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**FELICINDO HOMERO CORTÉS**

University of La Serena, Chile

**SEGUNDO RICARDO CABANA VILLCA**

University of La Serena, Chile

**DOMINGO LINCOYAN VEGA TORO**

University of La Serena, Chile

## **DIVERSITY AND INCLUSION AS A DETERMINING VARIABLE IN THE LABOR MARKET OF MILLENNIALS IN THE REGION OF COQUIMBO, CHILE**

### **Abstract:**

This study aimed to determine the importance of the Diversity and Inclusion variable within the labor market of the Millennial generation. To this end, information was collected through an online survey of a representative sample of 325 millennials belonging to the region of Coquimbo, Chile, born between 1981 and 1995. In this way, a univariate and bivariate analysis was carried out to establish and analyze the importance of Diversity and Inclusion within the aforementioned cohort and its impact on other relevant variables in the Millennial labor market according to the literature. The study showed that Diversity and Inclusion is explained 30.7% by the person's year of birth, while Creativity and innovation is explained 40.6% by the Diversity and Inclusion variable.

### **Keywords:**

Millennials, Labor market, Creativity and Innovation, Diversity and Inclusion, Variance Analysis

**JEL Classification:** J08, J78, C01

## 1 Introduction

Millennial is a term coined in 1987 by authors Neil Howe and William Strauss (2000), with which they refer to those people who would finish their school studies during the year 2000, due to this relationship with the new millennium this term was defined. In general, there is no consensus on the start and end dates of this generation, so the first years of the 1980s and the last years of the 1990s are usually used (Howe & Strauss, 2000).

Currently, with just under one in three employees being an engaged millennial, companies have a lot of work ahead of them to retain this talent (Sánchez et al., 2019). And in their areas of work, this generation is not satisfied with staying in the same job for a long time; they want their professional careers to be more dynamic and unpredictable, seeking to get the most out of what they do. Millennials value work flexibility, and consider the balance between personal and work life and the development of skills to be more relevant when making career decisions, given job stability and higher remuneration, so to achieve loyalty and retain the talent of these young generations, companies must opt for more flexible and diverse work environments (Zabala-Villalón & Frías Castro, 2018).

On the other hand, by 2025, 75% of all active professionals will be millennials, who will be the ones who will run companies in ten more years. Furthermore, millennials are a key generation to meet the needs and drive the growth of any business, being able to improve business performance by up to 85%, hence their indispensability in workplace diversity (Miranda, 2016). In this scenario, the competitiveness and development of an organization depends in part on its design considering the expectations of its members, hence the strategic importance of the objective of this research, which focuses on identifying and understanding the variables that determine the choice of work of millennials, people so little committed to organizations and prone to resign in the face of job dissatisfaction.

Becto et al. (2014) indicate that millennials are among the most racially and ethnically diverse generations and as a result respect diversity and multiculturalism, and are resilient; They feel comfortable conversing and do so freely on an intellectual level (Arredondo et al., 2017), they generally need a sense of belonging, they enjoy working closely with their coworkers and learning from their colleagues (Durocher et al., 2016). Furthermore, social values changed and liberalization movements emerged for minority groups such as LGBT, encouraging this generation to openly express their individualistic needs (Liu et al., 2019). Therefore, this research seeks to expose the impact of the inclusion and diversity variable on the labor market regarding the millennial generation.

To do this, first of all, the most important aspects regarding their behavior in the workplace and their preferences in employment are addressed. Secondly, the methodology used in this research is explained. While, thirdly, the main results are presented, accompanied by an analysis to understand and highlight the most relevant points for the choice of employment by millennials.

## 2 Other background

A generation is the cohort of all people born in a period of approximately 20 years, who share beliefs, attitudes, behaviors, a feeling of belonging to the same generation, and have experienced significant historical trends and events while they were in the same phase of development. life, they say (Zabala-Villalón & Frías Castro, 2018) citing Howe and Strauss (2000).

## 2.1 Millennials

The millennial generation represents several demographic changes for society. It is now the most diverse generation in the United States, where 44% of millennials identify with a minority group (Kempenich et al., 2019). This generation is unique in its social composition and has developed, at least by some authors' accounts, a unique set of attributes. Millennials are, among other things, special, protected, team-oriented, and pressured (Howe & Strauss, 2000). Millennials have been raised under a culture that allows them to express themselves, offering them participation and learning through online interactions; this generation presents a set of habits that are very divergent from their previous generations (Monyei & Oladeji, 2019). They require a variety of resources to which they are accustomed in their social lives, but suffer from a reduced attention span due to the variety of activities that are constantly offered to them (Liu et al., 2019).

The general idea we have of this generation is that they are impatient, they think they are important and they are disloyal, among other unattractive qualities from an organizational point of view. Given this, some organizations believe that to thrive and fully utilize millennials' unique skills, they may need to modify their rules and policies (Wolor et al., 2021). However, popular perceptions of millennials are not entirely negative, as there are popular descriptions of the supposedly admirable attributes of this generation, from the perspectives of organizations, including beliefs that they are more accepting of diversity than previous generations, have skills with advanced communication and information technologies, have the ability to see problems and opportunities from new perspectives, and are more comfortable working in teams than previous generations (Howe & Strauss, 2000). So, if organizations are going to attract and retain millennial workers, it is crucial to understand their characteristics and provide a workplace where they can thrive (Kim, 2018).

## 2.2 Available Technologies

Times have changed, due in large part to new technologies that have appeared in recent years, transmuting the way people relate and communicate. This has changed the way millennials want to enter the labor market and how they want to be treated in their workplaces, compared to the previous generation (Au-Yong-Oliveira et al. 2018). Millennials have the advantage in the workplace, as they are tech-savvy, and every gadget imaginable almost becomes an extension of their bodies, they seem to possess greater enthusiasm for technological advancements. Due to their constant use of technology for communication and entertainment, it is not difficult to imagine millennials engaging in these activities during a typical work day (Kim, 2018).

## 2.3 Job Assessment and Feedback

On the other hand, Au-Yong-Oliveira et al. (2018) indicate that millennials want to prepare, but remain insecure about what they have learned, so they want more support from their managers than previous generations, this cohort expects their leaders to be approachable and actively perform communicative managerial role behaviors. leader (Omilion-Hodges & Sugg, 2019). Furthermore, this is said to be the generation that has received the most attention, making it challenging for them to do so in an unsupervised environment (Arredondo et al., 2017). The quality of managers is an important factor for motivation in millennials, they must be available to provide them with feedback continuously (Arredondo et al., 2017), while they want a high level of clarity regarding the responsibilities and procedures of the manager. work (Sao & Tolani, 2018).

## **2.4 Teamwork**

In addition, millennials also seek to cooperate closely and learn from their colleagues and managers, whom they respect and with whom they hope to forge a friendship. (Arredondo et al., 2017). Because they like to work in teams, several researches support the fact that, compared to other generations, millennials have high social needs and are inclined to work in groups (Sao & Tolani, 2018). They tend to value teamwork and a fun environment, as human connections are important to them. It is worth remembering that millennials were frequently assigned to group projects and presentations at school, which could explain the importance they attribute to friendly coworkers, fun, and teamwork (Durocher et al., 2016). But they also prefer to work in teams, in part, because they like to avoid risk (Garcia et al., 2019).

## **2.5 Job Development and Growth**

They are also eager to move on to new and different challenges at work. The concept of career has been found to be extremely important for millennials. Career is defined as a strategy that an individual could employ to advance his or her career. Those who use professionalism will change companies to advance their careers, in contrast to traditional approaches where employees might stay with one company for the majority of their careers (Porter et al., 2019). Millennials generally seek meaningful work experiences; they expect a job to be fulfilling. For example, they value good training opportunities and the chance to develop new skills. Therefore, Millennials tend to reward organizations committed to development and learning (Durocher et al., 2016).

## **2.6 Personal-Work Life Balance**

Millennials seek jobs that offer flexible schedules and more time to rest and relax, so they have little interest in hard work or extra shifts (Arredondo et al., 2017). Because it is almost impossible for them to leave their personal lives behind, they constantly check their social networks to exchange messages with friends and family on their devices throughout the day (Kim, 2018). As such, millennials are more likely to seek jobs with more vacation time and prefer flexible work arrangements such as remote work, flextime, and compressed workweeks (Garcia et al., 2019). There is a negative impact on millennials regarding overtime or irregular work schedules, as they are aware of the costs associated with the lack of a proper work-life balance, a high price that their parents paid in exchange for professional growth. (Arredondo et al., 2017). Members of this generation generally do not “live to work,” they “work to live” in the sense that their job allows them to do the various things they want to do (Durocher et al., 2016).

## **2.7 Organizational culture**

This cohort calls for greater openness and transparency in terms of information; They want to know and ask about everything. They must put all the information on the table to better understand the organization and its decision-making processes, rather than following the discretionary decisions made by others. Millennials expect to have access to information with transparency, which means that employees must understand the organization's information and the decision-making process (Arredondo et al., 2017). Additionally, they focus a lot on the social characteristics of the workplace. They like to have friends there and want to have a work environment that is interesting and attractive (Sao & Tolani, 2018). Millennials are eager to shape and influence the culture, practices and management of their current workplace and find socially relevant work (Pyoria et al., 2017).

## **2.8 Corporate reputation**

On the other hand, millennial (generation Y) job seekers are more likely to seek jobs with companies they consider socially responsible than with companies with a poor social conscience or bad reputation. They react negatively to a company whose actions are perceived as socially irresponsible (Klimkiewicz & Oltra, 2017). Members of Generation Y prefer to work in a transparent organization where the corporation's mission, values, operations, and conflicts are openly shared (Santiago, 2019).

## **2.9 Creating Shared Value**

When looking for jobs, millennials are concerned about business practices linked to their environment, specifically in relation to environmental issues. Likewise, they expect a company's values and mission to be a higher priority than the bottom-line profit motive; they seek corporate values that are compatible with their own (Arredondo et al., 2017). An organization's social actions are critical to them, and they increasingly examine employers' values and mission statements, preferring those that go beyond simply making money. They tend to believe that companies are to set on their own agendas and are not focused enough on helping to improve society (Durocher et al., 2016). Furthermore, younger generations prioritize contemporary policy issues related to sustainability and the environment over civil rights or economic reform, the latter tending to be more prevalent among older generations (Gray et al., 2019).

## **2.10 Economic Projection**

Millennials, too, expect good salaries and benefits, and seem to display a sense of entitlement that doesn't necessarily match their performance. This makes them expect good grades in school, or quick promotions and salary increases at work, without adequate justification or corresponding performance (Liu et al., 2019). Pay is one of the main motivating factors for millennials, since it in a way reflects how well they are doing their job (Arredondo et al., 2017). They often have higher levels of narcissism and self-esteem than previous generations, which increases their level of expectations and leads them to expect to be promoted quickly. Millennials are used to getting what they want, which is the result of a pampered upbringing. They are likely to leave if they do not succeed (Durocher et al., 2016).

## **2.11 Creativity and innovation**

Millennials believe that organizations must embrace generational differences to support their employees in achieving creativity and productivity, and that the organization inspires them if it wants to attract and retain Generation Y employees. They are described as the most innovative that the world has seen, very much in line with the evolution of technologies, in addition, they point out that millennials are in "continuous innovation" since they are constantly in search of innovative solutions and analyzing what is not on the market, so they can take it out or invent it (Santiago, 2019).

## **2.12 Work Autonomy**

Millennials often have less respect for hierarchy and authority. Due to their upbringing, these employees have an almost conflictive relationship with authority. Their sense of entitlement leads them to perceive themselves as not needing direction or leadership from others, but they also require a great deal of positive feedback (Durocher et al, 2016). Because they feel they deserve

to have things their way, millennials may be less willing to see themselves as subordinate to managers. They may also be less sensitive to the situational cues that organizations have traditionally used to signal leadership, such as titles, policies, and symbols, because they perceive them to be so important. Furthermore, when younger employees perceive guidance from their authentic leaders or ethical leaders on values and ethical choices as criticism of their abilities or beliefs, they are likely to respond poorly to such influence (Anderson et al., 2017).

### 3 Methodology

An evaluation instrument was developed that consisted of two parts, the first section seeks to collect the personal data of the participants, with the aim of eventually finding differences within the same generation. While the second section includes a series of 33 questions directly related to the variables, Table 1 shows the details of the research technical sheet, for the universe of 249,490 millennials belonging to the region.

Table 1. Research technical sheet

|                               |                                                                      |
|-------------------------------|----------------------------------------------------------------------|
| Sampling type                 | Stratified simple random sampling                                    |
| Confidence level              | 95%; $z=1,96$ ; $p=0,305$ ; $q=0,695$ (5% error and 95% reliability) |
| Population                    | 818.000 people                                                       |
| Sample size                   | 325 Millennials                                                      |
| Analysis unit                 | Millennials Region of Coquimbo                                       |
| Information collection method | Online questionnaire with 33 questions                               |
| Survey question type          | Likert-type polytomies (1 to 5)                                      |
| Date of field work            | June 2023 – July 2023                                                |

Source: Own elaboration

Below are the items from the second part of the evaluation instrument, each of them directly related to the variables recovered from the literature review. Table 2 shows which factor they correspond to and their respective indicator, with the objective of establishing a better visualization of the results of the validation by pilot application, presented in the same table. The evaluation instrument was validated under three methods, validation by single case, by expert and by pilot application, the latter was carried out on 66 millennials, as recommended by Kline (1994), who says that the number of subjects should be double the number of items. The Cronbach alphas of the evaluation instrument and by factor are presented below. These calculations were carried out with the help of the IBM-SPSS computer program.

Table 2. Instrument indicators according to Factor

| Evaluation Instrument                                     |           |                                                                                                                        |                     |
|-----------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------|---------------------|
| Alfa of Cronbach                                          |           |                                                                                                                        | Elements            |
| 0.841                                                     |           |                                                                                                                        | 33                  |
| Factor                                                    | Indicator | Item                                                                                                                   | Pearson Coefficient |
| Economic Projection (PE)<br>Alfa of Cronbach: 0.701       | PE1       | A company with good economic performance is a priority for me to apply for a job there.                                | 0.283               |
|                                                           | PE2       | Every extra effort at work must be financially rewarded.                                                               | 0.349               |
|                                                           | PE3       | It is necessary for companies to ensure long-term financial stability for their workers.                               | 0.374               |
| Creativity and innovation (CI)<br>Alfa of Cronbach: 0.762 | CI1       | When I am presented with a problem in my work duties, I solve it in a creative and innovative way.                     | 0.363               |
|                                                           | CI2       | It is the duty of a company to foster a sense of creativity and innovation in its workers.                             | 0.326               |
|                                                           | CI3       | I consider a company that is at the forefront of innovation, compared to its competitors, more attractive to work for. | 0.351               |

|                                                              |      |                                                                                                                                   |       |
|--------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|-------|
| Available Technologies (TD)<br>Alfa of Cronbach: 0.741       | TD1  | A company must update its available technological equipment, as they are updated in the market.                                   | 0.329 |
|                                                              | TD2  | I use the technologies at my disposal to solve my work problems.                                                                  | 0.467 |
|                                                              | TD3  | Technology helps and facilitates the performance of tasks at my job.                                                              | 0.458 |
| Creating Shared Value (CVC)<br>Alfa of Cronbach: 0.713       | CVC1 | I am aware of the social and environmental impact that the company where I work, or where I want to work, has on its environment. | 0.401 |
|                                                              | CVC2 | A company must work together with society to find solutions to common problems.                                                   | 0.392 |
|                                                              | CVC3 | It is important that the company in which I work has alliances with other companies.                                              | 0.383 |
| Organizational Culture (CO)<br>Alfa of Cronbach: 0.702       | CO1  | It is the duty of the company to promote fluid communication between its workers.                                                 | 0.241 |
|                                                              | CO2  | The work environment affects my performance.                                                                                      | 0.175 |
| Diversity and inclusion (DI)<br>Alfa of Cronbach: 0.728      | DI1  | A company with a diverse human resource better understands society's problems.                                                    | 0.510 |
|                                                              | DI2  | Diversity (racial, sexual, ethnic, etc.) and inclusion must always be present in my work team.                                    | 0.501 |
|                                                              | DI3  | Feeling included by my work team and organization influences my work performance.                                                 | 0.274 |
| Personal-Work Life Balance (EV)<br>Alfa of Cronbach: 0.798   | EV1  | Having enough time for my personal matters positively affects my work performance.                                                | 0.410 |
|                                                              | EV2  | I believe that a company should be flexible with its workers when they have personal problems.                                    | 0.321 |
|                                                              | EV3  | I believe that a company should not force its workers to give up their free time for extra work.                                  | 0.189 |
| Corporate reputation (RC)<br>Alfa of Cronbach: 0.756         | RC1  | I always consider the opinion that society has about a company before deciding to work for it.                                    | 0.305 |
|                                                              | RC2  | I would consider resigning from the company I work for when its reputation is negatively affected.                                | 0.212 |
|                                                              | RC3  | Companies should adjust their values to what society demands and expects of them.                                                 | 0.284 |
| Job Assessment and Feedback (VRL)<br>Alfa of Cronbach: 0.743 | VRL1 | It is essential that the company recognizes my work performance.                                                                  | 0.433 |
|                                                              | VRL2 | I need constant feedback about my work to improve my performance.                                                                 | 0.282 |
| Teamwork (TE)<br>Alfa of Cronbach: 0.728                     | TE1  | It is the duty of a company to encourage teamwork to achieve objectives.                                                          | 0.531 |
|                                                              | TE2  | Teamwork helps improve my work performance.                                                                                       | 0.519 |
| Work Autonomy (AL)<br>Alfa of Cronbach: 0.769                | AL1  | A company must promote the autonomy of its workers when making decisions.                                                         | 0.551 |
|                                                              | AL2  | I make decisions in my work without consulting the nearest boss.                                                                  | 0.259 |
|                                                              | AL3  | Having job autonomy helps me do my job more efficiently and effectively.                                                          | 0.562 |
| Job Development and Growth (DCL)<br>Alfa of Cronbach: 0.784  | DCL1 | Before looking for a job, I find out if I have the opportunity to develop professionally in it.                                   | 0.221 |
|                                                              | DCL2 | A company has the responsibility of encouraging the development and professional growth of its workers.                           | 0.483 |
|                                                              | DCL3 | Job development and growth is one of my priorities in life.                                                                       | 0.185 |

*Source: Own elaboration*

Pearson correlation coefficients can range between values of +1 to -1, within which values less than 0.30 should be discarded or reformulated (Cohen & Manion, 1990). The purification of the items is intended to increase the reliability coefficient of the instrument. While Cronbach's Alpha needs a minimum value of 0.7 to be acceptable (Moreira & Lang Da Silveira, 1993). Given this, it can be seen that the evaluation instrument meets reliability by presenting a value of  $0.841 > 0.7$ . On the other hand, under the criterion postulated by Cohen & Manion (1990), the indicators PE1, CO1, CO2, DI3, EV3, RC2, RC3, VRL2, AL2, DCL1 and DCL3 present a Pearson coefficient below what is necessary. However, it was decided to leave them due to their importance for the instrument and the little impact on Cronbach's Alpha of their respective factor.

## 4 Results and discussion

### 4.1 Univariate analysis

Simple descriptive data such as the mean and standard deviation per construct were obtained to better identify the general behavior of the sample, as shown in Table 3.

Table 3. Mean and Standard Deviation

| Variable                    | Mean  | Standard Deviation |
|-----------------------------|-------|--------------------|
| Control Variables           |       |                    |
| Sex                         | 0.508 | 0.501              |
| Year of birth               | 2.077 | 0.811              |
| Commune                     | 1.695 | 0.726              |
| Has children                | 0.443 | 0.498              |
| Lives with parents          | 0.434 | 0.496              |
| Constructs                  |       |                    |
| Economic Projection         | 4.193 | 0.560              |
| Creativity and Innovation   | 3.590 | 0.872              |
| Available Technologies      | 4.019 | 0.701              |
| Creating Shared Value       | 3.618 | 0.764              |
| Organizational culture      | 4.271 | 0.629              |
| Diversity and Inclusion     | 3.857 | 0.886              |
| Personal-Work Life Balance  | 4.068 | 0.830              |
| Corporate reputation        | 3.255 | 0.698              |
| Job Assessment and Feedback | 4.082 | 0.666              |
| Teamwork                    | 3.978 | 0.726              |
| Work Autonomy               | 3.267 | 0.737              |
| Job Development and Growth  | 3.551 | 0.908              |

Source: Own elaboration

### 4.2 Bivariate analysis

In the case of variance analyses, the null hypothesis is contrasted, that the means of the populations are equal, against the alternative or alternative hypothesis, that at least one of the populations differs from the others in terms of its expected value. The literature states that the null hypothesis is rejected when the calculated F indicator is greater than the tabular F indicator (Ruiz et al., 2010). Using the 0.05 significance level, for  $n_1 = \{1, 2, 1, 1, 2\}$  (according to the groups studied) and  $n_2 = \{324, 323, 324, 324, 325\}$  (according to the groups studied) degrees of freedom, the tabular F values are: ANOVA by sex, has children and lives with parents: tabular  $F = 3.87032$ ; ANOVA by commune and year of birth: tabular  $F = 3.02369$ . Table 4 presents the results of the ANOVA tests, taking Diversity and Inclusion as the dependent variable, and the control variables as independent.

Table 4. Incidence of the control variables in Diversity and Inclusion

|         | $R^2$ | F     | Sign. |
|---------|-------|-------|-------|
| Sex     | 0.000 | 0.072 | 0.789 |
| Commune | 0.013 | 4.142 | 0.043 |

|                    |       |         |       |
|--------------------|-------|---------|-------|
| Has children       | 0.041 | 13.705  | 0.000 |
| Lives with parents | 0.014 | 4.539   | 0.034 |
| Year of birth      | 0.307 | 142.940 | 0.000 |

Source: Own elaboration

When contrasting the calculated F with the respective tabular F, it is possible to note that in all cases, the calculated F presents a value greater than its respective tabular F, the only exception being the control variable sex, indicating that in the control variables remaining, the null hypothesis that the population means are statistically equal is rejected. On the other hand, the control variable sex is the only one that does not present a significance, showing a value of 0.789, well above the 5% significance allowed, so it can be established that the sex of the millennial does not present an impact. significant on the Diversity and Inclusion variable. Regarding the rest, all present statistical significance, but only the control variable Year of birth significantly explains the behavior of Diversity and Inclusion, explaining 30.7% of its variation. This may be directly linked to the fact that the cut-off year of generational groups is always ambiguous, and in every generation, the former retain some traits of the previous generation, while the latter present some traits of the following generation.

Then, eleven ANOVA tests were carried out to determine the incidence of the Diversity and Inclusion variable on the other eleven variables consulted in the evaluation instrument. Once again, what is indicated by Ruiz et al. is taken into account. (2010), where the calculated F must be greater than the tabulated F (2.39978 in this case,  $n_1=4$  and  $n_2=321$ ) to reject the hypothesis that the means of both populations are statistically equal. Table 5 shows the values of the ANOVA test.

Table 5. Incidence of Diversity and Inclusion in each of the variables.

| Variable                    | R <sup>2</sup> | F       | Sign. |
|-----------------------------|----------------|---------|-------|
| Economic Projection         | 0.026          | 8.478   | 0.004 |
| Creativity de Innovation    | 0.406          | 220.833 | 0.000 |
| Available Technologies      | 0.302          | 139.688 | 0.000 |
| Creating Shared Value       | 0.341          | 167.255 | 0.000 |
| Organizational culture      | 0.163          | 62.918  | 0.000 |
| Personal-Work Life Balance  | 0.310          | 145.382 | 0.000 |
| Corporate Reputation        | 0.228          | 95.173  | 0.000 |
| Job Assessment and Feedback | 0.076          | 26.689  | 0.000 |
| Teamwork                    | 0.205          | 83.254  | 0.000 |
| Work Autonomy               | 0.249          | 107.314 | 0.000 |
| Job Development and Growth  | 0.313          | 146.909 | 0.000 |

Source: Own elaboration

With statistical significance, it is possible to ensure that the mean of Diversity and Inclusion is statistically different from each of the means of the other variables, since all the ANOVA tests present calculated F higher than the tabular F, in addition to presenting significance in all the relationships. investigated, so it can be stated that Diversity and Inclusion affects each of the variables. However, it does not explain their behavior in a relevant way in all of them, for example, it explains very little of the variation in Economic Projection and Job Assessment and Feedback, with 2.6% and 7.6% respectively. On the other hand, Creativity and Innovation is explained in

40.6% by Diversity and Inclusion, followed by Creating Shared Value (34.1%), Job Development and Growth (31.3%), Personal-Work Life Balance (31%) and Available Technologies (30.2%).

In this way, by having a high incidence on the variables mentioned in the previous paragraph, the importance of the Diversity and Inclusion variable in the behavior of the Millennial generation in the labor market in the region of Coquimbo, Chile is evident. This aligns with those expressed by Santiago (2019), Arredondo et al. (2017), Kim (2018) and/or Au-Yong-Oliveira et al. (2018), who link these variables to the behavior of Millennial workers and describe them as part of their characteristics. Therefore, since Diversity and Inclusion is directly linked to them, it is necessary that the management positions of the companies, or their leadership positions, create strategies to attract and maintain the members of this cohort in their ranks, since, after All in all, Millennials will be the world's largest future workforce.

## 5 Conclusions

According to the results of this study and its discussion, the following conclusions could be drawn: 1) there is no relevant impact on the Millennial's sex on the aspects of Diversity and Inclusion, 2) only the year of birth has a relevant impact on the behavior of Diversity and Inclusion of Millennials, 3) Diversity and Inclusion has a 40.6% impact on the behavior of Creativity and Innovation, and 4) Diversity and Inclusion is an important variable in the behavior of the Millennial generation in the labor market.

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