

Workplace Flexibility

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Employer Utility?

A cross generational study of the workforce

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Abstract

One of the most discussed managerial questions of today is how to handle the fact that the millennials make up bigger portion of the workforce year by year. This generation is sometimes described as profoundly different compared to the previous ones, and it is often stated that they demand flexibility from their employers. What is not extensively researched is however what flexibility factors the millennials demand and how workplace flexibility affects the employee. Hence, the purpose of this study is to find and describe what flexibility factors affect job satisfaction. Furthermore, the study tests what flexibility factors may affect the employee's creativity and potential generational differences connected to this. Perceived workplace flexibility and job satisfaction is measured using a questionnaire. Creativity is measured using an alternative usage test. The results indicate that the generational differences are not as dramatic as they are often depicted. Workplace flexibility is proved to be a universal driver of satisfaction. Moreover, workplace flexibility had little effect on an employee's creativity. Perceived task crafting flexibility was an exception, making non-millennials more creative and millennials less creative.

Key words: millennials, workplace flexibility, creativity, satisfaction

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1. Introduction

In the following section the reader is presented to a background which presents the alleged generational differences between millennials and others, as well as the characteristics often attributed to millennials. Furthermore, the purpose of the study is presented, followed by the research questions which this thesis seeks to answer.

The millennial generation is sometimes described as a particularly special generation with very special needs and preferences. Millennials has been described as the “Me Me Me Generation”. The notion of that description is that the generation consists of people who are lazy, shallow, narcissistic and overconfident technology addicts (Stein, 2013). Of all personality traits, those previously mentioned are not the most attractive ones, to say the least. At first glance it is therefore easy to be frightened about what the future might bring, as this is a generation that will soon be the CEOs, presidents, prime ministers and dictators of tomorrow. It is therefore an issue of high interest, to try and find ways to shape this generation into productive, happy and sustainable people.

In today’s market driven economy, full-time workers spend about 25% of a normal week (based on a 40-hour work week) at their workplace. It is therefore reasonable to argue that the work environment may have an important impact on their behaviour, characteristics and well being. Hence, there are many who have opinions on how this new generation should be treated, especially at work. Forbes Human Resources Council states that offering a flexible and creative work environment is a major aspect in engaging millennials (Deloitte, 2018; Forbes Human Resource Council, 2017). This is further emphasized by the Deloitte Millennial Survey, which establishes flexibility as a key factor in keeping millennials happy. Furthermore, an article in Business Insider (Desjardins, 2016) states that flexible work hours and work-life balance foster productivity, whereas creative freedom is the key to real happiness.

Previous research provides evidence for a stronger link between job satisfaction and turnover intention among millennials, in comparison to older generations (Lu & Gursoy, 2016). Moreover, there is evidence of higher general likelihood of employee turnover among millennials, and work-life balance being an important aspect in preventing this (Ertas, 2015). Furthermore, there is research, although not specific to any generation, suggesting that

flexible work hours can reduce absenteeism and turnover (Kush & Stroh, 1994), as well as increase commitment and overall satisfaction (Scandura & Lankau, 1997). Even though it is evident that some people seem to be very confident that flexibility is crucial for both productivity and satisfaction among millennials, there is not much research supporting that millennials are extra prone to prefer flexibility. Hence, there is need of research investigating differences in preferences over generations. Furthermore, if differences exist, what types of flexibility do drive satisfaction in different generations? Moreover, there is need for research investigating if flexibility in the workplace actually fosters creativity, and if this connection is particularly present among certain generations.

1.1 Purpose of study

The purpose of this study is to find and describe what flexibility factors affect job satisfaction for employees and if there are any generational differences to be found. Moreover, the study will look to see if different types of flexibility factors at work may affect the employee's creativity. To research this, theories on management, organisation, creativity and psychology will be examined, analysed and applied with the purpose of understanding workplace flexibility and its effect on employees.

This thesis studies different aspects of flexibility and creativity with the purpose of understanding if there are any connections to be found between them and job satisfaction. The aim of the study is to provide valuable insight for practitioners and academics, to be used in optimising employee health and organisation performance. The flexibility variables examined are time autonomy, flexibility in mobility and flexibility in task crafting. The effects of these variables are then investigated in regard to the following individual variables: job satisfaction, rated creativity and number of generated uses (brick use count).

Through its results, this thesis is expected to provide a contribution of knowledge to academics by adding a generational perspective on several flexibility factors and their effects, which is not a well researched area. Moreover, this essay is expected to contribute with explorational knowledge, studying if an employee's perception of its company's flexibility may affect actual creativity differently for employees of different generations.

1.2 Questions of research

Based on the purpose previously provided, the following questions of research has been formulated:

- How does different types of flexibility at work affect job satisfaction and creativity among employees?
- Are there any differences over generations on how different types of flexibility drives satisfaction and creativity?

2. Theoretical framework

This part serves as a theoretical base for the reasoning leading to the hypotheses of this thesis. It starts with the distinction between millennials and others, then summarizes previously researched generational differences. Thereafter, previous research on workplace flexibility is described, followed by theory on job satisfaction and creativity. Lastly, the hypotheses are presented, following a brief motivation.

2.1 Millennials

Defining who are members of the millennial generation is not entirely easy as the span of birth years is not universally agreed upon. Some say that the millennials (or generation Y) are the generation born between 1979 and 1994 (Wey Smola & Sutton, 2002), while others define its members by being born from 1981-2000 (McDonald, 2015) or “early 1980s to late 1990s” (Kellison, Kim, & Magnusen, 2013). To make a clear distinction of the beginning and end of the generation, this thesis will attribute everyone born between the year of 1980 and 2000 to the generation of millennials.

As the members of this generation will make up a larger portion of the workforce in the upcoming years, it is naturally of great importance to successfully be able to attract and lead the millennials. Consequently, these topics have been the focus of some research. Previous research provides the implication that flexibility in the workplace is of importance for the younger generation, and valued highly (Brack & Kelly, 2012). Flexibility factors such as work-life balance, bonus payment and relaxed dress code are just some of the flexibilities mentioned on attracting and managing the generation (Jerome, Scales, Whithem, & Quain, 2014).

Previous research has also provided insights as to what characteristics that are typical for millennials. One of the most common to be emphasized is that millennials have more expertise regarding technology than non-millennials, which is natural since millennials are digital natives (DeVaney, 2015). Another characteristic that is often established in research articles is that millennials are particularly creative (Corgnet, Espín, & Hernán-González, 2016; Singh, 2013). Research on millennials in comparison to non-millennials is however scarce, hence this is an area of interest to study further.

Even though there is some research about millennials that has been carried out, there is a shortage of research regarding some topics. Specifically, what kind of flexibility factors that are the most important in satisfying the workforce and at the same time achieving a high level of creative productivity is not particularly extensive. Because of the scarce research, as well as the millennials' gradually increasing importance to the labour market, the different flexibility factors and their effects are fundamental areas for further studies.

2.2 Workplace Flexibility

It can be argued that the term "flexibility" is quite general. Hence, it is appropriate to deconstruct its meaning when put into a workplace context. According to previous research, the key aspects of workplace flexibility are considered to be flexible work schedules, the ability to work remotely, opportunity to work part-time/intermittent/as needed, leaves of absence for family or personal reasons, freedom to share tasks and phased retirement programs. Generally these are considered "work-family balance" factors, constituting a balance of the time and efforts spent on, and outside the workplace (Eversole, Venneberg, & Crowder, 2012).

When studying the most frequently available work options for full-time employees regarding flexibility, there are similarities to the findings from previous research on key aspects of workplace flexibility. In descending order they are found to be the following: the ability to request changes in start/quitting times, ability to arrange a schedule that varies from a traditional one, have control over breaks, possibility to have extended leave for caregiving, take paid or unpaid time off for education or training, phasing into retirement and having influence over the amount of overtime hours (Pitt-Catsoupes, Smyer, Matz-Costa, & Kane, 2007).

2.3 Job Satisfaction

It can be argued that job satisfaction is one of the most common variables used when evaluating employees on their workplace. Job satisfaction has been proven a significant predictor of employee turnover (Griffeth & Hom, 1995). Moreover, meta studies has provided

evidence along the same line, showing that lack of job satisfaction causes turnover (Tett & Meyer, 1993). Hence, it is quite clear that this satisfaction variable is relevant not only from an academic perspective, but also from an HR perspective.

The drivers for job satisfaction naturally varies between workplaces and industries, and researchers are rather transparent with the fact that they have only managed to explain about 25% of the variance of satisfaction. The general notion does however seem to be that the drivers of job satisfaction can be divided into three main variables. These variables are an environmental variable (opportunities), a job characteristics variable (such as pay, autonomy and tasks) and a personality variable (such as work motivation and affectivity) (Agho, Mueller, & Price, 1993).

In terms of the effects of job satisfaction and job performance, there is a correlation between job satisfaction and job performance, yet relatively low at 0,17 (Iaffaldano & Muchinsky, 1985). However, when corrected for errors in measurement and sampling, the average correlation between job satisfaction and job performance has been found higher, at 0,30 (Judge, Thoresen, Bono, & Patton, 2001). Moreover, the same study has found that the correlation between performance and job satisfaction gets stronger as complexity in the job increases. Hence, studies on workplace satisfaction should reasonably be of less relevance for laborers, but more important for engineers. Overall, previous research indicates that there is economic incentive for employers to make sure that their employees are satisfied since performance is increased and employee turnover is decreased.

Nevertheless, satisfaction is not only important from an economic perspective. When correlating job and life satisfaction, corrected for sampling error and measurement error, an average of 0,44 has been found (Tait, Padgett, & Baldwin, 1989). It can be argued that this is reasonable as work is a significant part of people's life. However, it is unclear if job satisfaction spills over into a person's life satisfaction or the other way around. Some research provides evidence that the relationship is reciprocal (Judge & Watanabe, 1994). This suggests that job satisfaction has an impact on life satisfaction, but also that life satisfaction affects job satisfaction.

Overall, it can be argued that job satisfaction is a good indicator of well being both on and off the workplace. This is further supported by meta-research

connecting job satisfaction and health (Faragher, Cass, & Cooper, 2005), where lack of job satisfaction is found to be most strongly correlated to mental/psychological problems such as burnout (0,478), low self-esteem (0,429), depression (0,428) and anxiety (0,420). The same article presents more modest correlations between subjective physical illness and lack job satisfaction (0,287), yet it still provides evidence for connections between satisfaction in the workplace and physical health.

2.4 Creativity

Even though there seems to be some disagreement among researchers on how to exactly define creativity (Runco & Jaeger, 2012), most research appears to conclude that creativity requires at least two components: originality and effectiveness, or novelty and usefulness as it is sometimes referred to. The notion is that in order for an idea to be considered creative, it has to be unique to some extent. However, an idea can not merely be unique to be considered creative. There might be a good reason that an idea is unique. Therefore, in order to be creative, the idea also has to be useful. Barron came to this conclusion already 1955 when he wrote: “to be called original, a response had to be uncommon in the sample under study, and at the same time be adequate to the realistic demands of the problem situations” (Barron, 1955).

Similar ways to define and identify creativity have been presented in other research. In one study on advertising and creativity, respondents’ answers were rated based on flexibility, originality and elaboration when measuring creativity by using a classic alternative uses test (Rosengren, Dahlén, & Modig, 2013). Moreover, quantity (number of uses the respondent could conceive) was used as a measure of creative performance.

In creativity research, persistence is sometimes referred to as a determinant of creativity (Nijstad, De Dreu, Rietzschel, & Baas, 2010). This belief is supported by other scholars who highlight that even Thomas Edison, who is considered to be highly innovative, experimented on 1600 materials before designing a functioning light bulb (Lucas & Nordgren, 2015). Hence, creativity might not only be to come up with the best ideas, but also to come up with many ideas, since there otherwise is a possibility that people quit too early, leaving the best ideas undiscovered.

Another aspect of creativity research that has been studied is what actually makes people creative. One notion argued in previous research is that creativity, in addition to persistence, is a function of flexibility (Nijstad et al., 2010). Flexibility is in this case referring to cognitive flexibility, which means that a person has the ability to adapt the cognitive processing strategies to face new and unexpected conditions in the environment. A person's cognitive flexibility can in turn be improved through irregularity and variation, rather than a fixed repetition of steps when completing a task (Canas, Fajardo, & Salmeron, 2006). These two findings combined indicate that a flexible and varied work environment could lead to increased creativity among the employees. There is however a lack of research confirming this, hence making it an interesting topic to study.

Besides flexibility and persistence, scholars who have researched creativity also suggest that an important determinant of creative performance is the mood of an individual. As an example, one study showed that small everyday events putting a person in a positive state of mind, leads to the person being able to generate answers of a higher level of originality when performing tasks usually thought to reflect creativity (Isen, Daubman, & Nowicki, 1987). Moreover, the Encyclopedia of Creativity (a book encapsulating creativity research) concludes that "individuals in a positive mood states have been reliably shown to be more creative on a range of tasks than are individuals in other mood states" (Runco, Pritzker, Pritzker, & Pritzker, 1999).

Even though the research carried out so far mostly indicates that a positive mood enhances creativity, is there no absolute consensus among the academics of the world. There are examples of reported findings such as people in positive mood were the poorest problem solvers on a creative problem solving task (SuzanneK. Vosburg, 1997). Moreover, people who have suicidal thoughts have been proved to be better at identifying new and interesting problems, which is often held to be an important part of the creative process (Mraz & Runco, 1994). In addition to this, there seems to be a general impression that many great artists, writers, musician were particularly depressed individuals (Runco et al., 1999).

However, given that the standard finding of a positive mood facilitating creative thinking is correct, it can be argued that job satisfaction should have a positive impact on creativity. The reason being that a satisfied person should be more likely to be in a positive mood in general

than an unsatisfied person. As discussed above, it is however difficult to determine with certainty if life satisfaction affects job satisfaction, if the relationship is reciprocal or if it is the other way around. Either way, people who rate their job satisfaction as high should perform better than people who rate their job satisfaction as low on a creativity test, thus making this an interesting question to research.

2.5 Hypotheses

2.5.1 Flexibility and satisfaction

It seems that it is not only the consulting firms that conceive a high importance of flexibility for millennials. The existing research stresses that flexibility in the workplace is of importance for younger generations (Brack & Kelly, 2012). Also, work-life balance is mentioned to be of importance when attracting and managing the millennials (Jerome et al., 2014). If this is the case, it seems reasonable that these flexibility factors should also be important drivers of satisfaction for millennials in the workplace. Moreover, as flexibility factors are especially stressed for the younger generations it seems reasonable that these factors are also more important for millennials compared to non-millennials. Therefore, the hypotheses on connections between workplace flexibility and job satisfaction are as follows:

H1: Time autonomy drives satisfaction for millennials

H2: Flexibility in mobility drives satisfaction for millennials

H3: Flexibility in task crafting drives satisfaction for millennials

H4: Time autonomy drives more satisfaction for millennials than non-millennials

H5: Flexibility in mobility drives more satisfaction for millennials than non-millennials

H6: Flexibility in task crafting drives more satisfaction for millennials than non-millennials

2.5.2 Creativity

Looking at previous research, it is rather apparent that creativity is somewhat complicated to define. In addition to this, it does not seem entirely certain what factors creativity derives from either. Scholars do however suggest that various forms of flexibility stimulate creativity (Nijstad et al., 2010). Another common belief is that a positive mind set or mood will make a person more creative (Isen et al., 1987). Thirdly there seems to be a general impression that

the millennial generation is more creative than previous generations (Corgnet et al., 2016). This is established as a fact in some research articles, yet studies confirming this seems to be few. Thence, the hypotheses on creativity are as follows:

H7: Time autonomy drives creativity for millennials

H8: Flexibility in mobility drives creativity for millennials

H9: Flexibility in task crafting drives creativity for millennials

H10: Job satisfaction drives creativity for millennials

H11: Millennials are more creative

3. Methodology

This section describes and motivates the choice of research methodology for this thesis.

Furthermore, it describes the execution of the study and the approach, before discussing the trustworthiness and authenticity of the study in terms of quantitative measurements. Finally, the sample used in the analysis is presented.

3.1 Approach

The thesis has a deductive approach. This is a result of assumptions and hypotheses, based on previous research within the area, being applied into a new context. A possible disadvantage of this approach is that one tends to look for information and indications supporting the assumption made, while executing the study. Consequently, important information contradicting the assumptions may be overlooked if it is not supporting the hypotheses. In other words, there is risk of objectivity being lost.

However, it is important to keep in mind that a researcher always, subconsciously or on purpose, will set a limitation as to what information he or she wants to gather. Arguably, also an inductive approach might be of risk of researcher bias. Moreover, the only way to do theoretical hypothesis testing is through a deductive approach (Jacobsen, 2017). All this taken into account, a deductive method is considered the best approach to answer the research questions of the thesis.

3.2 Quantitative - Why?

For this study a quantitative research method has been chosen. The reason for this is that hypotheses of the thesis can be tested. The numerical values generated can in turn be statistically analyzed, confirming or contradicting a correlation or connection between variables. A quantitative method does also facilitate collecting data from a large number of people, as well as for their answers to be compared with each other. By comparing answers, the researcher has the possibility to identify an objective general pattern based on aggregated data.

There are however some possible downsides to using a quantitative method. For instance, it is necessary to use a deductive approach with predetermined sets of standardised responses the respondent can give, based on previous research and theory. Hence, the method will not provide any insights regarding the survey participant's individual or personal experiences. Likewise, is it not possible to capture the survey participant's feelings, thoughts or frame of reference in their own words when using a quantitative research method (Yilmaz, 2013).

3.3 Crowdsourcing Respondents

This study uses a web based crowdsourcing pool (Prolific Academic) of survey participants to collect answers to the study. Hence, it is of interest what previous research has concluded about crowdsourcing services when carrying out academic research. Not much seems to be written about using Prolific specifically. However, several academics have researched the phenomenon of paid online survey respondents, focusing mainly on Mechanical Turk (Mturk), a similar service created by Amazon. Since it can be argued that Prolific and Mturk are equivalent services that work in a similar way, the research regarding Mturk should be applicable also in the case of Prolific.

Among the first questions that can be asked before using a web-based pool of survey participants, is if the samples are representative for the entire population. Studies of crowdsourcing workers have shown that they are diverse, but that there are certain characteristics that differ from the population as a whole. For instance, do Mturk workers tend to be younger, overeducated, underemployed, less religious and more liberal than the general population (Huff & Tingley, 2015; Lewis, Djupe, Mockabee, & Su-Ya Wu, 2015; Paolacci, Chandler, & Ipeirotis, 2010; Shapiro, Chandler, & Mueller, 2013). Some of these characteristics are however of less importance to this study, since a screening made sure that every participant in the study were actually employed in some form and that roughly half of the respondents were non-millennials. Overall studies show that Mturk samples are more representative than college samples often used in research otherwise (Paolacci & Chandler, 2014).

Another important issue to investigate further is whether the people who participate in studies via crowdsourcing platforms pay attention to what they answer. This research question has

been a source of mixed evidence over the years, suggesting both that “paid online respondents” and “regular” respondents are less attentive when completing the questionnaires, as well as that there is no difference that can be identified (Hauser & Schwarz, 2016; Paolacci et al., 2010). Most of the indications of a difference in attention do however point in the direction of paid online respondents being more attentive than other groups. For instance, a series of studies have been carried out where online respondents were compared to American college students, showing that the online paid participants were consistently more likely to follow the instructions and pass the instructional manipulation checks (Hauser & Schwarz, 2016).

Scholars researching the topic have also paid a lot of attention to the quality of the data using crowdsourcing. Naturally, the findings depend on how quality is defined, but it seems to be universally agreed among academic professionals that crowd sourced samples are reliable. Moreover, research has shown that paid online participants’ self-reported individual differences are psychometrically valid (Buhrmester, Kwang, & Gosling, 2011), that their quality of linguistic judgements are comparable to those of college students (Sprouse, 2011) and that they show signs of the same cognitive biases (Paolacci et al., 2010) as well as the same behaviour in economic games (Amir & Rand, 2012) as participants of a more traditional kind.

Overall, answers provided by respondents recruited through crowdsourcing seem to be of an adequate quality, which is usually is a good thing. This is however not always the case. As an example, do paid online participants seem to score somewhat higher in social desirability than others, meaning that they tend to answer in a way that is viewed favourably by others (Behrend, Sharek, Meade, & Wiebe, 2011). Others studies have shown that respondents recruited with the help of crowdsourcing are more likely to report rare symptoms than the general population (Shapiro et al., 2013). These two findings combined might suggest that participants recruited through crowdsourcing to some extent want to “please” the researcher who is carrying out the study. This is something that has to be taken into consideration when evaluating the results of studies, when it is possible to do so.

Finally, another aspect researchers have looked into while studying the use of crowdsourced respondents in surveys, is the fact that the participants usually get paid. Previous research has shown that payment leads to a higher quality of the responses when there is a factually correct

answer that can be concluded through additional effort (Aker, El-Haj, Albakour, & Kruschwitz, 2012). In addition to this finding, previous research also presents evidence that the level of random responses can be reduced by paying the participants (Kazai, Kamps, & Milic-Frayling, 2012). However, no connection has been found between pay rates and quality when the tasks rely on subjective answers (Buhrmester et al., 2011).

3.4 Sample

This study is based on valid answers from 250 respondents. Given the nature of the research question, the answers of respondents were prescreened, providing responses only from actively working respondents. Hence, the sample is selected from a population of active workers. Furthermore, the answers of participants failing either of the two control questions were excluded from the study. Of the 250 responses used in the analysis, 131 were from males and 119 from females. The survey participants were between 16 and 66 years old, with an average age of 38 and a median age of 40. With this thesis defining millennials as up to 39 years old, the respondents were distributed in such a way that 126 were millennials and 124 were non-millennials.

The participants' country of residence was not recorded from the questionnaire. However, according to the crowdsourcing platform, the entire respondent pool is distributed as follows: 48% UK, 29% US and the remaining 23% from other countries. Compared to the global distribution of people, the respondents are heavily skewed towards United Kingdom and United States.

3.5 Trustworthiness of Study

In order to discuss and make a correct judgement of the study's trustworthiness the following section will review the study based on the concepts of reliability and validity. These concepts help estimate the quality of the study in terms of both systematic and random errors of measurement (Söderlund, 2005).

3.5.1 Reliability

The concept of reliability deals with the trustworthiness of the collected empirical data. This is both in terms of consistency over time and how representative the results are when looking at the entire population. Hence, a study with a high level of reliability produces similar results if the study is repeated several times.

In order to achieve a high level of reliability the items used in the questionnaire are directly taken from previous research. In addition to this, the internal consistency of each item was controlled for by measuring the Cronbach's alpha. All items used as an index was proved to be above the accepted level of 0.7, meaning that the respondents answered consistent enough for the questions in each item to be merged into an index. The proven items and the Cronbach's alpha levels of 0.7 or higher together improve the reliability of the study (Söderlund, 2005).

To further increase the trustworthiness of the study, the questionnaire was designed in such a manner that a respondent not paying attention to the questions would be detected. This was done by including two control questions, where an incorrect answer resulted in the respondent not being allowed to complete the rest of the study.

3.5.2 Validity

The validity of a study demonstrates the level of relevance in the empirical data. In other words, it is a measurement of how well the empirical data represents the variable it is intended to represent, which in turn is an indicator of how well the study is measuring what the aim is to measure. Validity can be divided into internal validity and external validity (Jacobsen, 2017).

3.5.3 Internal validity

Internal validity is an indication of whether it is the intended subject of study that is actually studied. To achieve this the questionnaire was based on proven items from previous research. Furthermore, each variable was measured using a seven-level Likert scale, which is commonly used by scholars. Finally, the questions were shown to the respondents in a random order. The purpose of this was to eliminate any effects that could have arisen due to

the ordering of the questions, which in turn could have biased the respondents and their answers (Jacobsen, 2017; Söderlund, 2005).

3.5.4 External validity

External validity deals with how general the results of the study are, meaning the extent to which the results can be assumed to fit the population as a whole, as well as if the results can be applicable in other contexts than the one of the original study. In order to achieve external validity all findings from the study have been tested statistically, with a significance level set to 5%, which is a level commonly used by scholars (Jacobsen, 2017).

3.6 Measuring Perceived Flexibility

This thesis tested three dimensions of workplace flexibility. These dimensions were time autonomy, flexibility in task crafting and flexibility in mobility. When measuring all of the three dimensions, a seven-level Likert scale was used.

3.6.1 Time Autonomy

To measure the participants perceived flexibility in time, the five-item “Perceived time autonomy”-scale was used (Pierce & Newstrom, 1983), in which the items are as follows:

- “How much are you left on your own to define your own work schedule?”
- “To what extent are you able to act independently of your supervisor defining your work schedule?”
- “To what extent are you able to define your work schedule independently of others?”
- “To what extent can you exercise independent thought, judgement, and action in determining when you will work?”
- “How much discretion can you exercise in defining your work schedule?”

For every item, the participants were asked to rate their ability to exercise a choice in defining the hours and patterns of hours that they work. The rating was made on a scale ranging from “very little” to “very much” and then averaged into an index-score.

3.6.2 Flexibility in Task Crafting

To measure the participants perceived flexibility in task crafting, the Task Crafting-subscale of the Job Crafting Questionnaire was used (Slemp & Vella-Brodrick, 2013). The respondents were asked to grade their workplace on a seven grade Likert-scale ranging from “not at all” to “to a great extent”. The question was. “Please state to what extent your workplace allows you to...”, preceding the statements below:

- “Introduce new approaches to improve your work?”
- “Change the scope or types of tasks that you complete at work?”
- “Introduce new work tasks that better suit your skills or interest?”
- “Choose to take on additional tasks at work?”
- “Give preference to work tasks that suit your skills or interest?”
- “Change the way you do your job to make it more enjoyable for yourself?”
- “Change minor procedures that you think are not productive?”

The answers were then averaged into a “Task Crafting”-score.

3.6.3 Flexibility in Mobility

Flexibility in mobility was measured through a three-item subscale measuring mobility at work (Yuan, Archer, Connelly, & Zheng, 2010). Before answering the items, participants were asked, “Think about your workplace mobility. Please state how well the following statements describe your workplace.” The items were:

- To what extent do you work at various locations?
(1 = Always the same locations, 7 = always at different new locations)
- To what extent is your work limited to a specific location?
(1 = At one specific location, 7 = Any place)
- To what extent do you have the freedom of choosing a place to perform your work?
(1 = Not at all, 7 = Any place)

3.7 Measuring Job Satisfaction

To make sure that the questionnaire provided to the respondents had satisfaction measures relevant to workplace satisfaction, the Job Satisfaction Subscale of the Michigan Organizational Assessment Questionnaire (Bowling & Hammond, 2008) was used. Even though, the MOAQ includes multiple variables such as job characteristics, psychological states and employee responses, the job satisfaction subscale has been used exclusively. The job satisfaction score was calculated using a seven-point agree-disagree scale where the respondents are asked to respond to three items:

- “All in all I am satisfied with my job.”
- “In general, I don’t like my job.”
- “In general, I like working here.”

The average of the respondent’s answer was then computed into a score (after reversing the scores of the second item) providing a job satisfaction-index.

3.8 Measuring Creativity

To measure actual creativity, the Alternative Uses Test (Wilson, Guilford, Christensen, & Lewis, 1954) was used. The test has been criticized for measuring only divergent thinking rather than general creativity, but is still well-recognized among academics (Dippo & Kudrowitz, 2013). Because of the latter, it is perceived as suitable for this thesis. In this study, the participants were shown a picture of a brick and then asked to come up with as many uses for it as they could. Moreover, the study did not limit the participants regarding space or time. Hence, the participants were able to spend as much or little time as they wanted to provide uses.

To assess the participants’ actual creativity, one judge blind to the conditions of the study, rated the creativity of the answers provided. The judge was instructed to rate the following three aspects of the answers on a seven point scale (1 = low, 7 = high): flexibility (the number of categories of uses provided), originality (the rarity of the suggested use) and elaboration (the level of detail in description of the use). These three ratings were then averaged into an index, after controlling for an acceptable Cronbach’s alpha level of 0.7. In addition, the total

number of uses provided by the respondent was counted to assess creativity. This was made according to a method used to measure advertising's influence on creativity (Rosengren et al., 2013).

Moreover, the amount of time spent by every participant taking the creativity test was automatically recorded as a determinant of persistence (Battle, 1965). This was done because persistence is regarded as a critical determinant of creative performance (Lucas & Nordgren, 2015).

3.9 Statistical methodology

To research potential differences between generations (millennials and non-millennials) and their preferences at work, analysis through correlations was performed in SPSS. The analysis was made with a split on generations. Three flexibility variables: time autonomy, flexibility in mobility and flexibility in task crafting were separately correlated with the job satisfaction variable and two creativity variables (rated creativity and brick-use count). Moreover, mean comparison was performed between the two generations. In addition, Fisher's Z-transformation was performed to test the differences in correlation between the two independent sample groups, millennials and non-millennials.

4. Results/Analysis

This part of the thesis provides the results from the survey and its implications for the hypotheses presented previously. The first part presents the results concerning workplace flexibility variables and job satisfaction. The second part describes the results on flexibility and creativity, as well as generational differences in creativity.

4.1 Results

Table 1 & Table 2 provides the statistics and reliability coefficients for all of the constructed variables in the study. As all of the constructed independent variables exceed the criterion of a Cronbach's alpha level of 0.70, they can be accepted (Söderlund, 2005).

4.1.1 Satisfaction

Table 1

Descriptive statistics and Pearson Correlations - Millennials (N=124)

Variable	M	SD	1	2	3	4	5	6	7
1. Perceived Time Autonomy	4,22	1,58	(0.89)						
2. Perceived Flexibility in Mobility	2,92	1,56	0,486**	(0.75)					
3. Perceived Flexibility in Task Crafting	4,41	1,39	0,500**	0,288**	(0.90)				
4. Job satisfaction	5,11	1,39	0,240**	0,274**	0,481**	(0.90)			
5. Rated Creativity	3,09	1,37	-0,040	-0,004	-0,074	-0,035	(0.78)		
6. Brick Use-count	3,59	2,04	-0,100	-0,039	-0,179*	-0,043	0,766**	(N/A)	
7. Persistence timer	74,55	56,54	-0,095	-0,125	-0,085	-0,033	0,410**	0,483**	(N/A)

Numbers in parenthesis: Chronbach's Alpha

****** ($p < 0,01$)

***** ($p < 0,05$)

Table 2

Descriptive statistics and Correlations - Non Millennials (N=126)

Variable	M	SD	1	2	3	4	5	6	7
1. Perceived Time Autonomy	4,20	1,73	(0.91)						
2. Perceived Flexibility in Mobility	2,62	1,47	0,403**	(0.74)					
3. Perceived Flexibility in Task Crafting	4,37	1,32	0,412**	0,210*	(0.91)				
4. Job satisfaction	5,27	1,32	0,312**	0,067	0,353**	(0.93)			
5. Rated Creativity	3,49	1,46	-0,024	0,029	0,141	-0,068	(0.80)		
6. Brick Use-count	4,87	2,82	0,014	0,087	0,234**	-0,047	0,793**	(N/A)	
7. Persistence timer	115,36	222,24	-0,020	0,071	0,027	-0,070	0,075	0,156	(N/A)

Numbers in parenthesis: Chronbach's Alpha

****** ($p < 0,01$)

***** ($p < 0,05$)

To study the connections between the different types of workplace flexibility and job satisfaction, Pearson's correlations test were used. In Table 1, the results when studying millennials can be found. For this generation, time autonomy, mobility and task crafting are all significantly positively correlated to job satisfaction. Hence, the results are in support of Hypothesis 1, Hypothesis 2 and Hypothesis 3.

However, when studying Hypothesis 4, Hypothesis 5 and Hypothesis 6, the results are a bit different. In Table 3, the Fisher's Z-tests can be found. These tests provide the information on the significance in correlation differences between the generations. There is no significant evidence for time autonomy and task crafting to have a stronger correlation with satisfaction among millennials. However, there is evidence supporting mobility being significantly more correlated with satisfaction for millennials. Therefore, Hypothesis 4 and Hypothesis 6 are rejected, while Hypothesis 5 is supported by the results.

Table 3
Correlation Comparison - Non Millennials vs. Millennials (Job Satisfaction)

Pearson correlation: Job satisfaction	Non Millennials	Millennials	Fisher's Z-test (p)
Perceived Time Autonomy	0,312**	0,240**	0,27
Perceived Flexibility in Mobility	0,067	0,274**	0,05
Perceived Flexibility in Task Crafting	0,353**	0,481**	0,11
Rated Creativity	-0,068	-0,035	0,40
Brick Use-count	-0,047	-0,043	0,49

** ($p < 0,01$)

* ($p < 0,05$)

4.1.2 Creativity

In the previously mentioned Table 1, the results for Hypothesis 7, Hypothesis 8 and Hypothesis 9 can also be found. For millennials it becomes clear that neither flexibility in time autonomy, mobility nor task crafting can be found to have any significant connection to creativity. This is the case for both rated creativity and brick use count. In fact, flexibility in task crafting has a significantly negative impact on brick use count. Therefore, Hypotheses 7 to 9 are all rejected.

Table 1 also provides information on the connection between workplace satisfaction and creativity for millennials, hence also Hypothesis 10: Job satisfaction drives creativity for millennials. The hypothesis is rejected as none of the creativity measures are significantly affected by an increase or decrease in job satisfaction for millennials.

Table 4 reveals information on differences in creativity between generations. In contrary to Hypothesis 11, the non-millennials showed a significantly higher score both in terms of rated creativity and brick use count. Hence, there is no evidence of millennials being more creative than non-millennials. Instead the results are opposing the hypothesis.

Table 4

Mean Comparison

Variable	Non Millennials	Millennials	T-test (p)
Perceived Time Autonomy	4,20	4,22	0,90
Perceived Flexibility in Mobility	2,62	2,99	0,11
Perceived Flexibility in Task Crafting	4,37	4,41	0,82
Job Satisfaction	5,27	5,11	0,35
Rated Creativity	4,87	3,59	0,00
Brick Use-count	3,49	3,09	0,03
Creativity Test-timer (seconds)	115,36	74,55	0,04
Personal Income (\$)	40 938	25 215	0,00

** ($p < 0,01$)

* ($p < 0,05$)

As a summary, all the hypotheses and their outcome, are summarized in table 7 below.

Table 7:

Summary of Hypotheses and Results

Hypothesis	Consistency of Hypothesis with result
H1: Perceived Time Autonomy drives satisfaction for millennials	Supported
H2: Perceived Flexibility in Mobility drives satisfaction for millennials	Supported
H3: Perceived Flexibility in Task Crafting drives satisfaction for millennials	Supported
H4: Perceived Time Autonomy drives more satisfaction for millennials	Rejected
H5: Perceived Flexibility in Mobility drives more satisfaction for millennials	Supported
H6: Perceived Flexibility in Task Crafting drives more satisfaction for millennials	Rejected
H7: Perceived Time Autonomy drives creativity for millennials	Rejected
H8: Perceived Flexibility in Mobility drives creativity for millennials	Rejected
H9: Perceived Flexibility in Task Crafting drives creativity for millennials	Rejected
H10: Job satisfaction drives creativity for millennials	Rejected
H11: Millennials are more creative	Opposite

5. Discussion

In the following section the results of the study conducted for this thesis are discussed. The section is divided into themes, where the answers to hypotheses concerning similar themes are discussed separately.

As there seems to be a general conception that millennials are different and therefore should be treated differently, this study was made in an attempt to investigate if this is applicable to the workplace. Through studies of correlation between flexibility and satisfaction, the study demonstrates that all provided workplace flexibility variables are important for the millennials' appreciation of their work. However, the study also finds that only one flexibility measure is more important for millennials compared to non-millennials. Moreover, the results suggest that workplace flexibility does not improve the creativity for the millennial generation, in one case there is even a negative connection. Also, there is no connection between millennials' job satisfaction and creativity. Lastly, it is found that millennials, on average, are less creative compared to their precursors.

5.1 Flexibility and Satisfaction

When reading this section, the reader should keep in mind that the satisfaction variable is a predictor of several important outputs. Job satisfaction is positively connected to reduced employee turnover (Griffeth & Hom, 1995) and increased job performance (Judge et al., 2001), particularly in more complex types of work. Furthermore, job satisfaction is positively connected to life satisfaction (Tait et al., 1989) and has a positive impact on both mental and physical health (Faragher et al., 2005).

The positive connection between flexibility in the workplace and job satisfaction found for millennials is in line with previous research, stressing the importance of flexibility (Brack & Kelly, 2012) and work-life balance (Jerome et al., 2014). The findings of this study support the general concept of workplace flexibility being an important factor in keeping millennials satisfied at their job. The added contribution of this study is the findings of specific flexibilities having a significant effect. This includes providing flexible work hours, enabling work in various locations and allowing employees to shape their daily work. However, the cross generational comparison contributes with important nuance.

The cross generational comparison makes clear that the importance of flexibility factors, in keeping employees satisfied at work, is not always unique to millennials. No generational differences are to be found on correlation with satisfaction for task crafting and time autonomy. This indicates that being able to have influence over one's own schedule is generally important for keeping employees happy at work, no matter the age group. The same goes for task crafting. It does not matter if you were born in the generation of millennials or not, having influence over how you perform your work will bring job satisfaction. Therefore, this study gives new important insights because it shows that the millennials may not be as different from non-millennials as one might think at first glance.

However, there is one type of flexibility measure that influence millennials differently, flexibility in mobility. Compared to non-millennials, millennials actually seem to be extra prone to enjoy workplaces that allow the freedom of choosing where to work. One plausible explanation might be the fact that millennials are digital natives (DeVaney, 2015) who have grown up with technology, and therefore are more used to utilizing tools that allow working from a various location. It can be argued that this in turn leads to a preference of flexible work locations for millennials, while older generations stay indifferent to the mobility factor.

On an overall level, it seems that there is not much of a difference in preferences between millennials and non-millennials. The notion of millennials being particularly different might therefore be exaggerated, as flexibility seems generally appreciated over all ages with the exception of mobility. Thus, this study highlights the importance of a cross generational comparison when studying preferences on a generational level. Otherwise generations risk being attributed preferences and behaviours that in reality, are not different to others. However, one should note that this study finds that the flexibility factors only predict 7% to 48% of job satisfaction. This leaves plenty of room for other factors such as pay, seniority level and personality variables to influence satisfaction (Agho et al., 1993).

5.2 Flexibility and Creativity

As explained previously in this thesis, the millennial generation has been described as particularly creative (Corgnet et al., 2016) and workplace flexibility as being important for this group (Brack & Kelly, 2012). Furthermore, previous research has provided evidence for

connections between cognitive flexibility and creativity (Nijstad et al., 2010). This made it particularly interesting to study if workplace flexibility drives creativity among millennials.

The results of the study fail to confirm a positive connection between workplace flexibility and creativity for millennials. The only significant connection provided even points towards the opposite (flexibility and brick use count). Millennials with a high level of task crafting, perform worse at coming up with as many uses of a brick as possible. This is particularly interesting as non-millennials with a high level of task crafting perform significantly better on this test (see appendix 1.4). This effect does not seem to be the result of a change in persistence (see table 1 and table 2), but rather by a change in cognitive flexibility. Hence, the impact of task crafting for millennials is contrary to indications from previous research, suggesting improved cognitive flexibility from variation and irregularity (Canas et al., 2006).

Instead the results suggest that task crafting flexibility affects cognitive flexibility negatively for millennials but positively for non-millennials. A possible reason for this generational difference may be due to millennial laziness, that makes them put in less cognitive effort when introduced to tasks they find challenging or boring. The older generations instead seemingly increase their cognitive effort when being allowed task crafting flexibility, perhaps due to increased motivation. An alternative explanation could be lack of independence among millennials, leading to less creativity when no clear guidance is provided. However, it should be noted that this is only applicable in regard to providing a high number of generated ideas.

In all other cases there is no significant connection between flexibility and creativity for millennials. Hence, neither time autonomy nor flexibility in mobility proved to have any effect on creativity. In other words, these two workplace flexibilities did not improve either a person's persistence or cognitive flexibility, the two main variables crucial to creativity (Nijstad et al., 2010).

5.3 Satisfaction and creativity

Concerning the connection between mood and creativity, the findings of this study are not aligned with the standard finding from previous research. The standard finding is that people in a positive mood state should be more creative than people in other mood states, even

though findings in regard to this matter have been somewhat incoherent (Runco et al., 1999). Given the assumption, that people who are more satisfied at their workplace are in a better mood in general, this study hypothesised that satisfaction would be linked to creativity. However, the result fails to confirm such a connection. People who are more satisfied at work are not more creative, neither in terms of generated brick uses nor in terms of the rated creativity index. A possible explanation for this might be the difficulty to distinguish life satisfaction from job satisfaction, as well as knowing how they affect each other (Tait et al., 1989). It is possible that those who are satisfied at work are not equally satisfied outside of work, hence not demonstrating an overall better mood. Alternatively, the effect of job satisfaction is not significant enough to have a substantial effect on a person's mood when a doing a task unrelated to work.

5.4 Generational creativity differences

The seemingly well-recognized and widespread idea that millennials are more creative than non-millennials did not prove to be true in this study. Contradictory, non-millennials' creative performance was significantly better in a cross generational comparison, both with regards to brick use count and the creativity index. There could be several explanations for this. One possible explanation is that millennials are attributed with being impatient (DeVaney, 2015). Indeed, the millennials of this study showed significantly less persistence (see table 4), which is a reasonable explanation for the outcome.

Alternative explanations for the millennials' lesser creativity, may include the fact that millennials have not lived as long. Assuming that creativity is developed over time, millennials have then had less time to develop their creative ability, which in turn would explain the result. Equal to what has been argued earlier, another explanation could be that millennials are less independent than older generations. Hence, providing worse results on a task without any particular guidance.

6. Conclusion

Based on the results and discussion, the conclusion section provides answers to the research questions in this thesis. It summarizes the most important findings and gives potential explanations to the outcome of the survey.

The purpose of this study was to find and describe what flexibility factors affect job satisfaction for employees and if there are any generational differences to be found. On an overall level, it can be concluded that some workplace flexibility factors have a universally positive impact on workplace satisfaction. These flexibility factors consist of time autonomy and task crafting. The only flexibility variable having a unique impact on only one generation is mobility, which has a positive impact for millennials only. This is assumed to be a result of having more experience in using tools allowing work from various locations, which could explain why mobility is a preference only for the younger generations.

Furthermore, the thesis had the purpose of clarifying if different types of flexibility factors at work may affect an employee's creativity and if any generational differences are to be found. In the study there are no indications of a flexible workplace having a positive impact on millennials' creativity. Instead there is one result pointing towards the opposite, the negative connection between task crafting and brick use count. This is assumed to be caused by millennials taking the "easy way out" when able to do so, or due to lack of self-leadership. For non-millennials, task crafting has the opposite effect, with a positive connection to brick use count.

Millennials taking shortcuts is also assumed to be the reason why they, on average, score significantly lower on creativity tests compared to older generations. The reason for this assumption is that millennials on average spend less time taking the creativity test. This implies that the younger generation has less persistence, a driver of creativity (Lucas & Nordgren, 2015), and consequently become less creative. Another explanation might be the previously mentioned lack of creative self-leadership.

Finally, job satisfaction is not found to have any connection to creativity, neither for millennials nor non-millennials. This is assumed to be caused by the fact that the more long

term-variable job satisfaction does not have a significant impact on the short term mood state. Thus, providing a plausible explanation to why job satisfaction is not affecting creativity.

7. Implications

Based on previous literature, and the study conducted for this thesis, a couple of important academic and practical implication have emerged. These will be discussed below.

7.1 Academic Implications

This study was designed to bring clarity to whether workplace flexibility variables affect differently over generations. Previous research has mainly shed light on preferences within each generational group, while comparisons in between them has not been performed to a great extent. Furthermore, previous research has not had an especially large focus on what types of flexibility that are important for the workforce, and how co-workers might benefit. We argue that this thesis has several implications from an academic perspective.

Firstly, we find support for workplace flexibility factors being important for the satisfaction of individuals active in the workforce, including both millennials and non-millennials. In addition, this thesis provides findings suggesting that certain types of workplace flexibility are universally important, while others are unique to one generation. This indicates that a general “workplace flexibility measurement” might be too wide of a scope to be used in surveys, and that there is an important need to use more specific flexibility variables.

Secondly, there is important contribution in the finding that there might be an exaggerated emphasis on generation specific preferences, due to lack of cross generational comparisons. This study finds that two out of three flexibility measures are universally driving satisfaction in the workplace over all generations, indicating that the generational differences are not as extraordinary as one might think. The implication of this, is the importance to emphasize cross generational comparisons when studying preferences of certain generations. Without benchmarking one might draw the wrong conclusions.

Thirdly, this study finds that flexibility in task crafting has an impact on one aspect of creativity, namely generating a high number of ideas. What is even more interesting is the finding of generational differences. This difference was that task crafting is positively correlated to the generation of ideas for non-millennials, but negatively correlated for millennials. This indicates to future researchers that an employer’s way of management can have a direct link to the the characteristics and attributes of its employees.

7.2 Practical implications

Questions often raised in research articles and consulting reports is how to treat the millennials as well as how to handle their alleged differences compared to previous generations. This thesis seeks to be one piece of the puzzle in answering these questions. Hence, there are naturally some implications for workplaces and its management of employees.

Firstly, there are no universal indications that a workplace facilitating for different types of workplace flexibility will get more creative employees. Therefore, creative businesses should not expect a creative revolution through emphasizing flexibility. However, non-millennials who had flexibility in task crafting proved to be more creative in terms of generating a high number of ideas. For millennials the result was the opposite.

Secondly, almost all types of flexibility measured in this study drives satisfaction for both millennials and non-millennials. Hence, a workplace that wants satisfied workers should allow for a flexible work environment. This might in turn raise the performance of workers, lower employee turnover and improve overall health of the employees. Therefore, if companies want to keep their employees over time, workplace flexibility is reasonably a good strategy, no matter the age of employees.

Thirdly, generational differences do not seem to be as huge or dramatic as they are sometimes depicted. The two generational groups seem to want about the same privileges, which means that they should be pleased with similar arrangements. From a management perspective, employers should therefore not adhere to prejudices about an entire generation.

8. Future Research

Based on the results of the study conducted for this thesis, some interesting areas for further research have been identified. These areas are described and motivated below.

To begin with, this thesis has identified flexibility in mobility as the only variable affecting millennials uniquely. In this report the millennials' preferences are assumed to occur due to growing up with technology, while older generations have not. However, as this assumption has not been researched, a qualitative study would be of interest to provide a more in depth view on the generational difference regarding mobility. Moreover, it would be interesting to see other workplace variables being researched on a deeper level, to see what factors really matter to provide conclusions with greater precision.

In addition, this study has provided an interesting finding for further investigation. This being the connection between brick use count and task crafting flexibility. It is not only of interest why and how task crafting flexibility affects this type of creativity, but also why the effects are opposite for millennials compared to non-millennials. In this study, differences in cognitive flexibility and self-leadership was assumed to be the dividing factor between the generations. However, research on cognitive differences between generations is scarce. Therefore, a specific study researching this in further detail could possibly provide better in depth insights.

It would also be interesting to see if workplace flexibility is connected to other employee characteristics such ability to cooperate, communication abilities, confidence, reliability and diligence. Furthermore, studying these variables on a cross-generational level would be preferable, as there are potentially differences between generations. Moreover, it would be of interest to study the causal connection between workplace variables and employee characteristics. It can be assumed that one type of work attracts a certain type of employee. However, another reasonable explanation is that the way a workplace is set up might also affect personality traits among employees. Hence, there is need for such research.

9. Limitations

This section discusses various limitations of the study, as well as how these may affect the outcome. The limitations include, but are not limited to, study design, methodology and practical applicability. Hence, the section below attempts to provide the reader with transparency of constraints and limitations of this specific study.

Like all studies, this study has limitations. Firstly, the flexibility scores are self-reported estimates. Thus, a workplace could possibly provide all sorts of flexibility, but still be regarded as non-flexible if this is the impression of the respondent. Hence, the report researches the effects of perceived flexibility, rather than actual flexibility.

Moreover, the causality between different types of workplace flexibility and a respondent's satisfaction can be questioned. As an example, the flexibility variables correlate a lot with each other. This means that one of the flexibility types could drive satisfaction far more than the others. Since it is not unlikely that a workplace allowing one type of flexibility also allows another, it might wrongly appear that all flexibility types have a similar positive effect on satisfaction. Therefore, controlling for such factors would have been preferable.

Another limitation of this study concerns the usage of a quantitative method. By using this method, there are limitations connected to translating emotional dimensions into numbers. By reducing participants' emotions, perceptions and associations into numbers on a Likert scale, there exists a risk that qualitatively interesting and crucial data is not accounted for. In other words, the quantitative method risks oversimplifying complex variables.

Moreover, there is an inherent risk in measuring a subjective variable without clear definitions or clear points of reference, such as satisfaction, in order to compare the results of two groups with each other or within the group. In some academic fields, such self-reported data is only considered viable when compared to the group itself over time. Thus, this is a potential error, even though it could be argued that the consequences of respondents' different interpretations and definitions should be evened out with a large enough sample.

Furthermore, there are limitations as to how creativity was measured in this thesis. The so called "creativity index" is certainly based on attributes proved to be important in previous

creativity research, but is nonetheless subjective. The judge who rated the survey participants' creativity was blind to all information except the answers on the creativity test. However, it has to be said that the ratings are the subjective opinion of one person. This could possibly generate different results if the process was replicated by someone else.

Finally, it can be argued that the possibly skewed nationality distribution might affect the general application of the results. Even though statistical procedures are followed and scales are from proven previous research, the variety of nationalities among the respondents could result in cultural differences not accounted for in the study.

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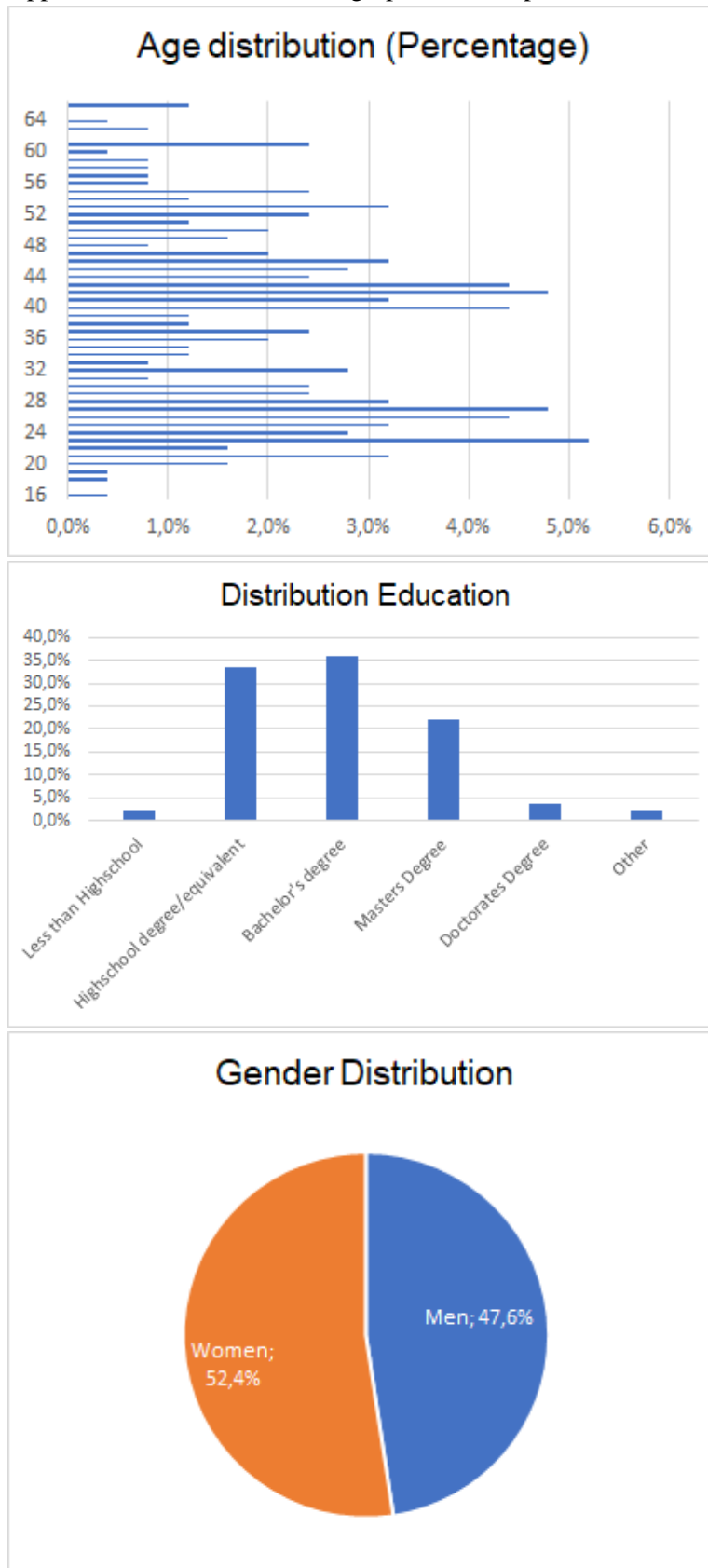
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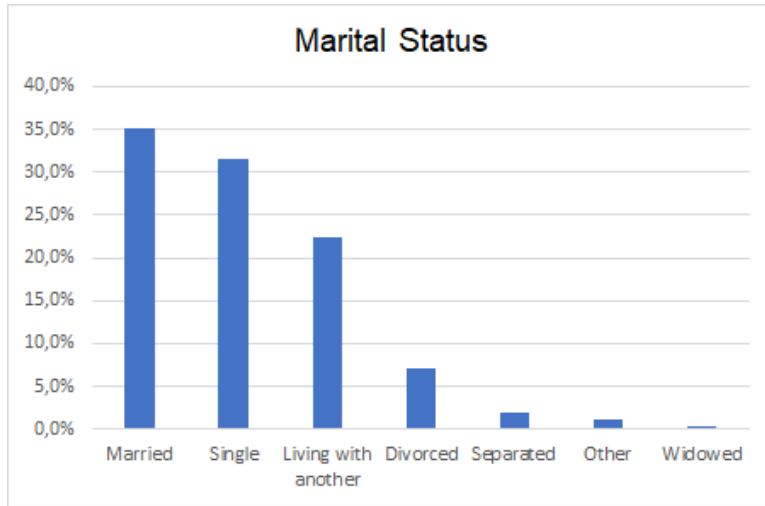
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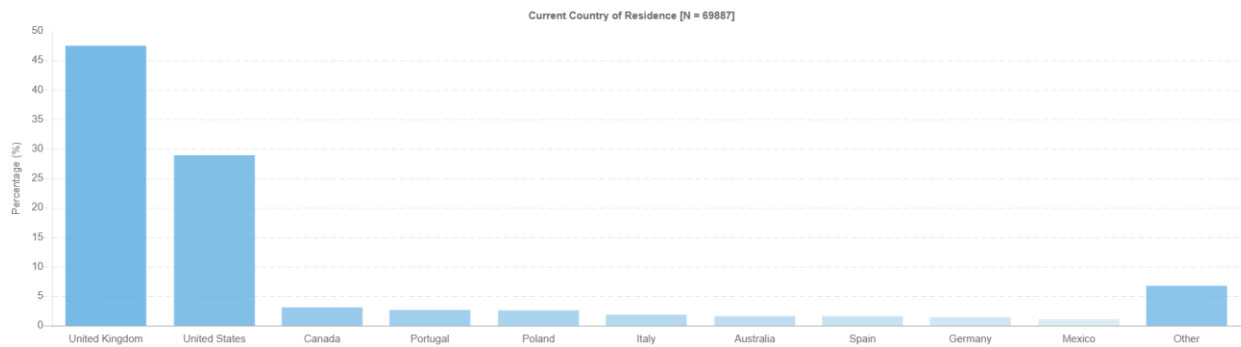
11. Appendix

Appendix 1.1 - Recorded demographics of sample





Appendix 1.2 - Demographics of Prolific's total respondent pool



Appendix 1.3 - Correlation comparison - non-millennials vs. millennials (rated creativity)

Correlation Comparison - Non Millennials vs. Millennials (Rated Creativity)

Pearson correlation: Rated Creativity	Non Millennials	Millennials	Fisher's Z-test (p)
Perceived Time Autonomy	-0,024	-0,040	0,45
Perceived Flexibility in Mobility	0,029	-0,004	0,42
Perceived Flexibility in Task Crafting	0,141	-0,074	0,05

** ($p < 0,01$)

* ($p < 0,05$)

Appendix 1.4 - Correlation comparison - non-millennials vs. millennials (brick use count)

Correlation Comparison - Non Millennials vs. Millennials (Brick Use-count)

Pearson correlation: Brick Use-count	Non Millennials	Millennials	Fisher's Z-test
Perceived Time Autonomy	0,014	-0,100	0,19
Perceived Flexibility in Mobility	0,087	-0,039	0,16
Perceived Flexibility in Task Crafting	0,234**	-0,179*	0,00

** ($p < 0,01$)

* ($p < 0,05$)

Appendix 1.5 – Questionnaire



Are you currently employed?

Yes

No

When answering the following question please ignore the personality items and instead mark the "other" box and type "I read the instructions" into the accompanying text box.

Which of these personality traits best describe you and your personality?

Social

Loyal

Introvert

Critical

Positive

Intelligent

Optimistic

Pessimistic

Realistic

Funny

Charismatic

Other

What is your current marital status?

What is your yearly personal income? (Numerical in thousands of USD)

Which of the following best describes your role in your industry of work?

How old are you? (Numerical)

How many children under 18 years old live in your household? (Numerical)

Gender:

Male

Female

Other

Which of the following categories best describes the industry you primarily work in?

What is your yearly household income? (Numerical in thousands of USD)

What is the highest degree or level of school you have completed?
 (If you are currently enrolled in school, please indicate the highest degree you have received)

Less than a high school diploma

High school degree or equivalent

Bachelor's degree (e.g. BA, BS)

Master's degree (e.g. MA, MS, MEd)

Doctorate (e.g. PhD, EdD)

Other (specify)

Please state to what extent your workplace allows you to...
 (1 = Not at all, 7 = To a great extent)

	1	Work Tasks					7
	Not at all						To a great extent
Introduce new approaches to improve your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change the scope or types of tasks that you complete at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduce new work tasks that better suit your skills or interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choose to take on additional tasks at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give preference to work tasks that suit your skills or interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change the way you do your job to make it more enjoyable for yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change minor procedures that you think are not productive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please state how well the following statements describe you on a scale from 1 - 7
(1 = Strongly disagree, 7 = strongly agree)

	1		Satisfaction					7
	Strongly disagree						Strongly agree	
All in all you are satisfied with your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
In general, you don't like your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
In general, you like working at your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Think about your workplace mobility. Please state how well the following statements describe your workplace.
(1 = At one specific location, 7 = Any place)

	1		Location					7
	At one specific location						Any place	
To what extent is your work limited to a specific location?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Think about your workplace mobility. Please state how well the following statements describe your workplace.
(1 = Not at all, 7 = To a great extent)

	1		Location					7
	Not at all						To a great extent	
To what extent do you have the freedom of choosing a place to perform your work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

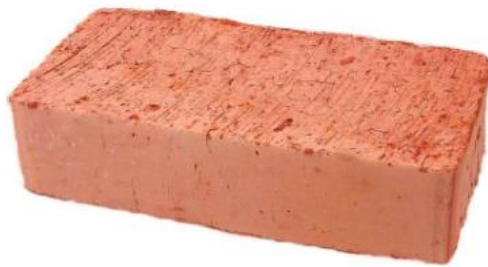
Think about your workplace mobility. Please state how well the following statements describe your workplace.
(1 = Always the same locations, 7 = Always at different new locations)

	1		Location					7
	Always the same locations						Always at new locations	
To what extent do you work at various locations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Think about the opportunity to exercise a choice in defining the hours that you work. Please state how well the following statements describe your workplace. (1 = Very little, 7 = Very much)

	1		Time Autonomy					7
	Very little						Very much	
How much are you left on your own to define your own work schedule?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To what extent are you able to act independently of your supervisor defining your work schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To what extent can you exercise independent thought, judgement, and action in determining when you will work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To what extent are you able to define your work schedule independently of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
How much discretion can you exercise in defining your work schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Please write as many uses for the object on the picture as you can think of (separate with comma).



This survey is workplace related

Yes

No

Appendix 1.6 – More Descriptive statistics and Correlations

Table 10

Descriptive statistics and Correlations - Total Sample (N=250)

Variable	M	SD	1	2	3	4	5
1. Age	38,24	12,22	1,00				
2. Income	33139,74	34116,69	0,201**	1,00			
3. Job satisfaction	5,19	1,35	0,122	0,122	1,00		
4. Rated Creativity	3,29	1,43	0,141*	0,078	-0,043	1,00	
5. Brick Use-count	4,24	2,54	0,260**	0,062	-0,028	0,779**	1,00

Numbers in parenthesis: Chronbach's Alpha

****** ($p < 0,01$)

***** ($p < 0,05$)