



Employee Relations

Workplace fun matters ... but what else?

Michael J. Tews John Michel Shi Xu Alex J. Drost

Article information:

To cite this document:

Michael J. Tews John Michel Shi Xu Alex J. Drost , (2015), "Workplace fun matters ... but what else?", Employee Relations, Vol. 37 Iss 2 pp. 248 - 267

Permanent link to this document:

<http://dx.doi.org/10.1108/ER-10-2013-0152>

Downloaded on: 07 November 2016, At: 01:46 (PT)

References: this document contains references to 64 other documents.

To copy this document: permissions@emeraldinsight.com

The fulltext of this document has been downloaded 1854 times since 2015*

Users who downloaded this article also downloaded:

(2009), "Workplace fun: the moderating effects of generational differences", Employee Relations, Vol. 31 Iss 6 pp. 613-631 <http://dx.doi.org/10.1108/01425450910991767>

(2015), "The fun paradox", Employee Relations, Vol. 37 Iss 3 pp. 380-398 <http://dx.doi.org/10.1108/ER-04-2013-0037>

Access to this document was granted through an Emerald subscription provided by emerald-srm:563821 []

For Authors

If you would like to write for this, or any other Emerald publication, then please use our Emerald for Authors service information about how to choose which publication to write for and submission guidelines are available for all. Please visit www.emeraldinsight.com/authors for more information.

About Emerald www.emeraldinsight.com

Emerald is a global publisher linking research and practice to the benefit of society. The company manages a portfolio of more than 290 journals and over 2,350 books and book series volumes, as well as providing an extensive range of online products and additional customer resources and services.

Emerald is both COUNTER 4 and TRANSFER compliant. The organization is a partner of the Committee on Publication Ethics (COPE) and also works with Portico and the LOCKSS initiative for digital archive preservation.

*Related content and download information correct at time of download.

Workplace fun matters ... but what else?

Michael J. Tews

*School of Hospitality Management, Penn State University, University Park,
Pennsylvania, USA*

John Michel

*Sellinger School of Business & Management, Loyola University Maryland,
Baltimore, Maryland, USA, and*

Shi Xu and Alex J. Drost

*School of Hospitality Management, Penn State University, University Park,
Pennsylvania, USA*

Abstract

Purpose – The purpose of this paper is to extend research on fun in the workplace by focussing on its relationship with job embeddedness among Millennials. This research examined the influence of four dimensions of fun, including fun activities, manager support for fun, coworker socializing, and fun job responsibilities, on embeddedness. In addition, this research assessed the impact of fun relative to other aspects of the employment experience.

Design/methodology/approach – Data were obtained from 234 full-time working Millennials via survey methodology.

Findings – Fun job responsibilities were the most dominant predictor of embeddedness followed by perceived career opportunities and praise and rewards. The other dimensions of fun accounted for significant variance in embeddedness, yet their influence was more modest.

Research limitations/implications – The research demonstrated that fun plays a role in enhancing Millennials' embeddedness, accounting for significant additional variance beyond other important aspects of the employment experience. At the same time, some aspects of fun were more dominant predictors of embeddedness than others, and other aspects of the employment experience were more dominant predictors than certain aspects of fun. These findings should be interpreted in the context of the primary limitation that the data were cross-sectional.

Practical implications – Workplace fun may play a role in enhancing embeddedness, but organizations should not lose sight of other human resource management practices.

Originality/value – The present study examined the role of workplace fun in a more nuanced perspective by examining its relationship on embeddedness relative to other important constructs.

Keywords Workplace, Employee attitudes, Employee development

Paper type Research paper

Individuals of the Millennial generation, those born in 1980 onwards, represent the youngest members of today's labor force. According to the US Bureau of Labor Statistics (2012), approximately 70 percent of Millennials are employed full-time or part-time, representing 35 percent of working individuals. Millennials are becoming even more central as they replace more than 75 million older workers who are nearing, or are currently at, retirement age (Twenge *et al.*, 2010). Alsop (2008) contends that Millennials have great expectations of their employers and will quickly leave their place of employment if their needs are not met. In fact, Costanza *et al.* (2012) demonstrated that Millennials tend to be less satisfied with their jobs and report higher levels of turnover intentions than their older counterparts.



A wide variety of accounts have focussed on characterizing the Millennial generation. Notwithstanding the recession of the 2000s, this generational cohort grew up in a period of economic prosperity with parents who highly attended to their needs and where extracurricular involvement was central to their upbringing (Carless and Wintle, 2007; Cennamo and Gardner, 2008). In this respect, Millennials experienced relatively comfortable and carefree lifestyles. Moreover, Millennials possess high levels of confidence, attributed to a degree to educational systems with inflated grades and frequent praise, which may not always have been deserved (Alsop, 2008). The Millennials have a number of traits that are desirable in the workplace, such as creativity, flexibility, a team orientation, and technological savvy (Alsop, 2008; Gibson *et al.*, 2011; Martin, 2005). Furthermore, Millennials are more open to diversity and have the ability to solve problems from new and novel perspectives (Howe and Strauss, 2007; Zemke *et al.*, 2000). Despite these positive qualities, Millennials may be disloyal to their employers, desire immediate gratification on the job, and easily bore of work (Hill, 2008; Howe and Strauss, 2007). Compared to previous generations, one's career is not a primary motivator among Millennials. Millennials seek a greater balance between work and play, more highly value personal relationships, and wish to spend more time with family and friends (Carless and Wintle, 2007; Martson, 2007). While all generational characterizations are broad and overlook individual differences, they are useful in predicting general patterns of behavior and may thus be useful in examining trends in the workplace.

Fun in the workplace may be a strategy to meet the needs of Millennials (Lamm and Meeks, 2009) and may enhance embeddedness and promote retention among this generational cohort. Fun has often been advocated in popular press publications as a vehicle to facilitate a host of desirable outcomes, such as increased job satisfaction and organizational commitment and lower stress and turnover (Hemsath *et al.*, 1997; Lundin *et al.*, 2000; Yerkes, 2007). Moreover, academic research has begun to accumulate to validate the importance of fun in the workplace. For example, a number of studies have demonstrated that fun relates to employee attitudes and affective states, such as job satisfaction, organizational commitment, engagement, positive mood, and positive emotions (Fluegge, 2008; Karl and Peluchette, 2006a,b; Karl *et al.*, 2007, 2008; McDowell, 2004). Research has also demonstrated that fun is related to attraction to organizations in a recruiting context (Tews *et al.*, 2012) and lower turnover intentions (Karl *et al.*, 2008; McDowell, 2004).

In the context of Millennials, the present study extends previous research on fun in the workplace by focussing on the relationship between specific dimensions of fun and job embeddedness relative to other aspects of the employment experience. While previous research generally supports the proposition that fun matters, fun has often been examined as an overall construct. However, this study will focus on different dimensions of workplace fun, namely formal fun activities, manager support for fun, coworker socializing, and fun job responsibilities. Research is also warranted to assess the impact of fun relative to other aspects of the employment experience. Doing so is important since some scholars have expressed skepticism regarding the value of fun (Baptiste, 2009; Fleming, 2005). To address this need, the present study will test the importance of fun in relation to work-life balance, praise and recognition, and perceived career opportunities, which have also been argued to be important for Millennials (Alsop, 2008; Espinoza *et al.*, 2010). Fun in the workplace may certainly matter, but there is likely more to the story. These issues will be examined with a sample of full-time working Millennials who were alumni of a hospitality management program

in the USA. Ultimately, we seek to ascertain the potential value of fun from a more nuanced perspective and obtain greater theoretical insights and evidence-based prescriptions for practice.

Previous research on the impact of fun

Lamm and Meeks (2009) define fun in the workplace as “playful, social, interpersonal, recreational, or task activities intended to provide amusement, enjoyment, or pleasure” (p. 614). Based on this definition and previous research, fun may be potentially derived from multiple sources on the job, such as formal activities, interactions with others, and the job itself. A growing number of studies have focussed on validating the impact of fun. Some of these studies have adopted a pro-fun stance, while others have been more critical. These studies have included both quantitative and qualitative investigations, have focussed on different aspects of fun, and have examined relationships between fun and a variety of outcomes.

One set of studies conducted by Karl and colleagues addressed the influence of experienced fun. Experienced fun refers to whether individuals generally perceive the existence and presence of fun in the workplace (Karl and Peluchette, 2006b; Karl *et al.*, 2007). In one of the first studies in this area, Peluchette and Karl (2005) established that fun was positively related to job satisfaction with a sample of healthcare employees. With similar samples, Karl and Peluchette (2006a) demonstrated that experienced fun attenuated the relationship between emotional exhaustion and job satisfaction, and Karl *et al.* (2007) found that experienced fun was negatively related to emotional exhaustion and positively related to job satisfaction. In addition, Karl and Peluchette (2006b) found that experienced fun was positively related to job satisfaction and service quality perceptions with a sample of working undergraduate students. Furthermore, Karl *et al.* (2008) demonstrated that experienced fun was positively related to job satisfaction and negatively related to turnover intentions among volunteers.

In their doctoral dissertations, McDowell (2004) and Fluegge (2008) examined fun from a more nuanced perspective by focussing on four dimensions of fun, which were aggregated into an overall construct. Specifically, they examined socializing, celebrating, personal freedoms, and global fun. Socializing refers to friendly social interactions among coworkers; celebrating refers to marking special events and having social gatherings at work; personal freedoms refers to being afforded flexibility and autonomy regarding workplace attire, playing music, and playing around at work; and global fun refers to an overall evaluation of whether an organization has a fun work climate. In McDowell’s (2004) research, she demonstrated that fun was positively related to job satisfaction and affective commitment and negatively related to turnover intentions with a sample of oil company employees. With a sample of working undergraduate students, Fluegge (2008) provided evidence for positive relationships between fun and engagement, positive affect, and job performance. Notwithstanding the validity of these findings, we contend that important information may have been lost by examining fun as an overall construct, rather than focussing on specific facets.

Extending the premise that fun is multidimensional, Tews and colleagues examined the impact of different forms of fun on applicant attraction and employee retention. Tews *et al.* (2012) conducted a recruiting study that focussed on fun activities, coworker socializing, and fun job responsibilities with a sample of undergraduate Millennial job seekers. In this two-part study, they first assessed the impact of fun as an overall construct relative to compensation and opportunities for advancement and then examined the impact of the three dimensions of fun separately relative to each other.

Their results demonstrated that fun was a stronger predictor of applicant attraction than compensation and opportunities for advancement. Moreover, coworker socializing and fun job responsibilities were stronger predictors of applicant attraction than fun activities. Subsequently, Tews *et al.* (2014) conducted an employee retention study that focussed on fun activities, coworker socializing, and manager support for fun with a sample of restaurant servers. This study found that coworker socializing and manager support for fun, but not fun activities, were significant predictors of retention. The key implication of this work is that not all fun is equal and that researchers should focus on different components of fun, rather than treating fun as a unitary construct.

Although quantitative research generally supports the proposition that fun is beneficial, qualitative research has cast fun in a more critical light. For example, Redman and Mathews (2002) reported on the implementation of a fun culture initiative. In this program, an organization sponsored a variety of fun activities, and managers were charged with being enthusiastic about employees having fun. Redman and Mathews noted a number of benefits of this program, such as improved staff relations, reduced stress, and increased service quality. However, they found that some individuals viewed the program cynically. Similarly, Fleming (2005) illustrated that some employees disliked company-sponsored fun, considering it inauthentic and fake. In addition, Baptiste (2009) found that managers could be resistant to participating in fun as it would “encroach on their already busy schedules” (p. 609). However, Stromberg and Karlsson (2009) did find that work environments characterized by fun, humor, and laughter enhance the quality of work life.

This growing body of research has enhanced our understanding of the role of fun in the workplace. At the same time, the extant body of research has been limited in some respects. Despite the reality that fun may be derived from different sources, research has largely focussed on fun as a general phenomenon or aggregated discrete elements into an overall construct. Additional research is warranted that builds upon previous investigations that has demonstrated that not all fun is equal (e.g. Stromberg and Karlsson, 2009; Tews *et al.*, 2012, 2014). Furthermore, previous research has largely focussed on whether fun has a beneficial impact, not how much fun matters relative to other variables. Additional work is necessary to position fun in the broader context of organizational support and human resource management (HRM) practices. Baptiste (2009) advocated for HRM interventions to promote greater well-being and work-life balance as opposed to fun. Yet Tews *et al.* (2012) demonstrated that fun mattered more in terms of attracting employees to organizations than other HRM factors. Examining different dimensions of fun and fun in relation to other features of work is warranted to enhance our understanding of the role of fun and help resolve the debate regarding its value.

The present study

In relation to Millennials, this study focusses on the influence of fun and other aspects of the employment experience on individuals’ job embeddedness, which has emerged as a key construct to promote employee retention and reduce turnover (Crossley *et al.*, 2007; Harris *et al.*, 2011; Lee *et al.*, 2004; Mitchell *et al.*, 2001). This research will focus on global job embeddedness, conceptualized as the overall degree to which an individual is enmeshed in the organization, representing the “sum of all recognized forces binding one to one’s job” (Crossley *et al.*, 2007, p. 1033). A high degree of embeddedness is characterized as employees being immersed, integrated, and tied to their places of employment (Mitchell *et al.*, 2001). The fundamental argument of embeddedness

scholars is that as employees become embedded, they become “stuck” in their organizations, which subsequently reduces their likelihood of leaving. In fact, Jiang *et al.*'s (2012) meta-analysis demonstrated that embeddedness was negatively related to both turnover intentions and actual turnover, after controlling for affective commitment, job satisfaction, and job alternatives. Given that Millennials have been characterized as lacking organizational commitment (Costanza *et al.*, 2012), examining means to enhance embeddedness is warranted.

Mitchell *et al.* (2001) articulate that embeddedness may be enhanced through three primary means: fit, links, and sacrifice. Fit relates to compatibility with one's job and place of employment. Such fit is maximized through the alignment of an individual's abilities, career goals, and values with the demands of a job and an organizational culture. In turn, links refer to the relationships and connections one has with other people. The greater the number of links one has, both formal and informal, the more enmeshed one becomes. Finally, sacrifice reflects the perceived material and psychological benefits potentially lost through turnover. Individuals become embedded when they would forfeit significant benefits by leaving. Fun and the other focal variables in this study may facilitate fit, links, and sacrifice, and they may therefore have meaningful influences on embeddedness among Millennials.

This research will assess the impact of multiple dimensions of fun on embeddedness, namely fun activities, manager support for fun, coworkers socializing, and fun job responsibilities, drawing on several previous investigations. Fun activities include a variety of social and group activities intended to promote enjoyment. Although a variety of activities may be subsumed under this umbrella, the present study will focus on more mainstream workplace activities that are generally perceived favorably, such as celebrations at work, company provided food and refreshments, and celebrations of achievements (Ford *et al.*, 2003; Karl *et al.*, 2005; McDowell, 2004). Manager support for fun is conceptualized as the extent to which managers allow and encourage employees to have fun on the job (Tews *et al.*, 2014). Similar to McDowell's (2004) personal freedoms construct, manager support for fun relates to the opportunity an organization affords employees to have fun, but focusses specifically on the support provided by managers. Coworker socializing is characterized as coworkers being friendly, outgoing, and seeking the company of one another. Finally, fun job responsibilities refer to task activities that are personally enjoyable, meaningful, and congruent with one's personal interests (Tews *et al.*, 2012). While not exhaustive, we believe that these dimensions encompass the general breadth of characteristics of fun at work.

Fun may enhance embeddedness because it aligns with Millennials' values, thereby enhancing their fit with an organization. In one respect, fun may be valued because Millennials are currently younger individuals, who typically value fun more than mature adults. More fundamentally, fun is thought to be important for Millennials because of their relatively carefree upbringing and may value fun more than other generational cohorts (Alsop, 2008). As discussed beforehand, Millennials grew up in a period of economic prosperity, their parents highly attended to their needs, and extracurricular involvement was central to their upbringing. Millennials are not averse to hard work; yet they have been characterized as desiring social involvement and balancing play with work (Carless and Wintle, 2007; Cennamo and Gardner, 2008).

The non-task dimensions of fun may also foster the development of more extensive and higher quality relationships, and thereby foster greater interpersonal links. In support of this argument, Maertz and Griffeth (2004) articulate that consituent attachment, an employee's attachment to members in the organization, is one of the key

forces that embeds employees. Attachment to coworkers may be even more central to promoting embeddedness among Millennials, as younger individuals especially value the development of friendships through work as they establish their adult identities (Erikson, 1968). Fun may enhance constituent attachment and promote embeddedness because a large component of fun centers on social involvement. Fun activities, coworker socializing, and manager support for fun may put employees in greater contact with one another, and contact is a requirement for relationships to develop. Individuals can interact with each other informally through these avenues and develop relationships beyond the confines of their job roles. When there is fun on the job, work is not merely about task accomplishment, but also about relationships with others. It should be noted that fun may be particularly important for the sample of Millennials in this research, those largely employed in management and administrative positions in the hospitality industry. Since those employed in the hospitality industry may generally be more social individuals, fun may be especially valued by them in line with previous research that has demonstrated that extraverts more highly value fun (Karl *et al.*, 2007). Based on these arguments, we hypothesize:

H1. Fun activities, manager support for fun, coworker socializing, and fun job responsibilities are positively related to embeddedness.

While important, fun activities are argued to be less so than manager support for fun, coworker socializing, and fun job responsibilities in promoting embeddedness. Fun activities may be less relevant because they are less frequent and do not permeate the day-to-day experiences for employees. Managers, coworkers, and job responsibilities are constant features in an employee's work life. Accordingly, these aspects of fun have a greater opportunity to impact the quality of one's experiences on the job than fun activities, which are more isolated occurrences. Moreover, fun job responsibilities, manager support for fun, and coworker socializing may be more important because they are less manufactured and formal and may be more intrinsically satisfying than fun activities. Bolton and Houlihan (2009) have argued that informal and organic fun is more valued than more formal and manufactured fun. As discussed beforehand, when examining applicant attraction and employee turnover, Tews *et al.* (2012, 2014) demonstrated that manager support for fun, coworker socializing, and fun job responsibilities were more important than fun activities, further supporting Bolton and Houlihan's (2009) argument. Thus, we hypothesize:

H2. Manager support for fun, coworker socializing, and fun job responsibilities are more strongly related to embeddedness than fun activities.

Fun, without question, is likely only one of a variety of factors that promote embeddedness among Millennials. Even though fun may be important among this generational cohort, it is important to examine fun in relation to other features of the employment experience to determine whether fun trumps other HRM practices or whether its value is more modest. As fun has often been examined in isolation from other HRM practices, research is needed to assess fun's value in the broader context of support at work. A number of popular press writers have argued that Millennials value work-life balance and freedom to have a life outside of work, frequent positive feedback and praise, and opportunities for rapid career advancement (Alsop, 2008; Espinoza *et al.*, 2010). Drawing on these arguments, the present study examines work-life balance

constructs, praise and rewards, and perceived career opportunities as predictors of embeddedness *vis-à-vis* fun. A variety of investigations, discussed below, have established the importance of these aspects of employment experience in promoting favorable workplace attitudes and employee behavior. The present study will further validate their relationships with embeddedness. More importantly, this research will examine their relationships with embeddedness in relation to fun, a far less frequently researched construct.

Work-life balance is thought to be important among Millennials as they seek to balance work and personal goals (Smola and Sutton, 2002). Traditionally, work-life balance issues have been examined in the context of reducing work demands so that individuals can better attend to their family obligations (Ford *et al.*, 2007). With respect to Millennials, however, work-life balance may be more relevant so that they can attend to their personal and leisure interests outside of work. We argue that Millennials value balancing work and play on the job, and at the same time, desire balancing their work and personal lives to have fun in their lives beyond work. In this regard, work-life balance is argued to promote attachment because the organization allows for balancing work and play outside of work, a benefit that might not be afforded elsewhere. Greater work-life balance may enhance embeddedness as employees may forfeit and sacrifice such balance should they leave their place of employment.

The present study will examine the relationship between two work-life balance constructs and embeddedness. The first of which is work interference time-based conflict, an aspect of work-life conflict (Greenhaus and Beutell, 1985; Carlson *et al.*, 2000). Such conflict occurs when the time pressures associated with work make it difficult to participate in activities or comply with responsibilities off the job. When one must devote excessive time to work, employees have less opportunity to fully participate in activities in their personal lives. In addition to focussing on time-based conflict in general, this research will address weekend work as a form of work-life balance, or lack thereof. Weekends are typically when the majority of one's personal and leisure activities occur, and when individuals work beyond a typical Monday to Friday work week, they have less opportunity to participate in social activities with others. Peetz *et al.*'s (2011) qualitative research illustrates that weekend work contributes to dissatisfaction among partners and deteriorates home relationships. Weekend work may similarly have an adverse influence on social and leisure activities in the broader context of one's personal life:

H3. Work interface time-based conflict and weekend work will be negatively related to embeddedness.

Praise and rewards are generally valued by most individuals, as employees desire recognition for their efforts (Wiley, 1997). These forms of recognition demonstrate appreciation for effective performance, significant achievements, and important contributions to the organization and have been found to enhance employee performance and satisfaction (Wikoff *et al.*, 1983; Yukl *et al.*, 1990, 2002). More recently, Bakker and Demerouti (2008) have argued that positive feedback, rewards, and recognition are key factors to promote employee engagement. Positive praise and rewards send a message to employees that their efforts contribute meaningfully to the organization. Therefore, to the extent that employees receive recognition, they may perceive greater fit with the organization and become more embedded. Among Millennials, praise and rewards may be especially important. Alsop (2008) coins this

generation the “trophy kids” because they often received large amounts of praise and rewards growing up, sometimes undeservingly so. Alsop argues that Millennials were showered with affection and praise for every personal milestone, no matter how inconsequential, and as such, seek and desire such positive feedback in the workplace as well. Therefore, we hypothesize:

H4. Praise and rewards will be positively related to embeddedness.

Lastly, this study will examine perceived career opportunities as a predictor of embeddedness. Kraimer *et al.* (2011) conceptualize perceived career opportunities as perceptions of the availability of work assignments and job opportunities that align with one’s career interests and goals. Kraimer *et al.* argued that perceived career opportunities are particularly important as careers are becoming more boundaryless and self-directed in today’s competitive business environments. In support of this argument, they demonstrated perceived career opportunities were significantly related to lower levels of employee turnover. Similarly, Bergiel *et al.* (2009) articulated that growth opportunities signal that future support will be forthcoming and found that such opportunities were significantly related to embeddedness among a sample of support staff employees. Furthermore, Griffeth *et al.*’s (2000) meta-analysis demonstrated a modest relationship between promotion chances and turnover, providing additional support for the relationship between perceived career opportunities and embeddedness.

Focussing on such perceptions among Millennials is important since Ng *et al.* (2010) demonstrated that Millennials rated opportunities for advancement as being the most important characteristic for a future position upon college graduation. Ng and colleagues characterized Millennials as “impatient to succeed” and not content with “paying dues,” seeking instant gratification in their careers (p. 292). Furthermore, De Hauw and De Vos (2010) demonstrated that even during times of recession, the Millennials’ expectations for career development remain high, underscoring the importance of opportunities for advancement. When individuals perceive such favorable opportunities for themselves, they likely perceive greater fit with the organization. Accordingly, perceived career opportunities are hypothesized to facilitate greater embeddedness:

H5. Perceived career opportunities will be positively related to embeddedness.

It has been argued that Millennials desire total fulfillment in the workplace (Meister and Willyerd, 2010). Yet the question arises as to the impact of fun on embeddedness relative to these other constructs. We seek to determine whether fun is a superior predictor of embeddedness *vis-à-vis* other HRM practices, or whether its influence is more modest. Previous research has been limited in determining what factors are most important among Millennials relative to fun, and as such, this aspect of our research is exploratory in nature. Tews *et al.* (2012) demonstrated that fun was more important than compensation and benefits and opportunities for advancement in the evaluation of recruiting advertisements, suggesting that fun may be dominant in promoting embeddedness. However, in this aspect of their research, Tews *et al.* (2012) focussed on a composite fun factor comprised of fun job responsibilities, fun activities, and coworker socializing. In the present study, fun will be decoupled into discrete dimensions, and the impact of any one aspect of fun may be less than

an aggregated measure. Furthermore, what individuals value in the recruiting stage is not necessarily what matters once employed on the job. Individuals may be romanced by the notion of fun during the pre-entry recruiting phase, but once on the job, other aspects of the employment experience could be more important. While fun is thought to be important in promoting embeddedness, it is not altogether clear how important fun will be in comparison to other variables. Do Millennials value fun above all, or do other HRM practices matter more? The following research question is proposed:

RQ1. What is the impact of the dimensions of fun on embeddedness relative to work interface time-based conflict, weekend work, praise and rewards, and perceived career opportunities?

Method

Sample and procedure

The sample is comprised of 234 full-time working Millennials in different organizational settings. The sample included graduates of a hospitality management school at a large university in the Eastern USA. This program's curriculum encompasses traditional management courses, such as accounting, finance, HRM, marketing, and strategy, tailored to hospitality and service settings. A list of 648 potential participants was obtained from the school's alumni association. These individuals were 32 years of age or younger at the time of data collection (born in 1980 or thereafter), thus representing the Millennial generation. The alumni were contacted via e-mail to complete an online survey about their experiences at work. Of the 648 individuals invited to participate, 248 individuals completed the survey, yielding an initial response rate of 38 percent. In total, 14 of the respondents were subsequently removed from the sample due to large amounts of incomplete and missing data. Among the final sample of 234, 68 percent were female, and 85 percent were Caucasian. The average age was 27, and the average organizational tenure was 4.15 years. In total, 61 percent of the sample were employed in management and administrative positions in the hospitality industry, and the remainder were employed in a variety of other industries, ranging from the legal professional to healthcare.

Measures

Unless otherwise noted, respondents rated the extent to which they agreed with the various scale items using a five-point response scale with anchors ranging from 1 = strongly disagree to 5 = strongly agree.

Embeddedness. Five items were used to measure embeddedness drawn from Crossley *et al.*'s (2007) global measure of job embeddedness. A sample item included: it would be difficult for me to leave this organization ($\alpha = 0.91$).

Fun activities. McDowell's (2004) six-item scale was used to assess fun activities, specifically activities related to socializing and special events. The six activities included: celebrations at work; company provided food and refreshments; office parties; observing birthdays and personal milestones; throwing parties to recognize accomplishments; and festivities during holidays and other special times. The participants indicated how frequently each activity occurred at work over the previous year (or since they began their job if employed less than a year) with a five-point scale ranging from 1 = never to 5 = all the time ($\alpha = 0.88$).

Manager support for fun. Tews *et al.*'s (2014) five-item scale was used to measure manager support for fun. A sample item included: my manager cares about employees having fun on the job ($\alpha = 0.94$).

Coworker socializing. The four-item coworker socializing scale was based on McDowell's (2004) measure. A sample item included: my coworkers and I socialize outside of work ($\alpha = 0.90$).

Fun job responsibilities. Four items were developed for this study to measure fun job responsibilities. The items were based on Tews *et al.*'s (2012) conceptualization of fun job responsibilities as those that are "personally enjoyable, meaningful, and a solid fit with one's personal interests" (p. 108). A sample item included: I find my job responsibilities to be personally enjoyable ($\alpha = 0.88$).

Work interface time-based conflict. Carlson *et al.*'s (2000) three-item work interface time-based conflict scale was adapted to assess work-personal life conflict. A sample item included: I have to miss participating in leisure and family activities due to the amount of time I must spend on work ($\alpha = 0.97$).

Weekend work. The participants were asked to indicate whether they are typically required to work on the weekends. Yes was coded 1, and no was coded 0.

Praise and rewards. Praise and rewards was measured with five-items from Yukl *et al.*'s (1990) Managerial Practices Survey. A sample item included: my manager rewards me in a way that is meaningful to me when I perform especially well ($\alpha = 0.95$).

Perceived career opportunities. Kraimer *et al.*'s (2011) three-item scale was used to measure perceived career opportunities. A sample item included: there are opportunities for advancement in my company that are attractive to me ($\alpha = 0.95$).

Pre-study organizational tenure. Organization tenure (in years) was employed as a control variable in the analyses. Organizational tenure was included because previous research has demonstrated that greater tenure further embeds and reduces turnover among employees (Griffeth *et al.*, 2000).

Discriminant validity

Confirmatory factor analyses were conducted to assess the discriminant validity of the four fun constructs. A four-factor model in which the items loaded on their respective constructs was assessed using Mplus 7 with the sample covariance matrix as input and a maximum likelihood solution (Muthén and Muthén, 2012). Although the model possessed a statistically significant χ^2 statistic ($\chi^2(164, n = 234) = 275.05, p < 0.01$), the individual fit indices provided support for the four-factor model (Hu and Bentler, 1999). The Comparative Fit Index was 0.97, the Tucker-Lewis Index was 0.96, the root mean square error of approximation was 0.05 (90 percent confidence interval ranging from 0.04 to 0.07), and the standardized root mean square residual was 0.04. These results thus provide evidence for the discriminant validity of the fun variables.

Analytic strategy

To serve as the basis for testing the study hypotheses and answering the research question, a hierarchical multiple regression model was estimated. The independent variables were entered into the model in three steps. Pre-study tenure was first entered in step 1. In steps 2a and 2b, the four fun variables (fun activities, manager support for fun, coworker socializing, and fun job responsibilities) and the four non-fun variables (work-life conflict, weekend work, praise and rewards, and perceived career opportunities) were alternately added. In step 3, all variables were included. The four

fun variables and the four non-fun variables were alternatively entered in the second block to examine their impact independent of the other set of variables and to serve as the basis for examining each set's incremental contribution in step 3.

A relative importance analysis was also performed to assess the strength of the predictors in influencing embeddedness (Tonidandel and LeBreton, 2011). Relative importance focusses on the contribution each predictor makes to the overall model R^2 , taking into account both its unique contribution and its contribution in the presence of the other predictors (LeBreton *et al.*, 2007). Relative importance analysis uses a multistep variable transformation approach to account for predictor intercorrelations (Johnson, 2000). In the first step, uncorrelated predictor variables are created (Z_k) that are maximally correlated with the original predictor variable (X_j). In the second step, the criterion (Y) is regressed on the newly created uncorrelated predictor variables (Z_k) to obtain the standardized regression coefficients (β_k). In the third step, the original correlated predictor variables (X_j) are regressed on the uncorrelated predictor variables (Z_k) to obtain the standardized regression coefficients λ_{jk} . In the fourth step, relative weights are calculated by combining the squared β_k and λ_{jk} values. Relative importance analysis in effect allows the total predicted variance in the criterion to be decomposed to determine the influence of each predictor, even when the predictors are correlated with one another. Significance was determined by bootstrapping the relative weight estimates and calculating the 95 percent confidence intervals around these estimates.

Results

Table I presents the study variable means, standard deviations, and correlations. The regression results are presented in Table II. The variance inflation factors (VIFs) ranged from 1.08 for pre-study organizational tenure to 1.93 for praise and rewards. Given that the VIFs were substantially less than ten, significant multicollinearity was not present, which might have otherwise biased the coefficients (Cohen *et al.*, 2003). Inclusion of the four fun variables resulted in a significant ΔR^2 of 0.19 ($\Delta F = 20.30$, $p < 0.01$) beyond pre-study organizational tenure and the non-fun variables. The four non-fun variables resulted in an additional significant ΔR^2 of 0.09 ($\Delta F = 9.34$, $p < 0.01$) beyond pre-study tenure and the four fun variables. In total, 49 percent of the variance in embeddedness was explained in the regression model ($F = 23.42$, $p < 0.01$). Table III presents the results from the relative importance analysis.

H1, which proposed that each of the dimensions of fun would be positively related to embeddedness, was partially supported. In step 2a, manager support for fun ($\beta = 0.12$, $p < 0.05$), coworker socializing ($\beta = 0.10$, $p < 0.05$), and fun job responsibilities ($\beta = 0.47$, $p < 0.01$) were significantly related to embeddedness; yet fun activities were not ($\beta = 0.09$, $p > 0.05$). In step 3 with all variables in the regression model, coworker socializing ($\beta = 0.10$, $p < 0.05$) and fun job responsibilities ($\beta = 0.42$, $p < 0.01$) were significantly related to embeddedness. However, both fun activities ($\beta = 0.07$, $p > 0.05$) and manager support for fun ($\beta = 0.06$, $p > 0.05$) were non-significant in step 3.

H2, which proposed that manager support for fun, coworker socializing, and fun job responsibilities would be more strongly related to embeddedness than fun activities, was partially supported. Given that fun activities were not a significant predictor of embeddedness in both steps 2a and 3, while coworker socializing and fun job responsibilities were, coworker socializing and fun job responsibilities were deemed to be stronger predictors of embeddedness. Manager support for fun was deemed to be a stronger predictor of fun activities in step 2a, as the former was significant and the latter was not. However, manager support for fun was not deemed to be a stronger

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10
1. Embeddedness	3.22	0.96	–									
2. Fun activities	3.20	0.90	0.29**	–								
3. Manager support for fun	3.05	1.00	0.36**	0.45**	–							
4. Coworker socializing	3.63	0.85	0.31**	0.32**	0.46**	–						
5. Fun job responsibilities	3.63	0.85	0.54**	0.22**	0.36**	0.22**	–					
6. Work-life conflict	3.01	1.28	–0.03	–0.22**	–0.16**	–0.09	–0.23**	–				
7. Weekend work	0.56	0.50	–0.11	–0.10	0.01	–0.02	–0.05	0.54**	–			
8. Praise and rewards	3.43	1.04	0.38**	0.29**	0.53**	0.33**	0.30**	–0.31**	–0.25**	–		
9. Perceived career opportunities	3.66	1.15	0.41**	0.29**	0.28**	0.08	0.39**	–0.10	–0.05	0.38**	–	
10. Pre-study tenure	4.15	2.62	0.22**	0.07	–0.04	0.12*	–0.04	0.10	0.04	0.02	–0.12*	–

Notes: $n = 234$. * $p < 0.05$, ** $p < 0.01$

Table I.
Descriptive statistics
and correlations
among variables

Table II.
Regression
predicting
embeddedness

Predictors	Step 1		Step 2a		Step 2b		Step 3	
	β	<i>t</i>	β	<i>t</i>	β	<i>t</i>	β	<i>t</i>
Pre-study tenure	0.22**	3.42	0.22**	4.21	0.25**	4.39	0.23**	4.51
Fun activities			0.09	1.60			0.07	1.19
Manager support for fun			0.12*	1.77			0.06	0.93
Coworker socializing			0.10*	1.68			0.10*	1.83
Fun job responsibilities			0.47**	8.41			0.42**	7.61
Work interface time-based conflict					0.10	1.53	0.22**	3.68
Weekend work					-0.09	-1.37	-0.16**	-2.79
Praise and rewards					0.25**	4.00	0.12*	1.83
Perceived career opportunities					0.34**	5.64	0.20**	3.43
R^2	0.05		0.40		0.30		0.49	
F	11.70**		30.23**		19.20**		23.42**	
ΔR^2			0.35		0.25		0.09 ^a /0.19 ^b	
ΔF			33.34**		20.12**		9.34**/20.30**	

Notes: $n = 234$. ^aRepresents Δ from step 2a; ^brepresents Δ from step 2b. Standardized regression coefficients are reported. * $p < 0.05$; ** $p < 0.01$

Table III.
Relative importance
analysis results

	Relative weight (%)
Pre-study tenure	10.2
Fun activities	5.1
Manager support for fun	7.5
Coworker socializing	7.2
Fun job responsibilities	38.5
Work interface time-based conflict	2.8
Weekend work	2.6
Praise and rewards	9.6
Perceived career opportunities	16.5

Notes: Entries reflect the percentage of explained variance in the criterion, embeddedness, for each predictor; 95 percent confidence interval did not include zero for all predictors

predictor of embeddedness than fun activities in step 3, as both coefficients were non-significant.

H3, which proposed that work interface time-based conflict and weekend work would be negatively related to embeddedness, was partially supported. Although weekend work was not significantly related to embeddedness in Step 2b ($\beta = -0.09$, $p > 0.05$), it was negatively and significantly related in Step 3 ($\beta = -0.16$, $p < 0.01$), as hypothesized. Work interface time-based conflict was not a significant predictor in step 2b ($\beta = 0.10$, $p > 0.05$), but it was a significant predictor of embeddedness in step 3 ($\beta = 0.22$, $p > 0.01$). However, the relationship was positive, counter to the hypothesized direction.

H4, which proposed that praise and rewards would be positively related to embeddedness, was supported. The coefficient was positive and significant in both step 2b ($\beta = 0.25$, $p > 0.01$) and step 3 ($\beta = 0.12$, $p > 0.05$).

H5, which proposed that perceived career opportunities would be positively related to embeddedness, was supported. The coefficient was positive and significant in both steps 2b ($\beta = 0.34$, $p > 0.01$) and 3 ($\beta = 0.20$, $p > 0.01$).

The research question sought to answer the impact of the dimensions of fun relative to the other employment characteristics. In the final stage of the regression model, fun job responsibilities and coworker socializing were significant positive predictors, but fun activities and manager support were not, as noted above. With respect to the other focal variables, work interface time-based conflict ($\beta = 0.22$, $p < 0.01$), weekend work ($\beta = -0.16$, $p < 0.01$), praise and rewards ($\beta = 0.12$, $p < 0.05$), and perceived career opportunities ($\beta = 0.20$, $p < 0.01$) were significantly related to embeddedness. The results of the relative weights analysis demonstrated that all of the study variables explained a significance portion of the variance in job embeddedness. The most dominant predictors were fun job responsibilities (38.5 percent), perceived career opportunities (16.5 percent), pre-study tenure (10.2 percent), and praise and rewards (9.6 percent), followed by manager support for fun (7.5 percent), coworker socializing (7.2 percent), and fun activities (5.1 percent). Work interface time-based conflict (2.8 percent) and weekend work (2.6 percent) were the least dominant predictors.

Discussion

The present study extended research on fun in the workplace by focussing on the relationship of its component parts with job embeddedness among Millennials relative to other aspects of the employment experience. Extending the popular belief that fun is important among this generational cohort, this research demonstrated that fun plays a role in enhancing Millennials' embeddedness, accounting for significant variance beyond other important aspects of the employment experience. At the same time, some aspects of fun were more dominant predictors of embeddedness than others, and other aspects of the employment experience were more dominant predictors than certain aspects of fun. By decoupling fun, rather than focussing on fun as a unitary construct, and by examining fun in relation to other aspects of the employment experience, this study has contributed to the growing body of research on workplace fun by providing a more nuanced and balanced view of its value in the workplace.

The findings of this study highlight that not all fun is equal in promoting embeddedness. Of the four dimensions examined herein, fun job responsibilities exhibited the most robust effect. Fun activities exhibited the weakest effect, and the effects for coworker socializing and manager support for the fun were in between. These findings illustrate that Millennials value more informal and less structured types of fun, in line with previous quantitative research (e.g. Tews *et al.*, 2012; Tews *et al.*, 2014) and Bolton and Houlihan's (2009) argument that organic fun has greater value than manufactured fun promoted by the organization. These aspects of fun also likely had a stronger influence on embeddedness than fun activities as managers, coworkers, and job responsibilities are constant features in an employee's work life. Although a large portion of the discussion of fun in the literature centers around fun activities (e.g. Ford *et al.*, 2003; Hemsath *et al.*, 1997; Karl *et al.*, 2005; Yerkes, 2007), the results from this study underscore the importance of conceptualizing and operationalizing fun as multidimensional. It should be noted that none of the dimensions of fun were negatively related to embeddedness. Although fun may not always have a strong positive influence on workplace outcomes, our findings suggest that, on average, fun does not have a negative impact as has been suggested in some qualitative investigations (e.g. Baptiste, 2009; Redman and Mathews, 2002). That said, some individuals have a greater preference for fun (Karl *et al.*, 2007), and as such, fun should be judiciously employed in the workplace.

Regarding the relative impact of fun, fun job responsibilities were the most dominant predictor of embeddedness of all the variables examined in this study. This finding is noteworthy given that Ng *et al.* (2010) demonstrated that Millennials rated opportunities for advancement as being most important in a career. However, perceived career opportunities were next in line after fun job responsibilities, followed by praise and rewards, the other aspects of fun, and the work-life balance constructs. These findings suggest that Millennials must enjoy their core responsibilities and find them personally meaningful if they are to be embedded and attached to their organizations. Fun job responsibilities aside, career opportunities and praise and rewards appear more central to increasing embeddedness than fun. Even though fun has merit, organizations should not neglect traditional HRM practices to promote retention. Advocates of the fun in the workplace appear to suggest that fun is the key ingredient to employee engagement and organizational success (Hemsath *et al.*, 1997; Lundin *et al.*, 2000); yet its true value appears more modest.

The work-life balance variables – work interface time-based conflict and working weekends – were found to be the least dominant predictors of embeddedness. In her qualitative investigation with senior managers, Baptiste (2009) suggested that efforts to promote work-life balance are more important than fun. However, the work-life balance variables in the present study were found to be less important than fun. This different pattern of results points to the importance of examining fun within the context of a specific group of employees. Even though less important than fun, working weekends was found to have a modest negative impact on embeddedness, demonstrating that working beyond the traditional Monday to Friday work week has an adverse impact on Millennials' embeddedness. Even though they are younger and likely have fewer family obligations, they nonetheless appear to value having their weekends free. The most unexpected finding from this study is that work interface time-based conflict was positively related to embeddedness. This finding suggests that as individuals work more and devote less time to their personal lives, they become more enmeshed in their organizations. It is possible the relationship between work interface time-based conflict and embeddedness is bi-directional, such that greater embeddedness also leads to spending more time at work and greater work-life conflict. Given this unexpected finding, research should employ a longitudinal research design to more fully explore the relationship between work interface time-based conflict and embeddedness.

The results from this study have several implications for practice. The finding that fun job responsibilities were the most dominant predictor of embeddedness suggests that organizations should proactively ensure fit between job applicants' interests and the characteristics of the job itself. Toward this end, organizations could utilize vocational interest inventories to systematically maximize person-job fit during the employee selection process. Even though job responsibilities may be relatively fixed and established for current employees, managers could add new responsibilities to individuals' work that may be personally enjoyable, such as special projects, job rotation, and cross-training. To the extent managers seek to enhance the fun quotient in jobs, such enhancements should be made without creating work overload for individuals. Employees could also partake in job crafting themselves to enhance fun, whereby individuals are allowed to make self-initiated changes to their own job demands and job resources to optimize their personal goals (Tims *et al.*, 2012). Our findings also suggest that other aspects of fun are a part of the embeddedness equation, even though they exhibited more modest relationships with embeddedness. Thus,

managers should allow employees to have fun from time to time and sponsor a variety of formal fun activities from time to time. Given the importance of coworker socializing, organizations should select individuals based on their ability to develop cohesive relationships. Last but not least, managers should not lose sight of other HRM practices, such as providing feedback and praise, creating career ladders for employees, and not excessively burdening individuals with weekend work.

The results of this study should be interpreted in the context of three primary limitations. First, the study data were cross-sectional. Future research should examine the relationships assessed herein longitudinally to further validate the presumed cause and effect relationships. A second limitation is that the study participants were primarily employed in management and administrative positions in the hospitality industry. Our results may likely generalize to other employees, but future research should extend the present study to other groups of individuals and focus on identifying boundary conditions that amplify or curtail the value of fun. While fun may be important in the hospitality industry because it is a people-oriented business, fun might also be important in high tech industries as a means to reduce stress and foster creativity. In a different vein, fun might have limited usefulness in other environments, as suggested by Baptiste (2009). A third limitation is that fun was only examined in relation to a limited set of other workplace characteristics. Additional research ought to therefore assess the influence of fun in relation to other constructs, such as manager and coworker emotional and instrumental support, to further validate the incremental impact of fun.

Other opportunities for future research are worth pursuing. One opportunity is exploring the impact of fun and other employment characteristics on embeddedness among Millennials and non-Millennials. Such comparative research would provide additional guidance for managing different generational cohorts. In such an investigation, work-life balance constructs may be found to be more dominant predictors of embeddedness for older individuals than elements of fun because older individuals likely have greater commitments outside of work, such as child-rearing responsibilities, to attend to. Another avenue for research is examining the impact of fun on different dimensions of embeddedness. As the present study focussed on global embeddedness, research would be valuable that focusses on specific embeddedness facets, namely links, fit, and sacrifice (Mitchell *et al.*, 2001). Focussing on different elements of embeddedness would enhance our theoretical understanding of how fun shapes individuals' attachment to organizations. Another research opportunity is assessing embeddedness as a mediator in the fun-turnover relationship. Such research would further validate the importance of fun and embeddedness as drivers of retention. Finally, future research is warranted to examine defining attributes of Millennials in the future. At the time of the present study, Millennials were young adults, and research will be needed to assess what aspects of work matter and what behaviors are characteristic of this generational cohort as Millennials transition to more mature members of the workforce. Currently, Millennials are typically more informal and causal at work, and it will be interesting to examine whether these characteristics are sustained over time or whether they are an artifact of Millennials' relative youth.

Promoting embeddedness is one of the most significant HRM challenges confronting organizations. As one's career is central to many people lives, individuals seek to have many of their needs met through employment. If their needs are not met, individuals may ultimately leave an organization. Overall, our results illustrate that fun does have

positive benefits in promoting embeddedness, but other aspects of the employment experience are important as well. Despite its limitations, the present study has enhanced our theoretical understanding of the role of fun at work and has provided evidence-based prescriptions to guide practice.

References

- Alsop, R. (2008), *The Trophy Kids Grow Up: How the Millennial Generation is Shaking Up the Workplace*, Jossey-Bass, San Francisco, CA.
- Bakker, A.B. and Demerouti, E. (2008), "Towards a model of work engagement", *Career Development International*, Vol. 13 No. 3, pp. 209-223.
- Baptiste, N.R. (2009), "Fun and well-being: insights from senior managers in a local authority", *Employee Relations*, Vol. 31 No. 6, pp. 600-612.
- Bergiel, E.B., Nguyen, V.Q., Clenney, B.F. and Taylor, G.S. (2009), "Human resource practices, job embeddedness and intention to quit", *Management Research News*, Vol. 32 No. 3, pp. 205-219.
- Bolton, S.C. and Houlihan, M. (2009), "Are we having fun yet? A consideration of workplace fun and engagement", *Employee Relations*, Vol. 31 No. 6, pp. 556-568.
- Bureau of Labor Statistics (2012), "Employment status of the civilian noninstitutional population by age, sex, and race", available at: www.bls.gov/cps/cpsaat03.htm (accessed July 1, 2013).
- Carless, S.A. and Wintle, J. (2007), "Applicant attraction: the role of recruiter function, work-life balance policies and career salience", *International Journal of Selection and Assessment*, Vol. 15 No. 4, pp. 394-404.
- Carlson, D.S., Kacmar, K.M. and Williams, L.J. (2000), "Construction and initial validation of a multidimensional measure of work-family conflict", *Journal of Vocational Behavior*, Vol. 56 No. 2, pp. 249-276.
- Cennamo, L. and Gardner, D. (2008), "Generational differences in work values, outcomes and person-organisation values fit", *Journal of Managerial Psychology*, Vol. 23 No. 8, pp. 891-906.
- Cohen, J., Cohen, P., West, S.G. and Aiken, L.S. (2003), *Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences*, 3rd ed., Lawrence Erlbaum, Mahwah, NJ.
- Costanza, D.P., Badger, J.M., Fraser, R.L., Severt, J.B. and Gade, P.A. (2012), "Generational differences in work-related attitudes: a meta-analysis", *Journal of Business and Psychology*, Vol. 27 No. 4, pp. 375-394.
- Crossley, C.D., Bennett, R.J., Jex, S.M. and Burnfield, J.L. (2007), "Development of a global measure of job embeddedness and integration into a traditional model of voluntary turnover", *Journal of Applied Psychology*, Vol. 92 No. 4, pp. 1031-1042.
- De Hauw, S. and De Vos, A. (2010), "Millennials' career perspective and psychological contract expectations: does the recession lead to lowered expectations?", *Journal of Business and Psychology*, Vol. 25 No. 2, pp. 293-302.
- Erikson, E.H. (1968), *Identity: Youth and Crisis*, W.W. Norton and Company, New York, NY.
- Espinoza, C., Ukleja, M. and Rusch, C. (2010), *Managing the Millennials: Discover the Core Competencies for Managing Today's Workforce*, John Wiley & Sons, Hoboken, NJ.
- Fleming, P. (2005), "Workers' playtime?: boundaries and cynicism in a 'culture of fun' program", *Journal of Applied Behavioral Science*, Vol. 41 No. 3, pp. 285-303.
- Fluegge, E.R. (2008), "Who put the fun in functional? Fun at work and its effects on job performance", unpublished doctoral dissertation, University of Florida, Gainesville, FL.

- Ford, M.T., Heinen, B.A. and Langkamer, K.L. (2007), "Work and family satisfaction and conflict: a meta-analysis of cross-domain relations", *Journal of Applied Psychology*, Vol. 92 No. 1, pp. 57-80.
- Ford, R.C., McLaughlin, F.S. and Newstrom, J.W. (2003), "Questions and answers about fun at work", *Human Resource Planning*, Vol. 26 No. 4, pp. 18-33.
- Gibson, J.W., Greenwood, R.A. and Murphy, E.F. (2011), "Generational differences in the workplace: personal values, behaviors, and popular beliefs", *Journal of Diversity Management*, Vol. 4 No. 3, pp. 1-8.
- Greenhaus, J.H. and Beutell, N.J. (1985), "Sources of conflict between work and family roles", *Academy of Management Review*, Vol. 10 No. 1, pp. 76-88.
- Griffeth, R.W., Hom, P.W. and Gaertner, S. (2000), "A meta-analysis of antecedents and correlates of employee turnover: update, moderator tests, and research implications for the next millennium", *Journal of Management*, Vol. 26 No. 3, pp. 463-488.
- Harris, K.J., Wheeler, A.R. and Kacmar, K.M. (2011), "The mediating role of organizational job embeddedness in the LMX-outcomes relationships", *The Leadership Quarterly*, Vol. 22 No. 2, pp. 271-281.
- Hemsath, D., Yerkes, L. and McCullen, D. (1997), *301 Ways to Have Fun at Work*, Berrett-Koehler Publishers, San Francisco, CA.
- Hill, L.A. (2008), "Where will we find tomorrow's leaders?", *Harvard Business Review*, Vol. 86 No. 1, pp. 123-128.
- Howe, N. and Strauss, W. (2007), *Millennials Go To College*, LifeCourse Associates, Great Falls, VA.
- Hu, L. and Bentler, P.M. (1999), "Cutoff criteria for fit indexes in covariance structure analysis: conventional criteria versus new alternatives", *Structural Equation Modeling*, Vol. 6 No. 1, pp. 1-55.
- Jiang, K., Liu, D., McKay, P.F., Lee, T.W. and Mitchell, T.R. (2012), "When and how is job embeddedness predictive of turnover? A meta-analytic investigation", *Journal of Applied Psychology*, Vol. 97 No. 5, pp. 1077-1096.
- Johnson, J.W. (2000), "A heuristic method for estimating the relative weight of predictor variables in multiple regression", *Multivariate Behavioral Research*, Vol. 35 No. 1, pp. 1-19.
- Karl, K.A. and Peluchette, J. (2006a), "Does workplace fun buffer the impact of emotional exhaustion on job dissatisfaction?: A study of health care workers", *Journal of Behavioral and Applied Management*, Vol. 7 No. 2, pp. 128-141.
- Karl, K.A. and Peluchette, J. (2006b), "How does workplace fun impact employee perceptions of customer service quality?", *Journal of Leadership and Organizational Studies*, Vol. 13 No. 2, pp. 2-13.
- Karl, K.A., Peluchette, J. and Hall, L.M. (2008), "Give them something to smile about: a marketing strategy for recruiting and retaining volunteers", *Journal of Nonprofit and Public Sector Marketing*, Vol. 20 No. 1, pp. 91-96.
- Karl, K.A., Peluchette, J., Hall, L.M. and Harland, L. (2005), "Attitudes toward workplace fun: a three sector comparison", *Journal of Leadership and Organizational Studies*, Vol. 12 No. 2, pp. 1-17.
- Karl, K.A., Peluchette, J.V. and Harland, L. (2007), "Is fun for everyone? Personality differences in health care providers' attitudes toward fun", *Journal of Human Health Services Administration*, Vol. 29 No. 4, pp. 409-447.
- Kraimer, M.L., Seibert, S.E., Wayne, S.J., Liden, R.C. and Bravo, J. (2011), "Antecedents and outcomes of organizational support for development: the critical role of career opportunities", *Journal of Applied Psychology*, Vol. 96 No. 3, pp. 485-500.

- Lamm, E. and Meeks, M.D. (2009), "Workplace fun: the moderating effects of generational differences", *Employee Relations*, Vol. 31 No. 6, pp. 613-631.
- LeBreton, J.M., Hargis, M.B., Griepentrog, B., Oswald, F.L. and Ployhart, R.E. (2007), "A multidimensional approach for evaluating variables in organizational research and practice", *Personnel Psychology*, Vol. 60 No. 2, pp. 475-498.
- Lee, T.W., Mitchell, T.R., Sablinski, C.J., Burton, J.P. and Holtom, B.C. (2004), "The effects of job embeddedness on organizational citizenship, job performance, volitional absences, and voluntary turnover", *Academy of Management Journal*, Vol. 47 No. 5, pp. 711-722.
- Lundin, S.C., Paul, H. and Christensen, J. (2000), *Fish!*, Hyperion, New York, NY.
- Maertz, C.P. and Griffeth, R.W. (2004), "Eight motivational forces and voluntary turnover: a theoretical synthesis with implications for research", *Journal of Management*, Vol. 30 No. 5, pp. 667-683.
- Martin, C.A. (2005), "From high maintenance to high productivity: what managers need to know about generation Y", *Industrial and Commercial Training*, Vol. 37 No. 1, pp. 39-44.
- Martson, C. (2007), *Motivating the "What's In It For Me" Workforce: Manage Across the Generational Divide and Increase Profits*, Wiley, Hoboken, NY.
- McDowell, T. (2004), "Fun at work: scale development, confirmatory factor analysis, and links to organizational outcomes", unpublished doctoral dissertation, Alliant International University, San Diego, CA.
- Meister, J.C. and Willyerd, K. (2010), "Mentoring Millennials", *Harvard Business Review*, Vol. 88 No. 5, pp. 68-72.
- Mitchell, T.R., Holtom, B.C., Lee, T.W., Sablinski, C.J. and Erez, M. (2001), "Why people stay: using job embeddedness to predict voluntary turnover", *Academy of Management Journal*, Vol. 44 No. 6, pp. 1102-1121.
- Muthén, L.K. and Muthén, B.O. (2012), *Mplus Users Guide*, Muthén and Muthén, Los Angeles, CA.
- Ng, E.S., Schweitzer, L. and Lyons, S.T. (2010), "New generation, great expectations: a field study of the millennial generation", *Journal of Business and Psychology*, Vol. 25 No. 2, pp. 281-292.
- Peetz, D., Muurlink, O., Townsend, K., Allan, C. and Fox, A. (2011), "Quality and quantity in work-home conflict: the nature and direction of effects of work on employees' personal relationships and partners", *Australian Bulletin of Labour*, Vol. 37 No. 2, pp. 138-162.
- Peluchette, J. and Karl, K.A. (2005), "Attitudes toward incorporating fun into the health care workplace", *The Health Care Manager*, Vol. 24 No. 3, pp. 268-275.
- Redman, T. and Mathews, B.P. (2002), "Managing services: should we be having fun?", *The Services Industries Journal*, Vol. 22 No. 3, pp. 51-62.
- Smola, K.W. and Sutton, C.D. (2002), "Generational differences: revisiting generational work values for the new millennium", *Journal of Organizational Behavior*, Vol. 23 No. 4, pp. 363-382.
- Stromberg, S. and Karlsson, J.C. (2009), "Rituals of fun and mischief: the case of the Swedish meatpackers", *Employee Relations*, Vol. 31 No. 6, pp. 632-647.
- Tews, M.J., Michel, J.W. and Allen, D.G. (2014), "Fun and friends: the impact of workplace fun and constituent attachment on turnover in a hospitality context", *Human Relations*, Vol. 67 No. 8, pp. 923-946.
- Tews, M.J., Michel, J.W. and Bartlett, A.L. (2012), "The fundamental role of workplace fun in applicant attraction", *Journal of Leadership and Organizational Studies*, Vol. 19 No. 1, pp. 103-111.
- Tims, M., Bakker, A.B. and Derks, D. (2012), "Development and validation of the job crafting scale", *Journal of Vocational Behavior*, Vol. 80 No. 1, pp. 173-186.

- Tonidandel, S. and LeBreton, J.M. (2011), "Relative importance analysis: a useful supplement to regression analysis", *Journal of Business Psychology*, Vol. 26 No. 1, pp. 1-9.
- Twenge, J.M., Campbell, S.M., Hoffman, B.J. and Lance, C.E. (2010), "Generational differences in work values: leisure and extrinsic values increasing, social and intrinsic values decreasing", *Journal of Management*, Vol. 36 No. 5, pp. 1117-1142.
- Wikoff, M., Anderson, D.C. and Crowell, C.R. (1983), "Behavior management in factory settings: increasing work efficiency", *Journal of Organizational Behavior Management*, Vol. 4 Nos 1-2, pp. 97-128.
- Wiley, C. (1997), "What motivates employees according to over 40 years of motivation surveys", *International Journal of Manpower*, Vol. 18 No. 3, pp. 263-280.
- Yerkes, L. (2007), *Fun Works: Creating Places Where People Love to Work*, Berrett-Koehler Publishers, San Francisco, CA.
- Yukl, G., Gordon, A. and Taber, T. (2002), "A hierarchical taxonomy of leadership behavior: integrating a half century of behavior research", *Journal of Leadership & Organizational Studies*, Vol. 9 No. 1, pp. 15-32.
- Yukl, G., Wall, S. and Lepsinger, R. (1990), "Preliminary report on validation of the managerial practices survey", in Clark, K.E. and Clark, M.B. (Eds), *Measures of Leadership*, Center for Creative Leadership, Greensboro, NC, pp. 223-238.
- Zemke, R., Raines, C. and Filipczak, B. (2000), *Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*, Amacom, New York, NY.

Further reading

- Tews, M.J., Michel, J.W. and Ellingson, J.E. (2013), "The impact of coworker support on employee turnover in the hospitality industry", *Group and Organization Management*, Vol. 38 No. 5, pp. 630-653.

Corresponding author

Professor Michael J. Tews can be contacted at: mjt17@psu.edu

For instructions on how to order reprints of this article, please visit our website:

www.emeraldgroupublishing.com/licensing/reprints.htm

Or contact us for further details: permissions@emeraldinsight.com

This article has been cited by:

1. Michael J. Tews, John W. Michel, Raymond A. Noe. 2017. Does fun promote learning? The relationship between fun in the workplace and informal learning. *Journal of Vocational Behavior* **98**, 46-55. [[CrossRef](#)]
2. Nicole Baker Rosa, Sally O. Hastings. 2016. "Texting in their pockets": Millennials and rule violations in the hospitality industry. *Journal of Hospitality and Tourism Management* **29**, 33-40. [[CrossRef](#)]
3. G. A. Maxwell, A. M. Broadbridge. 2016. Generation Ys' employment expectations: UK undergraduates' opinions on enjoyment, opportunity and progression. *Studies in Higher Education* 1-17. [[CrossRef](#)]