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Retention and Turnover of Millennials in the Workplace:

A Qualitative and Phenomenological Methodology

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Retention and Turnover of Millennials in the Workplace:

A Qualitative and Phenomenological Methodology

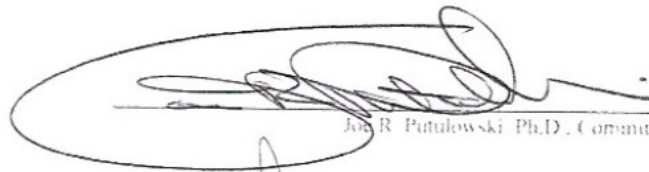
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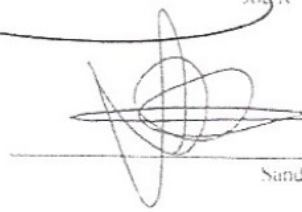
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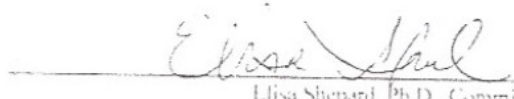
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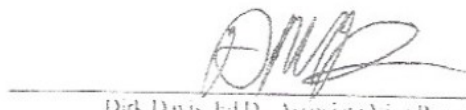
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ABSTRACT

The purpose of this study was to conduct qualitative phenomenological research (a) considering the impact of a good jobs strategy (GJS) on retention intentions of millennial employees while (b) seeking to understand any significant motivation and hygiene factors influencing millennial retention and turnover, and (c) understanding any significant change management efforts required for implementation of a GJS. This study was based on Herzberg's (1964) motivation-hygiene theory with specific application for the millennial generation. Using a phenomenological approach, semistructured interviews were conducted using 13 random millennial participants who volunteered and responded to a flyer posted on a bulletin board in Starbucks and posted on the principle investigator's LinkedIn social media page. The interviews were digitally recorded, transcribed, and analyzed for the purposes of this study. Three themes emerged from the data including individual factors, organizational factors, and environmental factors. Ten subthemes also emerged from the data, which included recognition and praise, pay, feedback, career opportunities, time off, flexibility, management, culture, job elements, and team. The overall findings in this study, related to the factors that serve as motivation and hygiene factors for the millennial generation, closely align to Herzberg's two-factor theory. As the number of millennial generation workers continues to grow in the workplace over the next few years, this study may assist organizations and managers in understanding the motivation and hygiene (de-motivation) factors of the millennial generation in an effort to reduce millennial turnover and increase millennial retention.

Keywords: retention, turnover, millennial generation, good jobs strategy (GJS), organizational adaptation, motivation-hygiene theory

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CHAPTER 1: INTRODUCTION

Much of the U.S. workforce is made up of four generations: Baby Boomers (1946-1964); Generation X (1965-1979); Generation Y or millennials (1980-2000); and Generation Z (born after 1995; Aruna & Anitha, 2015; Miller, 2018). According to the Pew Research Center, the millennial generation currently makes up approximately 35% of the U.S. labor force (Fry, 2018). Retaining the millennial generation within an organization's workforce is becoming critical as the millennial generation continues to grow in number with 50% of the workforce expected to be millennials by 2020 (Barbuto & Gottfredson, 2016) and 75% of the workforce projected to consist of millennials by 2025 (Culiberg & Mihelic, 2016; Johnson, 2015). The millennial generation is perceived to be very comfortable with more frequent job and career change and is unlike previous generations with respect to job retention as job security is not considered as an important factor for careers (Becton, Walker, & Jones-Farmer, 2014). This is contrary to traditional thinking of Baby Boomers and Generation X. A millennial views a job as a "means to an end" (Kloss, 2018, p. 21), and more frequent job changes (job floating) is expected behavior for millennials (Raina & Chauhan, 2016). Raina and Chauhan (2016) further suggested that for millennials, frequent job changes lead to greater job fulfillment by helping to achieve personal and financial goals. Therefore, understanding millennial retention and reducing millennial job turnover is important and critical for organizations.

Background

Organizations have long been working to address retention and turnover challenges of employees (Eilbirt, 1964; March & Simon, 1958; "Turnover Problem," 1960). Additionally, the true cost of employee turnover to an organization has not been

effectively articulated throughout organizations, and the organizational impact has been grossly underestimated by managers (Secretan, 2001). According to March and Simon (1958), the first turnover model was introduced and had the rational decision-making process of administrative theory as its foundation. The theory likened turnover and retention to equilibrium of an organization and suggested that when the employee-employer relationship became out of balance, turnover resulted. For example, changes in expectations of organizations around the job that should be performed by an employee or changes in perceptions by an employee about pay being received and the ability to meet financial obligations can create job dissatisfaction and intentions to leave an organization (March & Simon, 1958). Managers and organizations have long explored resolutions to employee retention and sought to identify a blueprint to reduce turnover (“Turnover Problem, “1960). Additionally, researchers and organizations continue to evaluate Herzberg’s (1964) motivation-hygiene theory (two-factor theory) for a possible explanation on motivators and de-motivators among employees (Herzberg, 1964, 1974; Hur, 2018). As a result of scientific analysis, Eilbirt (1964) demonstrated that 90% of firms that utilized psychological and aptitude testing experienced better employee retention, specifically because of a reduction in employee turnover, and organizations remain focused on using cognitive ability and personality testing to identify top talent with an appropriate job fit (Visser & Schaap, 2017).

Employee turnover has a negative impact on multiple areas of an organization’s operating structure (Massingham, 2018). A direct effect on profitability, productivity, and operating costs can be observed in the financial measures (revenue, expense, and operating margin) of an organization when employee turnover occurs (Allen, Bryant, &

Vardaman, 2010; T.-Y. Park & Shaw, 2013; Udechukwu, 2009; Vitale, 2018).

Additionally, adverse effects on employees, managers, and customers are also observed when turnover occurs (Onnis, 2019; Ton, 2014a; Wang & Ma, 2013). With 75% of the workforce expected to consist of millennials by 2025, a focus on millennial retention is important for organizations to remain profitable and minimize additional operating expenses. But, because of millennial specific characteristics, retention of the generation will be a challenge for organizations if management practices are not appropriately adjusted to the millennial expectations (Derville Gallicano, 2015; Kadakia, 2017; Kuhl, 2016; Lawson, 2018).

Today, organizations are placing an increased emphasis on reducing employee turnover (Cowan & Goldhaber, 2018; Nelson-Brantley, Park, & Bergquist-Beringer, 2018). There are many evidence-based strategies that have contributed to the current human resource approaches used across organizations for retention. For example, Allen and Bryant (2012) suggested several strategies that are important for retention including attracting the right talent, hiring the right people, enhancing onboarding processes, developing human capital, adjusting pay, and adapting managerial behaviors. Also, increasing organizational focus on the steady performance of B-players rather than a singular focus on star performing A-player approaches (DeLong & Vijayaraghavan, 2003) and strengthening employee engagement efforts through talent development of leaders with succession planning (Cohn, Khurana, & Reeves, 2005) are other suggestions for employee retention. Additionally, previous studies on retention have shown the importance of employee perceptions and attitudes about perceived job fit, equity, justice, and support along with organizational commitment and overall job satisfaction (Grotto,

Hyland, Caputo, & Semedo, 2017). One of the first models presented in research regarding employee retention involved *job embeddedness* [emphasis added], which involves links, fit, and sacrifice both on and off the job for employees (Mitchell, Holtom, Lee, & Erez, 2001).

In 2014, Zeynep Ton presented and discussed the importance of companies making investments in employees to boost profits and lower overall costs through the good jobs strategy (Ton, 2014a). Good jobs strategy (GJS) is a framework advocating for organizations to create better jobs that lead to a better society (Ton, 2017). Ton further indicated that when employees are knowledgeable and empowered, they produce a higher quality of work, and organizations realize higher levels of performance. Additionally, organizations that have applied the GJS were found more flexible to respond and adapt to change and retain a loyal customer base (Ton, 2014a). Although several of the organizations mentioned in the study (e.g., QuikTrip, Costco, Trader Joe's, and Mercadona) had lower organizational turnover percentages, turnover was not the specific focus of Ton's study as Ton's model was applied across all service organizations without analyzing impact or application to a specific workforce generation, such as millennials. Ton's (2014a) GJS is one approach that some organizations are executing to positively influence employee retention and reduce job turnover. Through such strategy, Ton (2014a) suggested that organizations (a) offer less to improve operational efficiency and improve labor productivity, (b) standardize routine tasks to reduce ambiguity and chaos and empower employees to make appropriate decisions with nonroutine tasks, (c) use cross-training to provide flexibility and make jobs meaningful, and (d) operate with slack

to allow time for continuous improvement and to prevent understaffing that causes operational problems.

The GJS model advocated by Ton (2014a) is proven in such organizations as QuikTrip, Costco, Mercadona, and Trader Joe's with its four key operational elements of offer less, standardize and empower, cross-train, and operate with slack. Additionally, the GJS model is positively impacting the human resource assets of these organizations. The Mercadona employees feel valued because of the investment the company is making in them by providing the appropriate resources and training (one third of an employee's annual salary is spent on the employee in the first 4 weeks on the job), the Trader Joe's and QuikTrip employees sense appreciation because of the better pay and benefits they receive compared to similar organizations, and the Costco employees demonstrate satisfaction through their tenure and loyalty to the organization (Ton, 2014a). Through financial performance, these same organizations that have adopted the GJS model have demonstrated the model brings value to employees, customers, and investors simultaneously.

Ton's (2014a) research identified that some organizations are finding success with employee retention through application of the GJS. However, in 2010, Guha found that millennial employees were influenced by different motivation and hygiene factors than originally introduced by Herzberg (1964; e.g., achievement, recognition, type of work, responsibility, professional growth, advancement, company policies and administrative practices, supervision, working relationships, working conditions, status, and salary). Further study was suggested by Guha (2010) to identify the specific factors that influence millennials. As a result, additional exploration is needed that connects the research of

Herzberg, Guha, and Ton to better understand the factors that influence millennial retention and turnover. Turnover ultimately impacts organizations and society from multiple perspectives including profitability, cost, managers, employees, and customers (Boss, 2018; Massingham, 2018; Onnis, 2019; Vitale, 2018; Zhang, Zhang, Luo, Wang, & Niu, 2019).

Statement of the Research Problem

The problem to be addressed is millennial retention and turnover with the exploration of motivation and hygiene factors of the millennial generation and the impact of a GJS on retention intentions and change management. At an estimated cost of \$160 billion annually, job turnover is creating a financial drain on organizations across the United States (Boss, 2018). With 75% of the workforce expected to consist of millennials by 2025 (Barbuto & Gottfredson, 2016; Culiberg & Mihelic, 2016; Johnson, 2015), organizations will be progressively more impacted through increased costs (C. Davis, 2018; Massingham, 2018; Vitale, 2018), reduced profitability (T.-Y. Park & Shaw, 2013; Udechukwu, 2009; Vitale, 2018), low employee morale (Ton, 2014a; Wang & Ma, 2013), increased managerial involvement (Aruna & Anitha, 2015; Frere Enterprises, 2018; Johansen & Hawes, 2016; Jung & Lee, 2015; Stefanovska-Petkovska, Bojadziev, & Mucunski, 2015), and reduced customer satisfaction (T.-Y. Park & Shaw, 2013; Ton, 2014a; Wang & Ma, 2013) if millennial retention is not appropriately embraced.

Purpose Statement

The purpose of this study was to conduct qualitative phenomenological research (a) considering the impact of a good jobs strategy (GJS) on retention intentions of

millennial employees while (b) seeking to understand any significant motivation and hygiene factors influencing millennial retention and turnover, and (c) understanding any significant change management efforts required for implementation of a GJS.

Research Questions

The goal of this qualitative research using a phenomenological approach was to examine retention and turnover of millennial employees when applying a GJS in random volunteers. The phenomenological study consisted of interviews with random volunteers to create an environment where time could be spent interacting with the targeted participant group (millennials) and learning about their behaviors while relating to their intentions. A qualitative method studies psychological elements (e.g., subjective opinions, attitudes, beliefs, or environmental experiences) that cannot be measured using statistics (Percy, Kostere, & Kostere, 2015). As a result, the research questions were designed to align with the purpose statement and to allow for collection of detailed and contextual retention and turnover experiences of millennials and organizational observations of managers. The following research questions formed the foundation of this study.

1. What factors, if any, serve as motivation and hygiene factors for the millennial generation?
2. What influence, if any, does the GJS have on the retention intentions of millennial employees?
3. What change management efforts, if any, are required by managers in organizations to implement the GJS?

These research questions were formulated to enlarge on previously conducted research by Herzberg (1964, 1974) on motivation and hygiene factors prior to the millennial generation and Ton (2014a) on GJS in a generational agnostic approach within the service industry. Through an extension of Herzberg's two-factor theory (Herzberg, 1964, 1974; Hur, 2018), triangulation occurred with the phenomenological qualitative research and literature study to establish a framework for understanding millennial retention and turnover.

Significance of the Problem

There is a gap in the literature regarding the GJS and application for the millennial generation in organizations. Previous studies on GJS were applied to organizations in the service industry. Additionally, there is a gap in the literature following Guha's (2010) advocacy that the motivators and de-motivators (hygiene factors) of the millennial generation may be slightly different than Herzberg originally identified for retention and turnover. Through this research study, applying Herzberg's original two-factor theory to better understand millennial motivators and de-motivators along with seeking to understand how application of a GJS can impact organizations and influence retention decisions of millennial employees to remain in an organization were examined. GJS appears to be a promising solution for organizations to assist managers in overall turnover reduction and millennial retention. As a result, investigating whether or not this 21st-century strategy has the potential to adequately influence retention and turnover of millennials was considered.

Definitions

B-players. B-players are “capable, steady performers [who] are the best supporting actors of the business world” (DeLong & Vijayaraghavan, 2003, p. 97). This definition was chosen to bring forward clearness in the value of this employee group for the study.

Corporate social responsibility (CSR). CSR denotes “context specific organi[z]ational actions and policies that take into account stakeholders’ expectation and the triple bottom line of the economic, social, and environmental performance” (Aquinis & Glavas, 2012, p. 933). This quotation was extracted to highlight the specific purpose of CSR by organizations.

Employee engagement. Employee engagement consists of “positive, active, work-related psychological state operationalized by the maintenance, intensity, and direction of cognitive, emotional, and behavioral energy” (Shuck, Osam, Zigarmi, & Nimon, 2017, p. 269). This definition was found in the literature and resonated with the researcher for this study.

Generation. “Although there is no absolute beginning or end to generational groups, they typically span 15 to 20 years” (Sherman, 2006, p. 1). This definition was applied across the millennial group for this research.

Good jobs strategy (GJS). A GJS is “one that gives front line employees a living wage, adequate training, predictable schedules, and career opportunities; one in which everyone in the company works to help those employees be highly productive and deliver great products and outstanding service” (Ton, 2017, p. 2). This definition was selected because of the construct and framework that is of interest.

Hygiene factors. Hygiene factors are associated with a “feeling of dissatisfaction . . . related to working conditions and environments such as salary, benefits, interpersonal relationships, and company policies” (Hur, 2018, p. 331). This definition is applicable to understanding the factors that impact and influence retention and turnover of millennial employees.

Involuntary turnover. Involuntary turnover occurs when “the organization makes the decision that the individual has to leave” (Allen & Bryant, 2012, p. 4). This definition is practical for the application of distinction in types of turnover.

Millennial. The term millennial describes an individual born between 1980 and 2000 (Aruna & Anitha, 2015). There is some slight variation in the research for the birth years associated with millennials. However, this definition helps to provide a 20-year bracket of time for simplicity purposes when conducting the research and analysis.

Motivation-hygiene theory. According to Herzberg (1964), motivation-hygiene theory indicates,

Job satisfaction and job dissatisfaction represent two separate and distinct experiences, and not just the opposites of the same feeling. What determines job dissatisfaction are those aspects of work which essentially describe the environment or surroundings within which one performs his work tasks . . . conversely, the elements of work which contribute to job satisfaction are those which essentially describe the relationship of the worker to what he does, his task, or job content as opposed to job context. (p. 369)

Motivation-hygiene theory is also known as two-factor theory of motivation. This theory was selected because of strong alignment with retention and turnover of employees.

Retention. Retention is “a systematic effort to create and foster an environment that encourages employees to remain employed by having policies and practices in place that address their diverse needs” (Das & Baruah, 2013, p. 8). This definition resonates with the researcher because of the methodical effort applied by organizations and managers to maintain and keep talent in the organization in an effort to be profitable and successful.

Two-factor theory of motivation. Two-factor theory of motivation involves “a set of factors that are related to the feeling of satisfaction [and] are called motivators. Additionally, a set of factors, called hygiene factors are related to the feeling of dissatisfaction” (Hur, 2018, p. 331). Two-factor theory of motivation is also known as motivation-hygiene theory. This theory was selected because of strong alignment with retention and turnover of employees.

Voluntary turnover. Voluntary turnover includes “turnover [that is] initiated by the employee” (Allen et al., 2010, p. 50). This specific definition and scope was selected because of the researcher’s personal belief and perception that not all turnover is controllable. Therefore, the researcher focused on the elements of turnover only initiated and determined by the employee.

Organization of the Study

Chapter 2 presents a review of the literature. Chapter 3 presents the methodology used for the present study. Chapter 4 discusses the research, data collection, and findings. Chapter 5 contains findings, conclusions, and recommendations. Additionally, important supporting documentation is included in the appendices.

CHAPTER 2: REVIEW OF THE LITERATURE

It is common for today's organizational leaders to be managing four distinct generations, with the millennial generation being the fastest growing and soon to be the most populous in the workforce. The millennial generation brings creativity (Kadakia, 2017), innovation (Collins, 2018), charisma (M. Smith, 2018), and challenge (Aruna & Anitha, 2015) to the 21st-century workplace. However, one of the most critical elements brought into the workforce by the millennial generation is the technical savvyness (Arun1a & Anitha, 2015; Merisalo, 2018). To survive long term, organizations must hire the best and brightest people to rapidly share global ideas and apply innovation with new business models (Chesbrough, 2006). At present, organizations are dealing with the retention and turnover of millennials in an apathetic and nonstrategic manner (Johansen, 2013; Kuhl, 2016). Millennial retention needs more focused attention as the old ways of retaining employees no longer works (Putre, 2016). Having a basic understanding of the millennial generation is one of the first steps in developing a retention strategy to help reduce or delay millennial turnover. An important second step is seeking to understand what is causing the millennial turnover. These two steps will form the basis of this literature review and will be the foundation and significance behind the need for identifying a retention strategy for the millennial generation.

Generational Overview of the Workplace

With four generations of employees present in the workplace, starting with a generational overview to gain an understanding of the specific generational identities is important. Additionally, this added understanding can help managers and organizational colleagues increase appreciation for both similarities and differences across the various

generations. Stutzer (2019) suggested that many of the workplace challenges associated with the current multigenerational workforce arise from differences in perspective involving work-life balance, loyalty, scheduling, work standards, and perceptions about work ethics. These differences are frequently manifested in various modes of communication and result in miscommunication or misunderstanding across generations (S. S. Christensen, Wilson, & Edelman, 2018; Stutzer, 2019). Additionally, generations can best be categorized by events rather than specific dates (Miller, 2018). However, in a quantitative research study by Jobe (2014), the generational difference in work ethic among generations was found to have more similarities than differences. The dimension with the most significant differences included leisure, hard work and delay of gratification (Jobe, 2014). The following sections will provide further detail into generational characteristics of Baby Boomers, Generation X, Generation Y, and Generation Z.

Baby Boomers (1946-1964)

Baby Boomers currently make up approximately 29% of the current workforce and were shaped by key noteworthy events in history such as the Vietnam War, Woodstock, the Watergate scandal, assassinations of President Kennedy and Martin Luther King, as well as the civil rights movement (Duchscher & Cowin, 2004; Stutzer, 2019). The generation has profoundly impacted and influenced society, is densely populated and is the product of persistent high birth rates between 1945 and 1960 (Becton et al., 2014). The Baby Boomers grew up in a time of economic growth with strong nuclear families where moms stayed at home and dads went to work (Duchscher &

Cowin, 2004; Leiter, Jackson, & Shaughnessy, 2009; B. Wilson, Squires, Widger, Cranley, & Tourangeau, 2008).

Additionally, boomers stress the importance of stability and job security; have higher job satisfaction than Generations X and Y and higher satisfaction with job schedules, pay, and benefits than Generations X and Y (Smola & Sutton, 2002; B. Wilson et al., 2008). Also, this generation has workaholic tendencies as demonstrated through their fear of taking off work that may impact a climb up the corporate ladder or the 50-hour work week that is a defining characteristic (Kloss, 2018; Stutzer, 2019). The generation defines work ethic as “putting in long hours at the office and sacrificing personal interests until the job is complete” (Johnson, 2015, p. 4). Jobe (2014) indicated that Baby Boomers believe that time at work should not be wasted; thus the generation has a strong belief in centrality of work such that work is performed to complete the work. Lavoie-Tremblay et al. (2010) also suggested that the generation is hardworking, service oriented and is always willing to go above and beyond, to include pleasure in working overtime. Also, Baby Boomers are strong willed; committed; motivated and driven; observed to stay with one organization or position for a career before ultimately retiring; enjoy recognition; are team players; lack conformity to old rules; and are driven by competition and material rewards (Duchscher & Cowin, 2004; Kloss, 2018; Lavoie-Tremblay et al., 2010; Leiter et al., 2009; Rogowski, 2017; Stutzer, 2019).

On the contrary, Baby Boomers are sensitive to feedback, judgmental of those who have differing view points and have distinct lines between work and leisure time (Johnson, 2015; Lavoie-Tremblay et al., 2010). In fact, Jobe (2014) specifically identified that leisure activities are not very important to this generation. Additionally,

despite being the generation to whom others in the workforce will be looking to for mentoring, Baby Boomers will be less likely to support or condone the behaviors and ambitions of newer generations (Duchscher & Cowin, 2004).

Generation X (1965-1979)

Generation X currently makes up approximately 34% of the workforce and this generation perceives work as a difficult challenge, merely a contract and just a job (Kloss, 2018; Stutzer, 2019). This generation does not believe as strongly in work for the sake of completing work as the Baby Boomer, but wasting time is also not supported (Jobe, 2014). Additionally, the line between work and leisure is less distinct with Generation X. With an interest and importance in leisure time, this generation championed the concept of a home office with flexible work hours and this generation equates a work life balance with a job supports the ability to live (Jobe, 2014; Johnson, 2015). Furthermore, while valuing hard work, this generation is interested in independence in their daily work and an opportunity to learn new things (Jobe, 2014; Lavoie-Tremblay et al., 2010).

Generation X believes in high ethics and morality (Jobe, 2014). This is partly created through various key events that have helped to shape this generation which include: AIDS epidemic, *Roe v. Wade*, Challenger explosion, fall of the Berlin wall, and a two-career household (Duchscher & Cowin, 2004; Stutzer, 2019). Motivators for this generation include recognition and praise; individual time with managers; high stimulation; and promotions (Duchscher & Cowin, 2004; Lavoie-Tremblay et al., 2010). However, Stutzer (2019) suggested that Generation X perceives promotions, career growth, and leadership opportunities are impeded by Baby Boomers.

Generation Y and Millennials (1980-2000)

Generation Y, also known as the millennial generation, currently consists of approximately 34% of the workforce and this generation is strongly shaped by defining events such as the Columbine High School shooting massacre, the September 11 twin tower terrorism in New York City, older moms, and fragmented families (Duchscher & Cowin, 2004; Stutzer, 2019). This generation also does not want to waste time at work (Jobe, 2014). Additionally, millennials are most similar to their Baby Boomer parents (Miller, 2018). In 2016, the millennial generation became the largest generation in the labor force and expanded in 2017 to include more than 56 million millennials working or looking for work (Fry, 2018). The U.S. Census Bureau estimates there are now more than 83 million millennials in the United States (Merisalo, 2018).

Millennials have the strongest belief in the virtues of hard work when compared to Baby Boomers and Generation X as this generation has a strong belief in working for the sake of work (Jobe, 2014). Also, this generation sees work as a means to an end which brings ultimate fulfillment (Kloss, 2018). However, for this generation, the rise of technology has totally eliminated any distinction between work and free time through an expectation around flexible work schedules (Johnson, 2015; Kloss, 2018).

Generation Z (Born After 1995)

Generation Z is cautious and skeptical, having grown up in an environment where war on terror has been commonplace (Alsop, 2015; Chicca & Shellenbarger, 2018; Miller, 2018). Generation Z makes up 1% of the workforce and has never known a time without computers, cell phones, the Internet, smartphones, Facebook, Snapchat, or Twitter (Dhopade, 2016; Goh & Lee, 2018; Stutzer, 2019). This generation is technology

driven with cellphones and electronic devices used as a means of entertainment, and texting or e-mailing used as the primary communication mechanism, only when face-to-face communication is not available (Igel & Urguhart, 2012; Miller, 2018; Priporas, Stylos, & Fotiadis, 2017; Stutzer, 2019). While highly influenced by the technology of smart phones, Internet, texting, and social media, Generation Z's technology talent and skill can be a great help to an organization if the generation is welcomed and embraced (Chicca & Shellenbarger, 2018; S. S. Christensen et al., 2018; Dhopade, 2016). But keep in mind, Gen Z does expect organizations to have adopted new technology and devices with associated electronic processes that provide fast and easy ways of working to allow for an opportunity to focus on innovating (Dhopade, 2016; Priporas et al., 2017).

In the workplace, Gen Z desires flexibility with regard to both work habit and work hours (Dhopade, 2016). Finding a job that offers financial stability over enjoyment is paramount, partly due to the entrepreneurial spirit of Gen Z, but more so because the workplace engagement is not as important to this generation as previous generations and also because Generation Z views work primarily as a way to make a living versus a source of meaning and purpose (Miller, 2018). Additionally, this generation is observed to be smarter, more self-directed, and able to process information more quickly than previous generations (Alsop, 2015; Igel & Urguhart, 2012). Also, Gen Z craves human interaction, structure, goals, challenges, and places emphasis on compensation, benefits, financial stability, and climbing the corporate ladder (Goh & Lee, 2018; Miller, 2018). Furthermore, a work environment that is filled with learning opportunities that are individualized and engaging, visually stimulating, and technology driven will be required to attract Generation Z (Chicca & Shellenbarger, 2018). Following a desire to leverage

convenience and immediate access to information, Chicca and Shellenbarger (2018) pointed out that Gen Z heavily uses online media and technology such as YouTube for their learning, while adopting a do-it-yourself (DIY) type of mindset. With this affinity toward technology and desire to process information faster and faster does come an increased risk for isolation, lack of confidence, mental health concerns and issues with effectively concentrating (Alsop, 2015; Chicca & Shellenbarger, 2018).

However, Generation Z is one of the most competitive generations and the generation does not enjoy collaborative team environments, making members of this generation not team players (Alsop, 2015; Goh & Lee, 2018; Igel & Urguhart, 2012; Miller, 2018). Even though Generation Z is highly social, the generation prefers independent work arrangements that avoid creating a fear of teams (Chicca & Shellenbarger, 2018; Igel & Urguhart, 2012; Miller, 2018). The fear of a team environment is possibly created because of extended technology usage and its effects on attention span, social skills and relational skills (Chicca & Shellenbarger, 2018).

Characteristics of Millennials in the Workplace

Communication

The millennials rely heavily on social media and texting for communication with family and their social network of friends (M. Smith, 2018). This reliance on social media gives the impression that millennials lack face-to-face social skills and the ability to effectively communicate. However, the millennial generation is very self-confident in thought and their interaction with others. M. Smith (2018) indicated that millennials are “confident, they speak up, and they maintain a savvy presence that cannot be ignored” (p. 23). Also, this generation asks challenging questions with a demand for honest responses

and answers to include meaningful social interaction (Aruna & Anitha, 2015).

Additionally, Delbosc and Mokhtarian (2018) studied links between virtual interactions and face-to-face communications. The study identified, through multiple regression and structural equation modelling, that more frequent virtual interactions with individuals were actually associated with an increase in the frequency of face-to-face interactions, not less, for the millennials (Delbosc & Mokhtarian, 2018).

Education

Education (Kadakia, 2017; Milligan, 2018) and learning (Aruna & Anitha, 2015; M. Smith, 2018) are very important to the millennial generation. Visual learning is typical for individuals born into this generation (Pinzaru et al., 2016) with an embrace for web-based training (Aruna & Anitha, 2015). When looking across all generations in the workforce, the millennials are considered and identified as the most educated generation to date (Kadakia, 2017; M. Smith, 2018). This same information was confirmed and validated in a 2010 Pew report which projected that millennials would be the most educated American generation (DeVaney, 2015).

Diversity

In addition to being the most educated generation, the millennial generation is also the most diverse generation (Becton et al., 2014; DeVaney, 2015; Johnson, 2015; Kadakia, 2017; Milligan, 2018). Moreover, being racially accepting (Johnson, 2015) and embracing diversity (Murray, 2015) are key characteristics of this generation. Also, millennials are more accepting of immigration than previous generations (Johnson, 2015). Besides, when millennials leave an organization, diversity gets diminished (Allen & Bryant, 2012; Allen et al., 2010). As millennials also demonstrate diversity of thought,

they often bring new ideas to the work place and can even challenge rules, policies, and procedures (Rosa & Hastings, 2016).

Societal Trends

The millennial generation is growing up in a time of societal change that is different from previous generations. Millennials are growing up in a knowledge and information age that is dynamically changing and in an environment that fuels aspirations, needs and behaviors (Pinzaru et al., 2016). Technology is going out of date and obsolete as quickly as it is becoming available for users (M. Smith, 2018). First, the makeup of the family and home environment has changed from previous generations. Forty-six percent of children in 2013 lived in homes with two parents in their first marriage, compared to 61% in 1980 and 73% in 1960 (Kadakia, 2017). Also, millennials tend to return home after college to live with their parents and also live longer with parents than previous generations (Blumenberg, Ralph, Smart, & Taylor, 2016). Second, the economy is very challenging for the millennials with the highest underemployment and unemployment experienced of any other generation (Blumenberg et al., 2016; Kadakia, 2017; Milliron, 2008). Third, technology has changed the work environment and the flow of global information. The type and pace of work is highly dependent on technology which has also modified the way workers communicate and interact, which is far different from any other generation with the broad usage of information and technology (Blumenberg et al., 2016; Bull, 2010; Kadakia, 2017; Milliron, 2008). Newspaper print has been transformed into immediate information available via the Internet (Bull, 2010). Fourth, businesses are transforming the methods and modes of marketing

communications to more effectively target and reach the tech savvy and constantly connected millennial generation (French & Morse, 2015).

Behaviors

There are several behaviors that have been identified and linked to the millennial generation. Aruna and Anitha (2015) found millennials are friendly, open-minded, intelligent, responsible, social minded, informed and civic minded, techno savvy and fast learners. Socially, the generation is observed to enjoy moving back in with parents after college, delay the purchase of a home, and marry later in life (DeVaney, 2015). Also, the generation is mature in handling money (Pinzaru et al., 2016) and the most entrepreneurial generation to date (Collins, 2018). Moreover, with their entrepreneurial spirit, millennials desire to make lots of money (Kadokia, 2017). Behaviorally, millennials like to multitask (DeVaney, 2015), are comfortable with change (Becton et al., 2014), impatient (DeVaney, 2015), have a sense of entitlement (Pinzaru et al., 2016), and possess high emotional fragility (Pinzaru et al., 2016). This is evidenced by a strong desire of millennials to have a tattoo and visually represent themselves by reclaiming their body (Strubel & Jones, 2017). When it comes to work, millennials have been found to work hard (Jobe, 2014) and see themselves as being very capable to perform a highly responsible job with high pay, without a need to work up the ladder (DeVaney, 2015). However, Culiberg and Mihelic (2016) shared that other generations view millennials as having a weak work ethic. But, millennials are also described as being loyal to a job, not an organization (Aruna & Anitha, 2015), distrustful of organizations (Becton et al., 2014), and found giving preference to family and friends over work (Aruna & Anitha, 2015; Becton et al., 2014). Also, the generation desires participation in the decision-

making process (Aruna & Anitha, 2015) and they want to view their boss as their friend (Barbuto & Gottfredson, 2016). Last, the millennials have many job choices and are frequently viewed as wanderers because of the difficulty in knowing which career path to take (Kuhl, 2016).

Work Experience

When looking at the work experience of millennials compared to other generations, these individuals are found to be more experienced upon entry into the workforce following college. Culiberg and Mihelic (2016) found that the millennial generation started working at an early age and continued working through college to help provide added work experience, above and beyond what has been observed with previous generations. Additionally, apprenticeships and paid internships are highly sought after. In an American Staffing Association (2018) workforce survey of 2000 adults, 54% of millennials indicated they were likely to consider an apprenticeship or internship.

Values

There are also several elements that have been identified as important and valued by the millennial generation. First, millennials give strict adherence to moral rules and are very conscious of making sound and ethical decisions (Culiberg & Mihelic, 2016). Second, benefits and perks are highly sought after in a job. A flexible schedule (Collins, 2018; Pinzaru et al., 2016; M. Smith, 2018) is one example. Also, a fitness club allowance, paid time off for participating in volunteer activities, and working remotely, are a few additional examples cited (M. Smith, 2018). Third, a great working environment is also very important and valued. Cowan and Joseph (2018) cited their survey supporting millennials want a good working environment. The next important

element for millennials in the working environment is amenities. A survey conducted in a new Toyota plant in Plano, Texas revealed that 81% of the millennial employees listed amenities as the top three most important benefits (Cowan & Joseph, 2018). In addition, the social aspects are very important in an environment to the generation (Aruna & Anitha, 2015) and free snacks and drinks in the breakroom would also be appealing to millennials (M. Smith, 2018). Last, having an open environment (Aruna & Anitha, 2015) with a fun atmosphere (Aruna & Anitha, 2015; M. Smith, 2018) is appealing and desired. The fourth key element valued is development (Aruna & Anitha, 2015; M. Smith, 2018). The millennials desire to work in teams versus working alone (DeVaney, 2015; Murray, 2015; M. Smith, 2018) and enjoy having the employer pay for training that ultimately leads to certification in a specified field (M. Smith, 2018). Additionally, receiving frequent feedback that is honest and constructive to assist in development is important (Douglas, Howell, Nelson, Pilkington, & Salinas, 2015; Kadakia, 2017; M. Smith, 2018). In an Ernst and Young survey, 85% of millennials indicated they want to have candid performance feedback from their boss that occurs very frequently (Barbuto & Gottfredson, 2016). Furthermore, being partnered with a mentor is alluring to potential millennial employees (Aruna & Anitha, 2015). The fifth item valued by millennials is living in a city. Milligan (2018) indicated that the millennial generation desires to work for companies in urban areas. States where the millennial population grew the fastest included North Dakota (20.6% increase from 2010-2015), Alaska (11.6%), Hawaii (10.8%), Colorado (10.7%), and Texas (9.1%; Milligan, 2018). The sixth item deemed important by the generation is leisure time (Becton et al., 2014; Lu & Gursoy, 2016) with a healthy work/life balance (Aruna & Anitha, 2015; DeVaney, 2015; Johnson, 2015; Lu

& Gursoy, 2016; Murray, 2015). Personal time is highly valued and cherished by millennials (Brown, Thomas, & Bosselman, 2015). The generation also desires flexibility, which further supports the value they place on personal time and a healthy work-life balance (Merisalo, 2018). Furthermore, exercise and working out regularly is deemed important (Kadakia, 2017). Seventh, the millennials desire immediate recognition and reward, to include high salaries (Aruna & Anitha, 2015). Last, making a difference in the workplace and society (Johnson, 2015) through volunteering and helping to care for society (Aruna & Anitha, 2015; DeVaney, 2015) is also cherished.

Motivation

Money alone does not motivate employees (Skabelund, 2008). Four specific motivational elements are found in the literature describing millennials. First, the individuals of the generation thrive on recognition (Pinzaru et al., 2016). Pinzaru et al. (2016) specifically indicated that getting the spotlight with public recognition is extremely motivating for millennials. Second, the desire for training and development (Mametsaitova, 2017) is also closely associated with the third motivational elements of instant, frequent positive feedback and gratification (Pinzaru et al., 2016). Last, Pinzaru et al. (2016) specified millennials are motivated by an environment that is nonconformist without a lot of policies or strict rules.

Malik and Singh (2014) considered motivation an important variable that needs to be understood and explored with each unique employee. Andrea Park (2014) suggested that gamification is a great tool that can be used to motivate young talent and at the same time solve business problems. These gamification applications provide “motivation, momentum and meaning” through learning opportunities that are fun and engaging for

millennials (A. Park, 2014, p. 40). Each employee exhibits different behaviors due to human capital competency, capacity, and motivation (vom Brocke & Rosemann, 2015) that is based on specific needs and work preferences (Malik & Singh, 2014).

Technology

Millennials have grown up in an age of rapid technology growth in society which has enabled and supported an entire life with computer technology. Oftentimes millennials quickly move forward with new equipment by way of trial and error and without reading an owner's manual simply because the generation is so comfortable with technology (Durocher, Bujaki, & Brouard, 2016). Through technology, the millennials are constantly "connected" and thus have been classified as *digital natives* [emphasis added], in that they have always been immersed and surrounded by technology (Alsop, 2015; Aruna & Anitha, 2015; DeVaney, 2015; Durocher et al., 2016). This connectedness blurs the lines of work and pleasure and creates an environment of work at all hours of the day and night (Johnson, 2015). Also, millennials do not want or desire paper. The generation is pushing organizations to go digital and become paperless (Durocher et al., 2016). Even more profound is the technological and entrepreneurial mindset of millennial company founders which has influenced and created technology progressions over the last 10 to 12 years to include You-Tube, Facebook, Twitter, Groupon, Instagram, and Tumblr (DeVaney, 2015). Equally important are the advancements of the Apple iPhone and Google Android mobile phone that have further facilitated remote connectivity to the Internet (Kloss, 2018). Additionally, there is a thought that the availability of information on demand through the Internet has helped to create the mindset and desire for immediate feedback in the workplace (Durocher et al.,

2016). Durocher et al. (2016) also identified that millennials adapt quickly to technology and enjoy the usage of ear buds both on the job and while on leisure time.

The profound proliferation of technology during the lifetime of the millennial generation has encouraged less formality in social interactions and a dependency on parents to resolve conflicts (S. S. Christensen et al., 2018). With a high dependence and reliance on technology, some millennials are considered lacking in social skills as a result (Duchscher & Cowin, 2004). Using instant message (IM), e-mail and texting are less formal and preferred modes of communication for the millennial generation (Durocher et al., 2016). Furthermore, experience and comfort with technology leads to a very sophisticated approach to navigating the technology and incorporation of multitasking through the use of multiple application screens simultaneously during the workday (Pinzaru et al., 2016). Pinzaru et al. (2016) suggested that millennials and technology are inseparable. In fact, millennials are who everyone on the job turns to for help when there is a technology issue or question (Johnson, 2015). Johnson (2015) indicated that 50% of millennials surveyed feel that family and friends can be closer through the usage of technology. Additionally, 25% of millennials rank technology as a defining generational characteristic (Bull, 2010; Johnson, 2015).

Alternative Views

Kuhl (2016) encouraged companies to look beyond millennial perceptions and stereotypes when making decisions about investments in development of millennial employees. There are some existing negative stereotypes of millennials that include lazy or unmotivated, self-centered, self-absorbed, loyal to personal goals over institutional goals, distrustful of organizations, self-indulgent, and irrational (Becton et al., 2014;

Hayes, Parks, McNeilly, & Johnson, 2018; Trehu, 2017). These ideas and thoughts are primarily based on overarching characteristics of the millennial generation. Even though these characteristics define the generation, many of the behaviors and characteristics are perceived as a weakness for the generation and applied in a blanket fashion to all individuals of the generation (Kuhl, 2016). A study by Becton et al. (2014) suggested “that while generational differences exist in some workplace behaviors, the popular generational stereotypes are not always consistent with workplace behaviors” (p. 185). For example, 29% of millennials live with their parents but this could be because of unemployment, student loan debt, an entrepreneurial dream, or support of a social cause, not simply because of laziness or irresponsibility (Kuhl, 2016). Another thought is that millennials are merely redefining productivity (Kadakia, 2017). With the constant connection via technology and the Internet (Goh & Lee, 2018), millennials can work around personal lives, extra curricular activities of children, and medical appointments, which may include making connections with a customer or working evening and weekend hours at home (Cambra-Fierro, Xuehui Gao, Melero-Polo, & Javier Sese, 2019).

In *The Millennial Myth: Transforming Misunderstanding Into Workplace Breakthroughs*, Kadakia (2017) shared that “the majority of millennials are not, in reality, the lazy, entitled, disrespectful, feedback-driven job-hoppers that they are often believed to be” (p. xii). In this section, five myths are explored in more detail including laziness, entitlement, hand holding, disloyalty, and issues with authority. First, in considering the myth of laziness, the generation manages time very closely and therefore, wasting time is avoided and not desirable (Merisalo, 2018). The millennial looks at the total workday when considering productivity—taking a break, minimizing distractions and stress,

working out, getting at least 8 hours of sleep a night, and eating healthy (Kadakia, 2017). Second, regarding the myth of entitlement, Culiberg and Mihelic (2016) suggest that millennials are entering the workforce with much greater work experience and business acumen than previous generations. This experience helps to foster an entrepreneurial mindset (Kadakia, 2017). Also, the millennial generation started working at a much earlier age and most have also worked all through college (Culiberg & Mihelic, 2016). Therefore, when an individual asks for challenging work or a promotion, it is more about wanting to make the same kind of contribution as experienced elsewhere in some other professional environment and because the generation has differing views of career growth and rewards than previous generations (Kadakia, 2017). Third, for the myth about hand-holding, millennials similarly desire feedback and are demonstrating agility, rather than requiring hand-holding when they ask questions (Douglas et al., 2015; Kadakia, 2017; M. Smith, 2018). Because millennials do not want to waste time, if a task is being performed incorrectly or resulting in an undesirable output, they want to know sooner rather than later (Merisalo, 2018). Fourth, the millennial generation is not disloyal, but rather they seek purpose (Kadakia, 2017). Some human resource organizations are viewing frequent job changes as a link to performance and an indicator of future turnover (Sajjadijani, Sojourner, Kammeyer-Mueller, & Mykerezzi, 2019). However, many organizations are not adequately creating a vision and purpose for the generation, and therefore, organizations can help to create loyalty by providing something for the millennial generation to believe in and a purpose for their job (Kadakia, 2017; Skabelund, 2008). Changing jobs is important for Generation Y, and by the age of 32, a millennial is expected to have held 10 jobs and will have six different

careers throughout the span of their lifetime (Kadakia, 2017; Lavoie-Tremblay et al., 2010; Raina & Chauhan, 2016). In fact, Lavoie-Tremblay et al. indicated, “Job hopping is an acceptable method of career advancement” (p. 419). Besides, the millennial generation desires to make an impact on society and job movement to different organizations is one way to help fulfill this desire (Aruna & Anitha, 2015; DeVaney, 2015; Johnson, 2015; Kadakia, 2017). Fifth, the millennials do not have issues with authority, but rather respect is being redefined by the generation (Kadakia, 2017). Many individuals take offense to the candid communication and approach that millennials are very comfortable embracing. However, other generations did not have the privilege growing up with the advantages of the digital revolution and technology (Merisalo, 2018) and other generations have less comfort in the transparency that occurs with global social media communication (Kadakia, 2017). Likewise, millennials expect similar transparency in communication from leaders (Kadakia, 2017; Prokopeak, 2013).

Management of Millennials in the Workplace

Each generation has slightly different expectations of managers and organizations. Research has identified that the millennial generation requires a different type of managerial leadership than previous generations because of differing views, behaviors and ideas (Anderson, Bauer, Griffith, & Buckley, 2017). The literature review identified that the millennial generation specifically identifies with empowerment in decision-making (Aruna & Anitha, 2015; Derville Gallicano, 2015; Skabelund, 2008), recognition (Aruna & Anitha, 2015; Pinzaru et al., 2016), and solid communication (M. Smith, 2018). Generational cohort theory is one suggestion and reason presented for differences across generations, primarily due to people of similar ages, and in a similar location, having

experienced similar social, historical and life events (Becton et al., 2014). In this section, a discussion on the important and key characteristics specific for millennials will occur. There are three key elements that have been identified as important requirements for the millennial generation with respect to organizations and management—technology presence, communication, and management style.

Technology Presence and Communication

As previously discussed, the millennial generation is highly entrenched with technology. As a result, there is an expectation that an organization have a very strong online presence, and across all key social media applications including Facebook, Twitter, Instagram and LinkedIn (M. Smith, 2018). Frere suggested that having current and modern technology that is not outdated, to demonstrate an organization is evolving and changing with the times, is super critical to attract the millennial generation (Frere Enterprises, 2018). Additionally, the usage of current pictures is a must, as the presence of outdated photos and an outdated look for an environment can deter potential millennial recruits, while at the same time integrating video that clearly shows and demonstrates the company and a preview of a typical workday for recruitment purposes (M. Smith, 2018). Furthermore, changing the image around stereotypes and jobs suited for a gender are of importance. For example, readily accepting males as nurses and women as truck drivers is valued by the generation (Nichols, 2018).

There are at least three items that have been identified as important in communication for the millennial generation. Because millennials have grown up with a constant connection to their technology and social network, perpetual communication is key (M. Smith, 2018). This includes instant communication, interaction on social media

through Facebook and Twitter, phone texting, and face-to-face discussion. Second, sharing information (Frere Enterprises, 2018) and having transparency (DeVaney, 2015; Pinzaru et al., 2016) during the communication process is important. Third, providing lots of daily management support and interaction during the onboarding process is a must (Pinzaru et al., 2016). The millennials like to be mentored (Aruna & Anitha, 2015) and made to feel like they are the number one priority (Frere Enterprises, 2018).

Management Style

Another expectation and desire of millennials is to have a manager that is fully inclusive. An inclusive management style focuses on all employees, not just the A-players or high potential employees (Malik & Singh, 2014); creates an environment that values and respects all people (Aruna & Anitha, 2015; Durocher et al., 2016); communicates between levels and generations of employees (Duchscher & Cowin, 2004); and builds collaboration and connectedness within the organization (Kuhl, 2016). Frere indicated that the millennial generation does not like managers who micromanage their work and daily job activities (Frere Enterprises, 2018). Additionally, having managers who have an open mind and are willing to listen through a fully inclusive management style is important (Aruna & Anitha, 2015). Aruna and Anitha (2015) described participative management as an optimal style of leaders conducive for the millennials where managers and supervisors are not afraid to involve employees in decision-making. Additionally, this participative style of management allows employees lower in the organization to be involved in decision-making and be involved in the planning process (Johansen & Hawes, 2016; Stefanovska-Petkovska et al., 2015). Also, Stefanovska-Petkovska et al. (2015) provided evidence to show that in companies where

participative management is an expected philosophy, the organizations were more likely to have satisfied and productive employees. Thus, a lower turnover would also be expected. Additionally, Johansen and Hawes (2016) also advocated for participative management because of the positive impact on performance through improvement in worker motivation and job satisfaction. However, Jung and Lee (2015) postulated that many managers and organizations are denying millennials the opportunity and potential to work responsibly, creatively and productively because of the lack of participatory management adoption, ultimately advancing millennial turnover.

Millennial Turnover

Involuntary Turnover

Involuntary turnover, specific to the millennial generation, was not found in the literature. But rather, a consistent application of involuntary turnover across all generations was found. The cause and impact sections for involuntary turnover discuss the literature review found that is applicable across all generations. Therefore, a specific type of involuntary turnover to include cause and impact as applicable to the millennial will not occur in this section.

Cause. In research conducted by Barrick, Mount, and Strauss (1994), an indirect correlation with general mental ability and conscientiousness with involuntary turnover through performance on the job was found. A high degree of involuntary turnover has been attributed to job performance (Allen et al., 2010; Barrick et al., 1994; Heavey, Holwerda, & Hausknecht, 2013; Lee, 2018; Sajjadi et al., 2019). Additionally, poor hiring on the front end of employee selection during the recruitment process can be a contributor of involuntary turnover if recruiters are not able to help identify individuals

with a history of involuntary turnover because this is a possible predictor of lower performance (T.-Y. Park & Shaw, 2013; Sajjadi et al., 2019). The strongest predictor of an employee's performance is supervisor ratings (Barrick et al., 1994). Other causes of involuntary turnover identified, to a lesser degree than performance, include: organizational restructuring and downsizing, poor fit, violation of policy or poor judgment, a reduction in force, or a mutual agreement such as an early retirement package as part of a reduction in force (Allen & Bryant, 2012; Allen et al., 2010; Barrick et al., 1994; Harris & Ellis, 2018; Lee, 2018).

Impact. Contrary to popular belief, the organizational impact resulting from involuntary turnover is not always positive. There are two differing perspectives found in the literature. First, taking the side that involuntary turnover is a required and positive action to eliminate poor performance, a reduction force creates efficiency and improves profitability by reducing organizational overhead and operating expenses (Allen & Bryant, 2012; Allen et al., 2010; T.-Y. Park & Shaw, 2013). Additionally, involuntary turnover associated with poor performance and misconduct definitely improves organizational performance by removing individuals associated with these activities (Lee, 2018). Second, opponents to involuntary turnover suggest that the turnover can be very disruptive for organizations, thus driving negative implications (Allen & Bryant, 2012; T.-Y. Park & Shaw, 2013). The choice an organization makes, and the approach the organization takes to manage the involuntary turnover can create an impact on the organization (Barrick et al., 1994). Therefore, opponents suggest the importance of properly managing involuntary turnover to minimize impacts to organizational performance (Allen & Bryant, 2012; Allen et al., 2010; T.-Y. Park & Shaw, 2013). T.-Y.

Park and Shaw (2013) discussed how opponents believe a reduction in force affects organizational performance by increasing employee concern and further short-term disruption. Also, Lee (2018) indicated that an organization should expect to incur short term expenses associated with replacement costs for hiring and training a new hire to replace the eliminated poor performer.

Voluntary Turnover

Millennial turnover has multiple causes that will be explored and discussed in this section. These causes will be classified into six themes: innate behaviors, organizational and management behaviors, economic factors, societal factors, generational personality differences, and generational value differences. Also, millennial turnover has identified impact to organizations, with respect to profitability, cost, employee, manager, and customer; and society, with regard to globalization and knowledge sharing, which will also be reviewed.

Cause. A single cause of voluntary turnover has not been identified. Rather, there were six categories identified in the literature as possible causes of voluntary turnover. These categories will be summarized under the following headings: innate behaviors, organizational and management behaviors, economic factors, societal factors, generational personality differences, and generational value differences.

Innate behaviors. “Conscientious employees are more responsible and dependable, they are apt to be more involved in and committed to the organization, which in turn reduces the likelihood that they will voluntarily leave” (Barrick et al., 1994, p. 530). Additionally, Barrick et al. (1994) identified a direct correlation relationship between tenure, gender, job involvement, sales volume and supervisory ratings of job

performance to turnover. However, the millennial generation has a weak psychological contract with organizations and therefore exhibits a lower level of organizational commitment which leads to higher millennial turnover (Blomme, van Rheede, & Tromp, 2010; L. C. Lancaster & Stillman, 2003). Also, millennials are constantly looking for job satisfaction and the next good job which allows for fulfillment to be found in hopping jobs (Raina & Chauhan, 2016). Thus, the millennial generation is quick to make a change in employment status when there is an opportunity for personal benefit (Brown et al., 2015).

Organizational and management behaviors. Turnover within the first 12 months of hire should be viewed as a failure associated with recruitment or the onboarding process (Lawson, 2018). Furthermore, Lawson (2018) suggested that turnover in the first 6 months is directly related to recruitment and onboarding with turnover after 6 months being more related to the immediate manager. Organizations and managers can often create frustration for millennials due to a lack of awareness around items that may cause possible turnover. For example, disengagement and burnout frequently occur for millennials because organizations today do not fully comprehend or understand what productivity entails in the digital and strategic 21st-century business (Kadakia, 2017; Lu & Gursoy, 2016). Also, managers and organizations frequently do not clearly articulate a vision for the organization and the importance of a job, which causes millennials to get frustrated, bored, and leave a job (Skabelund, 2008). A bad manager can exhibit traits of unprofessionalism, poor leadership, unethical behavior, inadequate operational and technical skills or poor decision and delegation skills leading to voluntary turnover (Hight, Gajjar, & Okumus, 2019; Johansen, 2013).

Additionally, millennials do not like strict rules (Hayes et al., 2018). Managers and organizations that apply stringent policies or outdated policies and procedures create potential millennial turnover situations (Brown et al., 2015; Pinzaru et al., 2016). Moreover, when millennials find themselves in a job performing work that is not meaningful, there is often an increased desire to leave a job and the organization (Brafford, 2018). Also, innovation and creativity is often lacking in organizations causing the millennials to get frustrated, and feel stifled and limited, given the technological expansion that has occurred during their lifetime (Kadakia, 2017).

Economic factors. The economy has historically been one of the leading factors impacting turnover (Lawson, 2018). The great recession has created a worldwide job climate that does not fully enable the retention of millennials (Kadakia, 2017). As of 2019, with a current unemployment rate of 3.8%, open positions in an organization receive an abundance of millennial job applicants, creating a competitive hiring landscape (“United States Unemployment Rate,” n.d.).

With an affinity for technology, the millennials are leveraging the economic environment in which they live to the detriment of organizations. Specifically, digitalization is an area that is changing the landscape of the environment requiring new skills in information technology careers and an opportunity for the millennial generation to have their talents quickly recognized (Gubler, Coombs, & Arnold, 2018). With skill shortages and high turnover rates in information technology, the millennials are quickly leaving jobs for better offers in other organizations.

Societal factors. The rampant proliferation of technology and its advancement assists millennials in the job search process (Lawson, 2018). Technology enables

searching and networking opportunities and increases the awareness about the job possibilities to earn a paycheck or increase income levels (Kadakia, 2017; Koppel, Deline, & Virkstis, 2017). Another factor is the makeup of the workforce and the rapid increase in the millennial generation (Lawson, 2018). With this increase in millennials, there is also a frequent lack of trust coming from the generation in general (Kadakia, 2017). Therefore, the capabilities of the generation are not fully leveraged, thus the potential of these well-educated, ambitious, passionate, and entrepreneurial individuals goes untapped (Kuhl, 2016).

Generational personality differences. Generational stereotypes are typically perceived as negative but a study by Hayes et al. (2018) found that millennials view baby boomers as resistant to change, bad with technology, and loyal to a company and their job. Also, according to millennials, Gen X is considered independent, comfortable with job and company changes and loyal to personal goals over company goals (Hayes et al., 2018). Though, millennials are observed to enjoy working around others of similar age. When there are large variations in age, millennials sense there is not much in common and begin to look for other job options (Brown et al., 2015).

Generational value differences. Unlike the baby boomer generation, the millennial generation places great value on personal and leisure time (Jobe, 2014; Lu & Gursoy, 2016). Therefore, when managers and organizations begin to infringe upon personal and family time, millennials can begin to get frustrated and start looking for an alternative job (Aruna & Anitha, 2015). Family and personal circumstances was one of the top three reasons for leaving in a recent millennial survey of staff turnover in New Zealand (Lawson, 2018). Likewise, millennials are perceived by baby boomers as self-

centered, requiring constant feedback or positive reinforcement, and tech savvy (Hayes et al., 2018). Supporting this, external promotion opportunities have been identified as another key factor in voluntary turnover (Lawson, 2018). Additionally, a key differentiator for the millennial generation is the desire to know the why behind requests generated by managers and supervisors (S. S. Christensen et al., 2018). S. S. Christensen et al. (2018) shared that the millennial generation functions in a state of optimism like baby boomers, and unlike the skepticism state of Gen X or the realism state of Gen Z.

Impact. Voluntary turnover impacts both organizations and society in different ways. Organizationally, the turnover is generally negative and can have an impact on profitability, cost, employees, managers, and the customer. On society, the turnover is typically positive and can influence globalization and knowledge sharing.

On the organization. On the surface, organizations may not realize or recognize the impact that a person leaving an organization can have on a department, function, employee group, customer, supplier, or direct report. Massingham (2018) suggested that for many years, organizations have considered turnover a normal course of business and have simply replaced talent leaving an organization with newer talent possessing similar skills. Additionally, Massingham metaphorically characterized turnover and compares it to a ripple in a pond. Through the illustration, Massingham suggested that some employees create large splashes when they depart from an organization because of their skills and experience, while others exiting an organization create small ripples that settle in a couple of days. Depending on the individual and the environment, millennial turnover can create an impact on the business and the organization when it occurs. T.-Y. Park and Shaw (2013) further supported the disruption that voluntary turnover can have

on organizations as recruitment and training costs are incurred, as well as the interference to social connections.

Profitability. T.-Y. Park and Shaw (2013) also found that turnover can impact sales, shareholder return, productivity and efficiency, and customer satisfaction. Additionally, a meta-analysis identified there is a strong negative correlation between voluntary turnover rates and performance of an organization in service industries versus manufacturing industries (T.-Y. Park & Shaw, 2013). Udechukwu (2009) also supported the impact that turnover has on productivity as well as the impact that unexpected employee separation and acquisition costs can have on organizational budgets. Specifically, when an employee leaves an organization there is a cost associated with advertisement and recruitment to find a replacement employee. As a result, because the turnover was not expected, the recruitment cost was not budgeted and must be absorbed by the business and thus, impacts overall profitability.

Cost. There are both direct and indirect costs associated with turnover (Mobley, Griffeth, Hand, & Meglino, 1979). Additionally, Mobley et al. (1979) recognized and indicated that many organizations fail to recognize some of the hidden costs associated with turnover, such as separation costs, learning costs, and acquisition costs, as well as the impact on operations. According to Boss (2018), turnover is costing organizations approximately \$160 billion annually. However, the impact across industries is found to be different and not necessarily the same (T.-Y. Park & Shaw, 2013). There is known financial implications to turnover (T.-Y. Park & Shaw, 2013; Vitale, 2018), as well as impacts to the functioning of a department (Vitale, 2018). An additional indirect cost is

loss of diversity when turnover occurs. Allen et al. (2010) indicated that loss of workforce diversity is an intangible separation cost.

Employee. For the employees that are left to perform the work in an organization, employee morale is affected (Wang & Ma, 2013). Oftentimes, the employees are asked to pick up slack and perform tasks at a greater output, to include working longer hours. As a result, employees start taking shortcuts to procedures and start making mistakes (Ton, 2014a). This then also increases the problems that have to be researched and handled by the customer service team when customers start calling into the call center with complaints (Ton, 2014a).

Manager. Whenever employee turnover occurs, a hiring manager is required to invest time in recruiting and interviewing job candidates to replace the employee leaving the organization. Thus, there is an increased effort in attraction and recruitment required with employee turnover (Onnis, 2019). Moreover, through the recruitment process, the actual selection of a candidate involves complex decision-making and this decision process is considered one of the most difficult human activities (Brusovansky, Glickman, & Usher, 2018). At least 97.5% of job applicants use some form of an impression management tactic to try and influence managers (Bourdage, Roulin, & Tarraf, 2018). Thus, the manager must take time to find candidates that are an appropriate fit for the job (Onnis, 2019). Bourdage et al. (2018) indicated that managers must work hard to read through impression management ploys of candidates to make proper evaluations. Additionally, when employees leave, there is often a gap between departure of an employee and when the new employee starts. Therefore, managers must help fill the gap with workforce shortages when they occur (Onnis, 2019).

Customer. Customers are frequently impacted when an employee leaves an organization. Specifically, job knowledge and market knowledge are lost when an employee departs an organization (Wang & Ma, 2013). Wang and Ma (2013) also shared that customers frequently develop relationships with key individuals such that respect and trust are built, and when these key individuals leave the organization, customer relationships are also impacted.

On society. Society views the impact of voluntary turnover as both positive and negative. Voluntary turnover can help with industrial globalization through the transfer of knowledge between organizations. Additionally, when voluntary turnover occurs, knowledge sharing naturally occurs with the employees that enter and leave organizations.

Globalization. As individuals transfer to different organizations, there can also be global benefit when organizations spread internationally. Srivastava (2016) indicated that globalization of organizations can lead to openness and increased interdependence across societies and economies. Through globalization and as globalization accelerates, consumers have more brands available to them, which includes both local and global products (Srivastava, 2016). Employee turnover and the ability to work in different organizations can actually increase both employee, organization, and global perspective. Transnational industries and organizations are now demanding global efficiency, responsiveness that is national in nature, and application of worldwide innovation (Bartlett & Beamish, 2011). As a result, transnational industries can benefit from new hires and the sharing of information worldwide.

Knowledge sharing. Knowledge sharing is important for organizations on the hunt for competitive best practices (Reychav & Weisberg, 2009). Managing and leading global organizations can be challenging with numerous complexities. However, recruiting and transferring employees from other parts of the world with applicable and relevant knowledge that promotes the exchange of information is absolutely critical (Bartlett & Beamish, 2011). Knowledge sharing across the globe brings forward innovation and allows an acceleration of new ideas. Additionally, with the rampant proliferation of technology and information available via the Internet, the diffusion of knowledge and knowledge sharing has been encouraged (Zhang et al., 2019). Voluntary turnover can negatively impact the organization associated with the voluntary loss of an employee. When an employee leaves, organizational knowledge walks out the door and becomes accessible to the receiving organization (Zhang et al., 2019). However, overall for society, knowledge sharing is good for companies and good for employees (Reychav & Weisberg, 2009).

Millennial Retention

Cost

Although specific costs of retention were not found in the literature, there was evidence where organizations that made investments in retention reduced operating expenses. For example, Al Jazeera International Catering Company invested in employee empowerment through adoption of a managerial process (SPEARS) that helped to govern the practice of excellence throughout the organization and thereby reduced operating costs by 10% compared to prior year (Thommy & Murthy, 2016). Several organizations have identified the importance that a solid management team, strong

employee engagement, high job satisfaction, and high retention can have on cost-efficient and productive teams (Straw, 2018). Straw (2018) went on to say that making investments in employee engagement and job satisfaction improves retention, satisfaction, teamwork and service. Additionally, Cruz (2018) encouraged organizations to develop talent internally because such an approach is much cheaper than the expense of employee turnover. According to Cruz (2018), “Employees are an investment, not an expense” (p. 3). Therefore, this could also mean paying higher wages than the competition and providing benefits that are company sponsored (A. Lancaster, 2018). Making investments in employees through training, development, higher wages, and cost-effective benefits can be strong retention builders for organizations.

Retention Strategies and Approaches

Although the millennial generation is often seen as challenging, needing to be closely managed, to be led, and to incorporate into elements of how things already occur in the normal day-to-day business (Kadakia, 2017), millennials can bring value to an organization through their innovation, creativity, tech savviness, and ability to challenge the status quo. However, the literature is suggesting that the mindset of managers and organizations regarding millennials must change to more effectively manage and retain an important and growing employee generation of the workforce. This section will describe some of the documented retention strategies that have been identified in the literature to include: developing loyalty and relationships, setting and articulating expectations, organizational socialization, leveraging turnover, B-player, pay, training and development, and other alternative strategies.

Develop loyalty and relationships. Koppel et al. (2017) found that if an organization and manager could retain a millennial employee past the 3-year anniversary, the employee was more likely to remain loyal to an organization. One method suggested to help employees remain loyal to an organization is to be intentional about helping the millennials develop relationships by hosting a mixing mentorship between junior and senior level colleagues (Gellman, 2015). Specifically assisting employees to get embedded in the organization and develop social networks increases retention (Onnis, 2019). Gellman (2015) also suggested that involving millennials in hiring decisions to help pick out future stars is also an incentive and way to drive loyalty to an organization. Additionally, Bennett's (2017) perspective is that the millennial generation is remaining more loyal to a job and organization than the previous generation due to observations with the financial crisis and concerns about risk. Regardless, the managerial perspective about millennials must be changed and adjusted to recognize that millennials require a different set of retention approaches (Paton, 2009). This could also include identifying key talent and working to figure out what motivates them so that specific retention strategies can be defined and further developed (Lawson, 2018).

Set and articulate expectations. Prokopeak (2013) found that setting appropriate expectations and communicating the expectations during the interview, and on the first day of the job, were also critical to the retention of millennials. Bond (2014) suggested appealing to the challenges of a job even before a potential employee is hired by listing or providing three specific challenges of the job versus a listing of 15 job expectations helps to get a potential recruit excited about a new job possibility. Specifically, share a career path and career possibilities, as the millennial generation is motivated more by extrinsic

factors such that compensation and promotional opportunities are important (Anderson et al., 2017). Additionally, highlight a work environment that is in alignment with one desired of a millennial by stressing the meaningful work experience, the ability to have an impact on clients and the community, as well as the friendly work environment enabled by strong teamwork (Durocher et al., 2016).

Organizational socialization. Raina and Chauhan (2016) recommended using organizational socialization because this approach has been positively linked to improving attitudes toward organizational commitment, job satisfaction, and intention to leave an organization. Wang and Ma (2013) suggested providing an innovative culture and work climate as well as fostering a learning environment as a way to help retain the millennial employees. The Center for Talent Innovation indicates that 89% of millennials identify with being very ambitious, thus organizations need to learn to identify the millennial potential and leverage the unique skills and talents the generation can offer (Kuhl, 2016). Moreover, Kuhl (2016) indicated that organizations should cultivate passion by encouraging millennials to be a mentor and a mentee, capitalize on the entrepreneurial mindset, build an inclusive environment, create a team driven culture, grow personal relationships and connections, and build an environment that enjoys engagement and inspirational leadership. Furthermore, Derville Gallicano (2015) identified six fundamentals of millennial retention: (a) grooming for long term success at the organization, (b) constantly learning, (c) communication of commitment to long-term growth—both verbally and non verbally, (d) cultivation of personal relationships, (e) accommodation for interests and preferences when possible, (f) strong working

environment with an open culture that supports participation in decision-making and policies.

Leverage turnover. Still other researchers suggested that organizations allow the millennial turnover to happen and organizations ought to effectively use the employee departure to the organization's advantage. Creating an ambassador program that fully leverage's the departing employee's network and sphere of influence as a way for talent referral is one unique way to leverage the mobility of the millennial generation (Kuhl, 2016). Kuhl (2016) suggested that this approach utilizes the inclusive attitude of the millennial and allows them to be an external champion and unofficial recruiter for the organization.

B-player. B-players make up 70% of an organization's work force and are considered value sustainers (Malik & Singh, 2014). It is not realistic to think an organization can only hire A-players (Kislik, 2018). Unlike a Netflix type approach that only hires the best and brightest, and is willing to let people go if talent is not readily developed (McCord, 2014), a B-player approach focuses on the steady, consistent and solid performers that are willing to be developed (DeLong & Vijayaraghavan, 2003; Kislik, 2018; McCord, 2014). Making human resource investments into B-players and providing a nurturing type of environment is an important requirement for managers of 21st-century organizations (DeLong & Vijayaraghavan, 2003; Mello, 2015). "Investments in people continues to be the main source of sustainable competitive advantage for organizations" (Mello, 2015, p. 15). DeLong and Vijayaraghavan (2003) suggested that to develop B-players, leaders need to (a) accept that not everyone thinks the same way, (b) spend time with them, (c) recognize their performance, and (d) offer

alternative choices for development. Additionally, reassessing the job fit of B-players and getting to know and appreciate their unique qualities are also additional ways to recognize the value of a B-player (Kislik, 2018).

Pay. “Compensation is a connecting factor that brings the employee and organizational goals together” (Sarkar, 2018). Even though pay is important for retention, pay has been found to not be the most important retention factor (Sarkar, 2018; Smyth & Zimba, 2019). Smyth and Zimba (2019) found that pay is typically viewed in combination with other factors like interesting work, career progression or benefits, when making decisions about staying or leaving an organization. However, it is known that individuals will leave an organization for higher pay and so having a competitive base pay is important for retention purposes (Greenleaf Brown, Johnson, McMillan, & Brandon, 2018). Taking a more holistic approach, Gerakos, Ittner, and Moers (2018) advocated for an approach that considers competitive marketplace pay, fixed and variable compensation, short-term and long-term incentives, and cash versus noncash pay. The incorporation of variable pay provides additional motivation and incentive for employees to help achieve organizational goals (Gerakos et al., 2018). Finally, research studies have confirmed that compensation encourages commitment with employees and minimizes intentions to leave an organization (Sarkar, 2018). Sarkar (2018) suggested that commitment is demonstrated by an organization through compensation to its employees and communicates the value an employee brings to the organization.

Training and development. Millennials place high importance and expectation on training and education programs, with a strong desire to develop and enhance their skills early in their career (Aruna & Anitha, 2015; Durocher et al., 2016; Rogowski,

2017). In 2014, the global spending on training was \$340 billion (Kuhl, 2016). One of the best retention strategies identified in the literature for ways to reduce turnover involved organizations making an investment in training and employee development to ensure high performance (Allen & Bryant, 2012; Allen et al., 2010; Aruna & Anitha, 2015; Cruz, 2018; Das & Baruah, 2013; Jobe, 2014; Johansen, 2013; Kuhl, 2016). In fact, developing talent from within the organization is much cheaper than the expense of employee turnover (Cruz, 2018). Also, there is an increase in employee perception of organizational support when training and development is offered to employees with an increase in employee commitment as a result (Allen & Bryant, 2012; Cruz, 2018; Malik & Singh, 2014; Rogowski, 2017). Additionally, training increases job satisfaction for new and experienced employees (C. Davis, 2018).

Training does require that organizations invest in the appropriate time and resources (Allen & Bryant, 2012). Although some organizations tend to focus training on high potentials, A-players, or star performers, Kuhl (2016) recommended that training opportunities be applied consistently across the entire employee base of an organization. This consistent approach provides the necessary support that millennials require in their desire for personal development (Barbuto & Gottfredson, 2016; Heyns & Kerr, 2018; Kislik, 2018). Training can consist of challenging and meaningful temporary assignments, rather than traditional formalized training (A. Park, 2014). In fact, on the job learning opportunities were rated as some of the most important type of career development opportunities by young talent (Gubler et al., 2018). Additionally, allowing the opportunity for millennials to develop their own training plan is a creative solution for

full inclusion into an individualized training and development process (Cruz, 2018; Durocher et al., 2016).

In a study by Hight et al. (2019) a lack of formalized training and development created an organizational environment of bad managers which then contributed to voluntary turnover. Training and development is absolutely critical for developing managers on mentoring and training employees (Hight et al., 2019). However, some opponents see training and development as a double-edge sword and as an opportunity to enable the competition (Allen & Bryant, 2012). Although, advocates suggest mitigating the training and development risks by making training job specific, linking training and development opportunities to tenure requirements, and connecting the training and development opportunities to career advancement possibilities (Allen & Bryant, 2012). Heavey et al. (2013) found that the training-turnover relationship had a positive correlation when training was general versus a negative correlation when training was firm specific. Thus, turnover rates were lower when organizations applied training that was firm specific.

In addition to training, development through non formalized training mechanisms is also important. Millennials desire for training and development to be a continuous learning environment with numerous opportunities to learn (Aruna & Anitha, 2015). Millennials will aggressively seek out opportunities to improve both professionally and financially (Barbuto & Gottfredson, 2016). Oftentimes, simply providing mentors and coaches for career development is a meaningful approach where feedback can be provided on a consistent basis (Durocher et al., 2016).

Alternative approaches. There are some researchers and writers who believe too much emphasis and focus is being placed on retention of the millennials. Because the makeup of the millennial generation desires different jobs and different experiences, when recruiting millennial talent, organizations are encouraged to not look for an individual that is expected to spend their entire life and career with an organization (Kuhl, 2016). Additionally, managers and organizations are challenged to embrace the transience and spend time developing strategies for investing and engaging millennials (A. Park, 2014). Through this approach, millennials are likely to stay longer and also improve their overall performance as they apply the development and learning afforded them (Kuhl, 2016). Also, some organizations are modifying their typical 3- to 5-year development programs and career models to take advantage of the 1 to 2 years that a millennial will be with an organization (Kadakia, 2017). Job satisfaction is “rooted in feeling valued by management, having exposure to various parts of the business and being given opportunities to grow” (K. Smith, 2017, p. 52).

Multigenerational Job Strategies and Applied Theories

Current Strategies

A literature search identified at least three specific job strategies being used by organizations in the current work place. These strategies are being implemented in organizations and industries of all sizes with application across multiple generations. The strategies include promoting generational differences across all generations, engaging in corporate social responsibility, and providing reverse mentoring opportunities to younger talent.

Promote generational differences. Literature suggests that generational diversity is advantageous for organizations (Clark & Eastland, 2019). Generational diversity brings strength to the workplace when appropriately leveraged by managers and organizations (Ahmad & Ibrahim, 2015; Nelsey & Brownie, 2012). Nelsey and Brownie (2012) indicated that by developing organizational processes and procedures that leverage the skills sets across nurses from different generations is key to retention so that feelings of support and value are effectively generated. Additionally, using quantitative data from a cross-sectional survey research method involving managers of medical imaging departments, Clark and Eastland (2019) identified that the managerial participants readily identified behaviors and traits that were common to each generational cohort. Furthermore, recognizing generational differences helps to create unity in the workplace and resolve intergenerational conflict (Clark & Eastland, 2019).

Corporate social responsibility (CSR) participation. The literature search has identified that CSR has impacts on multiple generations. Specifically, Generation X and Generation Y are both effected by CSR. Supanti and Butcher (2019) identified that CSR participation has a strong effect on helping behavior in Generation Y, but there is a strong indirect effect on helping behavior for CSR perception by way of meaningful work with Generation X. Additionally, employee participation in CSR activity helps to achieve better work related outcomes for organizations, thus developing policies and applications for participation in CSR is critical for organizations (Supanti & Butcher, 2019). The millennial research study conducted by Alonso-Almeida and Llach (2019), consisted of 1,833 responses demonstrating an attraction to sustainable companies. As a result,

organizations are encouraged to leverage the innovative ideas of millennials to help solve current CSR challenges (Alonso-Almeida & Llach, 2019).

Reverse mentoring. In 1999, CEO Jack Welch of General Electric first introduced reverse mentoring to 500 senior leaders who were required to find a mentor that was experienced and knowledgeable of the Internet (Greengard, 2002). Reverse mentoring provides an opportunity to transfer knowledge throughout a multigenerational organization. Oftentimes, millennials have a stronger affinity for technology and knowledge of technology than previous generations which creates a need and opportunity for reverse mentoring (Brinzea, 2018). Specifically, Marcinkus Murphy (2012) stated, reverse mentoring “capitalizes on millennial capabilities” (p. 549). According to Brinzea (2018), with reverse mentoring, any employee can become a student because age, knowledge, or tenure are not requirements with this approach. Additionally, reverse mentoring provides an opportunity to develop the leadership skill of millennial employees and also creates an opportunity for the millennial employees to exhibit leadership capability through the coordination of tasks and goals in the mentor and mentee relationship (Marcinkus Murphy, 2012).

Theories

Administrative theory (rational decision-making model). The first turnover model was introduced by March and Simon (1958) and had the rational decision-making process of administrative theory as its foundation. The theory likened turnover and retention to equilibrium of an organization and suggested that when the employee-employer relationship became out of balance, turnover resulted. There were essentially two decisions as part of March and Simon’s turnover model and framework: decisions to

perform organizational activities and decisions to participate in organizational activities. Additionally, the labor market and individual behaviors were some of the first two variables to be considered in turnover research. With this research, movement desirability and the perceived mobility of an employee were the critical theoretical antecedent variables for behavioral turnover (WeiBo, Kaur, & Zhi, 2010). Over the subsequent years since this model was released, research began to look at additional factors like absenteeism, commitment, and turnover that were impacting organizations. Saxberg (1982) indicated that researchers began specifically looking at the psychology around commitment, absenteeism, and turnover. Additionally, the relationship between the employee and the organization in terms of noneconomic factors was also the subject of many researchers to learn about friends at work, mutual respect, and intrinsic needs (Saxberg, 1982).

Advocacy. Three studies were found that have documented the usage of the rational decision-making model, and in these studies, researchers have applied the model to better understand the reasons behind various decisions. Additionally, Jones, Bellenger, and Johnston (2016) stated, “Rational decision making predicts that rational decisions would be made” (p. 5) when faced with a comparative requiring evaluation. Some researchers advocate for the rational decision-making model. One example is an ABEM Longitudinal Survey across 365 physician residents that was used to help identify factors that lead residents to choose an academic career (Burkhardt, Smith-Coggins, & Santen, 2016). A second example includes a study by Burkhardt et al. (2016) confirming a statistically significant model through logistics regression to help identify residents most likely to choose a career in academics. Additionally, in a third example, Olden and

Patterson (2000) used a rational decision model in an application with experimental mechanics to help identify the most logical sequence of steps and tasks a decision maker should use to identify the best technique for the situation at hand. Both situations in the third example reveal there are a sequence of steps and evaluations involved in the rational decision-making model.

Criticism. There is also criticism for the rational decision-making model. Jones et al. (2016) found that bias often influenced decisions being made. Differing perspectives, politics and culture are frequent influencers, and users are often totally unaware of biases that are present, even though there may be a perception of being totally objective in a situation (Jones et al., 2016). Furthermore, research has also found that unconscious emotional signals are also critical components of the decision-making process and frequently create biases when making decisions (Karlsson, 2018). The limbic system is part of the brain which controls emotions and although the brain controls several bodily functions unconsciously, like heart beat, body temperature regulation, and sensory input, these processes can impact behavior and mood (Dehaene, 2014). Therefore, rational decision-making is not necessarily rational. Additionally, despite successful application of the rational decision-making model in specific situations, Jun (2002) advocated that issues and problems of the 21st century require models and frameworks from the current century to be effective.

Triple bottom line. The triple bottom line (TBL) framework originated as an accounting framework that not only included measures of profit, return on investment, and shareholder value, but also environmental and social dimension elements (Elkington, 1994). The model advocated the importance of using TBL reporting to support long term

sustainability goals of an organization with regard to people, profits, and planet (3Ps).

There are previous research studies and literature that offer both praise and criticism for the TBL model.

Advocacy. Career retention is one of the benefits advocated by supporters of the TBL model (Schulz & Flanigan, 2016). Quinn and Baltes (2007) further supported the importance of the TBL model and cite increased employee retention, along with increased market share and revenue and increased support from the community as observable advantages for using the TBL model. J. P. Wilson (2015) advocated that TBL was applicable to the retail industry and found that actively engaging in economic, social, and environmental strategies were key to long term sustainability. Also, through a case study on Safeway, L. Christensen (2002) demonstrated that organizations effectively used environmental strategies to enhance their image, reduce costs, and create a competitive advantage. As a result, the TBL model helps organizations not only benefit themselves, but the rest of society when appropriately used (L. Christensen, 2002). The Qatar panel (2014) also supported the usage of TBL, as the model encouraged businesses to not harm the environment, to conduct a full life-cycle assessment on products to understand true environmental cost, and to reduce ecological footprint. To create simplicity in view and understanding of TBL by all key stakeholders in an organization, Graham (2009) developed a *Sustainable Balanced Scorecard* [emphasis added] and an *Organizational Performance Index* [emphasis] to help fill the gap in literature and further support organizations in effectively using TBL to manage their business. Last, organizations who participate in sustainable supply chain initiatives are more likely to achieve TBL of social, environmental, and economic benefits (Govindan, Khodaverdi, & Jafarian, 2013).

Criticism. However, some researchers offer criticism for the application of the TBL theory. Slaper and Hall (2011) suggested that multiple organization types could use the TBL framework—businesses, nonprofit and governmental entities. However, the components of TBL have different units of measure and creating the corresponding index can be challenging for organizations (Qatar, 2014). TBL is also used in the construction industry to help ensure the 3Ps are included in all aspects of the construction project and final product. However, Shahtaheri, Flint, and de la Garza (2018) discussed the challenges of using TBL in the construction design phase because the optimization of cost is often the primary focus such that decision makers fail to fully utilize the metrics of TBL and consider economic, social and environmental impacts. Therefore, defining TBL is easy, but one of the most difficult challenges associated with TBL is measuring it (Qatar, 2014; Schulz & Flanigan, 2016; Slaper & Hall, 2011). Stewart (2017) studied TBL and suggested the model is considerably more externally focused than internally focused with sustainable capitalism as the overall goal. Thus, what is happening internally with people in an organization is not a primary focus of the TBL model. Stewart (2017) offered three primary reasons of critique and challenge with the TBL model: (a) a separate report showing social and environmental practices is window dressing, (b) corporate sustainability reports (CSR) are predominantly used to create public relations hype and rarely contain anything negative, and (c) organizations are challenged to effectively operationalize social and environmental performance the same way as they can financial performance. Therefore, although TBL can bring greater awareness for organizations with respect to social, economic, and environmental

development, the model is elusive and does not provide a useful academic concept (Stewart, 2017).

Motivation-hygiene theory. Also called two-factor theory, Herzberg first introduced motivation-hygiene theory in 1964. The literature describes this theory as one that clearly separates the experiences of job satisfaction from job dissatisfaction (Herzberg, 1964). Herzberg's theory supports certain work elements that contribute to job dissatisfaction; such as, policies and procedures, managerial oversight, relational communication, conditions of the working environment, and salary. Additionally, Herzberg's theory supports work elements that contribute to job satisfaction derived specifically from work tasks and job content like personal achievement, interest and importance of work, responsibility, growth opportunity, and advancement. With the two factors, there are both internal and external drivers of the personal satisfaction or dissatisfaction. This is further supported by Udechukwu's (2009) research, where the personal needs that most significantly influence work attitudes were described as having both intrinsic and extrinsic characteristics. In the original research, Herzberg (1964) called the dissatisfiers, hygiene factors, and the satisfiers, motivational factors. In later research, Herzberg (1974) further elaborated, "What makes people unhappy at work is not what they do but how well (or poorly) they are treated" (p. 18).

Motivation factors. Motivation creates the internal energy that drives employee performance and behavior (Saeed et al., 2018). Saeed et al. (2018) specified that in order for an employee to be motivated, their desires, needs and wants must be satisfied. Martinez and Martinez (2019) indicated that motivation factors are most related to intrinsic components of work and those that promote employee growth, ultimately

encourage job satisfaction. Enjoyment and a passion for performing an activity or a task is generally associated with an intrinsic motivation (Hee & Rhung, 2019). In fact, Hee and Rhung (2019) identified that a sense of purpose, challenging work, freedom to choose, and recognition influence intrinsic motivation for the millennial generation. Having these factors present at work contributes to job motivation and an absence of these factors leads to de-motivation (Akintola & Chikoko, 2016). Furthermore, job security, salary increases, accountability, and working conditions are four specific motivation factors identified in previous research that may impact millennial employee retention (Saeed et al., 2018).

Hygiene factors. Hygiene factors are best described as those elements that are environmental in nature and exist external to the employee, e.g., addressing basic work needs of an employee (Martinez & Martinez, 2019). Martinez and Martinez (2019) also suggested that hygiene factors prevent job dissatisfaction, but do not necessarily promote and encourage job satisfaction. Additionally, any factor that causes an employee to have negative feelings is considered a hygiene factor (Biegger, De Geest, Schubert, & Ausserhofer, 2016). As a result, understanding hygiene factors is important for employee retention (Marais, Barnard, & Mensele, 2017).

Advocacy. Udechukwu (2009) used Herzberg's motivation-hygiene theory in research seeking to understand work attitudes among correctional officers demonstrating high turnover. Job satisfaction was studied with the basics of Maslow's Hierarchy of Needs (Maslow, 1943) forming the foundational elements of the study, and comparing to Herzberg's theory. Udechukwu indicated it is not sufficient to recognize there are unmet needs, but rather, identifying the specific type of unmet need is critical in the search to

understand which create satisfaction and which create dissatisfaction. Herzberg's theory creates separation between the categories of satisfaction and looks at satisfaction in a horizontal plane (Udechukwu, 2009). Udechukwu (2009) further explained that because of this horizontal plane approach, a low level of job satisfaction for an employee does not equate to dissatisfaction. Likewise, a low level of job dissatisfaction for an employee does not equate to satisfaction.

Criticism. However, there is criticism found in the literature for Herzberg's motivation-hygiene theory. Hur (2018) completed research on understanding the motivational differences between public and private sector managers. Using surveys and data from the National Administrative Studies Projects (NASP III), Hur found that advancement, training and career development, and increased responsibility did not match the prediction of the original Herzberg study, as these factors did not significantly increase job satisfaction in public sector managers. The study identified that additional research would need to be conducted to better understand why public managers may not be motivated by these elements. In a second study involving 202 responses obtained through a stratified random sampling across generation X and generation Y employees, Guha (2010) applied confirmatory factor analysis to survey data and identified the current generation of employees in the workplace is motivated by different factors than originally identified by Herzberg. Additionally, Guha's study acknowledged that further research was needed to find and explore the factors that are present and applicable to the current workforce.

Good Jobs Strategy

A search of “the good jobs strategy” resulted in 17 unique entries. Four of the entries dealt with Canadian working conditions. Additionally, six of the entries were secondary sources for Ton. Primary sources from Kuttner (2008), Ton (2014b), Davidson (2014), Surowiecki (2015), and Scott, Baylor, and Spaulding (2016) were reviewed in further detail.

In 2008, Kuttner advocated for a good-jobs strategy in all human services jobs because of the declining factory labor market and increased human services industry, with a request for Congress to require jobs be partly or fully supported by federal funds, include a professional wage, and be part of a career track. Kuttner’s discussion focused on searching for an approach that would bring a good jobs strategy (GJS) to the service industry. In 2014, Ton discussed the proposed minimum wage hike and how both workers and employers could greatly benefit in terms of productivity, profitability and GJS (Ton, 2014b). Ton advocated that the GJS proposed could actually improve employee productivity and increase company profits, despite perceived impacts to margins, prices, and quality (Ton, 2014b). Also, Davidson (2014) applied Ton’s strategy through development of a business plan that could be applied to retail workers and their employees. With initial humor and satire resulting from a weekend visit to Ikea, Davidson applied Ton’s approach to the service industry and provided documentation of research showing for every \$1 of increased wages, stores brought in \$10 to \$28 more in revenue (Davidson, 2014). Additionally, Surowiecki (2015) recounted Aetna’s CEO decision to increase hourly wages of front line workers as a parallel to elements of Ton’s (2014a) strategy. In Surowiecki’s (2015) article, the term *efficiency wages* [emphasis

added] was introduced to describe the effect that if people are paid better, they are more likely to work harder and remain with an organization which then saves the organization money by reducing turnover costs. Furthermore, Scott et al. (2016) discussed the importance of businesses being required to implement a score card to track progress toward implementing good jobs in support of Ton's (2014a) work.

In 2011, D. R. Davis and Harrigan very narrowly defined a good job as one with an above average wage. Kalleberg (2011) advocated that a good job consists of five key elements: (a) pays relatively high earnings with an opportunity for raises, (b) provides health insurance and retirement benefits, (c) allows for autonomy and control over work activities, (d) offers flexibility and scheduling control, and (e) provides some element of control over job termination. Additionally, attaining higher levels of education increases the likelihood of obtaining a good job (Kalleberg, 2011). In 2015, the Pennsylvania Department of Community and Economic Development (DCED) released an updated economic development plan which included four core principles, one of which was "Promote a Pennsylvania good jobs strategy" (Herzenberg & McAuliff, 2015, p. 6). In this economic development plan, Herzenberg and McAuliff (2015) shared that organizations that pursue a GJS have implemented jobs that exceed the standards in the industry with benchmarks in productivity, quality and service. Additionally, in the economic development plan, there was an assertion that the economy would receive a boost and there would be an increase in jobs for the working middle class if companies would implement a GJS (Herzenberg & McAuliff, 2015). According to Kalleberg (2011), "Good jobs provide a foundation for a high quality of life, healthier workers, and stronger families and communities" (p. 2).

Also in 2015, Nocera (2015) attended the Aspen Ideas Festival and reports that he had an opportunity to hear researchers discuss the theme of *jobs* [emphasis added]. During the session Zeynep Ton, a 40-year-old MIT adjunct professor in the School of Management, presented her ideas around companies that provide employees with a decent living and a sense of purpose with empowerment at work, have the opportunity to be equally profitable to those organizations that try to use cheap labor and not provide the employees with good benefits (Nocera, 2015). Moreover, Davidson (2014) suggested that by applying a GJS, organizations will have happier customers, a more engaged workforce and will realize larger profits. In fact, treating the worker better (which can include paying more), may actually increase income for both the employee and the employer (Davidson, 2014).

Overview

The GJS model advocated by Ton (2014a), is proven in such organizations as QuikTrip (QT), Costco, Mercadona, and Trader Joe's with its four key operational elements of offer less, standardize and empower, cross-train, and operate with slack. Additionally, the GJS model is positively impacting the human resource assets of these organizations. The Mercadona employees feel valued because of the investment the company is making in them by providing the appropriate resources and training (\$5,000 is spent on each employee in the first 4 weeks on the job), the Trader Joe's and QT employees sense appreciation because of the better pay and benefits they receive compared to similar organizations, and the Costco employees demonstrate satisfaction through their tenure and loyalty to the organization (Ton, 2014a). Through financial performance, these same organizations that have adopted the GJS model have

demonstrated the model brings value to employees, customers, and investors simultaneously.

Offer less. This first operational element in the GJS focuses on reducing complexity and stress for employees. Ton (2014a) provided evidence that by offering a higher number of products and services, operational execution is actually more difficult and customers have many more choices, which ultimately creates strain and stress on the employees due to the knowledge and information required to retain about each and every product. Additionally, the business analytics to support such high volumes of product sales is also complex. In the current retail environment, See-To and Ngai (2018) found that the ability for employees to effectively process information was difficult and challenging simply because of the high number of products being offered and sold to customers. As the product variety increases, a customer is required to make choices, and so does the customer confusion (Verhaal, Hoskins, & Lundmark, 2017). Therefore, offering less reduces operational cost, reduces customer cost, improves customer service, and contributes to a more dedicated and loyal staff with lower turnover (Ton, 2014a). This is important, as millennials like to be efficient on the job and not waste time (Jobe, 2014; Kadakia, 2017). Ton further indicates that productivity is improved for the employees and there is increased job security through a reduction in waste, because of the overall increased efficiency in the processes of the job.

Standardize and empower. Standardize and empower is the second operational element of the GJS. This operational component emphasizes a reduction in chaos and ambiguity by bringing forward standard work processes in a fashion that still allows for employee empowerment through involvement in decision-making (Ton, 2014a).

Although there could be criticism to this approach with a thought that standardized work could create a negative working environment, offering an opportunity for involvement in decisions and continuous improvement contributes to a stronger sense of empowerment for employees. In linking this model to the millennials, recognizing that the millennial generation likes to be involved in decision-making (Aruna & Anitha, 2015; Johansen & Hawes, 2016; Stefanovska-Petkovska et al., 2015) and being involved in decision-making has specifically been linked to millennial retention (Derville Gallicano, 2015; Skabelund, 2008), is important. Also, the standard work should not be confused with policies and procedures, as the millennials do not like strict policies and procedures (Pinzaru et al., 2016). The standard work is an opportunity to create a productive work environment which is appealing to the millennial generation, as the productivity of an entire day is important to these individuals (Kadakia, 2017), through a reduction in ambiguity and chaos, and through creation of standards.

Cross-training. The third operational component of the GJS is cross-training. Ton (2014a) advocates this element addresses boredom and provides opportunities for training, change, and learning. Cross-training provides a benefit of increased flexibility and an increase in motivation of employees (Ton, 2014a). Cross-training offers the ability to create meaning and bring purpose to a job. Linking cross-training to the millennial generation is also important because of the generation's desire for learning. Millennials are comfortable with frequent change (Becton et al., 2014) and are very motivated by development (Pinzaru et al., 2016). Additionally, being afforded the opportunity for learning and training is highly valued by the millennial generation (Aruna & Anitha, 2015; M. Smith, 2018).

Operate with slack. Operate with slack is the fourth constituent of GJS. By creating an environment that has sufficient employees to prevent understaffing, allowing for involvement in continuous improvement, and affording the employees an opportunity to get out of the office at the appropriately scheduled time, are all important elements of GJS (Ton, 2014a). Innovation and empowerment are also important to millennials. Participation in continuous improvement is tightly linked to involvement in decision-making (Aruna & Anitha, 2015; Johansen & Hawes, 2016; Stefanovska-Petkovska et al., 2015) and empowerment which are connected to millennial retention (Derville Gallicano, 2015; Skabelund, 2008).

Alternatives

There are alternative approaches to the GJS found in the literature that some organizations are using in an effort to reduce costs and improve profits. Cutting worker expenditures, cutting training budgets, scheduling staff on demand, and using minimum wage as a starting pay are examples reviewed. Some of these approaches may appear as great ideas on the surface for businesses and organizations, but the longer term impact to the business, revenues and profits can be devastating.

Cut worker expenditures. Labor costs are one of the largest expenses for an organization. In fact, this expense is one of the first targeted by managers when looking to cut costs because the expense is within management control and cutting staff is relatively quick to action (Fisher, Gallino, & Netessine, 2019). Additionally, Williams, Kesavan, and McCorkell (2018) suggested that labor costs make up 85% of all controllable costs for retail businesses. Also, despite a strong economy in 2018, job cuts

were up 28% over 2017, equating to a loss of jobs for 21.9 million workers (Campbell, 2019; Harrington, 2018).

Scheiber (2018) stated, a “rigid approach to labor costs [does] not always reflect a rational calculation” (para 30). Likewise, managers often view employees as a controllable expense rather than as a connection to the customer to provide service and facilitate sales (Williams et al., 2018). Also, in the service and retail industries, sales is dependent on people running the organization. Therefore, by cutting staff, lower revenues could ultimately result because customers do not get appropriate assistance to find the necessary product desired (Fisher et al., 2019). Furthermore customer service issues often follow employee reductions. Long check out lines occur, customers get aggravated because they cannot find associates and when associates are found, they are rude (Fisher, 2012). Thus, Fisher (2012) indicated that employee morale is often also impacted. Brauer and Zimmermann (2019) expressed surprise over the amount of workforce downsizing and reductions still occurring within organizations, given the questionable evidence of proven benefits.

Cut employee training and development budgets. Employee development programs can consist of multiple approaches, a few of which may include external and off-the-job training, online learning, on the job training, job rotations, or self-study programs (Malik & Singh, 2014; Smyth & Zimba, 2019). According to Smyth and Zimba (2019), the costs of training an apprentice include “wages, tuition, additional in-house training, time spent on and in supervision, attending classes at the college and compiling their National Vocational Qualification” (p. 98). In 2018, Freifeld indicated

the average annual training budget for large companies averaged \$19.7 million, for mid-size companies averaged \$2.1 million, and for small companies averaged \$356,000.

To compete with the online market, store retailers are cutting costs associated with the training and development of employees (Fisher et al., 2019). Also, with younger generations demonstrating a tendency to change jobs more frequently, organizations seem reluctant to invest heavily in a training budget (A. Park, 2014). In a 2018 *Training Magazine* survey, out of 271 organizations participating, 29% of organizations indicated the 2018 training budget was reduced due to planned cost reductions (Freifeld, 2018). Ten percent of organizations reduced the training budget greater than 25%, 21% of organizations reduced the training budget by 16-24%, 36% of organizations reduced by 6-15%, and 33% of organizations reduced by 1-5% (Freifeld, 2018). Rhetorically, Allen and Bryant (2012) asked managers to consider what happens “if the organization fails to train anyone and they all stay” (p. 71). Nearly 33% of all associates working in retail no longer receive any form of training to perform their job or enhance their capabilities (Fisher et al., 2019). Additionally, cutting training and development negates and is counter to the strategy required for millennial retention and reducing overall turnover (Allen & Bryant, 2012; Das & Baruah, 2013). Millennials place a high significance on training as they desire the opportunity for training and developing new skills (Aruna & Anitha, 2015; Durocher et al., 2016). According to Durocher et al. (2016), Deloitte employees each spend approximately 144 hours in training and in aggregate, all employees complete approximately 61,000 hours of online training annually. Ultimately, employees should be viewed by organizations as an investment, rather than an expense (Cruz, 2018). Furthermore, Cruz (2018) indicated employee training is far less expensive

than the expense of employee turnover. Finally, a lack of investment in training and development programs create an environment of bad managers (Hight et al., 2019).

Schedule staff on demand. Workforce managements systems are used by managers and employees to help schedule and align staff to the needs of the business, but many of these systems are still highly manual and poorly integrated with other business critical systems (Moschetto, 2013). Aligning staff to the needs of operations is an important task and considered basic management skills. However, some organizations are taking scheduling to another level to increase profits. For retail organizations, Parisio and Neil Jones (2015) discussed that changes and fluctuations in demand are a significant impact to operations and scheduling. Therefore, by adjusting staff schedules or scheduling staff only when needed, businesses can reduce labor costs quickly and maximize profits (Kantor, 2014; Parisio & Neil Jones, 2015). Nearly 11.5 million people currently have adjustable schedules and work in retail, fast food and service industries (Ton & Kalloch, 2017).

Although scheduling staff on demand may seem beneficial for the organization, the erratic schedules impact the well-being of employees, create child care issues for working parents, create family chaos trying to coordinate extracurricular activities, create customer service issues, and link lower conformance to company processes (Kantor, 2014; Scheiber, 2018; Williams et al., 2018). As a result, a randomized controlled experiment at Gap occurred where a subset of employees were shifted to a stable schedule (Scheiber, 2018; Williams et al., 2018). Scheiber (2018) indicated the study showed that by scheduling the employees with a more consistent and predictable work schedule, profitability and the bottom line were improved. Specifically, labor

productivity increased by 5% against an industry norm of 2.5%, and sales increased by 7% against an industry norm of 1-2% (Scheiber, 2018; Williams et al., 2018). Therefore, Williams et al. (2018) advocated for stable working hours to deliver improved customer service, provide a more accurate prediction of public transportation commute time and ability to arrive to work on time, enable decrease in thefts, facilitate an increase in orderliness of stock, and assist the reduction in time spent by managers creating on-demand staffing schedules.

Minimum wage starting pay. Students and employees participating in entry level positions or apprentice type roles are generally paid a lower wage by an organization due to the lack of knowledge or experience with the organization and specific job tasks (Smyth & Zimba, 2019). The current minimum wage in the United States is \$7.25, which equates to \$15,080 annually for a full-time employee working 40 hours per week (“United States Unemployment Rate,” 2019). WageIndicator (2019) shows that 20 states in the United States either do not have any overriding local minimum wage laws or have local laws that pay at or below the federal rate, and 30 states have minimum wage laws that pay in excess of the federal minimum wage rate, ranging from \$7.50 to \$12.50 per hour (WageIndicator, 2019). Additionally, in New York City that has a highly competitive cleaning company market, minimum wage is typically the normal wage for this industry (Davidson, 2016). Also, many organizations see an opportunity to reduce labor costs and maximize profits by keeping salary wages low for employees and also not paying benefits (Nocera, 2015).

A minimum wage starting pay approach uses the philosophy that by adopting low starting pay, the organization must increase prices, and often make less profit to remain in

business (Ton, 2014b, 2016). However, some organizations focus more on the short-term gain this minimum wage starting pay can bring and lose sight of the long-term value that employees can provide, with improved quality (Davidson, 2016; Ton, 2014b). Davidson (2016) recommended that organizations need to learn how to properly compensate employees by recognizing the value they can bring to an organization and deploy workers to the benefit of the company. For example, Costco pays employees an average of \$22 per hour, compared to an average wage of \$13.38 at WalMart (Gabler, 2016).

Additionally, CEO Dan Teran of New York cleaning company *Managed by Q*, indicates his organization pays workers more as part of the company business model because the organization views employees a critical and important link to the revenue generating clients (Davidson, 2016). Davidson suggested that in Teran's business model, the employees are specifically trained to remain in tight connection with all customers to ensure satisfaction is achieved at all times.

Challenges and Criticism for GJS

In Ton's (2014a) research, she described the GJS as complex to implement, and the strategy requires careful, forceful, and continuous execution during phases of intense obstacles and resistance. The GJS is not quick or easy to implement and takes persistence on the part of organizational leaders (Bonini, Kalloch, & Ton, 2017; Ton, 2014a). Prokesch (2017) described GJS as a system with multiple components. A system describes multiple elements working in concert together. Therefore, to achieve success, the entire GJS system must be implemented in whole, not just as single or multiple individual components within an organization (Ton, 2014a). This is what brings about the challenge for GJS. Although challenges with the overall implementation of GJS was

identified in the literature, criticism was not found in research for the GJS itself. What was identified in research was criticism for some of the individual elements that make up GJS, rather than criticism for the entire system. Arguments were found for both employee empowerment and process standardization.

Empowerment. There is limited criticism identified for employee empowerment. According to Mametsaitova (2017), finding an ideal framework that motivates each unique person to get involved in the necessary tasks and increase loyalty to an organization is difficult. Additionally, there is concern about loss of managerial control by allowing and offering employee empowerment (Raelin, 2011). In fact, employees do not always respond rationally which can sometimes create challenging situations by having control left completely in the hands of the people (Abma, 2019; Raelin, 2011). Raelin (2011) indicated that oftentimes leaders end up having to get involved to resolve personality conflicts.

Standardization. There is also some criticism of standardization found in the literature. Tregear (2015) described standardization as being hard because of the length of time required to change process and because of the emotions elicited among employees that often create antagonism in an organization. Additionally, Ton (2014a) indicated some opponents suggest that standardization can create low employee and customer satisfaction. Busch and Whyte (2012) criticized standardization and indicated violence is committed against people. Individuals possess the ability to bring creativity and innovation to the workplace and when standardization occurs, there is a thought that individuals lose the ability to be creative and innovative at work. Furthermore, according to Busch and Whyte (2012), “Standards are not merely technological specifications but

are ontological specifications [that] define the kind of world we live in [and] simultaneously make certain actions and decisions possible while they effectively block other actions and decisions” (p. 245). An example of this is the standardization of the hammer and the elimination of the customized weight to fit the needs of various laborers which ultimately eliminated the jobs of craftsmen and tradesmen due to a single, standardized hammer and weight. Standardization drove this technical commodification. Busch and Whyte further criticized standardization for creating outcomes that negatively impact society and drive a new reality for the world in which we live.

Standardization is implemented to drive out variation in process and to create consistency in experience. However, Tregear (2015) criticized there can still be a need for local variations in process to meet legislative requirements, local market imperatives, personal preferences, resource constraints, product or service variations, mergers and acquisitions, and legacy IT systems. Organizations that are implementing process-centric approaches must address the pull between standardization and local variation, along with centralized control and local autonomy to be successful (Tregear, 2015). Additionally, a standard approach does not fit every situation so business processes must support local differences and the variances from branch to branch within the same organization (Steel, 2017; Tregear, 2015). Ton (2014a) suggested that the key to standardization is taking an implementation approach that respects dignity of the person, allows for a response to customer needs, and encourages continuous improvement.

Advocacy for GJS

In 2018, 40.1 million people voluntarily quit their jobs in the United States, and several organizations are now taking retention and turnover of employees seriously

(Campbell, 2019). The GJS is one approach that some successful organizations are using. Such organizations as Costco (Gabler, 2016; Ton, 2014a), H-E-B (Good Jobs Institute, 2017), Managed by Q (Davidson, 2016), Mercadona (Miguel & Santiago, 2010; “Spanish Aisles,” 2011; Ton, 2014a), Quest Diagnostics (Bonini et al., 2017; Ton, Reavis, & Kalloch, 2017), QuikTrip (QT; Ton, 2014a), and Walmart (Prokesch, 2017), have begun the GJS journey and are finding success with the implementation.

Costco. Costco CEO Jim Sinegal said, “To hire good people and provide good jobs and good careers, and pay good wages is good business” (Good Jobs Institute, 2017, scene 1). Additionally, Costco provides a generous benefit package including full medical and dental benefits to both full time and part time employees, as well as a 401(k) that includes stock options after 1 year of service (Gabler, 2016). Gabler (2016) further indicated there is a 94% retention rate for Costco employees who have been with the organization for at least 1 year. A big enabler of employee satisfaction at Costco is the employee empowerment that comes with solving customer problems. Ton (2014a) indicated the organization allows the employee an opportunity to decide how customer problems are solved, how to make processes better, and how to create merchandise displays.

H-E-B. H-E-B is a large supermarket chain in the state of Texas. President Craig Boyan indicates “it is inspiring to avoid the natural tendency to begin cost cutting on labor and employee benefits by focusing rather on investing more into people when the industry is actually getting more competitive” (Good Jobs Institute, 2017, scene 3). H-E-B was voted the number one and best retailer to work for in 2017 (Indeed, 2017; Ramsey, 2018). Ramsey (2018) described the H-E-B culture as one that provides

employees with schedule flexibility, job security, good pay and benefits, and employee development opportunities. The company was also reported as providing generous pay raises and bonuses (Indeed, 2017).

Managed by Q. CEO Dan Teran indicated that after implementing the GJS, Managed by Q actually provided a higher quality of service to customers and the brand improved (Good Jobs Institute, 2017). Additionally, Teran indicated that when you execute the GJS well, the fundamentals of the business improve. Teran believes the GJS is consistent with the business model at Managed by Q where he believes in paying workers more and training employees to stay close to the customer to ensure satisfaction such that both client turnover and employee turnover are positively impacted (Davidson, 2016).

Mercadona. Mercadona is the largest supermarket in Spain with 1,310 stores and the organization has experienced double digit growth for the last several years (“Spanish Aisles,” 2011). The supermarket applies a philosophy of increasing the value for the customer by way of an always low price through supplier cost reductions, rather than through employee wage reductions (Miguel & Santiago, 2010). According to an article in *The Economist*, Mercadona employees receive significant training, are on contracts with bonuses and work regular hours which made them 18% more productive than other Spanish supermarkets (“Spanish Aisles,” 2011). Additionally, the the organization is realizing a 4% annual turnover (“Spanish Aisles,” 2011; Ton, 2014a).

QT. “Talent attraction and talent retention are two important reasons to pursue a GJS,” says QT CEO Chet Cadieux (Good Jobs Institute, 2017). Additionally, although GJS has produced financial results and provided a platform to drive competition in the

industry, Cadieux expressed a strong sense of moral obligation to the employees as a reason to adopt and implement a GJS. As a result of the GJS implementation, QT has been realizing a 13% turnover rate for full time employees against a 59% industry average for the convenience store industry (Ton, 2014a).

Walmart. For many years, Walmart kept a low cost structure driven primarily by low employee wages. Between 2015 and 2017, Walmart invested about \$2.7 million into increased employee wages, benefits, and training (Prokesch, 2017). CEO Greg Foran is now advocating and supporting a GJS. Additionally, Prokesch (2017) shared that Walmart invested heavily in process related items to improve the jobs for workers by introducing digitization with increased access to information for standardized processes. Furthermore, in 2018, Walmart rolled out a new employee scheduling app that provides employees with the flexibility to trade schedules, pick up extra hours, and create a 13-week core schedule that provides consistency in schedule and income (Hroncich, 2018).

Millennials, Motivation-Hygiene Factors, and GJS

Millennials and Motivation-Hygiene Factors

The literature review identified multiple studies involving millennials and motivation-hygiene factors. In the first study, Guha (2010) compared the motivators and hygiene factors of Generation X and Generation Y using Herzberg's motivation-hygiene theory (two-factor theory). Guha identified the needs and expectations of millennials differ from Generation X. In a second study, Bristow, Amyx, Castleberry, and Cochran (2011) found that millennials are more concerned with basic job-related needs and are less concerned about career advancement. Additionally, providing a high rate of pay with fringe benefits may not attract recent millennial college graduates (Bristow et al.,

2011). A third study applied a hermeneutic phenomenological approach with six Generation Y engineers and identified that hygiene factors are important to employee engagement (Marais et al., 2017). Marais et al. (2017) indicated that the retention of millennial engineers was strongly influenced by career engagement. Last, Hee and Rhung (2019) used a quantitative study to examine the relationship between intrinsic and extrinsic motivation that influences millennial employee retention. Even more importantly, understanding how intrinsic and extrinsic motivation influences millennial retention was identified as important for managers and organizations (Hee & Rhung, 2019). As a result, Saeed et al. (2018) directed organizations to wake up and act on human capital by managing the millennial generation differently.

Millennials and GJS

There is similarity found in the literature between characteristics of millennials and GJS. For example, a GJS advocates the importance of giving an employee a living wage, adequate training, predictable schedules, and career opportunities. Additionally, these same characteristics of GJS are also desires of the millennial generation (Adkins, 2016; Maley, 2014; Zaharee, Lipkie, Mehlman, & Neylon, 2018). However, according to Adkins (2016), only 29% of working millennials say they are engaged at work, 50% feel good about the money they must spend, and less than 40% are successful in any aspect of well-being.

Pay and consistency in work hours. Millennials desire to have a purposeful life that is enabled by a good job that allows them to work at least 30 hours per week and obtain a consistent pay check for the purpose of buying what they want, not just what is needed (Adkins, 2016; Zaharee et al., 2018). Additionally, the millennials desire good

jobs to help pay off the student debt occurring from college expenses, and still have enough money each month to make monthly home mortgage payments (Maley, 2014). According to a 2016 Deloitte survey, pay and financial benefits drive millennial decisions about an employer (Zaharee et al., 2018).

Environment and culture. According to Williamson (2019), the environment is “everything” and organizations can use low cost approaches to intrinsically motivate employees, that is, job challenges or new assignments (p. 23). A Gallup survey found that a fully engaged workforce can outperform the competition in earnings per share as much as 147% (Williamson, 2019). Moreover, millennials are motivated when there is an opportunity to expand their skillset (Zaharee et al., 2018). Zaharee et al. (2018) further indicated that in a 2016 Deloitte survey, 71% of millennials specified they would be leaving their current job in the next 2 years because of the lack of opportunity for leadership development. Developing an organizational culture that fosters learning and development is critical for millennial retention (Durocher et al., 2016; Kuhl, 2016). Kuhl (2016) further advocated the importance of developing the millennial generation to become future leaders as the baby boomer workforce retires over the next few years.

Organizational Adaptation (Managerial Perspective)

The Rise of Millennials

Trusted environment. Communication is important to all generations, but with the development and proliferation of technology, each generation’s approach to communication is slightly different based on their comfort or exposure to technology from an early age (Stutzer, 2019). Literature has identified that with the increase of millennials in the workforce, leaders are being influenced to adapt and change

communication approaches (Dunston, 2017). Dunston (2017) identified that with the millennial attachment to mobile devices and strong affinity for social media, organizations need to move away from traditional top down management communication and town-hall forums to a more collaborative and engaging dialogue with the workforce. Organizations are being forced to create environments that provide an opportunity for the millennials to have a voice and to build an atmosphere where managers respond to the suggestions and desires of the millennial generation (Williamson, 2019). Williamson (2019) suggested that organizations which demonstrate action and follow-up to employee feedback create trusted environments for the employees. Ervin, Block, and Sawyer-Kegerreis (2009) suggested that millennials see their jobs as a direct extensive of their lives and therefore managers must provide the appropriate flexibility and accountability to the generation that helps ensure collaboration across all levels in the organization. Erickson, Alsop, Nicholson, and Miller (2009) also identified that organizational leaders will be required to spend time with millennials to gain increased morale, improved productivity, teamwork, and innovation. To create trusted environments that engage the workforce, organizations must return to mutual respect, acceptance of new ideas, and embrace open communication (Stutzer, 2019).

Successful recruitment. In a 2018 National Staff Turnover Survey, turnover observed in the first 12 months of hire was viewed as a recruitment or onboarding failure, with the first 6 months directly related to recruitment and 6 to 12 months related to retention strategies (Lawson, 2018). Durocher et al. (2016) identified the importance of managers and organizations adapting web recruitment strategies to match the career expectations of the millennial generation to include a meaningful work experience,

opportunities for professional growth, specifics on community impact, and organizational commitment to diversity. Additionally, smaller organizations generally offer a more direct connection and increased involvement in the recruitment process, simply due to a more narrow span of control (Johansen, 2013). Also, with the proliferation of the smart phone and adoption of business network applications, such as the LinkedIn platform, organizations are using artificial intelligence to present jobs to potential candidates as a method of recruitment (Lawson, 2018). Likewise, organizations achieving success in recruiting top talent have adapted their workplace culture to be more sensitive to the needs of millennial talent and also provide multiple opportunities for professional workplace development (Zaharee et al., 2018). Furthermore, a survey conducted by Zaharee et al. (2018) identified that 25% of recent graduates today are recruited through internships, 23% at career fairs, and only 16% through job postings. Jobe (2014) identified that organizations should tailor recruitment strategies to specific dimensions that differ among generations, such as, leisure time, recognition of achievement, and career progression based on merit rather than seniority which appeal to the millennial generation. Thus, organizational adaptation to competitive recruitment strategies is critical for organizations wishing to attract top millennial talent.

Multigenerational

Communication with employees has been a critical managerial component across multiple generations (Alsop, 2015; Bristow et al., 2011; Johansen & Hawes, 2016; Suomaki, Kianto, & Vanhala, 2019). However, baby boomers prefer face-to-face communication, Generation X prefers the use of technology for communication, millennials like team discussions, and Generation Z prefers communication by way of

text and e-mail (Stutzer, 2019). Thus, managerial change and adaptation to the specific generation is important when communicating with employees. Specifically communicating “how” millennial employee contributions matter and effect exact projects and the organization in a face-to-face manner is critical because current managers are not effectively creating clear expectations (Erickson et al., 2009).

However, a survey conducted by Zaharee et al. (2018) suggested that generations may not be that different in the factors that drive retention, with work-life balance and salary/benefits being the two most important retention factors. As a result of this study, millennials may in fact not be unique in their workplace characteristics and desires (Zaharee et al., 2018). Moreover, all generations desire ethical work environments that promote fairness in scheduling and assignments with an allowance for occasional mistakes to be made without punitive action (Jobe, 2014). Furthermore, Jobe (2014) advocated that generational differences in work ethic are fiction such that organizations need to adapt and recognize the importance that all generations bring to the workplace.

Summary

The literature review helped to confirm the millennial generation is unique in communication, education, diversity, response to societal trends, behaviors, work experience, values, motivation, experience with technology, and organizational expectations from previous generations. Although, there is a gap in the literature for specific discussion on the GJS and influence on retention and turnover, as pertains to the millennial generation. Additionally, the literature clearly identifies motivators and de-motivators of the millennial generation, but there is a gap in the literature for application of Herzberg’s motivation-hygiene theory, specifically for elements applicable to the

millennial generation. The literature also identified similarities between GJS and millennials—both demand a living wage, adequate training, predictable schedules, and career opportunities. However, responding to the difference in the millennial generation with an applicable retention strategy is critical for the long-term sustenance and success of current organizations. As millennials will represent 75% of the workforce by 2025, implementing an organizational strategy that helps to appropriately leverage the skill set of the millennial generation, such that the individuals feel valued and want to stick around, is keenly important for all managers. As a result, the literature encourages organizations to adapt and develop appropriate recruitment and retention strategies that cater to the preferences and desires of the millennial generation to attract and retain top talent.

CHAPTER 3: METHODOLOGY

Using a phenomenological methodology (Moustakas, 1994) for this qualitative research study, the researcher sought to understand how application of a GJS could impact organizations and influence retention decisions of millennial employees to remain in an organization. Because of the similarities identified in the literature between millennial characteristics and GJS, investigating whether or not this 21st-century strategy has the potential to adequately influence retention and turnover of millennials was considered. The research also explored the opportunity for enhancing the retention of millennials by appropriately applying Herzberg's motivation-hygiene theory through a clear identification and understanding of the critical motivation and hygiene factors of millennial employees and subsequent development of an enhanced theoretical model.

A phenomenological qualitative approach is best suited for this study because of the desired focus for understanding the nature and meaning of the millennial employee experience that ultimately leads to retention or turnover. A qualitative method includes studying psychological elements, for example, subjective opinions, attitudes, beliefs, or environmental experiences, which cannot be measured using statistics (Percy et al., 2015). Additionally, for this research study a quantitative approach would not have offered or allowed for a semistructured interview to be conducted, which was needed to best answer the research questions in an open-ended and interactive discussion format. For the specific research questions associated with this millennial study, a quantitative survey approach could have introduced bias into the answers of the participants by providing leading answers without getting to the core of the intentions and motivation behind the retention and turnover decisions. Therefore, a qualitative approach was taken

so that the motivations and desires of the millennial generation could be investigated more holistically and from lived experiences (Ravitch & Carl, 2016). In essence, the phenomenological approach for this study summarized themes identified through the research interviews to extract meaningful information from the participants (Miles, Huberman, & Saldana, 2014).

Purpose Statement

The purpose of this study was to conduct qualitative phenomenological research (a) considering the impact of a good jobs strategy (GJS) on retention intentions of millennial employees while (b) seeking to understand any significant motivation and hygiene factors influencing millennial retention and turnover, and (c) understanding any significant change management efforts required for implementation of a GJS.

Research Questions

The goal of this qualitative research using a phenomenological approach was to examine retention and turnover of millennial employees when applying a GJS. The phenomenological qualitative study included interviews with participants to create an environment where time could be spent interacting with millennials and learning about their behaviors and intentions. The research questions were designed to align with the purpose statement and to allow for collection of detailed and contextual retention and turnover experiences of millennials and organizational observations of managers. The following research questions formed the foundation of this study.

1. What factors, if any, serve as motivation and hygiene factors for the millennial generation?

2. What influence, if any, does the GJS have on the retention intentions of millennial employees?
3. What change management efforts, if any, are required by managers in organizations to implement the GJS?

These research questions were formulated to expound on previously conducted research by Herzberg (1964, 1974) on motivation and hygiene factors prior to the millennial generation and by Ton (2014a) on GJS in a generational agnostic approach within the service industry. Through an extension of Herzberg's two-factor theory (Herzberg, 1964, 1974; Hur, 2018), triangulation occurred with the phenomenological qualitative research and literature study to establish a framework for understanding millennial retention and turnover.

Research Design

On September 19, 2018 prior to conducting any research, the principle investigator (PI) and researcher completed an online training course from the National Institute of Health Office of Extramural Research on "Protecting Human Research Participants" (Certification Number 2941347) as required by California Baptist University (CBU) to ensure sufficient understanding of the ethical boundaries of research (see Appendix A). Additionally, the researcher submitted a formal request for research permission to CBU's Institutional Review Board (IRB) and received approval to initiate research under IRB# 010-1920 EXP (see Appendix B).

Using a phenomenological approach for the qualitative research, the researcher conducted multiple face-to-face interactions (Sutton & Austin, 2015) that incorporated semistructured interviews (Mojtahed, Nunes, Martins, & Peng, 2014) to spend time in

observation with the research participants until theoretical saturation (Dai, Free, & Gendron, 2019; Glaser & Strauss, 1967) occurred. Glaser and Strauss (1999) indicated that saturation occurs when the same information is described and observed over and over so a researcher becomes confident a topic is saturated without any additional information to obtain. Dai et al. (2019) conducted a literature review and identified the median number of interviews conducted for published qualitative research was 24. As supported by the research of Francis et al. (2010), a minimum of 10 interviews was conducted by the PI with the sample population. Francis et al.'s (2010) research supported a "10 + 3 criterion" for interviews, so a minimum of 10 interviews were conducted (initial analysis sample), and then three further consecutive interviews (stopping criteria or a priori) were conducted until additional information was not obtained (p. 1242). Triangulation then occurred through an extension of Herzberg's two-factor theory (Herzberg, 1964, 1974; Hur, 2018), literature review, and phenomenological observations for understanding millennial retention and turnover to bring rigor and validity to the research project.

Population

The subjects for this research project were millennials (born 1980-2000) who visited a local Shawnee, Kansas (a city in Johnson County, Kansas, United States that is part of the Kansas City metropolitan area with an estimated population of 65,845) Starbucks (an American coffee company and coffeehouse chain) and millennial LinkedIn social media connections of the principal investigator (Citi-Data.com, n.d.). There were 2,935 direct connections on LinkedIn for the researcher. Of the LinkedIn population,

approximately 33% were observed to be millennials. Additionally, the population included both genders and multiple races.

Sample

The objective was to obtain 15 millennial participants through random voluntary response to a recruitment flyer that was posted in a Starbucks facility and posted on the PI's LinkedIn page. Fifteen participants would allow for sufficient sample following potential attrition and dropout throughout the study process. Although Sandelowski (1995) indicated there are not any mathematical computations or power analyses that can occur to determine a minimum sample required for qualitative analysis, the sample size is considered a matter of subjective judgment to manage the information and understand the experience. However, the usage of 15 research participants was in the range recommended by Creswell and Poth (2018). Eighteen individuals volunteered to participate in the research project. All 18 participants responded to the LinkedIn social media post. There were not any responses to the Starbucks bulletin board post. Additionally, after completing an informed consent, 13 of the participants successfully completed the research interview process. As reflected in Table 1, the number of sample participants is consistent with previously conducted phenomenological studies.

For recruitment, a recruitment flyer was used without inducement or deception (see Appendix C for the recruitment flyer). Having representation of male and female as well as hourly and salaried employees was the goal. Equal distribution of male and female participants occurred. However, 17 of the 18 volunteers were exempt employees, and one was self-employed. As reflected in the participant demographic matrix (see Table 2), the participants (a) spanned across most of the 20-year millennial generation,

Table 1

Previously Conducted Phenomenological Studies

Author	Topic	Study type	Number of participants
Acebedo, Haas, and Hermanns (2019)	Breast cancer-related Lymphedema in Hispanic women	Interpretive phenomenology	13
Frondelius, Ranjbar, and Danielsson (2019)	Adolescents' experiences of being diagnosed with ADHD	Qualitative interview using phenomenological framework	13
Ting, Lim, de Run, Koh, and Sahdan (2018)	Are we baby boomers, GenX, and GenY?	Qualitative inquiry via personal interview	13
Wagner and Pather (2019)	Exploring resilience in family physicians	Phenomenological qualitative study	13

(b) included multiple ethnicities, (c) consisted predominantly of salaried employees, (d) comprised a mix of people leader and non-people leaders, (e) involved a single frontline employee, (f) encompassed a mix of job types, (g) worked at varying office locations, (h) earned hefty salaries, (i) completed a minimum of a bachelor's degree, (j) lived in different states across the United States, and (k) had a range of organizational tenure (both new and experienced).

Table 2

Participant Demographic Matrix

Participant	Age	Gender	Race	FLSA Status	Organizational Role	Job Type	Office Location	Annual Salary (\$)	Education	State of Residence	Time in current org (years)
#1	39	F	Caucasian	Exempt	Functional Leader / non People Leader	Marketing	Flexible	>125K	Bachelors (B.S.)	PA	7.9
#2	37	M	Caucasian	Exempt	Functional Leader / non People Leader	Operations	Remote	100-125K	Bachelors (B.S.)	MO	10.0
#4	33	M	Asian	Exempt	Functional Leader / People Leader	Operations	On-Site	75-100K	Doctorate	OK	11.0
#5	34	M	Caucasian	Exempt	Functional Leader / People Leader	Marketing	On-Site	>125K	Some Graduate	NJ	4.0
#7	32	F	Black	Exempt	Functional Leader / non People Leader	Operations	Flexible	100-125K	Bachelors (B.S.)	TX	0.6
#10	37	M	Caucasian	Exempt	Functional Leader / People Leader	Commercial Sales	On-Site	>125K	Bachelors (B.S.)	MD	0.2
#12	32	M	Asian	Exempt	Functional Leader / non People Leader	Operations	On-Site	>125K	Masters	MA	0.1
#13	27	M	Asian	Self-Employed	Functional Leader / People Leader	Financial Planning	On-Site	>125K	Masters	KS	6.0
#14	38	F	White, Hispanic	Exempt	Functional Leader / non People Leader	Operations	On-Site	>125K	Doctorate	VA	6.0
#15	38	F	Asian	Exempt	Functional Leader / non People Leader	Operations, Mergers and Acquisitions	Remote	>125k	Bachelors (B.S.)	PA	8.0
#16	38	M	Caucasian	Exempt	Front Line Employee	Commercial Sales	Remote	>125K	Bachelors (B.S.)	MA	0.3
#17	30	F	Asian	Exempt	Front Line Employee	Operations	On-Site	50-75K	Bachelors (B.S.)	NJ	4.0
#18	25	M	Caucasian	Exempt	Functional Leader / non People Leader	Operations	Flexible	75-100K	Bachelors (B.S.)	NJ	4.5

A more specific analysis on the data obtained from the participants during the semistructured interviews was included in a data analysis memo (see Appendix D for demographic data analysis memo).

Instrumentation

Primary Research

The primary literature research was conducted using the online library of CBU. An initial search on OneSource and ProQuest to identify peer-reviewed literature was the primary search method. Numerous journal articles were found across the following databases: MedLine PubMed, CINAHL Complete, Business Source Premier, PsycINFO, HeinOnline, Complementary Index, Academic Search Premier, and SPORTDiscus. Each of these databases helped the researcher to uncover the current articles, research, and gaps associated with millennial turnover and millennial retention. Terms and phrases used for the search criteria included millennial retention, millennial turnover, generations in the workplace, baby boomer characteristics, Generation X characteristics, Generation Y characteristics, Generation Z characteristics, generational differences in the workplace, millennial retention strategies, impact of employee turnover and employee turnover impact, causes of millennial turnover, good job, workplace strategies, workplace theory, good jobs strategy, organizational adaptation and millennials, and recruitment.

Semistructured Interview

The researcher used the semistructured interview as the approach and instrument to collect the primary data from millennial research participants. Barriball and While (1994) indicated a semistructured interview provides an opportunity to observe and explore the perceptions and opinions of respondents through a series of structured questions and answers that are followed by additional probing and unstructured clarifying questions. There is an “equivalence of meaning” (Barriball & While, 1994, p. 330) that helps to bring validity to the semistructured interview. The semistructured interview was

planned in advance with an initial set of high level and thematic questions to enable the dialogue and two-way communication exchange. A complete set of thematic questions are in Appendix E. Each interview was digitally recorded using the Voice Memos app on the iPhone. Following the interviews, verbatim transcription and reflexivity occurred.

Data Collection

Primary research data were obtained through qualitative semistructured interviews that occurred via phone and Skype. Secondary data were not used for this research study. Additionally, each participant was required to complete and sign an informed consent prior to research participation. Upon contact by the volunteer, the PI used the application DocuSign to e-mail the informed consent to obtain an electronic signature from the participant (see Appendix F for a sample signed informed consent). The user had the option to use a finger to scribe initials or accept the system-generated initials. After the volunteer completed the electronic signature process, the PI and the volunteer received an electronic copy of the completed informed consent from DocuSign. The researcher retained a copy of the electronic signature for a period of 1 year in the DocuSign account of the PI. Additionally, at the beginning of the semistructured interview, the PI carefully walked through the informed consent document. As the last sentence of the informed consent indicates, the participant was reminded that “Electronically signing your initials with an electronic capture of the date will be acknowledged as your consent to participate in the research study.” The semistructured interview consisted of two sections: the first part for gathering basic demographic information and the second part for more detailed questions about millennial retention and turnover, which included questions on motivators; de-motivators; a “good job”; a “bad job”; and observations and perceptions

on impacts of turnover on brand and image, productivity, employee morale, and profitability. The last question of the interview was an open-ended question to provide an opportunity for dialogue about the participant's perceptions and observations around the millennial generation regarding retention and turnover (see Appendix E for the semistructured interview questions). The interviews were conducted on the phone and Skype to eliminate fear or concern of safety and to help create a nonthreatening environment for the research participant. The interviews lasted from approximately 13 minutes to over 45 minutes, depending on the length of participant responses.

At the time of the semistructured interview, each participant was assigned a participant number that was recorded on the interview notes and used at the start of each interview to clearly de-identify the participant. A grid was retained by the PI that translates name to participant number in the event that follow-up questions were needed. This grid was stored electronically and is password protected. This grid was being retained for a period of 1 year from the time of research completion. Even though 18 participants volunteered, only 15 scheduled interviews. Of the 15 participants who scheduled, only 13 completed the full interview process.

Data Analysis

Transcription

Once the semistructured interviews were completed, they were transcribed in a fashion to carry forward only the participant number for de-identification purposes. The actual verbatim transcription of the interview was one of the first steps in thinking and approaching the data as analysis began. Ravitch and Carl (2016) advocated that the transcription process and documenting to paper is an important aspect of qualitative data

collection and analysis. Additionally, an iterative process was applied following the interview transcription so the information could be fully absorbed and noticed by the researcher. This approach served as a precoding step and allowed for questioning and engaging with the data (Ravitch & Carl, 2016). The transcribed scripts were kept in a locked cabinet within the locked work office of the PI for a period of 1 year from the time of research completion. Additionally, the audio files were deleted and destroyed following transcription.

Coding

To complete the present research project and to properly evaluate the vast amount of data, NVivo 12 Plus™ was used to assist with the qualitative data analysis and to ensure a more methodical, more thorough, and more attentive research approach as touted by Bazeley and Jackson (2013). Edhlund and McDougall (2019) promoted the usage of NVivo 12 because of the ability to quickly and easily organize data for analysis. Additionally, qualitative data analysis software (QDAS) contributes to a more rigorous analytical research approach (Bazeley & Jackson, 2013; Miles et al., 2014).

All 13 interviews were imported as separate files into NVivo 12 Plus™, and all participant demographics were imported as case classifications for each field. Auto-coding and manual coding of the interview transcripts occurred in NVivo 12 Plus™. Coding is one method advocated by researchers for qualitative data analysis (Ravitch & Carl, 2016). Vaughn and Turner (2016) further advocated the importance of coding to assist in removing some of the challenges with respect to managing, organizing, and analyzing qualitative data.

This approach enabled three themes and 10 subthemes to emerge from the data. The themes included individual factors, organizational factors, and environmental factors affecting millennial retention and turnover. Based on the coding applied to the interview transcript and subsequent analyses, 10 additional subthemes were identified and categorized as follows: (a) recognition and praise, (b) pay, (c) feedback, (d) career opportunities, (e) time off, (f) flexibility, (g) management, (h) culture, (i) job elements, and (j) team.

Rigor and Validity

As supported by Hadi and Closs (2016), credibility and rigor of qualitative research can be increased by incorporating at least two of the following strategies: triangulation, self-description/reflexivity, respondent validation or member checking, prolonged engagement and immersion with participants and their community, creating a decision audit trail for readers, peer debriefing and discussion, and providing rich and thick descriptions for context to help external validation. Therefore, to enhance rigor and validity, applications of triangulation, self-description/reflexivity, and respondent validation were incorporated. Additionally, feedback from the respondents was also considered and incorporated as part of external validation and checking for missing or possible researcher bias.

Triangulation. The PI explored and integrated across multiple data sources to assess the information from multiple views as recommended by Ravitch and Carl (2016). This triangulation approach consisted of interview data compared to the literature, GJS, and Herzberg's motivation-hygiene theory. Observations were documented and recorded

in a data analysis and reporting memo (Ravitch & Carl, 2016). See Appendix G and Appendix H for memos.

Respondent validation. To minimize personal bias, the PI engaged with the research participants following the interviews for validation of the researcher observations. The initial results of the research were placed into two data analysis and reporting memos and were sent by way of confidential e-mail address using blind carbon copy to protect the identity of research participants. The memos documented an overview of the interview process, the demographic participant matrix, and initial observations with data analysis. The reporting memos assisted in organizing and sharing initial thoughts about the data as well as capturing participant validation, suggestions, and additional elements for consideration. All 13 participants received an e-mail request for respondent validation. Some of the respondent comments included, “I was actually surprised how much the data DID reflect my perceptions and observations,” “I didn’t see any discrepancies with the answers,” “I reviewed both the tables and the paragraph descriptions, and they looked good,” “Yes, the data, as presented, does reflect my observation and perception of the millennial generation,” “No, you did not miss anything. Your data collection and data analysis [are] neutral and on point,” and “This all looks good and accurate to me. I don’t think you missed anything based on our conversation.”

Self-description/reflexivity. Sensitivity to researcher bias with respect to selection of participants for the research study was considered. As supported by Swafford (2014), researcher bias should be considered in selection of participants. As a result, taking an approach that allows for participants to volunteer randomly without inducement or deception was utilized for sample recruitment. By posting a flyer in a

local Starbucks restaurant and on the LinkedIn social media page of the PI, the researcher did not engage with the volunteer prior to receiving an e-mail notification from the volunteer to indicate interest in participation. Additionally, each semistructured interview was approached with an open mind and was devoid of problem-solving. Furthermore, reflexivity was applied to the entire research process. Multiple readings of the interview transcript offered the ability for new insights to be discovered with each encounter.

Limitations

This study focused exclusively on the retention and turnover intentions of millennial employees through a phenomenological approach using semistructured interviews. Additionally, volunteers were obtained through a random self-volunteer process using a flyer posted in a local Starbucks restaurant and a social media post on LinkedIn. Thus, a few limitations of this study should be noted. The first limitation involves the sampling process as the study involved sampling from patrons at a local Starbucks facility and LinkedIn connections of the PI. As a result, the generalizability of these findings and applications across the entire millennial population may not be relevant. A second limitation involves application to specific industries and organizations as specific implications may be limited due to the nonspecific industry focus of this study. Implications for other industries and specific organizations will need to be evaluated and considered in future research. A third limitation is associated with the focus on the millennial generation, and application to retention and turnover involving other generations may not be applicable. A fourth limitation consists of application to frontline employees or nonexempt populations as none of the volunteer

participants for this research study were nonexempt employees. Thus, generalization across both Fair Labor Standards Act (FLSA) statuses of exempt and nonexempt employees should be approached in future research using a sampling method that allows for ample representation from both groups. A fifth limitation involves the good jobs strategy. This strategy, as written by Ton (2014a), applies most readily to frontline employees working in nonexempt, hourly type positions. As none of the volunteer participants were nonexempt, being able to effectively apply the strategy and discuss in the semistructured interviews was not applicable. Additionally, less than one third of the volunteers had even heard of the strategy.

Summary

As millennials will represent 75% of the workforce by 2025, the qualitative methodology and phenomenological approach described in Chapter 3 using semistructured interviews was used to better understand millennial retention and turnover. Eighteen millennial participants randomly volunteered in response to a flyer posting to a LinkedIn social media post by the researcher. Semistructured interactions were conducted in interviews digitally recorded and transcribed verbatim so coding could be applied for the purposes of data analysis. Subthemes of recognition and praise, pay, feedback, career opportunities, time off, flexibility, management, culture, job elements, and team were categorized under the major themes of individual factors, organizational factors, and environmental factors that contribute to millennial retention and turnover. Finally, rigor and validity were applied to the study through applications of triangulation, self-description/reflexivity, and respondent validation. Chapter 4 discusses the research,

data collection, and findings. Chapter 5 contains findings, conclusions, and recommendations.

CHAPTER 4: RESEARCH, DATA COLLECTION, AND FINDINGS

Overview

Chapter 4 provides a summary of the purpose, research questions, research methods, and data collection procedures. The focus of this chapter is on the qualitative data obtained through phenomenological approach and semistructured interviews of the millennial research participants. The data are presented and reported in tables and narrative description formats.

Purpose Statement

The purpose of this study was to conduct qualitative phenomenological research (a) considering the impact of a good jobs strategy (GJS) on retention intentions of millennial employees while (b) seeking to understand any significant motivation and hygiene factors influencing millennial retention and turnover, and (c) understanding any significant change management efforts required for implementation of a GJS.

Research Questions

The goal of this qualitative research using a phenomenological approach was to examine retention and turnover of millennial employees when applying a GJS in random volunteers. The phenomenological study included interviews with random volunteers to create an environment where time could be spent interacting with the targeted participant group (millennials) and learning about their behaviors and relating to their intentions. A qualitative method studies psychological elements (e.g., subjective opinions, attitudes, beliefs, or environmental experiences), which cannot be measured using statistics (Percy et al., 2015). As a result, the research questions were designed to align with the purpose

statement and to allow for collection of detailed and contextual retention and turnover experiences of millennials and organizational observations of managers.

1. What factors, if any, serve as motivation and hygiene factors for the millennial generation?
2. What influence, if any, does the GJS have on the retention intentions of millennial employees?
3. What change management efforts, if any, are required by managers in organizations to implement the GJS?

These research questions were formulated to expound on previously conducted research by Herzberg (1964, 1974) on motivation and hygiene factors prior to the millennial generation and by Ton (2014a) on GJS in a generational agnostic approach within the service industry. Through an extension of Herzberg's two-factor theory (Herzberg, 1964, 1974; Hur, 2018), triangulation occurred with the phenomenological qualitative research and literature study to establish a framework for understanding millennial retention and turnover.

Research Methods and Data Collection Procedures

The population for this research project was millennials (born 1980-2000) who visited a local Shawnee, Kansas Starbucks facility and millennial LinkedIn social media connections of the principal investigator. The population included both genders and multiple races. Eighteen millennial participants randomly and voluntarily responded to a recruitment flyer that was posted on the PI's LinkedIn social media page.

The semistructured interview was the approach and instrument used to collect the primary data from millennial research participants. Each interview was digitally recorded

using the Voice Memos app on the iPhone. The semistructured interviews occurred via phone and Skype. Additionally, each participant was required to complete and sign an informed consent prior to research participation. Demographic information was obtained from each participant, and a series of semistructured interview questions was asked of each participant.

After the semistructured interviews, the researcher transcribed and conducted an iterative review process that enabled a full absorption, observation, and questioning of the data as described by Ravitch and Carl (2016). The transcribed interviews were imported into NVivo 12 Plus™ so auto coding and manual coding could occur. Three themes emerged, including individual factors, organizational factors, and environmental factors, that impact and influence millennial retention and turnover. Ten subthemes were also identified: (a) recognition and praise, (b) pay, (c) feedback, (d) career opportunities, (e) time off, (f) flexibility, (g) management, (h) culture, (i) job elements, and (j) team.

Presentation and Analysis of Data

Participants

Eighteen millennial participants voluntarily responded to a LinkedIn social media post. The age range of participants was from 25 to 39 years old. To protect the anonymity of all participants, names and organizations were removed. A demographic data analysis summary was written following interview transcription and collation of all demographic information (see Appendix D for the demographic data analysis memo).

A total of 13 interviews was conducted. Two semistructured interviews transpired through a phone conversation and 11 interviews occurred by way of a Skype connection. Both interview approaches provided an opportunity for the candidates to

communicate in a relaxed fashion from the comfort of their own environment. The digitally recorded interviews demonstrated that each participant was fully engaged in responding to the semistructured questions in an articulate fashion. Each of the interviews began with questions to capture demographic information and to help put the participant at ease before moving into questions requiring deeper thought. There were some occasional pauses between the researcher questions and participant responses that demonstrated the participants were deeply contemplating answers, considering appropriate responses, and diligently preparing well-constructed replies. Following the interview session, several of the participants expressed a deeper interest in the research topic and requested a copy of the final dissertation product upon completion.

All 13 participants responded to observations about aspects of a good job versus facets of a bad job. The millennial participants shared that they desire a job with meaning and purpose and an organization that offers flexibility in work hours. Additionally, having an opportunity to impact the organization or society was also voiced as important. Participant 1 indicated a good job included “the ability to make an impact . . . [and] being compensated for the work that I’m doing,” and a bad job included “no processes [or] the inability to be able to streamline and be effective.” Participant 2 shared that a good job involves “meaningful work . . . where you’ve accomplished something” with a bad job involving “stress . . . and being busy, but not productive.” Participant 4 communicated, “A good job is something I want to go to every morning when I wake up. [There is] an important purpose,” while a bad job “does not have the autonomy to do the right thing.” Participant 5 discussed a good job as “develop[ing] my skills . . . and becom[ing] more marketable,” but a bad job involves “inflexibility . . . [with] someone

that's not going to help you move up in an organization . . . [and] . . . micromanaging.”

Participant 7 suggested a good job involves “opportunity for growth . . . [where] the environment is conducive for growth; it's positive [and] . . . collaborative” while a bad job does not have a “work life balance.” Participant 10 described a good job as one with “a good salary in a good working environment” and a bad job as “not having the ability to influence and control of my take home pay, no ownership in my job, and a really bad boss.” Participant 12 recommended a good job “allows me to have a direct impact on the business . . . and is appreciated by a lot of people at different functional [levels] in the organization,” and a bad job was described as “tactical . . . [and] repetitive.” Participant 13 felt that a good job has “growth opportunity,” and a bad job is one where “I didn't feel heard.” Participant 14 communicated a good job involves “applying my strengths . . . and . . . spending the majority of my time doing things that I enjoy . . . while develop[ing] myself,” and a bad job includes doing “the same thing over and over again every day.”

Participant 15 discussed a good job “is challenging . . . [and] it complements the skillset of the individual” with a bad job being “out of sync or misaligned to your personal and professional goals.” Participant 16 described a good job as “doing something that is worthwhile for both yourself and . . . society” while a bad job includes “a toxic culture.”

Participant 17 used the following terms to describe a good job: cohesiveness, support, feedback, leadership and collaboration, but a bad job involves “ostracizing . . . and impact to [your] mental and emotional health.” Finally, Participant 18 described a good job as “a job that's going to set me up for success in the future . . . and pays well” and described a bad job as one that pigeonholes someone into a position so movement into another position is not allowed.

Almost two thirds of the participants indicated they personally have thought about leaving their current job or organization at some point while working (see Figure 1).

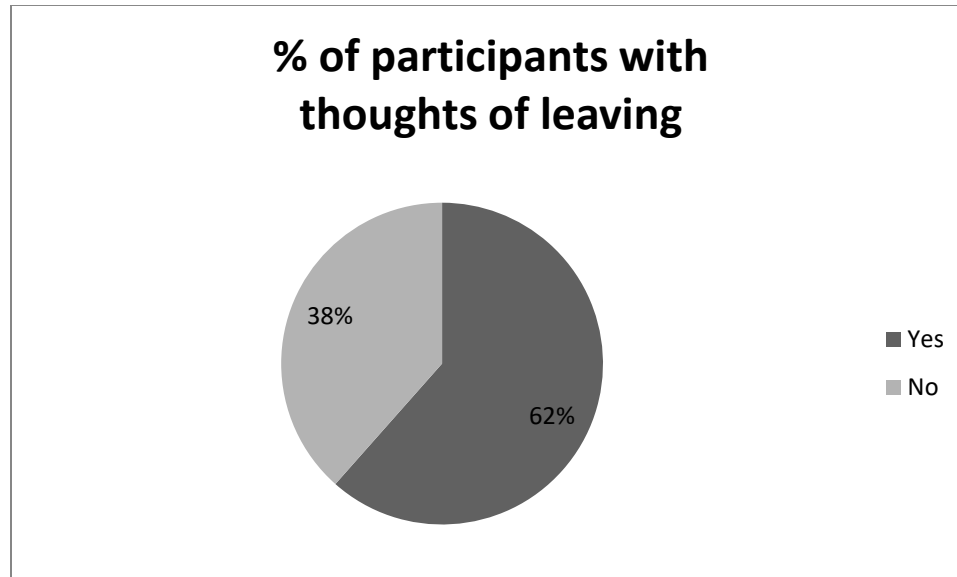


Figure 1. Percentage of participants with thoughts of leaving.

Participants 1, 2, 5, 12, 14, 15, 17, and 18 indicated “yes” they have contemplated leaving at some point over the time with their current job or organization. However, Participants 4, 7, 10, 13, and 16 each confidently communicated “no,” when asked “at any point during your time with the current organization have you contemplated leaving your current organization or job?” Participant 4 noted being with the organization 11 years, Participant 13 indicated 6 years with the organization, and Participants 7, 10, and 16 shared being with the current organization from 2 months to 7 months. As identified by the millennial participants, the top 10 reasons for peer turnover are reflected in a word cloud (see Figure 2). The company or the organization is the top reason indicated by the participants for millennial turnover.



Figure 2. Word cloud: Top 10 reasons for peer turnover.

For the five participants who indicated they had not thought about leaving the organization, the items contributing to retention that were noted by the participants included recent job move, culture, integrity, new role, love of the job, love of the people at work, industry leader recognition, technology, benefits, growth opportunities, a supportive team, feeling valued, and flexibility. There were only two items that were shared or repeated among the participants: “love the people” and “new job.”

Four of the participants indicated they had heard of the GJS with two of the participants articulating and demonstrating a full knowledge of the actual GJS. Participant 12 was a student at MIT and participated in a course titled “Leading and Driving Operational Strategy” that was taught by the GJS author Zynep Ton. Participant 12 shared how the GJS was studied during the course before the actual strategy was published in current form. Participant 14 read the GJS book approximately two years before the interview but recalled and communicated several key elements of the strategy

during the interview session. The other nine participants had not heard of the GJS and were not able to comment on any specifics of the strategy.

Themes

Following the interview transcription, the interview files were imported into NVivo 12 Plus™ where auto-coding and manual coding were conducted with three themes and associated subthemes emerging. The results of the interviews indicated that the experiences and influences on millennials pertaining to retention and turnover effects can be categorized into the following three themes: (a) individual factors, (b) organizational factors, and (c) environmental factors as noted in Table 3.

Table 3

Themes and Subthemes

Individual factors	Organizational factors	Environmental factors
<i>Subtheme</i>		
Recognition and praise	Time off	Culture
Pay	Flexibility	Job elements
Feedback	Management	Team
Career opportunities		

Additionally, Table 3 reflects the 10 subthemes that emerged: (a) recognition and praise, (b) pay, (c) feedback, (d) career opportunities, (e) time off, (f) flexibility, (g) management, (h) culture, (i) job elements, and (j) team.

Table 4 details the number of times each participant discussed a specific subtheme during the research interview. The topics mentioned by the greatest number of participants included job elements, flexibility, culture, career opportunities, pay, and

management. The topics with the most responses or times mentioned by the participants included career opportunities, culture, management, team, and flexibility. Career opportunities and job elements each had the most time devoted to discussion by the millennials. The participants got extremely excited about career opportunities with the potential for promotions, career expansion, and increased visibility, but they expressed frustration about poor management behaviors, inflexibility with work schedules and locations, and mundane or meaningless job tasks.

Table 4

Number of Times Subtheme Discussed by Participant

Subtheme	Participant												
	1	2	4	5	7	10	12	13	14	15	16	17	18
Recognition and praise			6		2						2		3
Pay				20	5	3	1	9	3				1
Feedback	3			2			4				2	7	
Career opportunities				14	8		8	22	20	8	11		22
Time off	1	2		2	7				5				2
Flexibility	2	5	1	11	14	4	2			2			8
Management	9		19	7	1	1				15		3	
Culture				4	20	4	3	14		3	4	5	
Job elements	6	5	3	2		1	4	2	6	3	1	3	8
Team	5			2	22			6	8	6			5

Theme 1: Individual factors. For the individual factors, the participants talked about how each of these factors impacted them personally or as an individual. These individual factors elicited emotion, energy, feeling, increased dialogue, and deep reflection for the research participants. For the first theme, the subthemes recognition

and praise, pay, feedback, and career opportunities arose with participants 1, 4, 5, 7, 10, 12, 13, 14, 16, 17, and 18 commenting.

Recognition and praise. The millennials participants discussed the positive feelings and emotions that occur when recognition and praise happen. Participants 4, 7, 16, and 18 each expressed the importance of recognition and praise as motivators. Participant 18 discussed how recognition was deemed an important factor for retention, even using a simple “thank you.” Participant 7 shared the importance of “recognition for the hard work that you do.” Participant 4 indicated, “I’m one of the millennials and I am motivated by recognition.” Additionally, Participant 4 shared receiving motivation from thank you e-mails and thank you notes. Participant 16 said millennials “need praise so to speak or affirmation in what they are doing in order to have a positive experience” and “in most cases that I have seen [millennials] are looking for praise or affirmation in what they are doing.”

Pay. The research participants also shared they appreciate appropriate compensation that enables them to not worry about the basic necessities of life along with a few important items along the way of life. Participant 13 discussed, “Wages haven’t really grown . . . and millennials . . . are finding it tough to find jobs that allow them to make a living at a decent level.” Participant 10 shared that “the ability to influence my pay with variable compensation” was an important factor in a job. On the flip side, Participant 10 also indicated that “not having the ability to influence and control my take home pay” would be elements of a bad job. Participant 18 believed that “a good job is something that pays well.” Participant 7 shared, if “I wasn’t compensated accordingly, it made it a lot easier for me to move around.” Participant 12 indicated,

There are definitely monetary benefits and . . . other social benefits that are important from a day-to-day perspective, where I do not have to think about how I would pay for my expenses both short term and long term . . . is definitely helpful and allows me to focus more on the job itself.

Participant 14 communicated an experience about one of her millennial friends turning down a promotion with a 5-10% pay increase to pursue another opportunity because of dissatisfaction with her current boss. Participant 14 shared, “I think it really reflects the millennial values that she was more interested in being happy in her job, than the money.” Participant 5 suggested that “for the economics piece, it would be more of a pay for performance model. Many companies have pay for performance.” Participant 5 also felt turnover “is attributed to pay” when looking at the commercial organization function. Participant 5 further expounded on why pay was so important: “I mean, I wouldn’t go to work if I wasn’t getting paid.” Also, Participant 5 discussed that a promotion “would help you to get to that next pay level.” Moreover, Participant 5 shared that the current job allows for paying a car mortgage and living a comfortable lifestyle without much financial stress. “It’s not like I have an urgent need to go find something else making more money because my needs are met,” said Participant 5. Participant 13 mentioned,

My career has allowed me to do well and provide for my family at a comfortable level without worrying. . . . Growing your compensation really allows you to create the kind of life that you want for you and your family.

Feedback. Getting frequent and continuous feedback was identified during the interviews as important to help ensure confidence in performance. Participants 1, 5, 12, 16, and 17 each had thoughts on feedback related to frequency and the approach used

when giving feedback. Participant 17 discussed the desire for feedback as “constant” and “if I am doing something well, let me know. If I’m doing something not well, let me know.” Participant 16 shared, “I think the difference now for millennials is they need more constant feedback on how they are performing.” However, Participant 16 also indicated “they [millennials] are a little bit more hesitant to get critical feedback than maybe a generation or two ahead of them.” Participant 1 shared finding value in “constructive feedback on areas of gaps for development.” Participant 1 also shared, “There are often challenges with receiving the type of feedback that you need to improve in whatever gaps . . . are being identified, but they’re not being shared so that you can advance appropriately.” Furthermore, Participant 1 discussed, “Millennials in general, we love constant feedback. . . . It’s an opportunity for us to continue to evaluate ourselves.” Additionally, “It’s an opportunity . . . to just strive to be better.” Participant 17 felt “feedback is critical. Feedback, support, and understanding and willingness to get into the details” are all important for millennials. Participant 17 also acknowledged that for the current position, “I was able to find a good leader who gave feedback, who supported me, who understood what I did.” Participant 12 shared the importance of getting “the feedback from society that yes, what I do makes a difference.” In addition, Participant 12 indicated “constant feedback.” Similarly, “getting that feedback” and understanding “am I getting the right feedback, am I doing a good job or not, or whether I am doing the right thing for business or not” is very important to Participant 12. Participant 5 wants the organization to “provide me feedback as much as possible.”

Career opportunities. Career opportunities were the most frequently discussed topic across the interview sessions. The millennials were vocal about having

opportunities to grow in their careers through development opportunities, growth opportunities, and training or learning opportunities. Rapid movement up the ladder to senior roles and those positions providing greater organizational visibility or mobility were mentioned as desirable. Participant 18 indicated a good job provides “opportunities for additional roles . . . opportunities [for] advancing my career with promotions and raises . . . [and] . . . added responsibilities.” Participant 16 shared that “training opportunities” and “professional growth opportunities” were important for retention as “there is not a lot of opportunity for professional development . . . in this current role.” Also, Participant 16 indicated, “I would consider or see myself staying long term at a place because I would have future growth opportunities there.” Moreover, a good job is one where you have “growth opportunities,” said Participant 16. Participant 18 described a recent job exploration as “I was just exploring different opportunities where I could get a promotion or see the same parts of an industry or a different industry altogether to get a different exposure.” In addition, Participant 18 shared a desire for growth opportunities that include skillset advancement in the organization with promotions, raises, and additional responsibilities. Regarding some observations about current millennial turnover, Participant 18 stated,

Some of them are leaving for added opportunities. . . . I notice . . . a lot of my peers when they leave the organization that they end up getting promoted. They were at a nonleader type position with[out] direct reports and then they end up leaving the organization and they move into a position that has direct reports.

Participant 7 discussed leaving the current organization if opportunities for growth did not exist. Participant 1 shared a recent contemplation of leaving the organization because

of “opportunities for advancement” outside the organization. Related to continued retention, Participant 1 reflected on a desire for cross-functional mentorship that would provide constructive feedback on areas of gaps for development to enable advancement. Additionally, Participant 1 indicated a desire to have a sit-down conversation with management to fully evaluate organizational contributions so a global perspective could be considered as there is a belief that advancement within the organization would be viewed differently. Participant 12 communicated, “Transparency around the opportunities to grow with the organization” was important for retention. Participant 14 shared, “Opportunity to work in the function that I most enjoy” and “opportunities to lead . . . larger teams” was essential. Additionally, Participant 14 discussed motivation about “the potential . . . career opportunities, not just within my current scope, but branching out . . . due to the nature of the organization and the size of it.” On the reverse side, Participant 14 shared de-motivation “if I don’t have opportunities to lead people or other elements.” Participant 5 noted a lack of structure with the human resources function that does not facilitate success in career development. Therefore, Participant 5 suggested organizations provide formal opportunity to spend 30% of the job time on stretch level assignments to grow in specified areas. Additionally, being more aggressive at training and developing staff to higher levels of competence was also encouraged for organizations by Participant 5. Participant 13 commented, “The top priority is growth opportunities” in a good job. Also, Participant 13 shared, “I feel like the opportunities that I’ve gotten to be an active and vocal leader in my organization [have] really cut my learning curve in my career by 10 to 15 years.” Additionally, Participant 13 explained, “I think that part of being an American is that pursuit of life, liberty, and happiness. So, I

think that . . . growth and the ability to increase my compensation give me . . . something to climb towards.” Participant 13 indicated, “So I think the problem, or the challenge with retention for my generation is that there is so much information available and so many opportunities that one can pursue that people are kind of lost.” Also, “because of so much information available and opportunities are accessible now to everybody, it’s almost confusing,” said Participant 13. Additionally, Participant 15 discussed, “When there are new opportunities that arise, there really is . . . an appetite to entertain those new opportunities. If the dynamic within the organization doesn’t provide a professional trajectory . . . people are going to leave.”

Theme 2: Organizational factors. For the second theme, the research participants discussed factors and elements that are driven more by the organization itself through policies or behavior styles. Time off, flexibility, and management emerged as the subthemes for analysis within organizational factors.

Time off. The participants discussed organizational policies about time off with pay and their personal perceptions and views on the policy applicable in their situation. Additionally, a work-life balance was identified as extremely important to the research participants. With the work-life balance, having the autonomy and personal ability to control the daily work schedule was of critical importance.

Time off was valued by Participants 7 and 14. Participant 7 shared a current appreciation for the organization that encourages time away from work during the holiday season and if time is not requested, the boss reaches out to ensure time off is appropriately submitted for approval. Participant 14 indicated,

One of the big draws of my current company is a change this year in our time off policy . . . which is going to a nonaccrual system and purely granting time off based on the workload such that a person could take time off whenever desired.

A work-life balance was also shared by Participants 1, 2, 5, 7, and 18 as being highly valued and important to allow for time off and appropriate personal time away from work. Participant 2 shared, “I think there’s a misconception about work-life balance. Really, it’s a work-life integration.” Participant 1 discussed the importance of being “able to . . . manage my . . . everyday work-life balance.” Participant 1 felt that if the work was getting done, there was not a big deal about the work-life balance required to make it happen. Participant 5 felt that the current organization needed to improve upon work-life balance. Participant 18 shared, “With the organization itself, I think they do a good job of balancing work-life balance. And that is something that really makes me a more satisfied employee and makes me want to stay with the organization even longer.” “They are very big about work-life balance,” shared Participant 7 about the current organization. Participant 7 also shared that a bad job would be one that offered “no work-life balance.”

Flexibility. Additionally, the millennials described the importance of having jobs in organizations that offer flexibility regarding office hours, office locations, and where work is performed. Especially having options to work from home some or full time to save on commute time and to allow for active participation in school events with children was identified as important for family relations. Participants 1, 2, 4, 5, 7, 10, 12, 15, and 18 were talkative about areas of work hours, working from home, and overall flexibility. This became evident in the length of responses in this area. Participant 10 suggested,

This new organization that I'm a part of . . . is very methodical about how they manage metrics and sales call numbers. Almost to the extent of what I call micromanaging. Maybe if they gave a little more flexibility and autonomy to the staff it would be more enjoyable.

Also, Participant 10 shared, "The millennial wants the autonomy and flexibility, but they don't realize they need to have some guidance and direction." Participant 18 commented on flexibility as follows:

I think I am of the mindset where as long as you get the job done that is expected of you and you can potentially . . . complete a work project that exceeds expectations . . . the standard working hours of 9 to 5 or the standard working arrangements that you come into the office by 9 and you leave the office by 5, I don't think that necessarily should be the case. So I appreciate a job that has flexibility in a sense where you can work 10 to 6, 8 to 4, whatever hours . . . you can [even] work from home. . . . As long as you are able to get the job done that is expected of you. I appreciate an organization that supports that mindset.

Participant 7 reflected, "I have the flexibility to work from home 2 days a week, so that's great." Participant 7 elaborated even further:

I think the biggest thing that millennials are looking for is, they need flexibility. . . . They want to feel like they are making a difference, but they don't want to have to sit in the office for 10 hours a day. . . . We need the ability to work from home, we need the ability to do a half day.

Participant 4 discussed, "I think it's important to work for an organization that allows you a little bit of freedom and then . . . values your creativity to . . . do . . . newer things; to

bring in new ideas, and is flexible with you.” Participant 2 conversed, “I think flexibility is important. . . . If my kids have a half day at school, I can spend that time with them, and make the time up in the evening at work.” Participant 1 spoke about the flexibility the current company offers as “my company pretty much allows me to [work] wherever I need to do it, so I don’t need to sit in just one location per se every day. I have the flexibility to be wherever I need to be.” When considering a job, Participant 12 indicated there was a personal review of the flexibility with hours to understand whether the company was considerate and allowed flexibility before accepting a position. Participant 5 indicated “I think [the organization] could make more progress in the area of . . . flexibility.” Participant 5 also shared a bad job “would kind of be a little bit more of a role where I did not have . . . much flexibility . . . to move [up and around].”

Additionally, Participant 5 expounded,

I’m expected to you know, answer my cell phone pretty much at all hours of the day. If I have a customer or a challenge to work through with a sales rep, or you know, taking a call from Australia, wherever I am . . . as an employee we are expected to get the job done. . . . And then, you just have to get it done . . . [organizations are] not being flexible today. . . . I mean, I could be anywhere talking on the phone.

Participant 7 discussed,

A lot of organizations are not ready for that wave of technology changes . . . which will probably, unfortunately, hurt a lot of companies because they are not preparing for that and they are not flexible enough.

Participant 15 shared,

I just think that . . . for millennials . . . the job is one aspect of our lives. . . . We try to strike a balance especially being in the workforce . . . and trying to hold a personal family at the same time . . . but, when there are new opportunities that arise, there really is . . . an appetite to entertain those new opportunities.

Management. With respect to managerial oversight, the participants shared insights on negative leadership behaviors that encourage turnover. For example, managers not being visible and micromanagement through metrics were called out as leadership behaviors that are undesirable. Also, positive leadership behaviors mentioned included mentoring of millennial talent, leading employees to accomplish great visions, supporting through tough times and obstacles, being involved and getting into the details on important projects, and being transparent and open when providing feedback.

Several of the participants had feedback to share on elements of management that were observed. “Part of it is because they don’t like how they are being managed,” responded Participant 10 when asked why millennials were leaving organizations. Participant 10 conversed, “The organization is very methodical about how they manage metrics and sales call numbers.” Participant 17 shared, “I don’t see my immediate boss often.” Participant 4 discussed,

I think the most important thing about retaining the millennials and . . . engaging them is to . . . develop a different management style, like evidence-based management style and . . . follow it. Right now I think . . . we are still treating the millennials like the baby boomers and the Gen Y, and they’re not the same. . . . We have to . . . appreciate the differences amongst the millennials and the other

generations . . . come up with a proper strategy to manage them and lead them to the highest level of competence or the highest engagement level.

Participant 1 indicated, “I do think it’s important for . . . the senior management level to really start thinking about . . . the way that they manage and or mentor millennials.”

Also, Participant 1 felt,

So whether it’s an interview process or a mentorship . . . I just think management should start looking at things like that a little bit differently versus how things might have been when they were at this stage, going through their career and experiencing these same type of experiences.

Participant 17 indicated millennials need “proper delegation of roles and responsibilities and support from leadership.” Moreover, Participant 17 shared there is a “lack of leadership” and millennials need leaders who have a “willingness to understand the details before making a[n] impactful and affirmative position.” Participant 15 discussed a bad job is one where “you don’t get . . . the executive management support that you need . . . [and] there’s a lot of . . . head wind, associated with what you need to accomplish.” Participant 15 further elaborated:

I think a good manager . . . give[s] you the freedom to make local decisions for your program, but they . . . have overall oversight of what they need to accomplish and check in . . . so that you’re constantly motivated to deliver the goal . . . but, they really make sure they break down barriers . . . to accomplishing what you need to for the organization.

Participant 4 communicated, “I would like for our organization to have a little more involvement in the hospital laboratory management. Not just in managing the lab per se,

but in . . . cost saving measures, such as lab stewardship [and] lab utilization.”

Participant 10 said “I manage millennials. Even though I am on the upper end of the millennial generation, I see within the millennials the older and younger millennials have slightly different behaviors.” Participant 16 reflected,

I think about my dad who worked for the same company for 35 years. . . . He always told me that he felt his manager was happy with his performance when he didn’t say anything so when he was quiet it was implied you are doing a great job. I’ll come to you if I think something’s not good and I’ll give you some constructive criticism.

Participant 7 revealed, “My managers are very open. . . . They are very honest [and] they are very transparent.” Participant 4 indicated, “I think . . . we’re still figuring out how to . . . manage the millennials.” Participant 5 suggested, “Provide me feedback as much as possible . . . to help me . . . but don’t micromanage.” Participant 5 provided additional details about a current leader:

She really has great leadership ability. . . . She can listen to somebody, who’s adding relatively no value and doesn’t . . . know what they are talking about. [She] . . . make[s] them feel heard and important. . . . I think just watching her work through problems and issues . . . helps to prepare me to do the same when I’m in a different role.

Participant 5 further indicated, “If . . . my boss, or her boss, either left the organization and we got a micromanager who behaved in a way I wasn’t comfortable . . . then that might be another reason why I would leave.”

Theme 3: Environmental factors. The research participants discussed components of work that contribute to their thoughts of retention and turnover that are most associated with an overall work environment. Elements such as noncollaborative work environments or organizations with immature technology create frustration for millennials. Also, being required to manage erratic work schedules with a requirement to work at all hours of the day or night creates a loss of job autonomy that is not liked by millennials. Furthermore, performing mundane and repetitive job tasks creates boredom. The research participants expressed the idea that excitement about a job occurs when there is variety and change in a job. Last, the millennials shared the importance of coworkers who create a cohesive department to accomplish required tasks. Without a cohesive work environment, the millennials are not motivated. For the third theme, subthemes of culture, job elements, and team surfaced.

Culture. Participants 5, 10, 12, 13, 16, and 17 each had responses about aspects of culture, including the working environment. When asked “why do you think they [millennials] are leaving?” Participant 10 responded, “Some of them don’t seem to fit the culture of the organization.” Participant 16 shared toxic cultures stemming from individuals focusing on personal interests rather than the purpose of an organization and unethical practices of leaders are de-motivators. Participant 16 further described a toxic culture as “one where new ideas that are brought forth are discouraged and people are bad mouthed behind their back.” Participant 17 discussed culture and why it was important:

I work 8 hours a day, 5 days a week, in an environment and chances are I see the people that I work with more often than my family. I need to know that I can work with these individuals and colleagues for a long term.

Participant 12 discussed the importance of an organization paying attention to employee morale and not just being mechanical in terms of releasing a survey to employees in response to low morale or turnover. Participant 5 suggested, “The company that I work for is changing in a positive way, but still is . . . very slow . . . [and] . . . behind the times.” Participant 5 also indicated, “I think there’s a lot of technical culture differences. The millennials are tech savvy and we can quickly figure it out. . . . When you work in a large organization . . . there’s lots of red tape, often antiquated IT.” Participant 13 shared, “Culture really revolves around . . . integrity and long-term success in a way that benefits the people we work for.” Also, Participant 13 specified, “Our turnover rate has been less than 30% of most other companies because of . . . [the] culture.”

Job elements. Almost all participants had comments about job tasks including participants 1, 2, 4, 5, 10, 12, 13, 14, 15, 16, 17, and 18. Participant 10 described one component of a bad job as “no ownership in my job.” Participant 16 shared about a recent job transition and an opportunity to make a big impact on a small startup organization by wearing multiple hats in different functional areas of the business simultaneously. Participant 18 discussed having to consider a full-time position outside the organization after college graduation at a time when part-time employment was all that was initially guaranteed and available even though time and excellent work performance occurred during college. Participant 18 further communicated, “It feels as if there is almost always one job req that is open . . . and as soon as someone gets that filled,

someone else is voluntarily leaving the organization.” Participant 18 elaborated more fully on elements of a good job:

For me personally . . . you may not always have the greatest job satisfaction in what you are exactly doing in the job in this day, but understanding how your job fits into the big picture of your career . . . and make me more successful both as a professional and as a human being.

Furthermore, Participant 18 discussed how the current job does not follow normal standard work hours as many times work is required after hours through the usage of an assigned laptop that enables work from anywhere at any time. On the opposite side, Participant 18 gave perspective on observations of a bad job: “I’m just sort of expected to do this job and I’m not expected to do anything afterwards.” Participant 18 expressed a desire to enjoy life, both inside and outside of work. Participant 18 also gave perspective on the millennial mindset regarding a job:

Millennials . . . are not always set in their job. They’re not comfortable coming in and doing one job for their whole life. . . . They’re not just viewing a job as just a means of income to help them . . . live their life outside of work. . . . Millennials are . . . constantly looking for new avenues to challenge themselves. . . . I don’t see . . . millennials . . . coming in with the expectation of . . . doing . . . a job and being comfortable . . . staying 30, 40, [or] 50 . . . years . . . in a job.”

Participant 4 described job autonomy as “the leadership is prioritizing all other things but patient care . . . that would not be acceptable to me.” Participant 2 shared, “Job dissatisfaction, usually caused by stress” is causing millennial turnover as observed by a coworker leaving an organization for a lesser position to eliminate job stress.

Participant 2 also communicated, “I would say meaningful work is the most important” job element. Additionally, Participant 2 reflected, “I think knowing at the end of the day that you’ve accomplished something is very important to job satisfaction.” A desire to go back to work to help improve a cause or make something better through your efforts are all meaningful aspects of a job, expressed Participant 2. Participant 2 described de-motivation in a job when there is a feeling of little impact occurring compared to the amount of effort being exerted. Participant 2 also shared “I work on a project basis. If there’s not something in the pipeline that I feel I can add value to the organization, I will look elsewhere.” Participant 1 discussed a need to like the job and know that personal contributions are making an impact to a project or on internal stakeholders. The ultimate objective is “I want to make sure that I’m . . . making an impact on everyday patient care,” shared Participant 1. Participant 1 described a bad job as “a cluster” without formalized processes, which impacts the ability to effectively perform a job and not having the appropriate tools or working in a silo. Participant 1 also shared, “I interpret the good job strategy [as] being able to . . . streamline processes . . . and . . . work smarter not harder.” Participant 17 elaborated on the importance of a focus in taking pride in performing tasks that no one else cared to complete or work on each day because of an ability to see waste occurring in which no one else cared. “I’m no longer working what was originally a one-person job or a one-and-a-half-person job, but it’s [now] a two-person job and sometimes when the demand or responsibility is heavy, it’s a two-and-a-half-person job” indicated Participant 17. Participant 17 went on to say that burn out was close to happening. Participant 17 also communicated,

Millennials are . . . not interested in taking baby boomer's job. . . . We are not there to take their job. If anything, we are there to both fulfill our role and responsibilities, and perhaps supplement their technological deficiencies, if there are any.

Participant 12 indicated, "Some left because professionally they felt overworked" when asked about millennial peers leaving the organization. Also, Participant 12 shared elements of a bad job:

It's a job that is very tactical. And when I say tactical, I mean a job that is repetitive where you keep doing the same thing [repeatedly]. You get told you are . . . good at it, so let's continue to have you do it because you are . . . good at it.

Participant 12 further shared that social impact was an important factor when looking at a job: "How my job impacts my peers, my business, as well as society," is very important. Moreover, Participant 12 indicated de-motivation would occur if the same tasks were required for 3 to 4 years without an opportunity for growth. Participant 14 discussed, "Opportunity to work in the function that I most enjoy . . . and . . . away from job responsibilities that I don't like" was important for motivation. Also, Participant 14 shared, "While I have the appropriate degrees to do research and development, I don't enjoy it and I want to minimize doing that as much as possible." Therefore, Participant 14 indicated that at times with organizational changes, research becomes more a part of the job and because those are aspects of de-motivation, there is sometimes reflection about finding a different job. Participant 14 also suggested,

My organization needs to . . . have more one-on-one conversations [with] . . . high potential or millennials they really want to retain . . . about what . . . you want to be doing. . . . Understandably we all have elements we don't like, but how can we minimize those or move you towards a role where there are less of those to keep you engaged and focused in the job?

Participant 14 further shared,

Personally, I don't like doing the same thing [repeatedly] . . . so I want variety in what I do. I personally enjoy being a people leader . . . so . . . I am looking for that opportunity.

Moreover, "If I had to do the same thing over and over again every day that would be a bad job" said Participant 14. Also, Participant 14 indicated,

Having a high amount of autonomy . . . [with] . . . the ability for the most part to organize my day, my work, my priorities . . . without having everything dictated to me . . . [and] . . . my workload includes a variety of tasks and not the same thing over and over again.

Participant 5 discussed,

[A career is like] a puzzle, [such that] each piece, or . . . each spot . . . adds to the equation. . . . How is this job going to help to tell the story that I need to tell in order to get . . . [a] vice president role, or executive director role, or whatever that might be?

Also, Participant 5 expressed a willingness to work a job that was not loved for 8 months to 2 years to gain credibility for a larger and future role. Participant 13 discussed frustration with a highly regulated industry of work that created barriers that were a

nuisance so work became more challenging and required extra time spent on paperwork and legalities rather than the important part of sitting in front of people. Participant 13 also communicated, “The reason I actually went into this line of work was the opportunity to own my own practice. So, it’s less of a job to me and more of a career.” Participant 15 described a good job as “a job that is challenging . . . [and] complements the skillset of the individual who’s leading the organization or contributing to the organization.” On the reverse side, Participant 15 indicated, “A bad job is when you spend the bulk of your time doing something that’s out of sync or misaligned to your personal and professional goals.” Participant 15 also shared that being “burnt out” and having a job that impacted your physical well-being would be de-motivators.

Team. Over half of the participants had comments about the impact of a team on retention and turnover of millennials, to include Participants 1, 5, 7, 13, 14, 15, and 18. Participant 18 shared,

It can be very frustrating for team members, and specifically for [me], if I am on that team, where you feel like you are having to put out more work to pick up the slack for those who are leaving the organization. That work still needs to get done and it feels like it is a perpetual give and take of a few providing more work than what you expected based on the few voluntarily leaving the organization.

Participant 18 also indicated, “In the short term you are going to potentially miss some deadlines if you don’t have the right resources” so there is an impact to organizational performance in the short term, specifically on employee morale and productivity.

Participant 7 discussed, “I have a team that’s supportive. . . . I’m valued, my opinion’s valued, what I do is important to the organization.” Participant 7 also communicated,

“Most of the team has been there for a really long time.” Moreover, Participant 7 discussed, “Our team is a really high-performing team that has been recognized as one of the top teams in the company.” However, Participant 7 shared some previous negative team member experiences as “team members that [did not] want to collaborate . . . people [who] . . . try to make themselves look good and . . . they belittle you [or] they don’t value your opinion.” Participant 7 further shared the importance of “a team that will collaborate together . . . [and] will . . . push you to be better.” Participant 2 shared that more time is spent with coworkers than family and that is why working on a good team is so important. Participant 2 suggested,

So I think when . . . you are forced to spend that much time around somebody that . . . you do not get along with or . . . is difficult to relate to or . . . communicate with . . . it creates a lot of tension, a lot of stress, and a lot of probably just dissatisfaction.

Participant 1 discussed the importance of having the access to and the support of cross-functional team members in a current role was very important. The cross-functional team was described by Participant 1 as a “well-oiled machine” with “brilliant team members.”

Related to employee productivity impact with voluntary turnover, Participant 14 responded, “I think most teams can pull together” and minimize any sort of short-term productivity impacts. Participant 14 also indicated a top job factor element includes “some form of teamwork whether it’s a team that I am leading or . . . collaborating.”

Participant 5 reflected on the partnership with a boss as “her way of problem-solving . . . is different than mine. We make a great team in that way.” Participant 13 shared, “Is there a common goal, is there comradery, teamwork, and are we all working towards

something together? If you have the right pieces in place, you can have one plus one equal to four instead of two.” Participant 15 suggested the importance of “a supportive . . . team membership. . . . You are an effective leader and you have a team that supports you wholeheartedly towards that goal even though it might be difficult.”

Summary

The purpose of this study was to conduct qualitative phenomenological research (a) considering the impact of a GJS on retention intentions of millennial employees while (b) seeking to understand any significant motivation and hygiene factors influencing millennial retention and turnover, and (c) understanding any significant change management efforts required for implementation of a GJS.

This chapter provided a description of the 13 millennial participants and their perceptions, observations, and experiences related to millennial retention and turnover in the workplace. The verbatim transcripts from the digitally recorded interviews were analyzed with three major themes (individual factors, organizational factors and environmental factors) and 10 subthemes (recognition and praise, pay, feedback, career opportunities, time off, flexibility, management, culture, job elements, and team) emerging.

Chapter 5 includes an analysis of the findings as they relate to the research questions and the Herzberg two-factor theory and concludes with implications for action and future research recommendations that center on frontline millennial employee retention and turnover.

CHAPTER 5: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to conduct qualitative phenomenological research (a) considering the impact of a good jobs strategy (GJS) on retention intentions of millennial employees while (b) seeking to understand any significant motivation and hygiene factors influencing millennial retention and turnover, and (c) understanding any significant change management efforts required for implementation of a GJS.

The goal of this qualitative research using a phenomenological approach was to examine retention and turnover of millennial employees when applying a GJS in random volunteers. The subjects for this research project were millennials (born 1980-2000) who visited a local Shawnee, Kansas Starbucks facility and LinkedIn social media connections of the principal investigator. The population included both genders and multiple races. For sampling, 18 millennial participants were obtained through random voluntary response to a recruitment flyer that was posted on the PI's LinkedIn page.

Using a phenomenological approach for the qualitative research, the researcher conducted semistructured interviews to spend time in observation with the research participants until theoretical saturation occurred. The semistructured interview was the approach and instrument used to collect the primary data from millennial research participants. Secondary data were not used for this research study. Additionally, each participant was required to complete and sign an informed consent prior to research participation. Demographic information was obtained from each participant, and then semistructured interview questions were asked of each participant. At the time of the semistructured interview, each participant was assigned a participant number that was

recorded on the interview notes and used at the start of each interview to clearly de-identify the participant.

Major Findings

After the researcher conducted semistructured interviews, he completed verbatim transcription, along with an iterative review process that enabled a full absorption, observation and questioning of the data. The transcribed interviews were manually coded and auto-coded for themes using NVivo 12 Plus™. Three major themes emerged, which included individual factors, organizational factors, and environmental factors affecting millennial retention and turnover. Ten additional subthemes also surfaced as follows: recognition and praise, pay, feedback, career opportunities, time off, flexibility, management, culture, job elements, and team. Additionally, applications of triangulation, self-description/reflexivity, and respondent validation were performed to enhance the rigor and validity of the research project.

Research Question 1

Research Question 1 asked, “What factors, if any, serve as motivation and hygiene factors for the millennial generation?”

With 62% of the research participants indicating thoughts of leaving a job or organization, the topic of millennial retention and turnover was relevant and applicable. The company or the organization was noted as the top reason for millennial turnover. Additionally, a lack of career opportunities, poor and toxic company culture, ineffective management behaviors, poor team dynamics, and inflexibility were additional specific elements identified as factors leading to millennial turnover. The volunteer millennial research participants in this study provided detailed examples and stories about personal

experiences or experiences of their friends and peers related to millennial retention and turnover. They each brought energy into the interview and demonstrated engagement as they thoroughly reflected on the questions. The research participants for this project discussed the importance of recognition and praise, career opportunities, challenging work assignments, and other specific job elements that bring variety and innovation or creativity to the job. Likewise, Herzberg's motivation-hygiene theory also supports work elements that contribute to job satisfaction driven primarily from job tasks and personal achievement, interest and importance of work, responsibility, growth opportunity, and advancement. Also, like this project study, Hee and Rhung (2019) specifically found that the millennial generation was intrinsically motivated by challenging work, purpose, freedom to choose, and recognition. Additionally, Akintola and Chikoko (2016) discovered that by having these factors at work, job motivation was encouraged, but demotivation occurred when these factors were absent.

Similarly, the research participants also discussed factors that can lead to desires of leaving an organization, often driven by negative perceptions. Examples included micromanagement, not being compensated appropriately or as initially promised, and working in a toxic environment. Biegger et al. (2016) suggested any factor that causes an employee to have negative feelings is considered a hygiene factor. In addition, Herzberg's motivation-hygiene theory (1964) supports certain work elements that contribute to job dissatisfaction, like policies and procedures, managerial oversight, relational communication, conditions of the working environment, and salary. As Marais et al. (2017) pointed out, understanding hygiene factors is important for employee retention. Greenleaf Brown et al. (2018) identified that individuals leave organizations

for higher pay, and thus it is important for companies to have competitive base pay to effectively retain talent. However, pay was not always found to be the most important factor in the literature research, with job elements, career progression, and benefits also viewed in combination with pay when one makes a decision to leave an organization (Sarkar, 2018; Smyth & Zimba, 2019).

The factors of feedback, time off, and flexibility, as noted by the research participants, would appear to be additional factors to the original Herzberg model. Feedback was identified as a potential motivation factor as constant feedback was noted by several of the research participants as desirable. The literature research also confirmed that receiving frequent feedback that is honest and constructive to assist in development is important for the millennial generation (Douglas et al., 2015; Kadakia, 2017; M. Smith, 2018). The elements of time off and flexibility stand out as possible hygiene factors for the millennial generation. Although not cited as motivators by the research participants, if the work-life balance was impacted or if an organization did not offer the expected flexibility, dissatisfaction was expressed by the participants during the semistructured interview. The literature review identified that leisure time is valued by millennials (Becton et al., 2014; Lu & Gursoy, 2016) such that a healthy work-life balance occurs (Aruna & Anitha, 2015; DeVaney, 2015; Johnson, 2015; Lu & Gursoy, 2016; Murray, 2015) that enables some personal time (Brown et al., 2015). According to Merisalo (2018), the generation also desires flexibility, which further supports the value it places on personal time and a healthy work-life balance.

Guha (2010) also identified the current generation of workplace employees was motivated by different factors than originally identified by Herzberg, but that additional

research was required to identify the factors. Also, unlike Hur (2018) who found that advancement, training and career development, and increased responsibility did not match Herzberg's prediction or significantly increase job satisfaction, this research study appears to align with Herzberg's original motivation-hygiene theory results. The research participants noted increased motivation with career opportunities and challenging job elements. Eight of the research participants discussed that career opportunities were important and motivating, with five of the participants discussing career opportunities greater than 10 times during the semistructured interview.

Research Question 2

Research Question 2 asked, "What influence, if any, does the GJS have on the retention intentions of millennial employees?"

A "good job" was classified by the participants as one that pays well; offers work that is interesting, meaningful, challenging and varied; provides an opportunity to make an impact; offers growth opportunities; includes a good working environment; affords flexibility; and provides continual feedback. Several of the research participants discussed being motivated by pay. Additionally, some of the participants indicated that not having to think about the basic necessities to support their family and being allowed to focus more on the elements of the job was also motivating. Moreover, having flexibility over the work hours and work location was also important and motivating as was autonomy to determine day-to-day job tasks. There is similarity to the five key elements of a good job proposed by Kalleberg (2011): (a) pays relatively high earnings with an opportunity for raises, (b) provides health insurance and retirement benefits, (c) allows for autonomy and control over work activities, (d) offers flexibility and

scheduling control, and (e) provides some element of control over job termination. At least three of the five elements are similar—pay, autonomy, and flexibility. Additionally, Ton's (2014a) GJS also has limited similarity with an above-average base pay and the elements of cross-training, standardization, and empowerment. The cross-training described in a GJS would provide possible growth opportunities that the millennials desire. Furthermore, the GJS elements of standardize and empower present a similar work environment framework and type of supervision that includes process rigor without micromanaging the millennials desire.

A “bad job” was classified by the participants as the following: bad boss, bad culture, repetitive job tasks or constant due dates, and poor pay. A couple of the study participants also mentioned being de-motivated by stressful work situations or environments. Additionally, several of the research participants mentioned being motivated by challenging jobs and career opportunities. A couple of these elements are like the GJS (Ton, 2014a). However, not all the elements of this strategy were brought forward by the research participants. Less than one third of the participants had even heard of the strategy. In truest form, the GJS is a system made up of multiple components (Prokesch, 2017). Ton (2014a) specifically discussed the need to implement the system. Therefore, additional research is warranted to further assess any influence that the GJS may have on the retention intentions of the millennial generation.

Research Question 3

Research Question 3 asked, “What change management efforts, if any, are required by managers in organizations to implement the GJS?”

Participant 12 was a student at MIT and participated in a course titled “Leading and Driving Operational Strategy” that was taught by the GJS author Zynep Ton where the participant studied the GJS in depth before the actual strategy was published in book form. Participant 14 read the GJS book approximately two years before the interview but recalled and communicated several key elements of the strategy during the interview session. However, given the fact that only 31% of the volunteer research participants had even heard of the GJS, there is cause to believe that significant change management efforts would be required for implementation. Additionally, previous research has specifically commented on the challenges with implementation. In Ton’s (2014a) research, she described the GJS as complex to implement, and the strategy requires careful, forceful, and continual execution during phases of intense obstacles and resistance. The GJS is not quick or easy to implement and takes persistence on the part of organizational leaders (Bonini et al., 2017; Ton, 2014a).

Several millennials mentioned being motivated by career opportunities. There is limited link to the cross-training component of the GJS. For the other three elements of the GJS, the participants did not discuss or mention any items of linkage. In truest form, the GJS would appear to require significant change management efforts for implementation.

Unexpected Findings

The high number of exempt research participants was unexpected. The GJS is focused more on frontline, nonexempt employees, so such application became a challenge and essentially not applicable. Additionally, only 31% of participants indicated they had heard of the GJS with two of these participants articulating and demonstrating a

full knowledge of the actual strategy. Interviewing a subject matter expert who heard directly from the mouth of Zynep Ton and studied the specific research completed was an unexpected event for this research that did not garner full attention or play out fully due to the lack of GJS knowledge from the other research participants. Participant 14 read the GJS book approximately two years before the interview but recalled and communicated several key elements of the strategy during the interview session.

The subthemes feedback, time off, and flexibility found in this research are possible enhancements and additions to the original Herzberg two-factor theory model. Herzberg did not originally mention feedback, time off, or flexibility as motivation or hygiene factors. However, the millennial generation noted all three as important and possible hygiene factors (“dis-satisfiers”) if not present and available from the organization or with a job.

Conclusion

The overall findings in this study related to the factors that serve as motivation and hygiene factors for the millennial generation closely align to Herzberg’s two-factor theory. See Table 5 for an adaptation of Herzberg’s two-factor theory linked to the millennial generation.

Organizational Recommendations

Organizations that desire to remain competitive and recruit top talent could benefit from learning and understanding changes to the makeup of the current workforce. With 75% of the workforce expected to consist of millennials by 2025, organizations are encouraged to dynamically assess internal millennial turnover that may be caused by hygiene factors and then make the appropriate organizational adjustments rapidly to

Table 5

Herzberg's Motivation/Hygiene Factors Adapted to the Millennial Generation

Factor	Motivator (satisfier)	Hygiene (dis-satisfier or de-motivator)
Recognition and praise	Much	Little or none
Pay	Increasing	Not competitive or underpaid
Feedback	Continuous	Little or none
Career opportunities	Abundant	Limited or none
Time off	No policy	Limited
Flexibility	Flexible work schedule and location	Inflexible
Management	Empowering	Micromanager
Culture	Encouraging and motivating	Toxic, bad working environment
Job elements	Variety in tasks and challenging assignments	Mundane, repetitive or routine tasks
Team	Supportive and encouraging	Noncollaborative, not valuing opinion, not respectful, or unequal workload

Note. Adapted from Herzberg, 1964.

sustain and remain effective for the longer term. For the millennial, this research suggests that turnover can be triggered by lack of recognition, pay that is less than desirable, limited feedback on performance, lack of career growth or opportunity, limited time off, an inflexible work schedule, a micromanagement approach to supervision, a bad working environment or toxic culture, repetitive daily job tasks, and assignment to a noncollaborative team. Therefore, managerial awareness that drives organizational change and acceptance of the millennial generational differences is prudent.

Additionally, there are possible organizational benefits for attracting and retaining

millennials that may not be readily obvious. Although not an exhaustive list, as identified through research, millennials could bring the following to organizations: comfort and experience with social media to increase organizational image and branding, confident communication for customer interaction and overall leadership, diversity of thought for new ideas and appreciation for a diverse society, and innovation through technological savviness. Management recognition and appreciation of these millennial behaviors could prove important with the rise of the millennial generation in the workforce. Thus, developing solutions that will attract and retain millennials in an organization should be the goal of effective managers. Two organizational recommendations are being proposed: (a) make an investment in the millennial generation human resource assets by developing a retention strategy and (b) leverage the adapted motivation-hygiene factors identified through this research for millennial retention.

First, approaching employee assets from an investment perspective will be essential for organizations as the millennial generation grows up to 75% over the next 5 years. This means reviewing the organizational requirements regarding human assets, assessing the current workforce trends and gaps, and then developing a specific organizational strategy to address each element. Taking this strategic human resource approach within organizations could prove important to address millennial turnover and to help retain talent. Specifically, developing and incorporating a retention strategy that addresses the current workforce in an organization is critical. More important, with the large millennial generation coming up in the workforce, focusing on a retention strategy for this generation should be a key element and component of an organizational retention strategy. Regardless of the exact strategy, most important is to develop a retention

strategy that aligns with the goals of the company. According to Daft (2016), effective human resource management and the alignment of human resource strategies positively impacts organizational performance, which results in increased employee productivity and solid financial outcomes.

Second, take advantage of the adapted motivation-hygiene factors of the millennial generation of this research project. Early classical management theorist, Max Weber (1947), first described the organization as a bureaucracy. Additional theorists and researchers have described organizations as systems or mechanisms. In essence, the organization must have all parts working cohesively and in top form to be considered a well-run mechanism, for a smooth running operation is an important factor contributing to organizational success and profitability. But, the successful organization of the 21st century is far from the initial bureaucratic functionality first described by Weber. Also, the human asset is one of the most valuable components now of any organization. An employee brings the mind, which includes knowledge, thought, and emotion to work everyday. Therefore, effectively managing and retaining this human capital in today's organization is important. One solution explored through this research was a GJS. This strategy is still relatively new and not well known. Very few of the research participants had even heard of the strategy. However, in purest form, the GJS is referenced as complex and challenging to implement. The GJS is not quick or easy to implement and takes persistence on the part of organizational leaders (Bonini et al., 2017; Ton, 2014a). Therefore, an alternative approach and recommendation would be to consider the output of this research and the millennial motivation and hygiene factors included in Table 5. By leveraging this research and the knowledge about millennial motivators and de-

motivators, there is an opportunity to eliminate the overall complexity associated with the GJS and simplify a millennial retention strategy. Organizations could merely focus on the satisfiers of the millennial generation. Although this may seem simplistic, by developing an organizational strategy that focuses on the elements of recognition and praise, pay, feedback, career opportunities, time off, flexibility, management approaches, organizational culture and environment, job tasks or elements, and the makeup of respective teams, employees in an organization could potentially soar to new heights and conceivably take an organization to a level that far surpasses current expectations.

Implications for Action

Pay was a topic of interest with the millennial research participants and was a demotivator if the compensation was not appropriate for the task or if the individual did not have the ability to effectively influence compensation. Additionally, for those participants with a perceived commensurate pay and an ability to have basic family needs met, satisfaction with the job was conveyed. There is a definite link between pay and satisfaction for millennials. The link appears to be more dissatisfaction when pay is less than expected or when the employee is offered an opportunity outside an organization that pays more. An above average wage is a foundational element of a GJS. One of the key elements of a good job as defined by Kalleberg (2011) was pays relatively high earnings with an opportunity for raises. The findings of this study might suggest that organizations readily assess compensation strategies at all levels of the organization but specifically think about the desires of the millennial generation for successful retention opportunities and reductions in millennial turnover.

There is also an opportunity to consider merit pay systems such as pay-for-performance or other incentive pay programs that offer fair and equitable variable compensation flexibility, as described by Mello (2015). Multiple research participants described being motivated by the ability to control and influence variable compensation levels. Thus, there is a possible strategic approach that organizations could consider for development of an updated organizational compensation approach. Although not readily obvious, time off is also considered an indirect component of an organizational compensation system (Mello, 2015). Several of the research participants also discussed the importance of time off, a work life balance, and flexibility with work hours. Because these elements are also closely related, organizations are encouraged to look at the full picture of base pay and variable compensation (direct pay) as well as the indirect compensation elements such as paid time off, flexible work scheduling, loan forgiveness, and tuition reimbursement to retain millennial talent.

The findings of this study could potentially assist organizations and managers in understanding the motivation and hygiene (de-motivation) factors of the millennial generation to reduce millennial turnover. This is especially important as the millennial generation continues to grow in the workplace across the next few years. Through an increased focus on the motivators, an increase in job satisfaction for millennials could potentially result, thus creating increased millennial retention. Figure 3 demonstrates a two-factor mind map to help illustrate the link between motivators, positive perceptions toward a good job, and retention versus de-motivators, negative perceptions toward a bad job, and turnover. In this illustration, Herzberg's hygiene terminology is intentionally replaced with the term "de-motivators" to assist with understanding. Motivators and de-

motivators are also on opposite sides to further reflect the constant tug of positive and negative perceptions that ultimately drive attitudes about a good or bad job, which lead to retention or turnover.

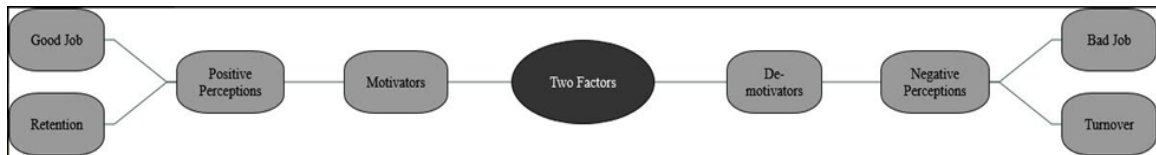


Figure 3. Two-factor mind map.

Recommendations for Further Research

Further research could be conducted considering nonexempt participants. The participants for this research study were predominantly exempt employees. It is important to hear the motivation and hygiene factors of the nonexempt employee to understand whether the same factors exist in both exempt and nonexempt employee groups.

Another area for future research could be to study employees who left their job and organization to assess whether key hygiene factors were evident and drove turnover. This evidence could help to support the need to remove the dis-satisfiers from jobs and organizations to retain millennial employees. Additionally, this information would be useful to organizations when evaluating reasons for turnover.

More research could also include an examination of the motivation and hygiene factors of millennials using an alternative sampling approach and one that is more targeted versus random to obtain managers, nonmanagers, exempt, and nonexempt employees. This approach would offer understanding and visibility of a population that is more reflective of a work environment.

Additionally, to gain further insight into the actual elements of a GJS, the investigator should consider using descriptors and discuss the elements of the strategy rather than the name of the strategy itself during the semistructured interview. Choosing an alternative approach could allow for possible in-depth discussion about the elements that make up the strategy even though the strategy itself may be unknown or unfamiliar to the research participants.

Concluding Remarks and Reflections

The current research project was extremely challenging from multiple aspects. First, the entire writing and reflecting process is one that encouraged baby steps and allowed for growth. Second, the opportunity to receive feedback and constructive criticism throughout the submission process was humbling at times. Third, motivation to finish the dissertation process created excitement.

Through this research, the GJS was found to be more complex than initially thought. Several organizations have obviously spent considerable time implementing the GJS and realized tremendous benefit. Congratulations to each of the organizations referenced in this research for the accomplishments noted with the GJS. However, additional information is needed to better understand how many years these organizations have been on the GJS journey because the full system does not appear it can easily be implemented in a year or 2. Therefore, additional solutions are warranted in consideration for retaining millennial talent and reducing associated turnover. Consideration for the adapted Herzberg motivation and hygiene factors of the millennial generation would appear to be a possible solution and course of action for strategic human resource management in organizations.

Additionally, having learned more about the behaviors and motivators of the millennial generation through the current project, leaders are encouraged to embrace the change required to manage the millennial generation. This research has uncovered multiple key areas that can be developed into strategic business initiatives for implementation in organizations to potentially address millennial turnover. As a result, the researcher will continue to advocate for millennial development and mentoring. Also, discussions involving the motivation and hygiene factors of the millennial generation with senior leaders in organizations will expand to bring increased awareness and plant the seed for organizational change.

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APPENDICES

APPENDIX A

NIH Certificate



APPENDIX B

IRB Approval Letter

From: Elizabeth Morris <xxxxx@xxxxx.xxx>
Sent: Thursday, October 24, 2019 5:55:37 PM
To: Institutional Review Board <IRB@calbaptist.edu>; Douglas E Hamilton <xxxxx@xxxxx.xxx>
Cc: Joe R. Putulowski <xxxxx@xxxxx.xxx>
Subject: Re: IRB # 010-1920 EXP Approval

RE: IRB Review
IRB No.: 010-1920 EXP

Project: Retention and Turnover of Millennials in the Workplace – A Qualitative and Phenomenological Methodology

Date Complete Application Received: 9/24/19
Date Final Revision Received: 10/24/19

Principle Investigator: Mr. Douglas E. Hamilton
Co-PI: N/A
Faculty Advisor: Dr. Joe Putulowski

College/Department: OPS

IRB Determination: Expedited Application Approved – Faculty research semi-structured interviews; no minor participants; no more than minimal risk/risk appropriately mitigated; no deception utilized; acceptable consent procedures and documentation; acceptable data protection procedures. Data collection may begin, in accordance with the final submitted documents and approved protocol.

Future Correspondence: All future correspondence about this project must include all PIs, Co-PIs, and Faculty Advisors (as relevant) and reference the assigned IRB number.

Approval Information: (Expiration: Full Review Only) Approval is granted for one year from date below. If you would like to continue research activities beyond that date, you are responsible for submitting a Research Renewal Request with enough time for that request to be reviewed and approved prior to the expiration of the project. In the case of an unforeseen risk/adverse experience, please report this to the IRB immediately using the appropriate forms. Requests for a change to protocol must be submitted for IRB review and approved prior to implementation. At the completion of the project, you are to submit a Research Closure Form.

Researcher Responsibilities: The researcher is responsible for ensuring that the research is conducted in the manner outlined in the IRB application and that all reporting requirements are met. Please refer to this approval and to the IRB handbook for more information.

Date: 10/24/19

Recruitment Flyer

VOLUNTEERS NEEDED FOR RESEARCH STUDY.

Retention and Turnover of Millennials in the Workplace

Millennials Needed

I am conducting research for my doctoral dissertation on the “Retention and Turnover of Millennials in the Workplace”.

- Needed: Males and Females that are hourly or salaried between the ages of 19 and 39
- Requirements: Willing to participate in up to three semi-structured interview sessions that will be conducted in person, on the phone or through FaceTime at a mutually agreed upon time outside of your work schedule
- ***PLEASE NOTE: This is not a reporting mechanism or opportunity to voice concerns about your company – please follow established company reporting process***
- The interview will remain anonymous and confidential
- Please contact the principle investigator if you are willing to participate

DouglasE.Hamilton@xxxxxx.xxx

Text – xxx.xxx.xxxx

APPENDIX D

Demographic Data Analysis Memo

Data Analysis and Reporting Memo – Demographic Data Analysis

Doug Hamilton
11/20/2019

A research flyer was posted on LinkedIn social media the evening of October 25, requesting millennial volunteer research participants, as well as hung on the bulletin board at a local Starbucks in Shawnee, KS. Within one week, eighteen individuals had volunteered to participate in the research study. All eighteen individuals electronically signed the Informed Consent using DocuSign. A virtual schedule was created electronically on Doodle and emailed to the eighteen volunteer participants to facilitate scheduling of an interview. Fifteen of the individuals scheduled an interview (all but participants 3, 8, & 9). Interviews were then conducted and digitally recorded with all scheduled participants, except participants 6 & 11 who did not present for the interview. Thus, a total of thirteen interviews were conducted across nine days, and the interviews were scheduled outside of normal work hours for the participants.

When constructing the research method, a semi-structured interview format was chosen with intentions of interviewing a minimum of ten millennial participants in person, on the phone or via Skype. The semi-structured interview consisted of two sections: the first part for gathering basic demographic information and the second part for more detailed questions around millennial retention and turnover, which included questions on motivators; de-motivators; a “good job”; a “bad job”; observations and perceptions on impacts of turnover on brand and image, productivity, employee morale, and profitability. The last question of the interview was an open-ended question to provide an opportunity for dialogue about the participant’s perceptions and observations around the millennial generation with regard to retention and turnover.

As noted in Table D1, three interviews occurred on a Monday (23%), two interviews occurred on a Tuesday (15%), one interview occurred on a Wednesday (8%), one interview occurred on a Thursday (8%), two interviews occurred on a Friday (15%), one interview occurred on a Saturday (8%), and three interviews occurred on a Sunday (23%). Also, three interviews (23%) occurred in the morning hours between 7:30 and 9:30 a.m., six interviews (46%) occurred in the afternoon hours between 1:00 and 5:00 p.m., and four interviews (31%) were conducted in the evening hours between 6:00 and 8:00 p.m.

Table D1 displays the participant demographic matrix. The average length of time in the current organization for the research participants was 4.8 years, with a range of five and a half weeks to eleven years across the participants. Nine of the participants (69%) had been with their current organization four years or greater, with four of the participants (31%) working at their current organization for less than one year. The research participants lived in the following states: Pennsylvania (2), Missouri (1), Oklahoma (1), New Jersey (3), Texas (1), Maryland (1), Massachusetts (2), Kansas (1),

and Virginia (1). The interviews ranged in length from 13 minutes and 17 seconds to 45 minutes and 2 seconds. The total interview time across all participants was 343 minutes and 41 seconds (5.72 hours). The first two interviews were conducted via phone and then Skype was used to enable an easier and more reliable method to digitally record the interview using my iPhone. In the sample of thirteen participants, there were five females (38%) and eight males (62%) ranging in age from 25 to 39. Also, 38% of the participants were Asian, 8% of the participants were Black, 46% of the participants were Caucasian, and 8% were White with Hispanic. Additionally, all but one of the participants was an exempt employee (92%), with a single self-employed participant. Two of the participants identified as a front-line employee (15%), seven participants considered themselves a functional leader / non-people leader (54%), while four participants considered themselves a functional leader / people leader (31%). From a job type, two participants were in commercial sales (15%), one participant was in financial planning (8%), two participants were in marketing (15%), seven participants were in operations (54%), while one participant identified with operations in a merger and acquisition role (8%). Seven (54%) of the participants indicated their job responsibilities were conducted at an on-site office, with three (23%) of the participants indicating their work was conducted at a remote office, and one (8%) participant indicating flexibility with office location that allowed for both on-site and remote working options. I was surprised with the salaries of the millennial participants as eight (62%) of the participants indicated they had an annual salary of greater than \$125,000; two (15%) participants indicated an annual salary range of \$100,000 to \$125,000; two (15%) participants indicated an annual salary range of \$75,000 to \$100,000; and one (8%) participant indicated an annual salary range of \$50,000 to \$75,000. There were not any participants with a salary less than \$50,000. All participants were well educated with eight (62%) of the participants having a bachelor's degree, one participant (8%) have some graduate courses, two participants (15%) having master's degrees, and two participants (15%) having doctorate degrees.

Table D1

Complete Participant Demographic Matrix

Participant	Method of Interview	Age	Gender	Race	FLSA Status	Organizational Role	Job Type	Office Location	Annual Salary (\$)	Education	State of Residence	Day of Interview	Time of Day	Time in current org (years)	Interview Length (mins)
#1	Skype	39	F	Caucasian	Exempt	Functional Leader/ non People Leader	Marketing	Flexible	>125K	Bachelors (B.S.)	PA	F	3:00 PM	7.9	19:45
#2	Skype	37	M	Caucasian	Exempt	Functional Leader/ non People Leader	Operations	Remote	100-125K	Bachelors (B.S.)	MO	Th	7:00 PM	10.0	17:15
#4	Skype	33	M	Asian	Exempt	Functional Leader/ People Leader	Operations	On-Site	75-100K	Doctorate	OK	M	7:00 PM	11.0	19:56
#5	Skype	34	M	Caucasian	Exempt	Functional Leader/ People Leader	Marketing	On-Site	>125K	Some Graduate	NJ	W	9:00 AM	4.0	38:16:00
#7	Skype	32	F	Black	Exempt	Functional Leader/ non People Leader	Operations	Flexible	100-125K	Bachelors (B.S.)	TX	T	7:00 PM	0.6	18:09
#10	Phone	37	M	Caucasian	Exempt	Functional Leader/ People Leader	Commercial Sales	On-Site	>125K	Bachelors (B.S.)	MD	Su	1:00 PM	0.2	45:02:00
#12	Skype	32	M	Asian	Exempt	Functional Leader/ non People Leader	Operations	On-Site	>125K	Masters	MA	F	4:00 PM	0.1	23:36
#13	Skype	27	M	Asian	Self-Employed	Functional Leader/ People Leader	Financial Planning	On-Site	>125K	Masters	KS	Su	4:00 PM	6.0	23:30
#14	Skype	38	F	White, Hispanic	Exempt	Functional Leader/ non People Leader	Operations	On-Site	>125K	Doctorate	VA	Sa	9:00 AM	6.0	20:15
#15	Skype	38	F	Asian	Exempt	Functional Leader/ non People Leader	Operations, Mergers and Acquisitions	Remote	>125k	Bachelors (B.S.)	PA	M	7:30 AM	8.0	13:17
#16	Phone	38	M	Caucasian	Exempt	Front Line Employee	Commercial Sales	Remote	>125K	Bachelors (B.S.)	MA	Su	4:00 PM	0.3	38:25:00
#17	Skype	30	F	Asian	Exempt	Front Line Employee	Operations	On-Site	50-75K	Bachelors (B.S.)	NJ	T	5:00 PM	4.0	32:25:00
#18	Skype	25	M	Caucasian	Exempt	Functional Leader/ non People Leader	Operations	Flexible	75-100K	Bachelors (B.S.)	NJ	M	6:00 PM	4.5	33:50:00

APPENDIX E

Interview Questions

Semi-structured Interview #1

Participant # _____

Date of Interview: _____

Demographic Information

- Method of Interview:
 - Skype
 - Phone
 - In-Person
- Age:
- Gender:
 - M
 - F
- Race:
 - White
 - Hispanic
 - African American
 - Other: _____
- FLSA Status:
 - Exempt (Salaried)
 - Nonexempt (Hourly)
- Organizational role
 - Functional Leader / People Leader
 - Functional Leader / Non-People Leader
 - Front Line employee
- Job Type
 - Operations
 - Customer Service
 - Commercial
 - Marketing
 - IT
 - Finance
 - Other: _____
- Office Location:
 - On-Site
 - Remote

- Annual Salary:
 - \$20-30K
 - \$30-50K
 - \$50-75K
 - \$75-100K
 - \$100-125K
 - >\$125K
- Highest level of education completed
 - High School
 - Some College
 - Bachelors (B.A., B.S., etc.)
 - Some graduate courses
 - Masters (M.S., MBA, etc.)
 - Some Doctoral courses
 - Doctorate (M.D., DBA, Ph.D., etc.)
- State of home residence:
- Day of the Week for Interview
 - Sunday
 - Monday
 - Tuesday
 - Wednesday
 - Thursday
 - Friday
 - Saturday
- Interview time of day
 - Morning
 - Afternoon
 - Evening

Interview Questions

1. How long have you been with the organization?
2. Have you contemplated leaving your current organization or job recently?
 - a. If yes, what contributed to these thoughts?
 - b. If no, so you are still here, tell me about this decision and choice
 - c. What specifically changed your mind?
3. What could the organization improve upon that would encourage you to continue to stay with the organization?
4. Have you observed peers or colleagues voluntarily leaving the organization?
 - a. If yes, why do you think they are leaving?

- b. When they left, what was your observation on impact to the brand and image of the organization?
 - c. When they left, what was your observation on impact to employee morale?
 - d. When they left, what was your observation on impact to employee productivity?
 - e. When they left, what was your observation on impact to profitability?
- 5. From your opinion and perspective, what makes a job a “good job” for you specifically?
- 6. And then the antithesis of this question, from your opinion and perspective, what makes a job a “bad job” for you specifically?
- 7. Are you familiar with “The Good Jobs Strategy”?
 - a. If yes,
 - i. Tell me what you know about “The Good Jobs Strategy”
 - ii. Are you currently working in a department that has implemented “The Good Jobs Strategy”?
 - 1. If no, move to Question # 5.b
 - 2. If yes
 - a. Has the “Good Jobs Strategy” personally impacted or influenced you in some way? (Think both good and bad) If so, please describe
 - b. From your observation, has there been any impact or influence on the brand and image due to implementation of the “Good Jobs Strategy”? Please describe
 - c. From your observation, has there been any impact or influence on employee morale due to implementation of the “Good Jobs Strategy”? Please describe
 - d. From your observation, has there been any impact or influence on employee productivity due to implementation of the “Good Jobs Strategy”? Please describe
 - e. From your observation, has there been any impact or influence on turnover due to implementation of the “Good Jobs Strategy”? Please describe
 - f. From your observation, has there been any impact or influence on profitability due to implementation of the “Good Jobs Strategy”? Please describe

- iii. Are you a People Manager or Functional Leader?
 - 1. If no, move to Question #6
 - 2. If yes,
 - a. What opportunities and challenges do you see with an organization “offering less” as part of the Good Jobs Strategy?
 - b. What opportunities and challenges do you see with an organization “standardizing and empowering” as part of the Good Jobs Strategy?
 - c. What opportunities and challenges do you see with an organization “cross training” employees as part of the Good Jobs Strategy?
 - d. What opportunities and challenges do you see with an organization “operating with slack” as part of the Good Jobs Strategy?
- b. If no,
 - i. Tell me the top three factors, related to work, your job or work environment, that are important to you and why
- 8. What encourages or motivates you to stay at your current organization or job?
- 9. Can you think of anything that would cause you to leave your current organization or job?
- 10. Are there any other items you would like to share with me about your thoughts on retention or turnover of millennials?

APPENDIX F

Informed Consent

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Informed Consent

Project Title: Retention and Turnover of Millennials in the Workplace – A Qualitative and Phenomenological Methodology

Principle Investigator: Douglas E. Hamilton

Anticipated Research Period: November / December 2019

Summary of Qualitative Research: Through this qualitative research, the volunteer participant will be interacting with the principle investigator in discussion questions that seek to gain better insight into factors that motivate and de-motivate the millennial generation. The volunteer participants will be asked to complete some basic demographic information, along with discuss a series of questions that will enable further insight into the perceptions and opinions of the participant related to a “good job”, and the motivators and de-motivators that drive retention or turnover in a respective job. The volunteer participant will have the right to not answer any specific question and the participant will have the freedom to withdraw from the study at any time.

Purpose and Procedure:

- The purpose of this study is to
 - Identify and understand the motivation and hygiene factors for the millennial generation
 - explore the impact of a “Good Jobs Strategy” on retention intentions of millennials
 - understand change management efforts required for implementation of a “Good Jobs Strategy”
- Fifteen males and females that are hourly or salaried between the ages of 19 and 39 are being randomly obtained through voluntary participation
- Your participation will involve being interviewed up to three separate sessions. The length of time will depend upon the interviewee and the amount of information shared.
- A semi-structured interview will occur via phone, skype, or in-person
- At the start of the interview, some basic demographic information will be captured
- The interview will be digitally recorded for detailed transcription

Potential Risks:

- Minimal risks are anticipated as part of this research
- There is a potential the participant may experience a degree of anxiety when answering questions about his or her job. If this occurs, the participant may refuse to answer a question at any time or choose to withdraw from the study without recourse or penalty. If anxiety is experienced, the PI will recommend the participant follow up with a personal physician for additional medical evaluation.

Rights and Confidentiality:

- Your participation is voluntary and you can withdraw or refuse to answer any questions without consequences at any time

- All information will be kept confidential. This is an anonymous and confidential interview. The principle investigator is not acting on behalf of a company or organization during the interview process
- Your specific identity (name) will not be recorded on the interview script (Anonymity)
- The interview will be transcribed and then coded so as to ensure your anonymity.
- The results of this study may be published in scholarly journals or presented at professional meetings
- The principal investigator reserves the right to remove a study participant at any time based on perceived falsification of information or incorrect identification of applicable age grouping

Possible Benefits:

- There are not any immediate (short term) tangible benefits provided for participation in this study
- The positive outcomes for this research are associated with application of a Good Jobs Strategy and its associated implementation in organizations. This in turn could have a positive impact on millennial retention and turnover, but there is not a way to confirm if and when this could happen.
- Individual participation will contribute towards the collective benefit with respect to the implementation of a Good Jobs Strategy in an organization and possible positive impact on millennial retention and turnover.

Questions regarding study procedures or any anxiety experienced risks may be directed to the following:

- Doug Hamilton (xxx) xxx-xxxx or xxxxx@xxxxx.xxx the principle investigator.
- Joe Puzalowski, DBA (xxx) xxx-xxxx or xxxxx@xxxxx.xxx Faculty Chair, DBA Director, and Associate Professor of Business and Marketing.
- Institutional Review Board of California Baptist University (951-552-8626) or IRB@calbaptist.edu

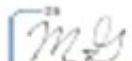
Questions regarding the protection of human subjects may be addressed to the California Baptist University Institutional Review Board (IRB@calbaptist.edu or 951-552-8626)

This study and the associated protocols were approved by the Institutional Review Board (IRB) of California Baptist University.

Electronically signing your initials with an electronic capture of the date will be acknowledged as your consent to participate in the research study.

Date: 11/2/2019

Initials:



APPENDIX G

Data Analysis and Reporting Memo #1

Doug Hamilton
12/1/2019

To complete the present research project and to properly evaluate the vast amount of data, NVivo (version 12) was used to assist with the qualitative data analysis and to ensure a more methodical, more thorough, and more attentive research approach as touted by Bazeley and Jackson (2013). Edhlund and McDougall (2019) promote the usage of NVivo 12 because of the ability to quickly and easily organize data for analysis. Additionally, qualitative data analysis software (QDAS) contributes to a more rigorous analytical research approach (Bazeley & Jackson, 2013; Miles, Huberman, & Saldana, 2014).

All thirteen interviews were imported as separate files into NVivo 12 Plus and all participant demographics were imported as case classifications for each field. Next, manual coding of the transcribed interviews using NVivo 12 Plus into seven nodes occurred as follows: demographics, turnover, retention, motivators, de-motivators, job, and open-ended question. Turnover was then separated into impacts (brand and image, employee morale, employee productivity, and profitability), personal thoughts, observations, and perceived reasons. Retention was further separated into how, personal thoughts, and strategies (Good Jobs Strategy). Motivators was separated into top three factors and what. Job was separated into good job and bad job.

When asked “have you observed peers or colleagues voluntarily leaving your organization,” participant #12 responded “yes, I have.” This was also noted by participants #1, #2, #5, #10, #13, #14, #15, #16, and #18. In fact, 77% of all respondents confirmed and indicated they had observed voluntary turnover at their organization. Three participants (#4, 7 and #17) indicated they had not observed any voluntary turnover at their respective organizations. Participant #4 had been with the organization 11 years, participant #7 had been with the organization about 7 months, and participant #17 had been with the organization 4 years. Participant #7 had limited tenure in the organization and could contribute to the lack of observation of voluntary, but this was not the case with participants #4 and #17. Furthermore, Table D1 reflects the participant observations of impact of turnover on brand and image, employee morale, employee productivity, and profitability. As participants #4, #7, and #17 did not observe voluntary turnover, they were not asked these questions. Additionally, the PI failed to ask participant #13 about the impact of turnover on employee morale and profitability. All the participants who were asked about the impact to brand and image with voluntary turnover stated there was not any observed impact. 46% of participants identified an impact to employee morale following turnover, 54% of participants identified an impact to employee productivity following turnover, and only 23% noted any impact to profitability following turnover.

Using a Word Cloud in NVivo 12 Plus (see Figure 2), in combination with a summary of word frequency and contextual usage, the top 10 reasons noted by participants as perceived reasons for peers leaving an organization include the following: the company or the organization, other opportunities, leadership, ability to make a greater contribution elsewhere, better position, something different, due to employees, increased salary opportunity, commute, dissatisfaction with current job.

APPENDIX H

Data Analysis and Reporting Memo #2

Doug Hamilton
12/8/2019

62% of the participants indicated they personally have thought about leaving their current job or organization at some point while working. Participants #1, #2, #5, #12, #14, #15, #17, and #18 indicated “yes” they have contemplated leaving at some point over the time with their current job or organization. However, participants #4, #7, #10, #13, and #16 each confidently communicated “no” when asked “at any point during your time with the current organization have you contemplated leaving your current organization or job?” Participant #4 has been with the organization 11 years, participant #13 has been with the organization 6 years, and participants #7, #10, and #16 have been with the current organization from 2 months to 7 months.

For the five participants who indicated they have not thought about leaving the organization, the items contributing to retention that were noted by the participants include: recent job move, culture, integrity, new role, love of the job, love of the people at work, industry leader recognition, technology, benefits, growth opportunities, a support team, feeling valued and flexibility. There were only two items that were shared or repeated amongst the participants: “love the people” and “new job.”

Top motivators described by participants included the following: learning and professional development, career opportunities, feeling valued or recognized, and interaction with coworkers. The top motivators that were mentioned one time each include: owning and controlling my own salary, a new challenge, mentorship, length of commute, sense of purpose, my coworkers, time off policy, problem solving, opportunity to wear multiple hats, work/life balance, flexibility, engagement, project pipeline and a good boss.

There were not any trends noted for de-motivators. The de-motivators described by participants included the following: not making as much money as promised, always performing the same tasks, continued minutia, bad culture, mundane tasks, physically draining job, lack of stability, inability to compete for promotions, new ideas are discouraged, lack of meaningful work, and poor bonus payout.

Only 31% of participants indicated they have heard of the Good Jobs Strategy with two of these participants articulating and demonstrating a full knowledge of the actual strategy. Participant #12 was a student at MIT and participated in a course titled “Leading and Driving Operational Strategy” that was taught by the GJS author Zynep Ton where the participant studied the GJS in depth before the actual strategy was

published in book form. Participant #14 read the GJS book approximately two years before the interview but recalled and communicated several key elements of the strategy during the interview session.

A “good job” was classified by the participants as one that pays well; offers work that is interesting, meaningful, challenging and varied; provides an opportunity to make an impact; offers growth opportunities; includes a good working environment; affords flexibility; and feedback is continuous.

A “bad job” was classified by the participants as the following: bad boss, bad culture, repetitive job tasks or constant due dates, and poor pay. Additional feedback included recognition and appreciation, creating value, applying strengths, stability, cohesiveness, support, leadership, collaboration, being set up for success, sense of accomplishment, want to go to work every day, and treated like an adult at work.

Figure H1 presents an enhanced two-factor mind map that was created in NVivo 12 Plus™ based on the thematic coding. In essence, two factors (motivators and de-motivators) create a perception about the job that either creates retention or turnover for the employee.

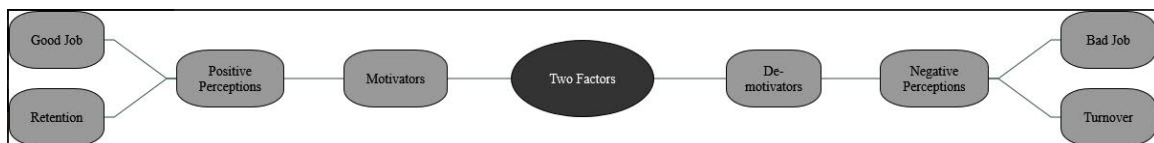


Figure H1. Enhanced two-factor mind map.

Based on manual coding in NVivo 12 Plus™

Three themes emerged – Individual Factors, Organizational Factors, and Environmental Factors that influence millennial retention and turnover.

Ten sub-themes emerged – recognition and praise, pay, feedback, career opportunities, time off, flexibility, management, culture, job elements, and team