



LUND UNIVERSITY
School of Economics and Management

Is the Future of Organisations Teal?

An Exploratory Research on the Match Between
Business School Students value systems and ‘Teal’

by

Chiara de Roon

Master’s Programme in Management

Supervisor: Stein Kleppestø
Examiner: Nadja Sörgärde

Abstract

In light of high turnovers and low retention a growing interest in finding solutions to retain Millennials is occurring. The mismatch between Millennials' value systems and the organisational values systems are high and one of the reasons for Millennials to leave the organisation. Yet, fundamental questions about the relation between value systems of Generation Millennials entering the workforce and organisational values remain unanswered in the literature. Therefore, the purpose of this study was to gain a better understanding of the match between individual values systems and organisational value systems from a different angle. This study used data from value systems of Business School Students (BSS) from Lund University aspiring to become leaders of tomorrow's organisations. Data from a psychometric self-assessment tool, Value Orientations (VO) was administered to gain insight into the value systems of these 108 Business School Students. From the 108 BSS, twelve semi-structured interviews were conducted to examine their attitude towards fundamental characteristics of Teal. The results of this study show that there is no strong evidence for a match between Business School Students value systems and Teal. Furthermore, this study shows that the students are not willing to work for a Teal organisation. The students highly prefer aspects as structure, guidance and support which are not in line with the self-managing environment Teal provides. Thus, Teal does not provide an environment for BSS entering the workforce. These findings indicate that there is no evidence for organisations to change their organisational models to a Teal model in order to meet the values of individuals entering the workplace. However, longitudinal study might document a shift regarding their attitude towards Teal.

Key words: Teal, Generation Millennials, Business School Students, Values, Value Systems, Value Orientations, Value Alignment, Organisational Values, Organisational Model, Conscious Development, Retention, High Turnovers

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1 Introduction

1.1 Background

Organisations of today are dealing more and more with high turnover rates and low retention (Branson, 2008; Sujansky & Ferri-Reed, 2009; Simmons, 2016). Turnovers can be a high expense for organisations. Also, the average cost of turnovers for an organisation is \$25,000 per year per employee in the US (Sujansky & Ferri-Reed, 2009). When companies need to replace an employee this costs recruitment time which could otherwise be spent on other work (Gilbert, 2011). Saxena & Jain (2012) predict that turnovers might become a more significant problem in the future (Saxena & Jain, 2012). Therefore, it seems that turnovers and retention need more attention due to their importance within organisations (Espinoza et al., 2010).

According to the literature, Millennials are hard to retain (Sujansky & Ferri-Reed, 2009) and will not stay in their job for their entire career (Vasquez, 2014). Millennials, also known as Generation Y (Thompson & Gregory, 2012), are defined as people born between 1981 and 1996 (Pew Research, 2018). Since a lot of Millennials do not plan to stay in their jobs, it makes sense that many of them are looking for new employment (Gong, Ramkissoon, Greenwood, & Hoyte, 2018). Research from Seibert, Kraimer, Holtom & Pierotti (2013) shows that 34.4% of people around the age of 25 leave their jobs within 16 months (Seibert, Kraimer, Holtom & Pierotti, 2013). Further, Becton, Walker, and Jones-Farmer's (2014) study show that Millennials have spent less time in their current position and have had more jobs in the last five years than older generations (Becton, Walker, and Jones-Farmer's, 2014). Additionally, 36% of the Millennials were looking for a job in a different organisation in the next year of their employment (Gallup, 2016). Because of this, Simmons (2016) argues that "there is a need for more research to understand the impact that this generations behaviour has on organisations and the reasons individuals want to move from one job to the next." (Simmons, 2016, p.2) Thus, understanding why this generation is moving from one job to another can be seen as a strategic imperative for today's organisations.

Rani & Samuel (2016) state that one of the reasons Millennials leave their jobs is when their values do not match with the values of an organisation (Rani & Samuel, 2016). This match between the employee and the organisation can be defined as value alignment and is an essential factor to stay at an organisation (Rani & Samuel, 2016). Research has found that Millennials show the highest mismatch with organisational values concerning other generations (Rani & Samuel, 2016) and thus, value alignment can be beneficial for organisations when trying to retain Millennials (Groddeck, 2011). According to Leidtka (1989), creating value alignment asks for recognition of personal values (Leidtka, 1989). Research claims that Millennials are different from other generations and these differences can be found in their values (Naim & Lenka, 2017; Lyons et al. 2007; Weber & Urick, 2017). Kluckhohn's (1951) describes values as a concept that is distinctive for an individual or group

and influences one's actions (Kluckhohn, 1951). For example, Millennials are ambitious, creative, and goal-oriented and self-confident (Twenge et al., 2010). Whereas Generation X are described as distant, doubtful and pragmatic, Baby Boomers can be described as taking charge and being cynical. Not only their values are different, but their work values as well (Lyons et al., 2007). Kuron, Lyons, Schweitzer and Ng. (2015) define work values as "generalised beliefs about the relative desirability of various aspects of work (e.g. pay, autonomy, working conditions), and work-related outcomes (e.g. accomplishment, fulfilment, prestige)" (Kuron et al., 2015, p.994). Further, Millennials value meaningful work) that not only serves as a way to make money (Martin, 2005). Also, they desire work to be engaging and fulfilling (Twenge and Campbell, 2010). Thus, differences in values of Millennials might ask for a different approach to establish organisational values.

Values are part of our consciousness and develops throughout our life in different stages (Graves, 1970). These stages can be described through various theories on conscious human development that emerged in literature throughout history from pioneers in the field (for example Cook-Greuter, 1985; Wilber, 2000; Graves, 1966; Kegan, 1994; Loevinger, 1971; Gilligan, 1993; Kohlberg, 1981). In each stage, people interpret information retrieved from the world around us in ever more complex and refined ways and develop different values or worldviews (Graves, 1970; Prinsloo, 2012). Laloux (2014) built on the same developmental theory and claims that organisations as well go through stages of consciousness. He also argues that we are currently entering the 'Teal' stage which can be seen as the "the next stage of human consciousness" (Laloux, 2014, p.36). There are speculations that this stage could be the future organisational set-up as we are entering this next stage of human consciousness. Millennials will continue populating the workforce (Weber & Urick, 2017) and most certainly hold managerial jobs in the nearby future. Therefore, researching the match between the values of Millennials and a new organisational model, Teal can provide compelling insights on their preferences regarding organisational models and whether Teal is matching the personal values of this generation. Therefore, this thesis will seek to provide insights into the question of to what extent do value systems of Millennials match with Teal?

To analyse this match, a methodology that can examine (1) personal values (2) through conscious developmental theory and (3) Teal is required. As Prinsloo's Value Orientation testing system meets the first two criteria, the accessible data gained by using testing system will be used in this study. Further, semi-structured interviews will be used to gain a deeper understanding of their value systems and their attitude towards a Teal organisation.

1.2 Research Purpose and Questions

The main purpose of this study is developing a better understanding of the match between the value systems of Business School Students (BSS) and Teal. This could provide valuable knowledge which may influence how businesses set-up their organisation and more specifically form their organisational values. Further, future organisational forms preferred by individuals

entering the workplace can be determined as this study is investigating business school students' preferences regarding certain organisational practises, structures and processes.

To assess the purpose and answer the central research question *to what extent do personal values of Business School Students match with Teal?* the following questions are formulated:

1. What is the (dominant) value system of BSS as measured by VO and semi-structured interviews?
2. What is the attitude of BSS towards Teal?
3. To what extent are BSS aware of their own value systems?
4. What qualities are BSS looking for in a company?

1.3 Aim and Objectives

This study aims to live up to the purpose by discovering the Value Orientations of BSS's from Lund University School of Economics and Management and their attitude towards the fundamental characteristics of Teal. This will be achieved both theoretically as empirically. In order to get a better understanding of the respondent's literature from generational theory was reviewed. Further, values theory, and conscious developmental theory will be viewed. Also, Laloux's theoretical framework Teal as presented in his book *Reinventing Organisations* (2014) will be thoroughly evaluated. The empirical aspect can be found in the mixed method that will be applied. First available data on value systems of 108 BSS individual value systems will be analysed. Their value systems were measured by using Value Orientation (VO) testing system. Secondly, the attitude towards Teal will be investigated by conducting semi-structured interviews with twelve out of 108 students. Consequently, the empirical data will be discussed by combining available knowledge from the literature.

1.4 Research Limitations

In this section, several limitations of this study will be described. The first limitation is inherent in the time frame for this study. The time frame was limited and therefore the scope of this study is restricted. The second limitation of this research is inherent in the use of secondary data. This study had access to data conducted for another research project focusing on strategic thinking. Thus, data from VO was already collected and the purpose and research question evolved from this available data. The third limitation can be found in the sample. The data sample consists out of a non-random selection of participants. The data is derived from only business school student from Lund University representing the programs in management, finance, marketing, economic development, informatics and service management. Therefore, the sample will not be able to represent all students. Also, the results are difficult to generalise to individuals outside a university environment.

2 Outline of the Thesis

Literature Review

This chapter will present an overview of relevant literature within the context of the study. The subsections in this chapter will describe Millennials, values, and value alignment. This literature review, however, is built up in six sections. The first sections cover Millennials which includes an exploration of different definitions of Millennials. Also, this section will cover theories on characteristics and expectations of Millennials' and their work-preferences. The second section covers theories on personal values, work values, organisational values and value systems. The third section covers value alignment. The fourth section covers Laloux's research and explains his theoretical framework Teal by connecting organisational structures and conscious development. Within the fifth section, the Value Orientation (VO) testing system including the theoretical foundation for VO as developed by Dr. Maretha Prinsloo together with previous research and theories on developmental psychology is described.

Methodology

This chapter displays the methodological choices to collect valuable empirical data and is connected to the area of the research question.

Analysis empirical data

This chapter will provide the findings from quantitative and qualitative data. Values measured by VO and semi-structured interviews will be analysed. The first section gives an overview of the distribution of values systems of the participants and to what extent they accept and reject the values of the VO. The second section provides an overview of interview results by delving deeper into their organisational preferences concerning Teal. The third section seeks to provide an overview of the relation between individual values of the millennials and Teal.

Discussion of empirical data

This chapter presents a combined analysis of all empirical data collected from the Millennial BSS. Within this chapter, five themes are used to guide the reader. The analysis serves as a foundation for the conclusion together with the literature review.

Conclusion

This chapter describes the outcome of this study, and thus the research question will be answered. Also, theoretical and practical implications as well as recommendations for further research are provided in this chapter.

3 Literature review

3.3 Generation Millennials

Before defining the Millennials, the generation that will be used to get a better understanding of the respondents of this study, it is worthwhile to define the concept of generations. In this chapter the reader is introduced to the concept of generations. Secondly, the different generations engaged in the workforce are described.

3.3.1 Defining the concept of generations

Sociological literature debated for many years about the definition of generations (Joshi, et al., 2010; Mannheim, 1952). The generational theory was proposed for the first time by Karl Mannheim (1952) in his essay 'The Problems of Generations' (Mannheim, 1952). According to his theory "belonging to the same generations or age group endows the individuals sharing a common location in the social and historical process, and thereby limit them to a specific range of potential experiences, predisposing them for a certain characteristic mode of thought and experience, and a characteristic type of historically relevant action." (Bansal, 2017, p.105). Similarly, Crumpacker & Crumpacker (2007) define generations as sharing the same year of birth and states that generations "represent a group who have a similar worldview grounded in defining social or historical events that have occurred during that generation's development years." (Crumpacker and Crumpacker, 2007, p.353). Several other researchers define the term generations as well. Weber and Urick (2017) state that there are different ways present within the literature to understand generations. They describe three distinct approaches. The first approach is the age-based approach which is the most common approach and describes that generations sharing the same year of birth can be placed in a certain generation. Millennial sharing the same age are not homogenous (Weber & Urick, 2017). In retrospect, individuals sharing the same year of birth could "disidentify" with for instance, characteristics of Millennials (Weber & Urick, 2017, p. 476) and this can lead to heterogeneity of members sharing a particular age. Further, the maturity approach describes that generations reach maturity at around the same time and experience the same life events together (e.g. Woodstock) regardless of their age. The identity approach looks for specific generational labels and typical characteristics. An example of a generational label is 'Millennials'. When a person defines themselves with this label, they feel aligned with the traits attributed to this grouping Also, the identity approach describes how someone would define themselves (Weber & Urick, 2017). Moreover, Lyons & Papavasileiou (2015) state that a generation can be defined through shared values (Lyons & Papavasileiou, 2015). For

the most part, researchers have chosen to rely on the ageing approach to define a generation and ascribed characteristics (Cogin, 2012; Zemke, Raines, & Filipczak, 2000). Although the respondents of this study are born between 1981 and 1996 which are the year of birth for Millennials, this study will accept that while there are similarities, variations also may exist and that there are outliers to the generalities that are assigned to a generation. In other words, a generation cannot be seen as a homogenous group and member of a generation might disidentify themselves with the Millennial generation (Weber & Urlick, 2017; Kupperschmidt, 2000).

Generations can also be called cohorts (Kupperschmidt, 2000). These terms are both used interchangeably (Kupperschmidt, 2000). However, Schewe et al. (2013) state that these terms are different because national and international events determine cohorts. This means that different nations have different cohorts (Schewe et al., 2013). The term 'generations' will be accepted within this study because international and national differences are beyond the scope of this research. The next section will describe the generational groups that are currently working on or about to retire.

3.3.2 Generations in the workforce

Together with the Millennials there are currently four generations. These four generations are the Silent Generation, Baby Boomers, and Generation X. The latter three can be seen as the primary generations, meaning that they are more dominantly present within the workforce (Schullery, 2013). The working generations all started their career in different economic situations. These economic situations might have influenced the generations in terms of work attitude (Pyöriä, Melin, & Blom, 2005). The first generation, the 'Silent generation', was born between 1909 and 1945 and showed loyalty to organisations and placed duty before joy. This generation experienced the World War II and entered the workforce following the war. Also, they experienced economic growth and had a traditional career. Traditional careers are characterised by long-term employment whereas modern careers are characterised by (Kuron, Lyons, Schweitzer, Ng, 2015). Secondly, the Baby Boomers who born between 1946 and 1964. They grew up in times of the Cold War, Vietnam, and social revolution which defined this generation. They are known for being workaholics, having a love-hate relationship with authority, and are seen as idealistic and optimistic. They are going with retirement soon and, thus, leave the organisations that have been designed around them. They were significantly loyal to their employer as "they entered the workforce secure in the belief that they could expect to enjoy a long, prosperous career and a happy, generous retirement." (Sujansky & Ferri-Reed, 2009, p. 6). Also, they played by the rules (i.e. marriage, starting a family, working up the social ladder) (Sujansky & Ferri-Reed, 2009). Thirdly, Generation X born between 1965 and 1979. This generation is described by Sujansky & Ferri-Reed (2009) as result-oriented, independent and sceptical (Sujansky & Ferri-Reed, 2009). Also, they experienced specific historical events. For example, a weak labour market, fall of the Berlin Wall and the energy crisis (Ng, Lyons & Schweitzer, 2018). The described generations experienced different economic situations that might have influenced their attitude towards work. In the next chapter the Millennials generation will be described to understand what influences they had that might determine their attitude towards work.

3.4 The Millennials

This section defines the Millennial generation to get a better understanding of the respondents and getting a general impression. In doing so, the cultural, social and economic experiences together with their characteristics and work expectations are presented.

3.4.1 Defining the Millennial

Various authors have labelled the next generation as Generation Y, Millennials, Nexters, and the Nexus Generation (Burke and Ng 2006; Zemke et al. 1999). For this study, I will use the term ‘Millennials’ to keep up with the popular literature. However, there is no absolute definition for Millennials within the literature (Cahill & Sedrak, 2012). Rigoni & Adkins (2016) describe that the Millennials are born between 1980 and 1996, whereas Hewlett and Kuhl (2016) state that they are born between 1982 and 1994 (Rigoni & Adkins, 2016; Hewlett & Kuhl, 2016). Furthermore, Cox (2017) state that they are born between 1982 and 2003 (Cox, 2017). Pew Research (2018) claims that Millennials are born between 1981 and 1996. They have done extensive research and based on these years of birth on political, economic and social factors (Pew research, 2018). Together with this, they assessed demographics, labour market, attitudes and behaviour (Pew Research, 2018). Seeing that Pew Research has done extensive research on Millennials their year of birth, it might be most reliable source to use. However, Pew Research (2018) suggests that these endpoints should be used as guidelines and not “hard-and-fast distinctions” (Pew Research, 2018, p.2). Therefore, the endpoints 1981-1996 will be used for this study in order to limit the number of respondents. This way, this study can be completed within the set time frame.

3.4.2 Differences of generation Millennials

It is safe to say that each generation differs from other generations. Within the literature differences of Millennials are described in terms of their values, outlooks, work ethics, working style and preferences in comparison to older generations (Lyons et al., 2012). Further, differences can be found in Millennials’ expectations, attitudes, lifestyle, behaviour, and work outcomes (i.e. job satisfaction and organisational commitment) (Ng, Schweitzer, & Lyons, 2010; Pew Research, 2018; Naim, Stewart, Oliver, Cravens & Oishi, 2017). Furthermore, in an article from Reeves & Oh (2007) an overview of differences among generations is presented:

Views toward	Boomers	Gen Xers	Millennials
Level of trust	Confident of self, not authority	Low toward authority	High toward authority
Loyalty to institutions	Cynical	Considered naive	Committed
Most admire	Taking charge	Creating enterprise	Following a hero of integrity
Career goals	Build a stellar career	Build a portable career	Build parallel careers
Rewards	Title and corner office	Freedom not to do	Meaningful work
Parent-child involvement	Receding	Distant	Intruding
Having children	Controlled	Doubtful	Definite
Family life	Indulged as children	Alienated as children	Protected as children
Education	Freedom of expression	Pragmatic	Structure of accountability
Evaluation	Once a year with documentation	“Sorry, but how am I doing?”	Feedback whenever I want it
Political orientation	Attack oppression	Apathetic, individual	Crave community
The big question	What does it mean?	Does it work?	How do we build it?

Figure 3.1 "Generational Differences" (Reeves & Oh, 2007, p.298)

However, the literature compares different generations at different life stages which makes it almost impossible to determine whether differences are a result of generational or life cycle effects. Generational effects describe how a cohort of people born at a certain time are distinguishing themselves from another cohort born at a different time, whereas life cycle effects describe how people their behaviour changes as they grow up (Kuron, Lyons, Schweitzer & Ng, 2005). According to Pew Research (2015) differences can be described by means of life cycle, period, and cohort effects (Pew Research, 2015). In case of life cycle effects, respective positions in the life cycle determine the differences between certain generations. Period effects describe the simultaneous impact of events on all individuals regardless of age. Furthermore, cohort effects can be seen as the impact of historical events on generations as part of an age group. These events can also be experienced only by a particular generation. In extension, certain situations can have influence on members of a generation because these situations occur during the time in a life cycle that identities are formed, and value systems are shaped (Pew Research, 2018).

Millennials experienced various (historical) events (Barrett, 2015). They came of age during the worst economic recession (Herschatter & Epstein, 2010). Further, they encountered the advancements in information technology and increased globalisation (Howe & Strauss, 2000) and so Millennials got 24/7 access to computers, as well as internet. In light of this, Howe and Strauss (2000) state that “Millennials are unlike any other generation in living memory. They are more numerous, more affluent, better educated, and more ethnically diverse.” (Howe & Strauss, 2000, p.4). Also, Millennials have seen their parents working many hours and having not much free time (Sujansky & Ferri-Reed, 2009). These events together might have influenced Millennials’ perspectives regarding life and more specifically, work. Although the members of the Millennial generation seem to have experienced similar circumstances, it is safe to say that members of a generation not only share the same life experiences they also experience events that influence them on an individual level. This agrees with Weber & Urick (2017) who state that most research is focused on assumptions that members of a generation are the same. According to Weber & Urick (2017) “the personal values, beliefs, and preferences held by each individual person” should be considered (Weber & Urick, 2017, p.494). In light of this, some researchers seem to disagree that Millennials differ from other generations (Herschatter & Epstein, 2010). For instance, Goler (2015) state that millennials’ wants, and needs are comparable to other generations as well as their perspectives (Goler, 2015). Further, Pfau (2016) comments about the phenomena from a slightly different angle, as he states that: “It’s also more attention-grabbing to talk about differences among groups and changes in the workplace than it is to report on how alike they are. In a digital world that doesn’t always distinguish between high quality and low-quality research, studies with the most provocative findings often get the most views, giving them an aura of validity.” (Pfau, 2016, p. 5). Similarly, Reeves and Oh (2007, p.302) state the following: “The research focused on cognitive, affective, and psychomotor differences among the Boomers, Generation X, and Millennial generations are that for the most part based on small, highly selective surveys rather than national datasets that cut across important variables such as socioeconomic status and level of education.” (Reeves & Oh, 2007, p.302). Therefore, this study will consider that because of “gross generalisations based on weak survey research and the speculations of profit-oriented” literature on Millennials will be

“treated with extreme caution.” (Reeves & Oh, 2007, p.302). Within this study the respondents will be analysed through the cohort effects, life cycle effects seeing that this could have influenced the respondents as they are sharing the same age group.

There is a high amount of research on values, but not about Millennials’ values across cultures (Howe & Strauss 2000; Pew Research Center 2010). Nevertheless, Schewe et al. (2013) conducted a study on Millennials in three different countries (i.e. US, Sweden and New Zealand) and used Hofstede’s model on national culture (Hofstede, 2001) to test Millennials’ values. These dimensions are individualism versus collectivism, masculinity versus femininity, uncertainty avoidance, long-term orientation, and power distance. The results of this research show that Millennials are different from each other. These differences can be found in the cultural upbringing of millennials which might be a result of the political system (Schewe et al., 2013). Thus, this study accepts that as a result of these different dimensions of Hofstede, respondents are differing within a certain age group.

3.4.3 Emerging Adulthood

Kuron, et al. (2014) state that there are two groups of Millennials, the pre-career and the working millennial (Kuron, et al., 2014). Researchers found that differences exist between those two groups of millennials. More specifically, Kuron et al. (2015) state that “pre-career Millennials may be attracted to organisations which emphasise a collegial work environment and social and responsible culture. Once they are in the workforce, Millennials can be attracted and retained through attractive working conditions and remuneration.” (Kuron, et al., 2014, p.1). Kuron et al. (2015) describe the transition from pre-career to working career can be described as the school-to-work transition (STWT). Arnett (2000) states that traditional development cycles are changing due to changing societal and cultural experiences in western countries and results in a new life stage called ‘Emerging Adulthood’ (EA) (Arnett, 2000). According to Arnett (2000) the emerging adulthood can be described as: “The age period from about 18 through the mid-20’s has changed from being a time of settling down into adult roles of marriage, parenthood, long-term work, and a long-term residence to being a time that is exceptionally unsettled, a period of exploration and instability, as young people try out various possible futures in love and work before making enduring commitments.” (Arnett, 2001, p.7). Put simply, maturity changed because of societal and cultural experiences which influences how individuals develop. The main reason for this is delayed marriage, parenthood and increased access to education. Further, exploration is an essential component during the EA as well as establishing a set of values.

When generations grow up, they show less extrinsic values as power and self-direction, and more intrinsic values as security and personal growth, self- acceptance, relationships, and contributing to society (Arnett, 2001). Growing up is influenced by circumstances such as creating safety through work and starting a family. Also, people commit to habitual patterns and experiences fewer changes and challenges (Kuron et al., 2014). The participants of this study share the same year of birth and therefore they might go through the same life cycles and experience the EA as well. Thus, the researcher will take into consideration that the respondents studied in this research are influenced by this new life cycle.

3.5 Values Theory

Within this chapter values theory will be described by defining the term, describing value systems, values in different nationalities/ cultures, personal values, and work values.

3.5.1 Values

Values are fundamental for many aspects within one's life (Schwartz, 1992). The widespread use of values resulted in a variation of this construct, but there is little consensus on the definition of this term (Maksimainen, 2012). Allport, Vernon and Lindzey (1960) were among the first scientist who gave value concept a more concrete meaning stating that values are related to ordinary activities (Allport, Vernon & Lindzey, 1960). However, there has been a shift in the definition of values saying that values nowadays can be seen as guiding principles in life. This shift has been influenced by the work of Rokeach (1973). He defines values as an "enduring belief 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 of existence" as (1973, cited in Lyons, Higgins & Duxbury, 2010, p.6). Similarly, Kluckhohn (1951) state 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' (Kluckhohn, 1951, p. 395). Values are individualistic and personal, and each value differs in importance (Weber & Urick, 2017). More specifically, values are ordered hierarchically regarding their importance to an individual (Lyons, Higgins & Duxbury, 2010). Further, Schwartz and Bilsky (1987) define values through five features that are mentioned in the writing of various researchers. Values are (1) beliefs, (2) refer to behaviour (3) values can guide specific actions and situations, (4) values can serve as standards or criteria for behaviour (5) values are ordered by importance. Further, Schwartz and Bilsky (1987) came up with seven domains for values, namely: (a) pro-social, (b) restrictive conformity (c) enjoyment (d) achievement (e) maturity (f) self-direction and (g) security (Schwartz & Bilsky, 1987).

The most important definition of values is Schwartz's (1992) comprehensive model. He put together ten basic values with their structures and content. According to Schwartz (1992). These values are present among people despite demographical location and cultural differences (Schwartz, 1992). Schwartz (1992) placed these ten types of values are placed in a 'circumplex', meaning that he placed value types in a circle with overlapping values next to each other, and different values opposite of each other. The values represented in this circle are (1) hedonism (2) stimulation (3) self-direction (4) universalism (5) benevolence (6) conformity (7) tradition (8) security (9) power and (10) achievement. Findings show that Schwartz's model is strongly supported (Lyons, Higgins & Duxbury, 2010). As people can hold a set of these values, they form one's value systems (Rokeach, 1973 cited in Kamakura & Novak, 1992) and this will further be explained in the next section.

3.5.2 Value systems

Rokeach (1973 cited in Kamakura & Novak, 1992) describes in his theory on the nature of values that when a value is fully developed, it is incorporated in one's value system and ordered in priority. An individual can hold a diverse set of values which form a value system (Van Marrewijk, 2004) and these value systems are created through a hierarchical structure and describe different motivational systems that determine what a person finds important. More specifically, the importance of concepts as freedom, joy, self-esteem, honesty, love, obedience, and equality (Graves, 1970). A value system is a way to form a concept of reality and only develops as a reaction to challenges present in the environment. Also, a value system can be found in a bigger context such as organisations and communities (Van Marrewijk, 2004; Graves, 1970). Generally speaking, value systems can be applied to actions, objects, situations, events or people (Kluckhohn, 1951 cited in Merk, Schlotz & Falter, 2017).

Measuring one's values systems is not a new phenomenon and has been around for years. By measuring value systems, higher self-determination can be reached which helps to become more aware of their positions and determine what actions to take. Also, getting insights into people their value systems can contribute to gain more awareness of their perceptions. There are three different sorts of measurement systems: ranking, self-report and rating (Merk, Schlotz & Falter, 2017). Few of these value measuring methods will be further explained below.

Schwartz Value Survey

Schwartz (1992) theory of values resulted in a value survey to measure values. This survey is based on the same ten values he put together in the 'circumplex'. To represent the ten types of values, Schwartz selected 56 values. 21 of these values are identical to Rokeach list of values. They selected these 56 values by focusing on the values that represent a goal. The participants rate the values by using a nine-point scale. Thus, a rating is fundamental to Schwartz's value survey, and rating gives access to insights in what people avoid which is as valuable as what people attract. What people tend to avoid can be defined as "negative values" which people express through their choices and behaviour (Schwartz, 1992, p.17).

Rokeach Value Survey

The Value Survey of Rokeach (RVS) is a value measurement system that separates two kinds of values instrumental values and terminal values. This tool is the most commonly used tool for measuring values (Kamakura & Novak, 1992). Instrumental values can be seen as manners that reflect behavioural characteristics that are socially accepted, and terminal values as a way of doing that are generally accepted. This measurement system has been evaluated extensively. This tool measures values through ranking. However, different researchers describe the weaknesses of this system. Kelly & Strupp (1992) state that this measurement system lacks specificity seeing that instrumental and terminal values are broadly defined (Kelly & Strupp, 1992). Secondly, the theoretical distinction between personal, social and moral values has not received much empirical confirmation (Weber, 1993). Thirdly, individual differences in understanding the word usage might show up (Braithwaite & Law, 1985).

MVSQ

The Motivational Value Systems Questionnaire (MVSQ) is based on the theory of value systems developed by Clare Graves in the 60's. This measurement tool differs from other measurement systems regarding the number of values and their content. Graves measures values through seven value systems (i.e. preserving, doing, complying, achieving, harmonising, understanding and sustaining). According to Locke (1997), this system is a representation of basic needs (Locke, 1997). Graves developed this tool on the notion that value systems are accessible through consciousness. These value systems can be measured by self-report questionnaires (Merk, Schlotz & Falter, 2017). Thus, this measurement tool is based on self-report measurement.

3.5.3 Different typologies for values

Throughout past research different typologies for values can be identified. These typologies emerged in different domains and have different purposes (Schwartz, 1992). The domain that is fundamental to this research is work and therefore, the typologies that can be seen as interesting to this research are work values and organisational values. These two typologies will be further explained.

Work values

Values are transcendental and can be used in different domains as well in professional domains as work. Each employee has values that relate to work and affect employee's behaviour in the workplace (Rokeach, 1973 cited in Lyons, Duxbury & Higgins, 2010). Work values can be defined as "the end states people desire and feel they ought to be able to realise through working" (Nord, Brief, Atieh, & Doherty, 1990, p. 21). Lyons can find a more specific definition, Duxbury and Higgins (2007) who state that "work values can be defined as generalised beliefs about the relative desirability of various aspects of work (e.g., pay, autonomy, working conditions), and work-related outcomes (e.g., accomplishment, fulfilment, prestige)" (Lyons, Duxbury & Higgins, 2007, p.1). Work values can be used as criteria in selecting jobs and describe behaviour that is favoured in the job (Leidtka, 1989; Lyons, Duxbury, & Higgins, 2007). Judge and Bretz (1992) state that "individuals were more likely to choose jobs whose value content was similar to their value orientation" (p. 261). This implies that work values are essential for career choices as individuals select jobs according to their work values (Lyons et al., 2006). Thus, it can be expected that individuals prioritise types of work differently. Also, values differ per organisation, job and sector (Judge & Bretz, 1992; Chen & Choi, 2008). Career choices seem to be an interaction between a person's attitude, beliefs, personality, family background and personal values (Rosenberg, 1957). Super's (1970) research followed up on Rosenberg's analysis and suggests that values find its origin in needs and that values are goals to fulfil needs in the workplace (Super, 1970). This study understands that what we value in the workplace is determined by our work values which can be found in our attitudes, beliefs, personality, family background and personal values. As this study will research the attitude of Millennials towards Teal, an organisational model based on values, in the semi-structured interviews, it might be that they express their preferences through their

work values. Therefore, Lyon, Duxbury's and Higgins (2007) definition will be accepted in this study as they emphasise the 'desirability of various aspects of work and work-related outcomes.

Organisational values

Organisational values can be described as collective beliefs of an organisation. Organisational values are part of the culture of an organisation and help to engage employees. They influence the employees and their attitudes, behaviour, beliefs and norms. Also, organisational values drive people so that they know what to do (Ferguson & Milliman, 2008). They are shared by everyone in the organisations and serves as a bonding mechanism. All aspects of organisations can be translated into organisational values. However, values are complex, and therefore, it is essential to explore if the employees can identify themselves with the values that are set for a specific organisation (Barchiesi & La Bella, 2014).

3.6 Values alignment

Within this part of the literature review, value alignment will be described. This is a core element in this study and helps to understand why Millennials are leaving the organisation at a high rate.

3.6.1 Value Alignment

Over the last years, there has been a rapid growth in research investigating the alignment between individual values and organisational values (Groddeck, 2011; Rani & Samuel, 2016). Value alignment is an important aspect that determines if people stay at an organisation (Cable and Judge, 1997; Chatman, 1991). Alignment can be seen as "function as a whole" (Senge et al., 1994, p.352). The relation between individual values and organisational values can be defined in various ways. Posner & Schmidt (1993) defines value alignment as that "there needs to be agreement and consistency between an individual's values and the organisation's values and the extent that individuals feel that they have to compromise their values to meet the organisations' expectations" (Posner & Schmidt, 1993, p.56). Further, value alignment can also be described by a 'fit' between the individual and organisation. Kristof (1996) defines four types of fit, being (1) P-O fit, person vocation-fit, person – group fit, and person-job fit. The focus of the present study is on the first type, P-O fit. P-O fit can be described as the "compatibility between people and organisations that occurs when (a) at least one entity provides what the other needs, (b) they share similar fundamental characteristics, or (c) both." (Kristof, 1996, p.4). This definition does not describe value alignment as being used in this study. Differences between two values systems result in misalignment and can lead to dysfunctional attitudes (Posner & Schmidt, 1993) That is dissatisfaction, stress and turnover intentions (Posner & Schmidt, 1993).

Within the literature, several models can be found to explain value alignment. Three of these models can be described as follows. The first model illustrates the alignment between managers' and subordinates' work values (Meglino, Ravlin, & Adkins, 1998). The second model from Meglino, Ravlin & Adkins (1992) examines alignment between co-worker's work values (Meglino, Ravlin & Adkins, 1992). The third model is constructed by Leidtka (1989) and examines alignment between an individual employee's work values and the dominant values of the organisation (Leidtka, 1989).

According to Chatman (1991) value alignment is high when the values of an organisation match the values of an individual (Chatman, 1991). Interesting is that Chatman describes a 'match' between individual values and organisational values. According to Sullivan (2001) values determine actions and people move towards these actions when they can realise their profits. Furthermore, value alignment can also be described as 'What is in it for me?' (WIFFM). This explains that one's value exploration is met when they found what they are looking for in. Also, people are attracted by the values that are in line with their own values (Sullivan, 2001). Thus, alignment can be analysed through similarities in value systems.

Value alignment can be assessed through several methods. These methods will be described below. For this study, an assessment tool will be utilised to analyse the value systems of Millennials and Teal. This study has chosen for investigating Millennials values through an assessment tool that measures value orientations. Reviewing other ways might provide insights in how to measure the match between two variables being individual and organisational values.

The Work Value System

WVS developed by Edwards & Cable (2004) and is based on Schwartz's model of basic human values (Schwartz, 1992). Whereas Schwartz's model exists out of ten core values, Edward & Cable (2009) reduced them to eight values being Altruism, Relationships with Others, Pay, Prestige, Security, Authority, Variety and Autonomy. Consequently, they used these values to measure an individual's values in the workplace. To measure alignment, participants were asked to rate the importance of the values for them as an individual and the importance they gave it to the organisation.

4 The Value Orientations (VO)

This section will explain the Value Orientation assessment tool developed by Dr. Maretha Prinsloo, as this tool was used to investigate the value orientations from Millennials.

4.1 Explanation VO

Value Orientations (VO) is an instrument to assess and analyse individuals value orientations through measuring the level of acceptance and rejection for an individual towards a specific value which is linked to levels of awareness, worldviews, perceptions, decisions, emotional responses and behaviours (Cognadev, 2018). The values orientation for the different stages are presented as follows:

The Spiral Dynamics model

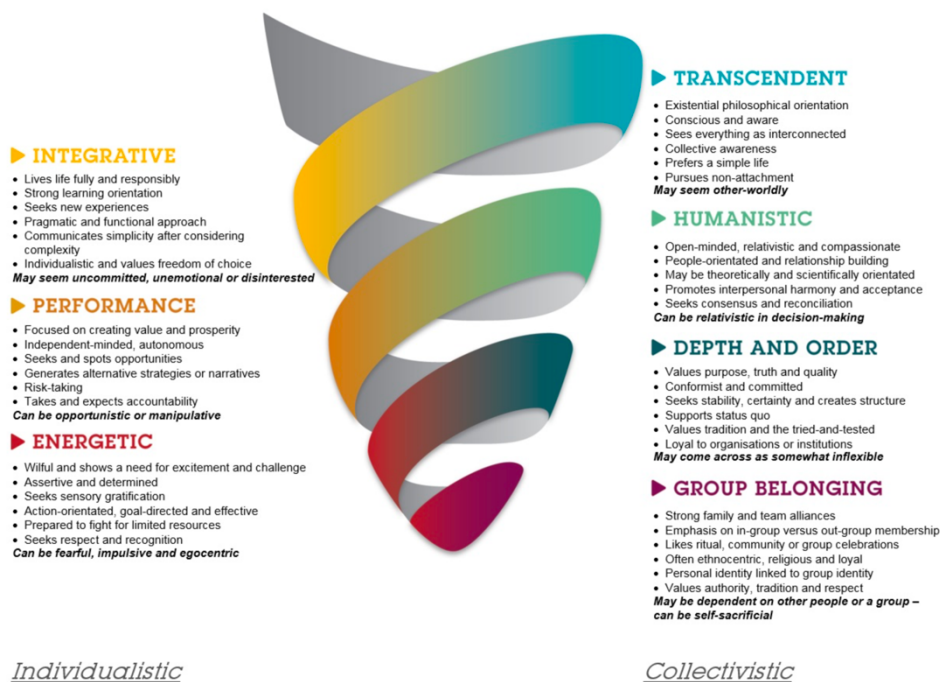


Figure 4.2 "The Spiral Dynamics Model" (Cognadev, 2018)

These 'levels of awareness' are measured through a dynamic hierarchy that describes that awareness emerges when an individual becomes more conscious. The VO measures the relation the person has with the levels of awareness and what level the individual resonates most with (Cognadev, 2018). The VO uses a self-report testing system whereby the participants indicate their acceptance or rejection towards four optional answers (i.e. items) per question by providing a sliding scale that enables the person taking the test and score the items accordingly.

By clearly accepting the item, the person indirectly rejects another value orientation. Thus, this sliding scale reflects their acceptance and rejection towards an item and their responses can be seen as ‘preferences’ for an absolute value (Cognadev, 2018). Examples of the open-ended questions are as follows:

Table 4.1 Example of Questions VO (personal communication, 2018)

I strive for	Children should primarily be taught	Most precious to me is
I value	Love is	My world centres around
My life purpose is to	Knowing oneself is about	Winners are usually
I (would) enjoy belonging to	I enjoy	To me success means
I enjoy, and tend to spend a fair degree of my time on	Most people see me as	I avoid
I really dislike	Wisdom is based on	

On a note, there are also questions as “I avoid” or “I dislike” as presented in Table 4.1. However, these items are not meant to measure rejection specifically (Cognadev, 2018).

4.2 Theoretical foundation VO

Within the VO developmental psychology is a fundamental concept (Prinsloo, 2012). Developmental psychology theories have been around for over decades. Much of the research has been concerning childhood development which describes that children development goes through several stages, namely, survival, conforming and differentiating. Although negative experiences during childhood might influence this development and this could result in problems that need to be overcome before reaching the first stage in adult development, ‘individuating’. Fascinatingly, as with the development of children, the adult development also goes in different phases which includes worldviews and values. These stages are individuating, self-actualising, integrating and serving. For example, the individuating stage can be described as “how to lead a value-driven life by accessing your own deeply held values and living with integrity” (Barrett, 2015, p.4). After maturation (20-25) individuals develop towards the higher stages. To go through the four stages of adulthood, and develop values accordingly, several challenges, difficulties and specific learnings need to be overcome before reaching a higher stage (Barret, 2015). More specifically, Assaglioli (1973) state that “the existence of different levels of being having different values is an evident and undeniable manifestation of the great law of evolution, as it progresses from simple and crude stages to more refined and highly organised ones” (Assaglioli, 1973, p.98). On a note, higher does not necessarily mean better (Laloux, 2014). Thus, at each stage of our development, we reflect what we value most. When mapping values over a lifetime, a movement from lower to higher consciousness-values can be seen (Barret, 2015).

Development through stages has been validated by research from many other psychologists and developmental psychologists who created their versions of models on developmental

psychology. These models relate to various concepts as consciousness, morals, education, physiology and spiritually (Prinsloo, 2012). An example of these researchers is Perry and Piaget's Intellectual Development, Wilber's AQAL, Loevinger's Ego States, Kohlberg's Moral Development, Kegan's equilibrium stages, May's Whirl model of consciousness development, Myss's Spiritual development, Gebser's cultural memes and Shalom Schwartz's values theory. One of the models that are based on the consciousness development is Graves' (1970), and Beck and Cowan's (1996) Spiral Dynamics. According to Graves (1970), conscious development can be seen as an evolution of our consciousness which gives us a better understanding of the world around us (Graves, 1970). Prinsloo (2012) states that consciousness models provide an understanding of individual and collective processes. Barrett (2014) claims that "VO draws – albeit not exclusively – from a body of knowledge (broadly referred to as "Spiral Dynamics") generated by Clare Graves" (Barrett, 2014, p.5). In other words, VO leans heavily on the SD. Therefore, Graves' theory will be further explained in the next section to understand the theoretical foundation of the VO better so that the relationship between the two variables within the research question can be answered.

Graves – Spiral Dynamics (SD)

In 1952, Clare W. Graves (1914–1986) started working on what he called the 'Theory of Levels of Human Existence'. This theory describes how "humans respond to life conditions by developing certain adaptive views and capacities" (Prinsloo, 2012, p.1). His description of this work is that "the psychology of the mature human being is an unfolding or new process marked by the progressive subordination of older behavioural systems to newer, higher order behaviour systems. The mature man normally tends to change his psychology as the conditions of his existence change. Each successive stage or level is a state of equilibrium through which people pass on the way to other states of equilibrium. When a person is in one of the states of equilibrium, he has psychology which is particular to that state. His acts, feelings, motivations, ethics and values, thoughts and preferences for management are all appropriate to that state. If he were in another state, he would act, feel, think, judge and be motivated in a different manner" (Graves, 1966 cited in Graves, 1970, p.133). In short, humanity evolves through different levels and within each level we solve the problems attributed to that level (Graves, 1970).

Two decades later, Graves (1970) published an eight-level system that consists of two tiers. The first tier 'subsistence', and the second tier 'being'. Within the first tier, there are six levels and the second tier exist out of two levels. The levels are starting with the lowest tier being, automatic, tribal, egocentric, saintly, materialistic, personalistic, cognitive existence, to the highest tier being experientialist existence. Based on Graves theory, Beck & Cowan (1996) further developed the Spiral Dynamics. They combined Dawkins (1976) ideas on the concept of 'memes', which can be defined by values, worldviews or consciousness of individuals in a social group. Over time different researchers have created their versions of the model as well. Wilber (2000) interpreted the Spiral Dynamics as 'holons' which describes the interconnectedness between levels that allow people to move up and down depending on circumstances one is going through. These levels, however, can only be accessed hierarchically, and levels cannot be skipped (Prinsloo, 2012). Shortly after, the various levels were given different colours. These colours are beige, purple, red, blue, orange, green, yellow

and turquoise (Shalters, 2011). Altogether, this forms the following Figure 4.3. On a note, Wilber (2000) claims that Graves' theory is a theory based on individuals (Wilber, 2000). Thus, it describes individuals in particular instead of entire social groups.

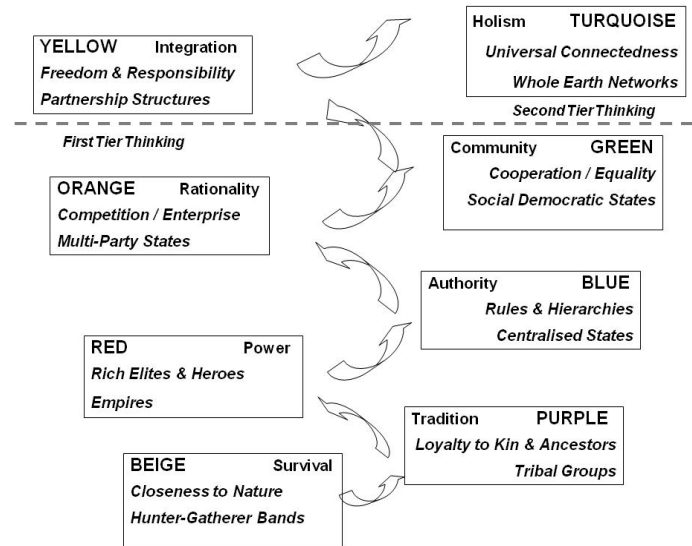


Figure 4.3 Spiral Dynamics based on Clare Graves theory (Shalters, 2011, p. 267).

As mentioned before, the theoretical foundation of the VO overlaps with the SD. The VO model is illustrated in the assessment tool as follows. The similarities will be shown more explicitly in Table 4.2 below so that the overlap between VO and SD will be more visible and can be analysed as such. Table 4.2 is based on the literature retrieved from Beck & Cowan (1996), Prinsloo (2012) and Barrett (2014). A description can be found in Appendix C and D. However, slight differences between the SD and VO can be noticed. For example, SD presents eight levels, whereas the VO exists only out of seven levels. Also, in VO, values can either be accepted or rejected. Nevertheless, this study will use VO to measure the values of Millennials.

Table 4.2 Value Systems SD and VO, abbreviated from the spiral dynamics model and the VO assessment

Colours	SD (Beck & Cowan, 1996, Salters, 2011).	Accepted (Barrett, 2014)	Rejected (Barrett, 2014)
Beige	Survival, use of instincts and habits reactive, impulsive, little self-awareness, basic psychological needs		
Purple	Group belonging, safety, familiarity, respect, authority, guidance, certainty, routine	Feels safe and secure when in familiar situations. Values group belonging and an us-versus-them orientation. Attached to traditions.	Group belonging, and traditions are not from importance and does not accept the us-versus-them' mentality.

Red	Power driven, performance, results, energetic, impulsive, dominant, critical, demanding, competitive, egocentric, defensive	Values recognition and respects. Might be ego-centric, energetic, forceful and impulsive.	Rejects impulsiveness and dominance and questions self-centred behaviour.
Blue	Authority, hierarchy, rules, truth, reliability, punctuality	Can be controlling and values order and discipline and the highest truth.	Rejects conformity, order, discipline and authority and does not accept judgements.
Orange	Initiative, risk-taking and optimism	Focused on performance and self-reliance. Values success, challenges and opportunities and takes risks.	Rejects status, competition and material wealth. Dislikes manipulation.
Green	Spiritual awareness, feelings, sensitivity, care, interpersonal a human development	Values humanism and is energised by interpersonal relationships. Might be sensitive, compassionate, philosophical, relativist, open-minded and idealistic.	Questions humanitarian issues and does not get energy from interpersonal relationships. Dislikes charity and is not gullible or overly accepting.
Yellow	Knowledge, understanding, variety, simplicity, existence over materialism.	Values individualism, and has an intellectual perspective. Most of the time emotionally detached and can deal with unstructured situations, thinks systematically and practical.	Not particularly learning oriented; uncomfortable with disorder and unstructured situations; not necessarily individualistic; not inclined to take an intellectual stance.
Turquoise	Holistic, awareness, spirituality, intuitive thinking and universal connectedness	Self-transcendent and reflective. Thinks holistically and is spiritual inclined. Guided by a higher consciousness and has planetary concerns. Focus is on experiencing life	Rejects a spiritual and abstract approach to life. Not inclined to adopt a philosophical-existential view on reality and not interested in the metaphysical realm.

4.3 Integrating Value Systems and Organisational Models

Frederic Laloux, the author of *Reinventing Organisations* (2014), describes in his book the emergence of a new paradigm as our consciousness is evolving. The evolution of our consciousness seems to be a phenomenon describing that humanity is going through unforeseen transformations. For many years, a considerable number of people from different disciplines have done extensive research on consciousness (Cook-Greuter, Freud, Gebser, Graves, Jung, Kegan, Kohlberg, Maslow, Piaget & Wade). All of them generated knowledge about both evolutionary and developmental theory (Laloux, 2014). Based on this knowledge Laloux believes that we are currently entering “the next stage of consciousness.” (Laloux, 2014, p.37). Interesting is that he not only believes that as human beings we are entering this stage, but organisations are also doing so as well and state that “throughout history, the types of organisations we have invented, were tied to the prevailing worldviews and consciousness. Every time that we have, as a species, have changed the way we think about the world, we have come up with more powerful types of organisations.” (Laloux, 2014, p.14). Put simply, organisations are developing correspondingly to our worldviews, and seem to be driven by the transformations our consciousness is going through.

The theoretical foundation of Laloux leans on heavily on Ken Wilber’s Integral Theory, and thus, Laloux’s book speaks from an Integral perspective (Wilber, 2000). This perspective can be described by AQAL, which is invented by Wilber (Wilber, 2000). AQAL serves as a map that comprehensively integrates all sorts of models on consciousness and culture. Wilber (2000) claims that not only people can be explained through these quadrants, but also organisations. Laloux built on Wilber’s AQAL theory and the Spiral Dynamics (Beck & Cowan, 1996) and developed the five organisational models.

These five types of organisations are illustrated in Laloux’s (2014) book and call them impulsive – red, conformist - amber, achievement-orange, pluralistic – green, and evolutionary - teal. These types describe the culture and systems of an organisation and not people (Laloux, 2014). These types of organisations can be described by figure 4.4 (Laloux, 2014, p.36). By looking at organisational structures, practices and cultural elements, the corresponding worldview of an organisation can be discerned.

Exhibit 1: Evolutionary Breakthroughs in Human Collaboration

Color	Description	Guiding Metaphor	Key Breakthroughs	Current Examples
RED	Constant exercise of power by chief to keep foot soldiers in line. Highly reactive, short-term focus. Thrives in chaotic environments.	Wolf pack	<ul style="list-style-type: none"> • Division of labor • Command authority 	<ul style="list-style-type: none"> • Organized crime • Street gangs • Tribal militias
AMBER	Highly formal roles within a hierarchical pyramid. Top-down command and control. Future is repetition of the past.	Army	<ul style="list-style-type: none"> • Formal roles (stable and scalable hierarchies) • Stable, replicable processes (long-term perspectives) 	<ul style="list-style-type: none"> • Catholic Church • Military • Most government organizations (public school systems, police departments)
ORANGE	Goal is to beat competition; achieve profit and growth. Management by objectives (command and control over what, freedom over how).	Machine	<ul style="list-style-type: none"> • Innovation • Accountability • Meritocracy 	<ul style="list-style-type: none"> • Multinational companies • Investment banks • Charter schools
GREEN	Focus on culture and empowerment to boost employee motivation. Stakeholders replace shareholders as primary purpose.	Family	<ul style="list-style-type: none"> • Empowerment • Egalitarian management • Stakeholder model 	Businesses known for idealistic practices (Ben & Jerry's, Southwest Airlines, Starbucks, Zappos)
TEAL	Self-management replaces hierarchical pyramid. Organizations are seen as living entities, oriented toward realizing their potential.	Living organism	<ul style="list-style-type: none"> • Self-management • Wholeness • Evolutionary purpose 	A few pioneering organizations (see "Examples of Teal Management")

Figure 4.4 "Four organisational models, their breakthroughs, and dominant metaphors" (Laloux, 2014, p.36)

Laloux (2014) describes that the organisational forms overlap with the life stages and thus value systems of a specific life stage. In other words, Laloux is convinced that there are generic value systems to describe organisational forms. However, certain colours are missing from the Spiral Dynamics model and therefore, Laloux's stages are not completely in line with the stages of consciousness development. Nevertheless, Laloux states that these colours are most characterisable and capturing the organisational forms present in today's society (Laloux, 2014). In this way, the organisational models can be viewed through the value systems of a specific stage from the Spiral Dynamics and describe organisations in a more generic way. Although there are a lot of similarities between organisations, the researcher acknowledge that organisations are complex entities. Viewing organisations through different lenses could lead to finding similarities with different stages. Nevertheless, Laloux's theory gives a clear overview and functions as a guideline to analyse organisations. Therefore, the theory from Laloux will be used to gain better insights into organisational models and moreover, their value systems.

Currently, we are entering a new stage described by Laloux as evolutionary-teal, which is also shown in the figure as 'Teal' (Laloux, 2014). He states that this stage or organisational model allows organisations to run from a higher level of consciousness. According to Laloux (2014) Teal has its metaphor, namely, living organism and describes that "life, in all its evolutionary wisdom, manages ecosystems of unfathomable beauty, ever-evolving toward more wholeness, complexity and consciousness" (Laloux, 2014, p.56). Furthermore, Teal can be characterised by three elements being self-management, wholeness, and evolutionary purpose (Laloux, 2014). Self-management describes working efficiently without the need for hierarchy through a full list of aspects. For example, transparent information sharing, advisory roles, and no

management authority but if needed coaches. Wholeness can be defined as “bringing all of who we are to work” (Laloux, 2014, p. 144). The last element, evolutionary purpose, raises questions like “What is my calling?” and “What is truly worth achieving?” (Laloux, 2014, p. 194). Their practises, processes and structures can describe these three elements. For this study, these characteristics will be referred to as ‘Teal values’. Thus, the organisational model Teal can be viewed through value system turquoise from the Spiral Dynamics.

The characteristics are used within this study for creating the semi-structured interview questions. These characteristics are stated and described in Table 4.3 below.

Table 4.2 Three Elements of Teal and Their Practises, Processes and Structures abbreviated from Laloux (2014, p. 327-331)

Self-management	Wholeness	Evolutionary purpose
Self-organising teams	Absence of job titles compels oneself to find deeper sense of identity	Organisation seen as a living entity with its own evolutionary purpose
Most such functions performed by teams themselves, or by voluntary task forces	No job description to find selfhood to shape roles	The concept of competition is irrelevant
Fully decentralised based on advice process	Personal freedom and responsibility for training	Constant sensing of what is needed
No job titles	Critical importance for culture building training	Strategy emerges organically from the collective intelligence of self-managing employees
Everyone involved to let the best response emerge from collective intelligence	Personal inquiry into one’s learning journey and calling	Profit is a lagging indicator: will come naturally when doing the right thing
No fixed job descriptions	Distributed initiative taking, everyone senses the right thing to do	Conscious sensing of what mood would serve the organisation’s purpose

This study focuses on investigating the match between value systems as measured by VO and Teal. In order to do so, Laloux’s (2014) theoretical framework Teal and VO will be contrasted below to see what the similarities are between VO and Teal. This way, the match between the respondents and the organisational model Teal can be examined.

Table 4.3 Contrasting Teal and VO

Laloux (2014)	VO (Prinsloo, 2012)
<i>Evolutionary – Teal</i> This higher level can be described as a level wherein we strive for inner rightness, that is we value integrity and authenticity. Instead of pursuing recognition, success, wealth,	<i>Turquoise - Acceptance</i> Self-transcendent and reflective. Thinks holistically and is spiritually inclined. Guided by a higher consciousness and has planetary concerns. Is on experiencing life?

and belonging to live a good life, living a life well-lived with consequences as recognition, success, wealth and love is the premise. When going Teal, we learn to let go and listen to the life that wants to be lived through us. Further, growth can be seen in this stage as a journey to search for who we and what our purpose in life might be. In short, in this stage, we seem to search for a way to become the most genuine expression of who we are.

Furthermore, wisdom transcends rationality at this stage. Teal is focused on strengths, learning to deal with setbacks and be more graceful. As Laloux states this stage “comes with a deeper yearning for wholeness bringing together the ego and the deeper parts of the self; integrating mind, body, and soul; cultivating both the feminine and masculine parts within, being whole in relation to others, and repairing our broken relationship with life and nature” (Laloux, 2014, p. 48)

Turquoise - Rejection

Rejects a spiritual and abstract approach to life. Not inclined to adopt a philosophical-existential view on reality and not interested in the metaphysical realm.

As shown in Table 4.4 Teal describes the purpose, becoming the purest expression of ourselves, wisdom and repairing relationships with life and nature. These elements are similar to VO concerning holism, spirituality and experiencing growth. However, Teal is not a testing system, and values are not explicitly described in Laloux’s (2014) book. However, he provides useful elements regarding Teal in his book that can be seen as similar to turquoise. Nevertheless, the researcher will use these elements find the similarities between Teal and VO so that the match between personal values and Teal can be researched.

5. Methodology

The methodology of this study was selected so that the research question can be answered most efficiently due to the time frame for this study. This study is acknowledging the difficulties of testing personal value systems. With the chosen methodology this study aims to live up to the purpose and answer the research questions. In the following chapter, the method will be presented by using Saunders, Thornhill and Lewis (2012) onion model. Firstly, the philosophy, approach and research design will be described. Secondly, the data collection method and data analysis method are presented.

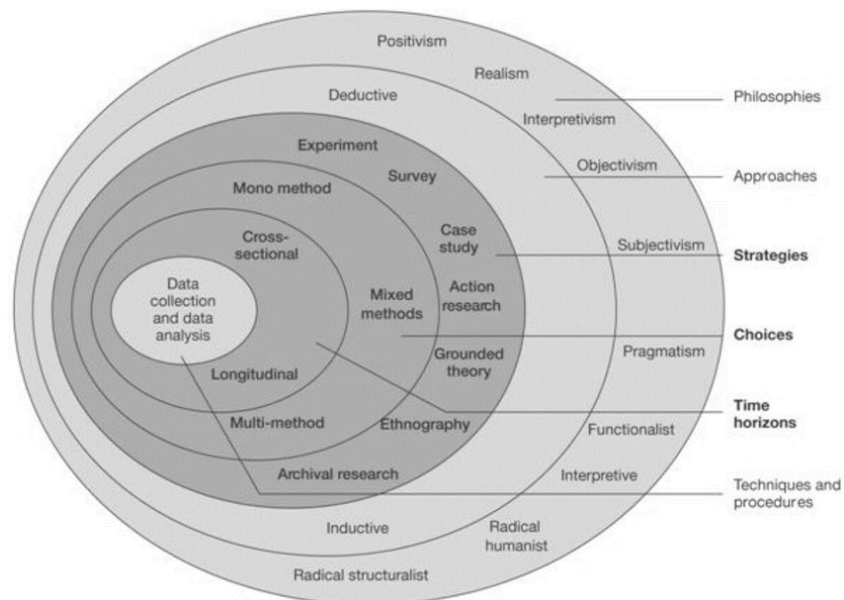


Figure 5.5 “The Research Onion” (Saunders et al., 2012, p.108).

5.1 Research philosophy

The current research philosophy is based on critical realism. According to Sekaran and Bougie (2016), critical realism is “a combination of the belief in an external reality (an objective truth) with the rejection of the claim that this external reality can be objectively measured; observations (especially observations on phenomena that we cannot observe and measure directly: satisfaction, motivation, culture) will always be subject to interpretation.” (Sekaran & Bougie, 2016, p.29). Values are an important variable for conducting this study. Hodgkinson (2002) states that “Values only exist in, and are a constituent part of, sentient consciousness – that is, subjective dimension.” (Hodgkinson, 2002, p. 2). In other words, values are subjective

and reaching objectivity about this phenomenon is deeply complex. This approach is in line with the realistic critical stance. Although the researcher acknowledges that it is hard to reach objectiveness about the subjective values measured in this study, accessible data on personal value systems was used. Seeing that the subjective values cannot be measured objectively, the researcher also acknowledge the data to be imperfect and flawed. Therefore, conclusions will be drawn with caution regarding the value systems of the respondents. Due to time constraints and the researcher not being aware of another data set available using this data set seemed most feasible. In order to mitigate the problem of subjectivity, the researcher measured the values of the students through a mixed method. This mixed method enabled the researcher to examine their values twice, both qualitatively and quantitatively. Qualitatively through the assessment tool, VO and quantitatively through semi-structured interviews. Within the semi-structured interviews, the respondents were asked to predict the results of VO. More specifically, the respondents were asked to predict their values on the Spiral Dynamics which is the model used in VO to describe the value systems. This technique can be seen as a viable alternative to measure value systems twice. Also, this technique helped the researcher to gain a deeper understanding of the BSS' values as the researcher also ask questions concerning their explanation of their own value systems.

By testing what values they have through two different methods and delving deeper into the underlying reasons for their value systems, methodological triangulation was applied. Methodological triangulation can be defined as a technique that involves more than one method (e.g. interviews, observations, questionnaires, and documents). The outcomes of the methods can be compared to see if similar results are being found. If the results are similar between both methods or techniques, validity is established (Jack & Raturi, 2006).

5.2 Research Approach

The theoretical framework of Teal is relatively new, and to the best of the researcher's knowledge, the existing theory has not been used before to study a match between individual and organisational value systems. With this being the case, I choose to find new explanations regarding this phenomenon by formulating questions instead of hypotheses. This way I was able to approach this study from an exploratory perspective. In order to answer these questions, a mixed method was applied. Thus, this study is not only inductive nor deductive but a combination of both and thus, abductive (Sekaran & Bougie, 2016). The abductive approach describes that a collection of data will be used to explore a phenomenon, themes and patterns to generate new theory (Sekaran & Bougie, 2016). Thus, using this approach might give a better understanding of the match between value systems of BSS and organisational model, Teal. However, the researcher believes that values are hard to measure, and there is no certainty about values of individuals. Therefore, triangulation will be used in order to get closer to reaching certainty about subjective values and thus, increase the validity of this research. Therefore, triangulation was applied through measuring the value systems of the respondents through both VO and the semi-structured interviews. Thus, using data on value systems and

interviews added a depth to the results and increases the validity and utility of the findings. However, triangulation was time-consuming. Collecting more data asks for more time and organisation, which was not available to the researcher of this study.

5.3 Research Design

This study is designed to discover to what extent there is a match between value systems of Business School Students and Teal. The design will both describe the quantitative and qualitative design. Important to note is that this study is mainly designed around a qualitative study.

VO

The Value Orientations (VO) assessment tool was applied on 108 Business School Students from Lund University. This data set was used for a different research project regarding strategic thinking. The data was conducted non-random as the researcher had access to a data set. Thus, the data was not picked because of the values but used to investigate the match between their value systems and Teal.

Interviews BSS Lund University

To live up to the specific purpose of this study, and consequently, get new insights into the phenomenon a total number of twelve semi-structured interviews were conducted. A list of the participants can be found in Table 5.5 below. Semi-structured interviews are qualitative interviews that are guided by a set of questions and through informal discussions with the participants of the interviews it aims to provide findings (Littlejohn & Foss, 2009). The semi-structured approach was chosen to find out the BSS' attitude towards Teal and were carried out for 30 to 45 minutes. These students were recruited non-randomly as we invited the participants taken the VO test. For the most part, these interviews have been developed and conducted in collaboration with another researcher. One of the questions was about their own opinion of their value systems. By asking the students for their opinion about their values, the researcher acknowledges that their answers can be self-biased. To troubleshoot in this aspect, we asked the students to elaborate why they think they have this value and ask for examples for the values they choose.

Student	Current degree	Working experience
S1	MSc. Finance	Yes, several years
S2	MSc. International Marketing and Brand Management	Yes
S3	MSc. Managing People, Knowledge and Change	Yes
S4	MSc. International Economic Development	Yes
S5	MSc. Spiral Dynamics	2 Internships
S6	MSc. International Economic Development	Yes
S7	MSc. Managing People, Knowledge and Change	Yes

S8	MSc. International Marketing and Brand Management	1 Internships
S9	MSc. International Marketing and Brand Management	Yes, several years
S10	MSc. International Marketing and Brand Management	Yes, several years
S11	MSc. International Economic Development	Yes, several years
S12	MSc. Managing People, Knowledge and Change	Yes, several years

Table 5.4 Students participants, current degree and working experience

5.3.1 Research strategy

To address the questions stated in section 1.2, three questions were generated. The first question is *what is the (dominant) value system of BSS as measured by VO and semi-structured interviews?* This question was answered by using available data from 108 BSS from Lund University born between 1981 and 1996.

To answer the second question *what is the attitude of BSS towards Teal?* Twelve semi-structured interviews with BSS from Lund University born between 1981 and 1996 were carried out. Each student was asked three central questions. The first being an open question regarding the element's students need to thrive in a company. This open question helped to get insights into what they valued in an organisation and asked them various follow-up questions (see Appendix A). The second allowed them to rate themselves on a scale measuring their preferences regarding an authoritarian or self-managing management structure, importance of job title or job description, company culture, no pre-defined work processes, the importance of having a management figure, control over own personal development and influencing initiatives within the organisation. The rating will show to what extent they hold a positive attitude towards these characteristics. On a note, the students will not be told that the questions are based on a Teal organisation, lowering the possibility of response set biases. In doing so, the respondents will not be influenced which increases the reliability of the answers and thus the results of the interviews. The second and the third question contains characteristics that are described in Laloux's (2014) book and a synopsis can be found in chapter 5.2. Finally, a third question was asked to examine to what extent they fundamental characteristics of Teal organisations are favourably or unfavourably. This was done by asking how appealing each characteristic was to the participating students.

To answer the third question *to what extent are BSS aware of their value systems?* Each student was asked to predict the results of their VO test during interviews by showing them an image of the Spiral Dynamics. As mentioned before, this model is a core element within the VO assessment tool. More specifically, they were asked *where you would place yourself on this model?* The participants could choose out of seven items (red, purple, orange, blue, yellow, green and turquoise) which all included a short description of the value. This can be found in chapter 4.1, figure 4.2. Accordingly, the researcher examined the participants' awareness of their value system. The researcher acknowledges that predicting their values can be influenced by self-bias and therefore, the students were asked to clarify why they think they have that value and give examples. This enabled the researcher to get a better understanding of their values as measured by VO and contributed to the validity of this research as their value systems were regulated twice.

To address the fourth question: *What qualities are millennial BSS looking for in an organisation?* Each student was interviewed, and this provided the researcher with insights into what the BSS value most within an organisation. In particular, interview question one helped answering this question. In Figure 5 the research strategy will be displayed in short.

Table 5.5 Research Strategy

Strategy	Aim	Sample	Way of measuring	Method of analysis
Quantitative data	To investigate the personal core values of BSS	108 Millennial BSS from Lund University	VO	Counting and analyses
Qualitative semi-structured interviews	To investigate BSS their attitude towards Teal	12 Millennial BSS from Lund University	Open questions, scale questions ranging from 1-5 and statements	Coding and analyses
Qualitative semi-structured interviews	To investigate their awareness about their own personal values and test their values twice	12 Millennial BSS from Lund University	Open questions, image of spiral dynamics	Coding and analyses

5.4 Research Choice

This study adopted a mixed method due to the nature of the stated research question. In doing so, data is adapted from both quantitative and qualitative sources. Thus, multiple sources are identified and provided the researcher with data to answer the research question (Sekaran & Bougie, 2016). The researcher chose to apply this mixed method in order to delve deeper into their value systems. Quantitative research alone will not be able to give enough insights because VO only provides a significant amount of numerical data for each on the value systems they accept or reject. Therefore, semi-structured interviews are used which enables the researcher to investigate BSS values more thoroughly. Also, the interviews enabled the researcher to investigate to what extent there is a match with the organisational model Teal and its characteristics. The combination of quantitative and qualitative research enables the researcher to gain a greater understanding of the match between BSS personal values and organisational values of Teal.

5.4.1 Research Time Horizon

This study will be viewed as a cross-sectional study due to time constraints as this study captures data from one specific moment in time (Saunders et al., 2012).

5.5 Data Collection Method

This research exists out of two different phases. Firstly, an assessment tool that measures personal values. Secondly, a semi-structured interview with 12 participants who also took part in the assessment. Within this section each phase will be presented in chronological steps.

5.5.1 Value Orientation (VO) - Assessment Tool

For a large project on strategic thinking, data on value orientations was collected which was conducted for different research purposes. This study had access to a part of the data on value orientations. The data set was used to gain insights into the value systems the respondents have and were not picked because of their specific value systems.

There are several criteria for using secondary data (Sekaran & Bougie, 2016). These criteria are as follows: 'newest data', 'accuracy', 'applicability' and 'cost'. (Sekaran & Bougie, 2016). The participants took the VO assessment in a time span of approximately two years (2016-2018), where the majority were assessed the last couple of months. In this way, the data used was the newest data available and, thus, most up-to-date (Sekaran & Bougie, 2016). Also, the assessments were taken in silence and without any time constraints. Subsequently, the data was collected by Cognadev and put in an excel spreadsheet. The spreadsheet consists of seven different variables, being purple, red, blue, orange, green, yellow, and turquoise and their numerical scores which ranged from 1-100. This range describes that low percentages are low acceptance/rejection, and high rates are high acceptance/rejection. This spreadsheet was received by the professor responsible for the larger project as mentioned before, who anonymised the data and only kept information available on nationality, study field, and year of birth. This information was relevant to this study and did not interfere with the privacy of the participants. Concerning the cost, gathering the same amount of data would not have been optional for the researcher both of time and monetary constraints (Sekaran and Bougie, 2016).

5.5.2 Semi-structured interviews

The semi-structured interview method was applied to ask specific questions and enabled the interviewees to go beyond a simple answer as follow-up questions were asked. The semi-structured set-up provides the interviewer to seek for clarification and elaboration (May 2011). The interview questions can be found in Appendix A. All interviews were conducted face-to-face in collaboration with another researcher. Each interview started with an introduction to the interview and what they could expect. Also, the interviewees were told that if at any point they did not want to answer the question or had a question they could inform us. Each interviewee was also said that the interview could be audio recorded. The students were asked about the elements they prefer to be present in an organisation, attitude towards specific Teal elements, and to predict their results for the VO.

5.6 Data Analysis Method

Analysing the data during this study was in line with the philosophy and research strategy and data collection method (Saunders et al., 2012).

5.6.1 Quantitative Data Analysis Method

The professor leading the strategic thinking project provided a spreadsheet with the data on Value Orientations of 108 BSS from Lund University. Within this spreadsheet rejected as well as accepted values are shown for the seven colours. These colours are red, purple, blue, orange, yellow, green and turquoise. To discover the rejected and accepted orientation-selections from the participants, Cognadev uses a threshold algorithm meaning “that the highest valued orientation is chosen first, then the next selected whose magnitude is within a 10% percentage discrepancy from the highest orientation value” (Barret, 2014, p.6). Together with this, Cognadev applies the two following rules: “(1) maximum of three values orientations are selected for the accepted orientations and (2) maximum of 2 value orientations are selected for the Rejected Orientations.” (Barret, 2014, p.6). The researcher decided to apply this threshold algorithm together with the two rules seeing that this has been used by the developer of the VO over the years and is an easy way to gain insights into the data received (Barrett, 2014). The researcher was able to apply this method to the data in the spreadsheet and enabled the researcher to count the amount of accepted and rejected values for the participants per colour. The number of counts per colour is used to show the acceptance and rejection of the colours among the participants. A high amount of counts for accepting is acceptance of turquoise and a high amount of counts on rejection means rejection of turquoise. The outcomes of this measurement are displayed in the results.

5.6.2 Qualitative Data Analysis Method

This study has used semi-structured interviews to gather qualitative data. According to Sekaran & Bougie (2016), three steps need to be taken in analysing qualitative data. These steps are “data reduction”, “data display” and “drawing of conclusions” (Sekaran & Bougie, 2016, p. 333). The first step is characterised by selecting, coding and categorising the data (Sekaran & Bougie, 2016). After listening and transcribing all of the interview recordings, the researcher generated codes and categories. There were a lot of possibilities to systemise and categorised the data and therefore the researcher will use Laloux’s (2014) three elements for Teal because these elements were also used to set-up the questions. These values are self-management, wholeness and evolutionary purpose and were described in chapter 5.2. Further, the data was analysed, and quotes were used to link the data to the elements. These quotes showed either accepted or rejected behaviour. Accepting behaviour can be seen as agreeing with Teal values as described above. Whereas rejected behaviour can be seen as disagreeing. As such, a large number accepting and rejecting quotes was accessible. Consequently, the amount of accepted and rejected behaviours were counted. The researcher will not include unclear quotes. This is

displayed in Appendix A. Important to note is that the researcher selected only a few quotes per element as an example. Ultimately, the match between the personal values of BSS and Teal will be assessed by contrasting the quantitative data and qualitative data.

5.6.3 Validity & Reliability

According to Sekaran & Bougie (2016) verifying conclusions is highly essential. That means, data derived from qualitative and quantitative research has to be plausible, valid and reliable (Sekaran & Bougie, 2016). Validity is the extent to which an instrument measures what it aimed to estimate. The reliability of a measure concerns the stability and consistency of the collected data (Sekaran & Bougie, 2016). This study applied a mixed method and validity, and reliability both have a different meaning in qualitative research and quantitative research. Therefore, both will be described separately below.

Quantitative research

This research seeks to find to what extent a match can be found between personal values from Millennial BSS, as measured through VO, and Teal. The VO assessment tool is a self-assessment, which makes this tool sensitive for subjectivity and thus, bias. Consequently, the assessment tool can become unreliable as self-esteem results in self-favouring tendencies (Wells & Sweeney, 1986) and could not give an objective view of their value systems. Therefore, qualitative research was applied to measure their values twice so that the conclusions of this research can be more reliable. Further, the literature on the validity and reliability was described by employers working for Cognadev, the company that is responsible for providing this assessment tool. In this way, using a testing system which is not independently on validity and reliability might come with risks for this study. Therefore, concluding the outcome of this test must be done with caution. The data was collected for a different project and thus, secondary, which might have influenced the quality of the data. However, the researcher has been involved in obtaining the data, and therefore, it can be said that for a small part there was control on ensuring the quality of the data. As this measurement system only has English as a language, the understanding of the questions and items might have influenced the outcomes of the results. For this reason, the researcher will be considerate of the outcomes of this testing system. Concurrent validity of the VO has been described in several studies on this tool, and these studies provide evidence that there is a correlation between the VO and other assessment tools (VO e-learning, 2018). Construct validity can be described as the extent to which the outcomes of the test relate to the theories that were used to design the experiment (Sekaran & Bougie, 2016). The construct validity of VO has been justified through both quantitative and qualitative research (Cognadev, 2017). According to Barrett (2014), the retest reliability of VO shows a low long-term consistency when measuring the same people and a high short-term consistency (Barrett, 2014). This assessment tool will only be used to measure the BSS once and therefore, no implications for using this assessment tool. Although there are some implications for using this assessment tool, the researcher has decided, based on the arguments above, to consider the VO as reliable and valid for this study.

Qualitative research

This study had access to data on value systems from BSS and thus participants were selected non-randomly. These students exist out of 108 BSS from Lund University. To increase the validity of this study, a random selection of participants would have been required. For research purposes, this group is assigned to generation 'Millennials'. This way the group of respondents could be analysed through the existing literature as they share the same age group and thus a large part of life experiences that formed them as an individual. This way the participants could be better understood in terms of historical events and the influences they have on members of a specific age group. However, the researcher acknowledges that it does not necessarily follow that these historical events influenced all respondents in the same way. Thus, there might be differences between the respondents and how the literature describes how cohort effects affect Millennials. In other words, the outcome of this research cannot guarantee to be generalisable for the entire Millennial generation and vice versa. Further, the results might be affected by external factors like sleep and stress and thus, internal validity might be influenced results as this describes that no other variables caused the consequence (Sekaran & Bougie, 2016). Nevertheless, the researcher decided to use the available data as it could provide direction to a more significant understanding of value systems and organisational values by using conscious developmental theory and Teal.

Category reliability depends on the ability of the researcher to define categories. Well-defined categories and broadly defined categories lead to higher category reliability. Theory from Laloux (2014) was used for determining the categories. Laloux (2014) has researched several Teal companies on their processes, practises and structures. Although this research has been done with different purposes, the outcome of his research resulted in the precise definition of the themes. Thus, the results of his study were applicable for this study as they described elements for Teal based on research. Therefore, the researcher decided to use his definitions of the values as they seem to be reliable for this study.

6. Analysis & Discussion

This chapter will provide the findings of the data on personal values of BSS. The data from VO will be analysed and described in charts. In the next section, qualitative data will be analysed by using a chart that displays number of behaviours occurred together with examples. The question *what are the dominant personal values of Millennial BSS as measured by VO and semi-structured interviews?* was answered through this data.

6.1 Quantitative Data Analysis

The results from the VO assessment are shown in the tables below. These tables display the distribution of accepted and rejected value systems of the individuals tested.

The BSS partaking in this research are representing (42) countries. Within Table 6.7 countries can be found without numbers and serves one person. Although this is the case, 54 participants are North European. These participants are all studying at Lund University Business School in Sweden and serving the following study fields: management, finance, marketing, economic development, informatics and service management.

Table 6.6 Countries

Austria	Czech Republic (2)	India	Middle East (2)
Australia	Faroe Island	Ireland	Moldavia
Belgium	Finland (5)	Island (2)	Netherlands (4)
Brazil	Greece	South Africa	Singapore
China (2)	Germany (18)	Italy (4)	Bulgaria
Norway	Romania (2)	Serbia	Uganda
Pakistan	Sweden (26)	Vietnam	Indonesia
Poland	Turkey (3)	Denmark	Bogota
Portugal (2)	UK (5)	Thailand	Armenia
Lithuania	French Canadian	Russia	= 108
Canadian	USA (2)	Macedonia	

In the following Table (6.8) the results from the VO will be displayed. The results give insights into the value orientations that are accepted and rejected among the BSS and help to answer the following research question that was generated: what personal values are dominant for BSS?

As shown in Table 6.8, the distribution of accepted and rejected value orientations among BSS is spread out over the seven values (purple, red, blue, orange, green, yellow, and turquoise).

This data provides evidence that the value orientations within the group of BSS's differ within the cohort BSS. There is not one particular value orientation that they all these students share together. Moreover, three value orientations are dominant among the BSS. The data shows that they tend to cluster towards accepting the Green Value Orientation most (44) with Blue (42) and Red (42) next. However, the dominant accepted values are close to each other and thus need to be interpreted with caution. As the evidence shows, these values were also the lowest rejected values. However, blue (2,98%) has a lower rejected percentage than red (19,64%) and therefore, blue might be seen as more highly accepted than red.

The least accepted values are Purple (6,05%) and Turquoise (3,72%). As evident in Table 6.8, these values were also the highest rejected values. Further, when looking at Table 6.8, they are rejecting the Teal colour most (35,71%), with Purple next (22,02%) and the Red (19,64%). As mentioned above, red is one of the three most rejected (19,53%) values, and also one of the most accepted ones (19,64%). Within the Table, the total amount of counts is 215 for accepted and 168 for rejected. These numbers are not equal as Cognadev uses a technique to determine accepted and rejected values and allows to accept three values and reject two values per person.

Table 6.7 Sum total of counts per colour accepted and rejected

Colours	Total sum of counts per colour accepted	Total sum per colours accepted in percentages	Total sum of counts per colour rejected	Total sum per colours rejected in percentages
Purple	13	6,05%	37	22,02%
Red	42	19,53%	33	19,64%
Blue	42	19,53%	5	2,98%
Orange	41	19,07%	11	6,55%
Green	44	20,47%	3	1,79%
Yellow	25	11,63%	19	11,31%
Turquoise	8	3,72%	60	35,71%
	=215	=100	=168	=100

6.2 Qualitative Data Analysis & Discussion

In this chapter, the qualitative data will be described. This data will answer the question of what BSS attitude towards Teal is? During the interviews, students were asked to answer one three questions and an additional question regarding the prediction of their values. Firstly, they were asked an open question being *what elements need to be present in an organisation for you to thrive?* As the first question was an open question, answers were harder to analyse and resulted in various answers. These answers were analysed by searching for keywords. These keywords were categorised and enabled the researcher to interpret their responses. Secondly, a question about their organisational preferences. Specifically, participants were asked to scale the importance of an authoritarian or self-managing management structure, job title, company culture, pre-defined work-processes, and having control of their own personal development.

The researcher acknowledges that this question can be perceived as a way to generate quantitative data. However, the researcher asked follow-up questions and analysed them. This analysis will be described in this chapter. Thirdly, they were asked to what extent certain conditions were appealing to them. The analysis of these research question is described below together with the study of the prediction of their values in 9.2.2. A full list of interview and follow-up questions can be found in Appendix A.

6.2.1 Analysis of the Interview Questions

The most important elements that need to be present in the company are according to the respondents 'work-life balance' (28%), and 'self-development' (22%). Further, aspects as 'nice co-workers' (16%) 'open & friendly environment' (11%), 'nice culture' (11%), 'growth' (11%), and 'family atmosphere' (5%) were also mentioned. One of the participants stated:

If they take your development serious, when there is room for growth and where are they always take you aside, so there's a personal base as well. – S11

When looking at the answers regarding the interview question *what are your organisational preferences?* It seems that they prefer work-life balance, self-development, structure, guidance and support. They also argue that it depends on the industry for these practices to lead to positive results within an organisation. Their answers are further analysed below. Regarding self-management, they were relatively positive (7 out of 12 students leaned towards self-management). Despite this, they mentioned to prefer a leader, mentor or manager because without they could not imagine positive impact on organisations. This outcome supports Laloux's (2014) 'hierarchy thinking'. According to Laloux this way of thinking is dominant for Orange organisations. One student state:

I think it would be interesting right to see how people cooperate and we can all get along without there being some managerial figure. You would hope that it is all equally balanced and get the same amount of responsibility and have the same amount of experience and so you all get the same out of that project. But at the same time, I think you always need someone a little bit higher to put you in the right direction or to give you advice. – S11

An interesting finding is that one student points out not being able to work at a no-management organisation and states:

I like to be pushed and want to have some direction. So, I wouldn't be prepared, I think, to work like at Gore for example, where there is no management at all. - S4

When looking at the results most of the students show that they find it important to have a job title. However, when asked for various elaborate answers were given by the students. The overall response of the was that job titles are in itself, not important. It seems only to be important, so they can see where they have worked for. One student state:

I think I want to see a kind of development in my title. When I am in a company for a few years. I would like that the title changes. So, then it's not unimportant for me, but what the title exactly is unimportant. – S5

For one student a job title was significant to show status. This is in line with what Laloux (2014) describes Orange organisations. These organisations are focused on the premise that people are made to fit pre-defined jobs.

Consequently, it is fair to assume that job titles are important to the students as job titles are part of today's organisations. This is in line with Laloux (2014) as he states that "thinking concerning job titles is ingrained in our culture's thinking, though, that for family and friends, most people invent a job title for themselves that somehow captures what they do in the language of traditional organisations." (Laloux, 2014, p.92). What is surprising is that one of the students finds it not at all important to have a job title. This student was the only student among the twelve interviewees who clearly stated that satisfaction through development, fun and learning is more important than having a job title and states:

For me, I am not that ambitious. For me, I think that my life is divided into different parts, job is one them and as long as I can have fun, I can learn and develop as a company, I don't really care if I or others have a higher position in the company, as long as I am satisfied with the job. – S1

As anticipated, a culture was highly important for all the respondents. However, two organisational models are enhancing culture. Within green organisations company, culture is paramount to achieve motivation among employees. Whereas culture in Teal organisations can be seen as less relevant because culture is not used to overcome problems emerging from hierarchy and glue together the organisation. The answers of the students were not categorizable to one of them. Therefore, no evidence was found through this element that confirmed that the students have a positive attitude towards Teal.

The analysis of the results on pre-defined work processes revealed that students prefer to have direction in their work. Nevertheless, these findings are in line with Teal organisations, as roles with specific responsibilities, but not wholly outlined what the roles entail is characteristic to Teal. Generally speaking, students explicitly stated that when they are higher in the organisation and having more experiences, they prefer to work without pre-defined work processes. One student state:

I want to have clear tasks, and I want to know what the company expect, but at the same time, I think it's imperative at the beginning of a job to get apparent tasks. Later, if you work for like six or seven months for a company. I don't want that they give me still those tasks, or list tasks every time. – S8

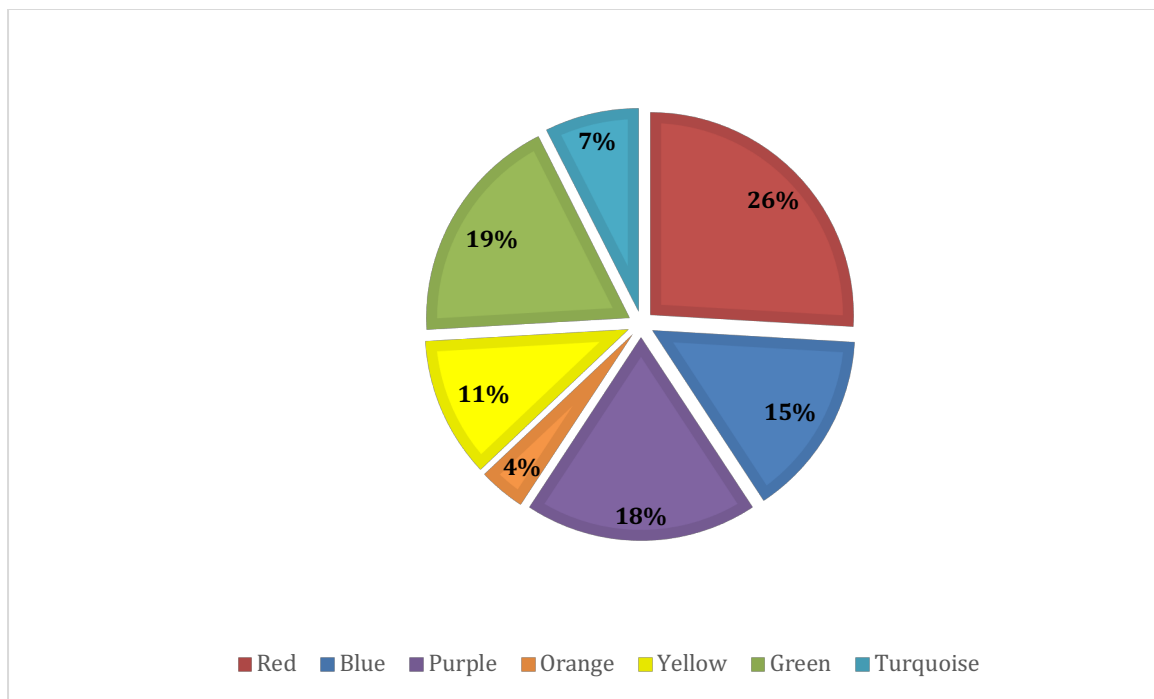
Further, control over personal development was not strongly favoured by the participants. Thus, the findings were divided into two. On the one hand, participants said to trust the organisation to design training programs as they might have more knowledge. On the other

hand, students found it important to choose their own training programs to learn specific skills. This is in line with Teal as Teal organisations do not define and determine training programs, but they do provide general training for everyone and give the opportunity to sign up for any training they believe is fruitful for their own development (Laloux, 2014). One student state:

I would want to learn concrete things, but I do believe that companies know a lot of things already, so I should be given the opportunity to do choose myself but then also join their knowledge. They probably will give the more general skills to you, but the more specific skills are more up myself. So that's why I would rather spend more time on the more specific training s than the general training. – S5

6.2.2 Prediction of Values

In order to get insights into their own awareness of their values the students were asked to predict the results of the VO. The values that are the highest are red (26%), purple (18%) and green (19%).



Graph 9.1 Predicted Values Respondents Spiral Dynamics

6.3 Discussion

As described in the research approach in section 7.2 questions were formulated by using existing literature to answer the research question. Hence, this chapter will start with a discussion of the findings concerning the questions. These questions are *what are the dominant personal values of BSS as measured by VO and semi-structured interviews? What is the attitude of BSS towards Teal? To what extent are BSS aware of their values? and what qualities are*

BSS looking for in an organisation? These questions were formulated to answer the research question *to what extent do personal values of BSS match with Teal?* This question will be answered at last. Following, the conclusion, research implications and future research will be described.

6.3.1 Question 1: What are the (Dominant) Personal Values of BSS as Measured by VO and Semi-structured Interviews?

The results show that the BSS value systems are distributed over all the seven values of the Spiral Dynamics model used by VO visualising value systems. These values are red, purple, blue, orange, green and turquoise. Even though the results show that their values are distributed over all the values, the results also demonstrate that the students have three dominant personal values: green, blue and red. The highest rejected value is turquoise which was both predicted in the interviews and measured by VO. Therefore, it is fair to assume that the majority has not been able to reach the turquoise stage yet. Although this is the case, green is closer to, and it is the researcher's interpretation that this could also indicate that they are leaning towards the turquoise value system. Research from Barret (2015) shows that individuals who find themselves between ages 20-25 have a red value system until they mature. The results from this study show that, despite age range, green and blue are more dominant. However, due to the total number of respondents used for this study the outcome cannot be generalised for the entire Millennial generation and therefore results should be taken with care for other students and moreover, groups outside the university environment.

Further, the students were asked to predict their values using the Spiral Dynamics during the interviews. The three values that were dominantly present among them are, from high to low, red, purple and green. Colours with the lowest scores were, from low to high, orange, turquoise and yellow. Taking this together with the findings from the VO, it can be argued that there are similarities between their prediction and measurements through VO. This could increase the validity of the VO.

6.3.2 Question 2: What is attitude of BSS towards Teal?

In order to gain a better understanding of the match between BSS and Teal, the attitude from BSS was examined through semi-structured interviews. The students were asked to describe whether they found certain conditions for an organisation appealing. Although the majority found the conditions interesting, they were quite sceptical about not having a manager figure. Also, the industry to make this work seem to determine the success of Teal. One student state:

I think this goes back to what we were saying about the business process. This is leaving me with a blank sheet, and I believe more in creative industries it might be great, but I think maybe regarding what I want to get to be to have an understanding what you need to do, to a certain degree. But no, I need some basics to work. – S11

The possibility exists that the students have never experienced this way of working. Their experience could be a reason that they cannot relate to Teal. Further, the students were sceptical about the Teal characteristics as they could not imagine these practices to be successful within an organisation. This could be supported by Laloux (2014) as he states that we rigidly hold on to the old systems of organisations.

6.3.3 Question 3: To What Extent are BSS Aware of Their Own Personal Values?

Before addressing the question in this discussion part, it is important to note that ‘awareness’ is a difficult phenomenon to assess. Therefore, the students were not only asked to predict their values but also asked to give examples of their personal and working life to mitigate the difficulty of measuring awareness. The student’s self-assessment gave insights into personal values. They were all able to choose which ones were most dominant for them. Eight students were able to accurately pick the values that were in line with their results.

When the BSS were interviewed, they primarily highlighted red, purple and green values and green, blue and red also appeared as the highest value measured with VO, which has given the researcher the perspective that green and red can be seen as most dominant. Most of the BSS stated that they could find themselves in all of the values as shown in the Spiral Dynamics. One student state:

I see a lot of points that reflect me. – S11

Although this is the case, it is in the researcher’s opinion that students can pick out the values they find most in line with their values but were not always able to clarify why they think it is their value. They often repeated the text that is shown on the Spiral Dynamics and was not able to give clear examples (personal observation, 2018). For example, one student said:

I like this one, the depth and order value, pursuit and quality (blue). I feel humanistic, but that doesn't mean that I am humanistic. I am. “People orientated, Relationship building”, Yes, that is me for sure. So, it could be that I am humanistic (green). – S3

Altogether, the predictions of the students about their own values systems were for the most part in line with the outcomes from VO. Therefore, it can be said that their awareness of their values is high, and this also increases the validity of the VO.

6.3.4 Question 4: What Qualities are BSS Looking for in an Organisation?

Looking at the answers to the first question of the interview, the BSS prefer to see various qualities within an organisation. The qualities that stood out were work-life balance and self-development. This is in good agreement with Ng, Schweitzer and Lyons (2010) who state that Millennials’ hope to see elements as “work-life balance, opportunities for advancement, meaningful work experiences, and a nurturing work environment” (Ng, Schweitzer, Lyons, 2010, p.282) presents within an organisation. Although the business school students are part of

the same age group the researcher is aware that it does not necessarily follow that they share the same opinion regarding preferred qualities of organisations.

Furthermore, the qualities described above are not explicitly stated by Laloux (2014) as being Teal values. Work-life balance and self-development can be understood through these values as well, but this does not have to be the case for everyone. In other words, interpretation of these qualities is needed in order to say that these qualities are in line with Teal. For example, self-development can be understood through wholeness. Part of wholeness is training which is linked to self-development. Therefore, the researcher would argue that it depends on interpretation to determine the extent to which Teal, being an organisational model, is in line with the theory on value systems.

6.3.5 Research Question: To What Extent Do Value Systems of BSS match with Teal?

Looking at all the research questions, there are some interesting findings that contributed to discover to what extent BSS value systems match with Teal. These findings will be summarised per question and so help to answer the research question.

The first question showed that the dominant value systems are scattered out over all value systems and more dominantly over three values systems being green, blue and red. However, this finding can be seen as contradicting with the literature for several reasons. Literature suggest that value systems of the age group transitioning from school-to-work would be dominantly red. The results show that their values are not only red. However, the group of respondents was small and non-random and therefore, the results should be taken with caution. More importantly, previous literature suggests that values of individuals take more time to develop due to the emerging adulthood. this emerging adulthood might influence the validity of the test and thus not all value systems can be determined yet. Therefore, the results should be interpreted with care. Further, question two describes that their attitude towards Teal can be described as sceptical. The respondents do not support that Teal practises would work for them individually as well for entire organisations. Question three describes that the values they predict are for the most part in line with the VO results. This question shows that the measurements from VO are for the most part in line with the predictions of the respondents. This could indicate that VO is an assessment tool which is reliable to use for testing personal values. However, only a small sample was used and therefore this finding must be interpreted with caution. Question four described the qualities that they are looking for in organisations. The qualities that stood out are work-life balance and self-development. However, determining if these qualities can be understood through Teal is based on interpretation of the researcher and thus this question does not give clear insights into their attitude towards Teal.

Taken together all the findings, it can be argued that value systems vary among the students. However, the emerging adulthood describes that their values might develop and change and thus, it cannot be said with certainty what their values are. This makes drawing conclusions about their value systems complex. Further, transformation from the characteristics of Teal to value systems is depending on interpretation of the researcher and this makes it difficult to say

with certainty that there is a match between value systems and Teal as such. Further, the respondents are mainly sceptical about the fundamental characteristics of Teal. The respondents prefer an organisation that provides structure, guidance and support, work-life balance, and self-development. These organisational qualities need transformation and interpretation. Overall, interpretation of the researcher is needed for determining the match between organisational qualities and value systems with Teal.

7. Conclusion

This study aimed to gain a better understanding about the match between value systems of business school students and Teal by answering the following research question:

To what extent do value systems of Business School Students match with Teal?

There is a wide range of speculations that Teal might be the organisational model for organisations in the future. These organisations will be led by the new wave of workers as they will soon fulfil managerial jobs. Therefore, researching the match between their values and Teal could give compelling insights into this phenomenon. However, literature does not give clarity about the match between this model and individuals entering the workforce. Due to this gap in research, the purpose of this research was to gain insights in value systems of business school students and so discover the match with the value system of a new organisational model, Teal.

At first, literature has been reviewed regarding values, value systems and value alignment to gain a better understanding of the variables fundamental to this study. Also, literature regarding Millennials was reviewed to gain a better understanding of the respondents taking part in this study. Especially cohort and life cycle effects gave a clear understanding of the respondents. To investigate the value systems an available data set was used. This data set was acquired through a self-assessment tool, VO. Together with semi-structured interviews the attitude towards this organisational model was researched. To answer the research questions, the findings for both quantitative and qualitative data was analysed. However, the sample for this study was small and non-random and therefore, the researcher caution that the results should be interpreted with care, particularly when generalisations are made with respect to the entire Millennial generation.

The results show that there is no strong evidence that the value systems of Business School Students match Teal. In order to find a match interpretation of the researcher was needed regarding the characteristics fundamental to Teal and the value systems of the respondents. However, these flaws do not render the study to be meaningless as this study was able to research their attitude towards Teal through a qualitative study as well. The results from the qualitative part of this study shows that that they are not willing to work for a Teal organisation as this model is unable to provide a suitable environment for young students to thrive.

7.1 Practical Implications & Future Research

This research adds valuable knowledge to the fields of generational and values studies. Most research on generations seems to have misconceptions about the individuals within a category by assuming that all generational members are holding the same traits, behaviours, and values (Weber & Urick, 2017; Kupperschmidt, 2000). This study shows that the respondents differ in values and that the respondents are not homogenous. However, this study relied on a small student sample, already begging the question of the generalisability of results to all students. Thus, the sample could be viewed as problematic to draw conclusions about other students or individuals outside the university environment. Although the results from these business school student sample may be a reasonable proxy for individuals in the pre-career phase of their life, I caution that the results should be interpreted with care, particularly when generalisations are made. Therefore, I would recommend for future research to test a larger group together with a random sample of participants. This would probably provide an increased reliability towards the outcome of the study.

Previous research from Laloux (2014) describes that organisations develop according to the stages described by developmental psychology. This study has shown that there is no strong evidence that value systems match with the fundamental characteristics of Teal. In order to find the match, interpretation and transformation of the researcher was needed. More specifically, transforming the fundamental characteristics to Teal asked for interpretation from the researcher. Therefore, the researcher would recommend for future research to use a different approach to VO for testing the match with individuals and Teal. For example, face-2-face interviews can be conducted to research more thoroughly how respondents perceive the characteristics of Teal. This way, their understanding of the characteristics can be measured. In addition, surveys can be used to investigate a larger group of respondents to what extent they find characteristics of Teal favourably. Also, aspects from other organisational models can be used which are overlapping with Teal to increase the validity.

The results of this study also suggest that the business school students are not willing to work at a Teal organisation. The outcomes of the semi-structured interview show that business school students would like to work in an environment existing out of structure and guidance. One of the key characteristics for Teal is self-management and the possibility exists that business school students will not be able to flourish in an environment focused on self-management yet. However, longitudinal studies might document that there is a shift in their attitude once they grow older. Most of the respondents are already beyond the life stage where they transition from school-to-work. Therefore, only archival and retrospective data can be used to draw longitudinal conclusions about them in that stage of life.

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Appendix A

Interview questions

No.	Questions	Example follow up questions	Element	Source
1.	What elements need to be present in a company in order for you to thrive?	<p>What do you mean by that?</p> <p>Can you give me an example?</p> <p>Have you worked already?</p> <p>How does that aspect help you thrive?</p> <p>What makes that important for you?</p> <p>Have you worked before?</p> <p>Which company did you prefer working for?</p> <p>What aspects did you enjoy while working there?</p> <p>Do you think they put more pressure on you because you are younger?</p> <p>Before you applied did you do research?</p> <p>What was one of the good points when you were working for that company?</p> <p>What did you enjoy about working at the company? And what would you think, they could have improved that?</p> <p>What kind of structures did they have in place to make sure it's like supportive and challenging?</p> <p>What makes that you want to have those elements present in a company?</p> <p>What else would you like to see different within a company?</p> <p>What aspects did you enjoy while working there?</p> <p>Were there any parts of the job that you thought, well, I do not really like this?</p>		

		What kind of good points you find in the company you worked for before? And what did you think could be improved?		
2A	What kind of management structure do you prefer? (1=authoritarian - 5=self-managing)	What makes that you would like some guidance? What makes that you do not like it when [...]? What makes it that you prefer that?	Self-management	Laloux (2014)
2B	How important is a job title to you? (5= very important, 1= not at all important)	What makes that you choose for (number)? How about other people perception of your job title?	Self-management	
2C	How important is company culture to you? (1=not at all important - 5=very important)	What does company culture mean to you? How should a company culture be according to you, to fit and feel comfortable? What kind of company culture do you prefer? Was it the company culture at P&G that you particularly liked?	Wholeness	Laloux (2014)
2D	To what extent do you pre-defined work processes to succeed in your job? (1= require clearly defined work processes - 5= prefer to develop own work processes)		Self-management, wholeness	Laloux (2014)
2E	To what extent do you prefer to have control over your own personal development as opposed to the company arranging workshops and		Wholeness	

	skills training sessions for you? (1= would prefer workshops organised by the company and HR department - 5= would prefer to take charge of own personal development)			
3A	At the company, you work in teams 10-20 without a manager figure, does this appeal to you when you consider your future career?	What makes that you would like to see seniority in the company? Would you prefer to have a manager?	Self-management, wholeness	
3B	There is no job description, so individuals shape their roles themselves, does this appeal to you when you consider your future career?	Do you think it will work in a different field?	Self-management, wholeness	
3C	A person at any level in the company can influence new initiatives, which often consider environmental (nature) and social (for society) impact as opposed to short term profit, does this appeal to you when you consider your future career?	And what makes that you can imagine it? What makes it appealing to you? Do you like the idea of having influence regardless of where you are in the company, but maybe those particular aspects don't really interest you?	Self-management, wholeness, evolutionary purpose	
4	Where would you place yourself on the spiral?	What made you decide to go for group belonging? Is there one where you cannot at all identify yourself with?	Testing (awareness of	

			own) values	
5	What do they think of the result?	Can you give an example of this value? Can you think of an example that relates to those values?	Testing (awareness of own) values	

Appendix B

Overview data analysis semi-structured interviews example

Elements of Teal	Practises, processes and structures	Examples
Self-management	Self-organising	<p>“Self-management is good, but there should be some kind of governance/leader” – S9</p> <p>“I believe it's nicer when you are able to manage your time by yourself and manage your tasks by yourself and you're actually not learning anything if people are just giving tasks and telling you like you have to do this.” – S2</p> <p>“When you start at the company and you do not have a clear picture of what you are supposed to do. It is always nice to have someone informing you, mentoring you the tasks. And maybe as you grown you can take responsibility.” – S1</p> <p>“I still need some guidance from the boss.” – S5</p> <p>“I think, first of all, I am kind of a very structured person. But if I have my tasks and I usually kind of know how long it takes me for one to finish. So, I think I'm good at this thing to know what I do have to do and what do I have to prioritise, and I really like this, like I feel that I'm doing good. And then I have responsibility and I wouldn't like someone telling me. Okay. You really have to do it this way and no other way, and I think it doesn't leave room for improvement if you are that strict about it.” – S7</p> <p>“I really want to have clear tasks and I really want to know what company expects from me.” - S4</p> <p>“Well, I would first follow my intuition: I would be up to consider it of course. However, it feels that it's still a bit unstructured because it's without supervisor. So, I would feel that I would not learn as much maybe as I am supposed to because it's always nice to learn from each other. But then if there's a manager</p>

		involved, they can always direct you to a certain point.” S6
Evolutionary purpose	Organisation seen as a living entity with its own evolutionary purpose	“I want to work in a company that has a purpose that is driving the organisation” – S3
	Profit is a lagging indicator: will come naturally when doing the right thing	“It is more like an enjoy your life while working. It is not just earning money.” – S2
Self-management / wholeness	Everyone involved to let the best response emerge from collective intelligence, distributed initiative taking, everyone senses the right thing to do	“I think this is so important that everybody is kind of allowed to voice their opinion and voice ideas and that they're not rejected right away just because it's maybe a junior or somebody who just started.” – S4
Wholeness/self-management	No job titles, absence of job titles compels oneself to find deeper sense of identity	<p>“Because it does not really matter what title I have as long as I like the job that I am doing. It is not totally unimportant because it kind of reflects what you are doing. So, it is also if you do not have like a fancy title within the company. Nobody will take you that seriously, so you need a title that reflects your position. But then again, for me personally, it's not really important.” - S1</p> <p>“I do not think the titles are important. We have so many titles and most of the time we do not even know what is behind it. But at the same time, I guess it is kind of important to have on your cv. So, I do not really think it's that important for myself but for the external view that might be important.” - S9</p> <p>“For me, I am not really that ambitious. For me, I think that my life is divided into different parts, job is one them and as long as I can have fun, I can learn and develop as a company, I don't really care if I or others have a higher position in the company, as long as I am satisfied with the job.” – S6</p>

Wholeness	Personal freedom and responsibility for training	“I think I would want to learn really specific things. I do believe that companies know a lot of things already, so I should be given the opportunity to do it myself but to also use their knowledge.” – S2
Self-management, wholeness	No fixed job descriptions, no job description to find selfhood to shape roles	<p>“But some sort of basics. I guess I would need and want but not structured for the entire process. This is kind of leaving me with a blank sheet and I think more in creative industries it might be great, but I think maybe in terms of what I want to get to you really have an understanding what you want to do, to a certain degree. But no, I think it would just be it would be everywhere. Right. I just needed some basics.” – S11</p> <p>“It would be really hard to kind of really find my own job and have absolutely no idea what I would do in a certain company. So, it is yeah, I need this little bit of direction and regulation.” – S10</p>

Appendix C

Overview Value Orientations

Beige

This value orientation revolves around survival (i.e. food, water, warmth, sex, safety) (Salters, 2011; Beck & Cowan, 1996) and thereby using instincts and habits (Beck & Cowan, 1996). Further, nature is highly important for the individual and the focus lies on fulfilling basic psychological needs. Also, the person holding this value shows little self-awareness and is reactive to the outer world (Prinsloo, 2012).

Purple

This value orientation can be associated with “group belonging” (Prinsloo, 2012, p.1). Also, the need for safety, familiarity, respect, authority, guidance, certainty, routine (Prinsloo, 2012) and the belief in spiritual beings (Beck & Cowan, 1996) is valued.

Red

This value is defined as “power driven” (Prinsloo, 2012). Furthermore, this orientation is characterized by performance and results. The person who holds this value might be highly energetic, impulsive, dominant, critical, demanding, competitive, egocentric, defensive and dominant (Prinsloo, 2012). Person is seeing the world being filled with treats (Beck & Cowan, 1996).

Blue

This value orientation is characterised by authority, hierarchies, rules, and centralised structures. This can be described as absolute thinking (Salters, 2011). Seeking the truth, reliability, being punctual are valued (Prinsloo, 2012; Beck & Cowan, 1996).

Orange

This value orientation is formed around taking initiative. Further, taking risks and being optimistic is valued (Prinsloo 2012; Beck & Cowan, 1996).

Green

This value orientation is built around feelings, sensitivity and care (Beck & Cowan, 1996). Interest in other people’s stance is value as well as spiritual awareness. Also, interpersonal and human development are valued. (Prinsloo, 2012).

Yellow

This value orientation is systematic (Prinsloo, 2012; Beck & Cowan, 1996). Knowledge and understanding are valued together with variety and simplicity. Existence is valued over materialism (Prinsloo, 2012).

Turquoise

This value is characterised by holistic thinking, together with awareness, meaning of life, and spirituality. Further, intuitive thinking is highly valued (Prinsloo, 2012; Beck & Cowan, 1996). Also, universal connectedness is valued (Salters, 2011).

Appendix D

“The Value Orientations and their descriptions” (Barrett, 2014, p. 4).

Valuing system	Acceptance	Rejection
Purple	Values group belonging; finds safety and security in the familiar; tends to be attached to traditions/customs; us-versus-them orientation.	Questions the tendency to be too reliant on in- groups; not concerned with the preservation of traditions/customs; sceptical of the 'us-versus- them' mentality.
Red	Energetic, forceful, could be impulsive; ego-centric; wants to be recognised and respected.	Rejects a forceful, impulsive and dominant approach; does not see life as battle to secure an own share; questions self-centred behaviour.
Blue	Controlled; values order and discipline; dutiful and diligent; wants to do the 'right' thing; values and ultimate truth.	Rejects the overemphasis on conformity, order, discipline and authority; guards against absolutist and judgemental inclinations.
Orange	Achievement / performance oriented; self-reliant; values success and 'the good life'; works with perceptions; motivated by challenge and opportunity; takes calculated risks.	Rejects an overemphasis on personal achievement, status symbols, competition and material wealth; may find the quest for the 'good life' superficial; dislikes manipulation.
Green	Humanistic; energised by interpersonal relationships; sensitive; compassionate; philosophical; relativist; open-minded; idealistic.	Questions an over-emphasis on the human factor; not energised by interpersonal relationships; not motivated by charitable endeavours; not gullible or overly accepting.
Yellow	Individualistic; has an intellectual perspective; often emotionally detached; capacity to deal with unstructured situations; systems thinking; focuses on practical utility.	Not particularly learning oriented; not comfortable with disorder and unstructured situations; not particularly individualistic; not inclined to take a detached, intellectual stance.
Turquoise	Self-transcendent; reflective; holistic thinker; spiritual; guided by a higher consciousness; planetary concerns; focuses on experiencing life.	Rejects an essentially spiritual and abstract approach to life; not inclined to adopt a philosophical-existential view on reality; not interested in the meta-physical realm.