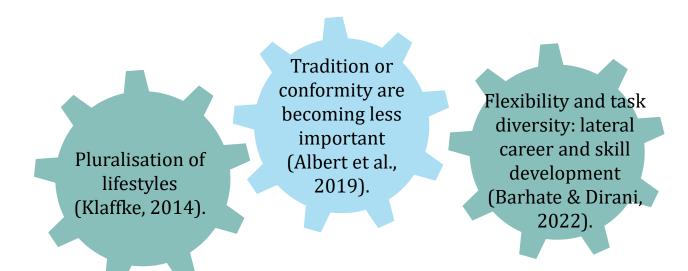
If everything is changing, why should work values remain the same?



Vocational Orientation in an Era of Change?



- Careers are central to the identity of baby boomers.
- Generation X prefers loyalty to organisations and stems from financial promotions.
- For Generation Y, financial incentives play a major role in career stability. (Klaffke, 2014, p. 65).
- Generation Z defines professional stability in terms of achieving personal goals (Grow and Yang, 2019). Work-life balance is already expected when starting a career (Ernst & Young, 2020)



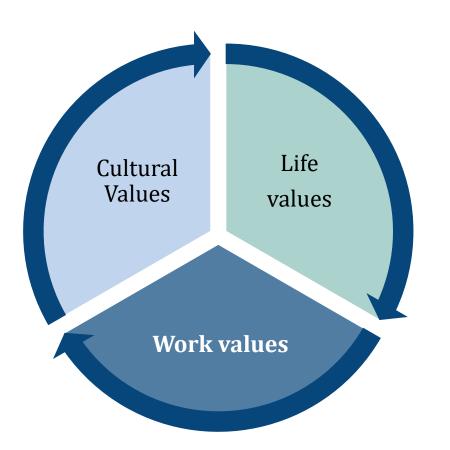
generation = people who experience the same chronological, social and historical time frame and are characterised by similar behavioural profiles that are also evident in the professional context (Twenge et al., 2010)

Work Value Theory

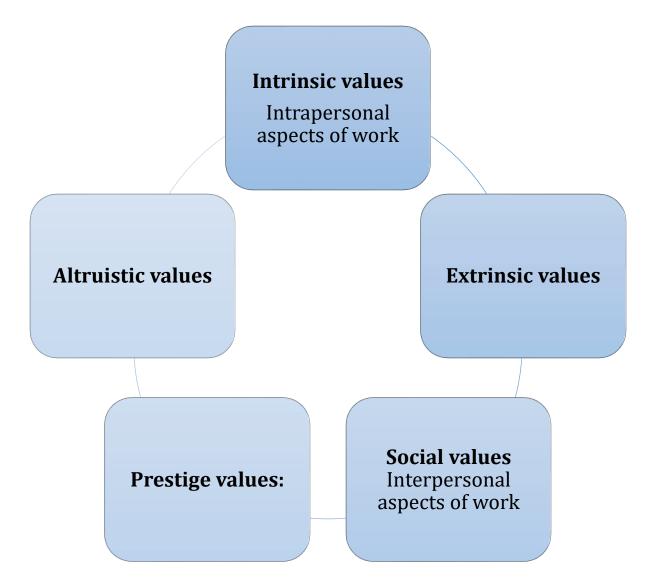
UPRICH-UAA WERSITAT BANMBER ODD WILLON WILLON DATE

- General values have an impact on personal life and career goals and change over time (Schlöder, 2013).
- Ccultural values influence the perception of various aspects.
- Values relate to desirable goals and are crossactional and cross-situational (Schwartz, 2006).
- The work value theory represents a theoretical approach to the importance of values in the work context. Work values interact with interest and career choice (Brown, 2002).









What's this Study about?





- Vocational Orientation and Decision Making Process of German students
- What general life values do Gen Y and Gen Z consider essential?
- How do Gen Y and Gen Z relate to work values and what differences are there between the generations?

- general values in life (value universe with 58 items, dichotomous recording, frequency analyses
- work values (31 items with a four-level scale for relevance, t-tests)



- Career Guidance and Counselling in Germany
- What do Gen Y and Z expect from an ideal career guidance and counselling process?
- qualitative content analysis (open question on the definition of successful career orientation)

- ✓ 248 students from generation Z
- ✓ 118 students from generation Y

—	
—	
—	

closed and open ended questions: personal assisted interviews in autumn 2020 in Germany

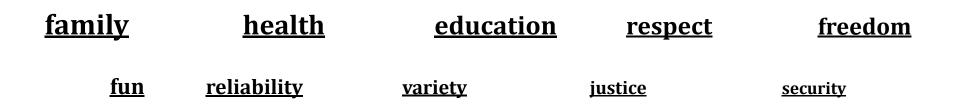




What values are most important to you in your life? For each value, please indicate whether it is important or unimportant.







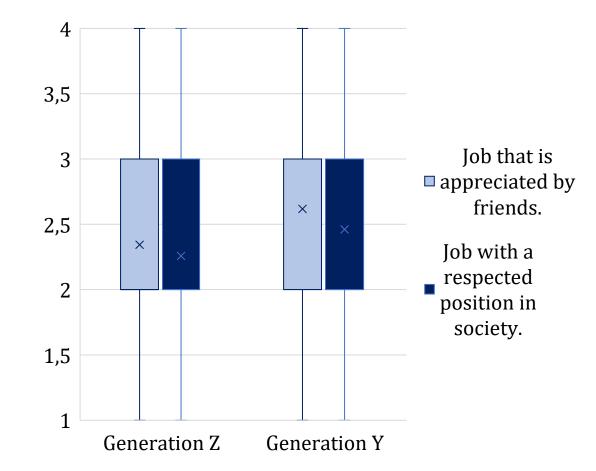
TOP 15: Generation Z & Generation Y





Extrinsic and Prestige Values

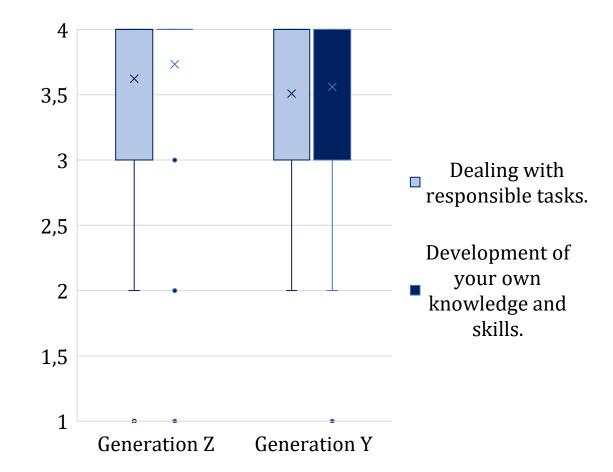






Instrinsic Values









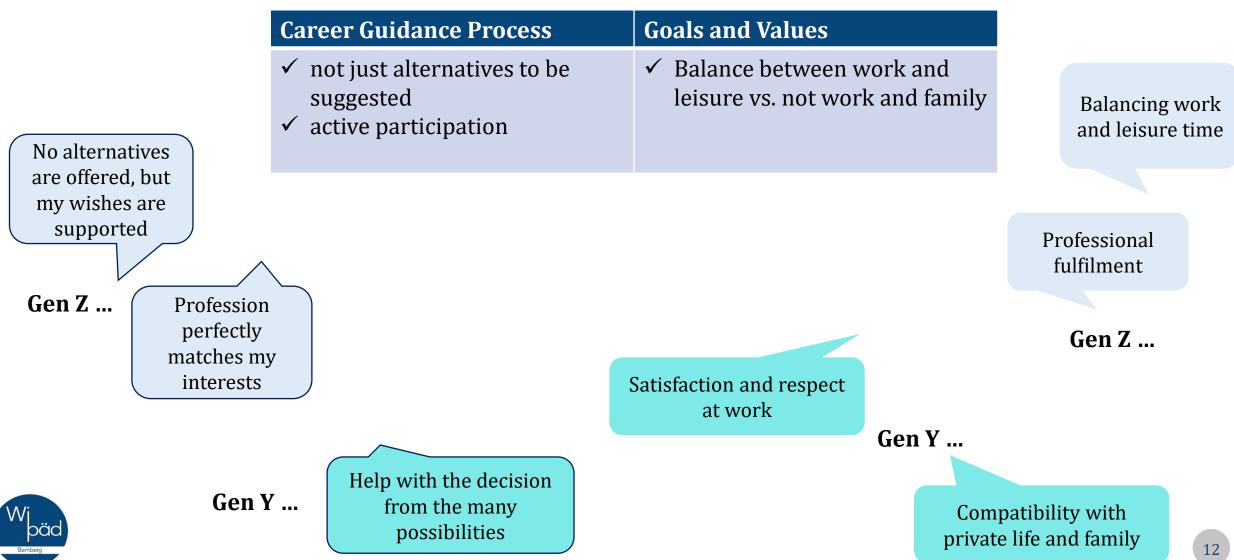
"I am satisfied with my career orientation if:" (max. 5 responses) - 158 people - a total of 473 responses (approx. 3/person).

Code system based on the Work-Value Theory according to Brown (2002):

<u>Intraperso</u>	<u>nal values</u>	Interpersonal values
 Intrinsically motivated values Self-realization Personal development Meaningfulness Altruistic values Doing something for the society Helping others 	 Extrinsically motivated values Salary Job security Prestige values Social Status Material Boni 	 Social values Cooperation Collegiality Support





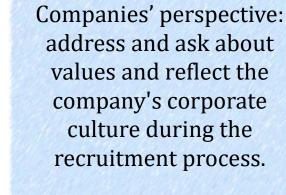


Take Home Messages

From security to creative and intellectual development.

> High relevance of intrinsically motivated values like self-realization and personal development.

Strongly integrate individual values into career guidance and counseling services?





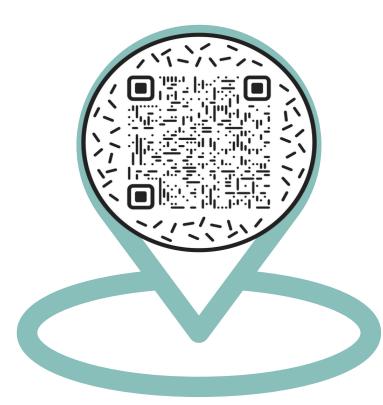




- Barhate, B., & Dirani, K. M. (2022). Career aspirations of generation Z: A systematic literature review. *European Journal of Training and Development*, 46(1/2), 139-157. https://doi.org/10.1108/EJTD-06-2021-0104
- BMBF. (2024). *Berufsbildungsbericht 2024* [Vocational Education Report 2024]. <u>https://www.bmbf.de/SharedDocs/Downloads/de/2023/berufsbildungsbericht-2023-kabinettfassung.pdf?_blob=publicationFile&v=2</u> (Accessed June 28, 2024).
- Brown, D. (2002). *Career choice and development* (4th ed.). Jossey-Bass.
- Fitzenberger, B., Licklederer, S., & Zimmermann, M. (2015). Übergänge von der allgemeinbildenden Schule in berufliche Ausbildung und Arbeitsmarkt: Die ökonomische Perspektive [Transitions from general education schools to vocational education and the labor market: The economic perspective]. In J. Seifried & S. Seeber (Eds.), *Jahrbuch der berufs- und wirtschaftspädagogischen Forschung 2015* [Yearbook of vocational and economic education research 2015]. Verlag Barbara Budrich. <u>https://doi.org/10.25656/01:18346</u>
- Schwarz, L., Anger, S., & Leber, U. (2020). Berufsorientierung durch Schulen und Arbeitsagenturen ist für Jugendliche mit Migrationshintergrund besonders wichtig [Career orientation through schools and employment agencies is particularly important for young people with a migration background]. *IAB-Forum*. Institut für Arbeitsmarkt- und Berufsforschung. <u>https://www.iab-forum.de</u>
- Daumiller, M. (2018). Motivation of teachers. *Encyclopedia of Educational Science Online*. https://doi.org/10.1007/978-3-319-32152-0_113-1
- Spence, M. (1973). Job market signaling. *Quarterly Journal of Economics*, 87(3), 355-374. https://doi.org/10.2307/1882010
- Protsch, P., & Solga, H. (2015). How employers use signals of cognitive and noncognitive skills at labour market entry: Insights from field experiments. *European Sociological Review, 31*(5), 521-532. https://doi.org/10.1093/esr/jcv024
- Schlöder, B. (2013). Soziale Werte und Werthaltungen: Eine sozialpsychologische Untersuchung des Konzepts sozialer Werte und des Wertwandels [Social values and value orientations: A social psychological study of the concept of social values and value change]. Springer-Verlag.
- Sortheix, F. M., Chow, A., & Salmela-Aro, K. (2015). Work values and the transition to work life: A longitudinal study. *Journal of Vocational Behavior*, 89, 162-171. https://doi.org/10.1016/j.jvb.2015.06.001









Let's keep in touch!

Melanie Hochmuth, M.A. Research Associate

University of Bamberg, Germany Melanie.Hochmuth@uni-bamberg.de

+49 951 863 - 2769