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**INVESTIGATING MILLENNIALS' PERCEPTIONS OF EMPLOYEE
ENGAGEMENT AND RETENTION IN THE U.S. CONSULTING INDUSTRY**

A Dissertation in
Workforce Education and Development

by

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ABSTRACT

This study aimed to investigate and identify the employee engagement and retention elements meaningful to the millennial generation within the workplace. Specifically, the purpose of this study was to discover what relationships, if any, existed between employee engagement elements and demographic categories within the millennial generation. There was additional attention in examining the characteristics of retention needed to motivate the millennial generation to remain in their workplace. As the longer-serving generations leave the workforce, millennials are projected to occupy an estimated 75% of the workforce by 2025. As a result, there is an increased need to synthesize and appreciate the uniqueness this generation brings to their work, collective idea generation, team dynamics, and ultimately, the overall organizational culture. Through an extensive literature review, the emerged elements connected to employee engagement and retention were used to create a self-developed instrument that explored the connectivity millennials experienced with emerged elements.

The established criteria to be eligible for the study were participants who identified as millennials born between the years of 1982 to 2000 and as practitioners or professionals within Human Resources Development, Organization Development, Change Management, Training and Development, and Advisory Services. The survey instrument included demographic questions including gender, age, ethnic origin, years of experience, and degree obtained. The survey consisted of seven main categories, with each listing three to nine elements, resulting in 44 elements that were important components to engage and retain the millennial workforce. Millennial study participants were asked to rank each element on a five-point Likert-type scale on how significant an element is in promoting employee engagement and retention in their respective workplaces. The survey concluded with three open-ended questions that provided an

opportunity for participants to share additional thoughts to expand the research findings and results.

To ensure the validity and reliability of the research instrument, the researcher engaged a panel of experts and conducted a pilot study to assess the strength of the self-developed construct. A panel of experts was employed to evaluate the instrument in terms of content, appropriateness, and overall structure to ensure the survey instrument captured all elements within the study. The researcher revised the survey instrument based on the feedback provided by the panel of experts and implemented several recommendations to strengthen the construct. The pilot test allowed the researcher to establish reliability by running Cronbach's alpha to determine if alpha levels were at an appropriate level before conducting the study. The reliability of all categories resulted in strong alpha levels, except the category of 'Pay and Benefits,' which was adjusted accordingly by the researcher.

A total of 120 survey responses were deemed valid and were used to analyze findings, which indicated respondents leaned towards 'very significant' for most elements within categories. Though there were no other engagement and retention elements that emerged from the study, the results contributed to and strengthened the literature regarding this topic. The researcher provided the impact of findings into research and practical ideologies to share the study results and practical implementation.

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WE ARE...PENN STATE!

Chapter 1

Introduction

In the United States alone, there are roughly 83.1 million millennials, representing more than one-quarter of the population within the nation (U.S. Census Bureau, 2015). Millennials are currently the largest generational cohort in the workforce and are on track to reach an estimated 75% of the labor force by 2025 (Morrell & Abston, 2018). There is no clear consensus on the time definition for generations (Bengtson et al., 1974), which creates problems for determining the exact point at which to divide each generation (Macky et al., 2008). Although many researchers have shared various birth-year criteria describing the millennial generation, the standard for this study was individuals born between 1982 to 2000, who are often referred to as Generation Y, Net Generation, Echo Boomers, First Digitals, and the Trophy Generation based on historical events that have occurred. Some examples of these historical events are social media, school mass shootings, World Trade Center and Pentagon attacks, and the great recession. Other researchers have argued that boundaries defining a generation should be less about the birth-year criterion and more about the shared historical events and experiences attained by social changes (Lyons & Kuron, 2014; Parry & Urwin, 2011).

As the more experienced and longer-serving generations prepare for and begin retiring and exiting the workforce, it is imperative to accept and engage the younger generations in the workplace. Millennials maintain considerably unique attitudes toward work compared to other generational cohorts, which has driven organizational adjustments in redesigning compensation and benefits practices needed to keep millennials motivated and engaged (Morrell & Abston, 2018). Modern organizations have long created a built-in and progressive method of early capacity strengthening and knowledge transferring to the younger generations to stop the brain-

drain syndrome in organizations. As organizations experience generational mixes and shifts, the ability to continuously engage and retain talent is essential to the businesses' future success.

There is increasing global competition to attract the 'best talent' and retain that talent to maintain competitive advantage (Kyndt et al., 2009). While organizations may not consistently be prepared for the influx of younger talent entering the workforce, leaders must embrace the wave of new mentality, attitudes, and capabilities associated with generational impacts. According to Rothwell (2002):

As different sectors of the economy confront shortfalls of experienced talent, the leaders in those organizations will most likely be compelled to take more aggressive steps to attract and retain talent. That is likely to mean a bidding war for people. Even if your industry is not directly affected by the aging of the labor force, your organization may begin to feel the effects of the problem as other organizations take highly competitive steps to attract the talent they need. An effective solution to these problems lies in succession planning and management, a systematic, long-term approach to meeting the present and future talent an organization must have if it is to continue to achieve its mission and meet or exceed its business objectives. Succession planning and management is a strategy that can help an organization meet its continuing need for people at all levels and in all occupational groups. (p. 32)

As the millennial generation continues to occupy the workforce, there is a heightened need to observe employee engagement and retention factors needed to capitalize on the diversity of thinking and create a collegial and psychologically-safe ecosystem for all generations to connect as thought partners together. Unlike other generations, the millennial generation is "not afraid of seeking out employers whose values match their own and whose work has a purpose. Millennials are seeking out companies that have meaningful corporate responsibility and where the company's vision is aligned to theirs" (Rizvi, 2018, p. 94). In turn, the wave of young talent can generate modernistic approaches to engagement while providing reverse knowledge transfer to longer-serving generations to inspire collaboration and cross-cutting innovations.

Problem Statement

As the global workforce rapidly evolves, the younger generations are interrupting the current dynamics and practices of the workplace (Rizvi, 2018). Though some studies have focused on employee engagement and retention, the millennial generation has not been widely researched in the consulting industry in the United States. This research can guide organizational transformation to build the bridge and pass along the knowledge and experience across generational cohorts. This generalization of knowledge is an essential baseline for the millennial generation to build upon, gain a deeper understanding of different sectors, absorb lessons learned, add their creations, and ultimately, bring about a holistic approach to the existing and new markets. Organizations with dedicated energy in bridging this gap are experiencing less siloed functions and operate as a whole system, act more resiliently, own their collective success and failure, and guide employees to be agile embracing effectiveness, efficiency, and impact. This generative learning of experiences can occur on-the-go when faced with unforeseen events in the world, such as the more recent COVID-19 pandemic and its unknown disruption to individuals as they bring their authenticity and whole-self to work.

Millennials are the largest (Taylor, 2018), most diverse (Yahr & Schimmel, 2013), and most researched generation. According to a Gallup survey, only 29% of the millennial generation reported being engaged at the workplace, which means approximately 71% of the millennial generation are not being engaged or are actively disengaged (Rigoni & Nelson, 2016). This alarming statistic shows the need to examine the employee engagement and retention factors needed for millennial employees to be highly invested in their work and help eliminate the hidden cost of no engagement. Kahn (1990) described employee engagement as "the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances" (p. 694). Phillips

and Connell (2004) defined employee retention as the percentage of employees remaining in an organization for the maximum period of time. According to Meister and Willyerd (2010):

Millennials view work as a key part of life, not a separate activity that needs to be “balanced” by it. For that reason, they place a strong emphasis on finding work that’s personally fulfilling. They want work to afford them the opportunity to make new friends, learn new skills, and connect to a larger purpose. (p. 1)

Leadership plays a pivotal role in ensuring and creating an enabling culture and atmosphere that promotes cross-generational collaboration by applying feed-forward guidance and continuous adaptability. Business leaders may need to adjust current management styles, policies and procedures, benefits packages, and items of importance to ensure the millennial generation remains within an organization (Yang et al., 2012).

Organizations need to recognize that the most critical asset of their business is their people. Their people drive the strategy to reality, generate and generalize knowledge, and bridge and exchange knowledge amongst the diverse generations in the workforce. However, some organizations do not invest enough focus and energy in evolving engagement strategies to impact all generations of the workforce that may influence their decision to remain in an organization, especially with the millennial cohort. This continuous evolution of pulse taking will guide reshaping and strategizing as organizations shape their approach to succession planning to ensure knowledge transfer and institutional history are captured. According to Rothwell (2010):

Succession planning and management (SP&M) is the process that helps ensure the stability of the tenure of personnel. It is perhaps best understood as any effort designed to ensure the continued effective performance of an organization, division, department, or work group by making provision for the development, replacement, and strategic application of key people over time. (p. 10)

Succession planning is critical as millennials enter the workforce by large numbers to preserve the knowledge of the longer-serving generations with a proper plan to provide mechanisms and policies for millennials to thrive and promote the importance of engaging the younger workforce to be highly effective and efficient in their work.

As the longer-serving generations prepare to exit the workforce due to retirement or other reasons, it becomes critical to understand better the more effective ways of filling the possible void and building the capacity of the incoming millennial generation, especially in specific sectors such as the public, development, healthcare, and finance sectors. To make this a reality, the two essential factors that should be investigated are leadership capabilities needed to enable millennials to engage and own the creation of high-quality delivery of services and products, and employee value proposition strategies for implementation to retain the high-performing millennials. The productivity and commitment of millennials will be essential for the success of organizations and becoming market-makers rather than being market-followers. In addition, modern organizations should make such adjustments and be resilient and agile when navigating the internal and external environmental opportunities and challenges effectively. It will be essential to ensure a strong base is built with leadership support, collaboration, and innovative investments to allow millennials space to impact business direction and growth. The void in specific sectors being filled by passing the baton and transferring knowledge to the millennial generation by longer-serving employees will help with the continuity and sustainability of earlier efforts.

Purpose of the Study

This study aimed to investigate and identify the employee engagement and retention elements meaningful to the millennial generation within the workplace. Specifically, the study aimed to analyze the employee engagement elements needed for the millennial generation to be high performers in consulting organizations within the United States while examining the characteristics of retention required to motivate the millennial generation to remain in their workplace. As the more experienced and longer-serving generations leave the workforce, it is

crucial to understand how to inspire the millennial generation to be highly engaged in their work and what retention characteristics are needed to impact outcomes.

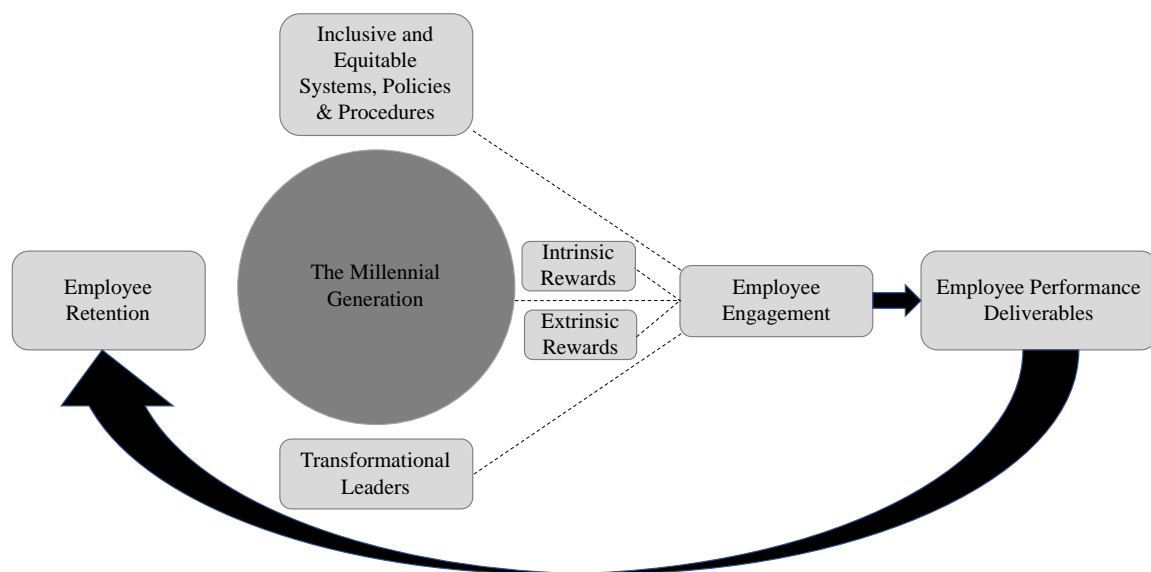
Conceptual Framework

As this research aimed to explore the relationship between the constructs of employee engagement, employee retention, and the millennial generation, the researcher created a conceptual framework to encompass the components being studied. The conceptual framework consists of the millennial generation as the foundation of the impact, with employee engagement elements that influence employee performance deliverables and retention, as shown in Figure 1. According to Sekaran and Bougie (2016), a good theoretical framework identifies and describes significant variables in the situation that are pertinent to the overall problem and explains the connection between the variables. The conceptual framework of this research used the Social Exchange Theory (SET) and Maslow's Hierarchy of Needs as the foundation of the study. In research, the most-regarded and commonly-used theory on employee engagement is the social exchange theory (Andrew & Sofian, 2012). Saks (2006) stated, "a strong theoretical rationale for explaining employee engagement can be found in social exchange theory (SET)" (p. 603). In addition, Saks (2006) explained SET provides the explanation and reasoning of employees being more-or-less engaged in their work within an organization. Cropanzano and Mitchell (2005) expressed, "one of the basic tenets of SET is that relationships evolve over time into trusting, loyal, and mutual commitments" (p. 875). Maslow's Hierarchy of Needs identified five essential human needs: self-actualization, esteem needs, belongingness and love needs, safety needs, and physiological needs (Maslow, 1943). Maslow (1943) described that once an individual encounters a specific level of need, naturally, there is a desire to progress to the next level of need. According to Maslow (1943), "when a need is fairly well satisfied, the next prepotent ('higher')

need emerges, in turn to dominate the conscious life and to serve as the center of the organization of behavior, since gratified needs are not active motivators" (395).

Figure 1

Conceptual Framework



Note. The above conceptual framework was created by the researcher. Copyright by Leila Farzam.

Research Questions (RQ)

RQ1. What is the demographic profile of millennial respondents in the study?

RQ2. What are the perceptions of millennial professionals in the field regarding the engagement categories?

RQ3. What, if any, relationship exists between demographic variables and perceptions of the seven engagement categories?

RQ4. How does the millennial generation describe their experiences in the workplace in terms of employee engagement and retention?

Definition of Terms

The following section provides definitions for key terms used throughout this study to help provide additional context:

Element/Factor. The researcher used the terms element and factor interchangeably. According to Kline (1994), a factor is “a dimension or construct which is a condensed statement of the relationships between a set of variables” (p. 5).

Employee Engagement. Shuck and Wollard (2010) stated that employee engagement is “an individual employee’s cognitive, emotional, and behavioral state directed toward desired organizational outcomes” (p. 103).

Generation. According to Kupperschmidt (2000), a generation is a group of individuals or cohorts who share birth years and experiences.

Leadership. According to Yukl (2013), leadership is the “process of influencing others to understand and agree about what needs to be done and how it can be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (p. 7).

Millennial. Millennials, also known as Generation Y, Echo Boomers, Net Generation, First Digitals, and the Trophy Generation are individuals born between 1982 to approximately 2000 (Howe & Strauss, 1991).

Retention. Frank et al. (2004) defined retention as “...the effort by an employer to keep desirable workers in order to meet business objectives” (p. 13).

Chapter 2

Review of Related Literature

A systematic review of the literature was conducted to identify the current literature regarding employee engagement and retention within the millennial generation and determine potential gaps. According to Torraco (2005), a literature review is “a form of research that reviews, critiques, and synthesizes representative literature on a topic in an integrated way such that new frameworks and perspectives on the topic are generated” (p. 356). The literature review aimed to present the empirical research that revealed how employee engagement is connected with other elements, which in turn can affect retention. As this research study encompassed three concepts, employee engagement, retention, and the millennial generation, the literature review included foundational research regarding all three components and concluded the alignment of potential impact when connecting the concepts.

To accomplish the objective, the literature review was divided into the following areas: (a) Literature Review Methodology, (b) Employee Engagement, (c) Retention, (d) The Millennial Generation, (e) Millennial Employee Engagement and Retention, and (f) Employee Engagement Impact on Retention for Organizations and Millennials.

Literature Review Methodology

The literature review was conducted over a multi-year period from August 2016 to July 2021 with three independent reviews to ensure the latest research informed the researcher on all study components. The first review focused on employee engagement to identify essential elements needed to increase and maintain engagement in the workplace. The second review

provided insights regarding the overall understanding of retention and its potential impact on organizational culture and development. The third review concentrated on the millennial generation to determine the foundational factors that impact this generation from past and present experiences and connected millennials to engagement and retention. The initial research approach of locating scholarly sources utilized databases such as ERIC, ProQuest Educational Journals, ABI/INFORM Complete, and EBL within the Pennsylvania State University Library's database system. In order to identify relevant materials, scholarly peer-reviewed articles that included the appropriate search terms in the title or abstracts were considered, and only English-language articles were used within the search. In addition to utilizing the above databases, Google Scholar Advanced was used to expand the search.

The first search regarding employee engagement resulted in over 520,000 results without a timeframe and over 22,500 results within the year timeframe of 1990 – 2021. There was extensive research on articles that connected employee engagement with millennials and/or essential components needing to be addressed to narrow down the results. As the term 'employee engagement' continues to increase in popularity, additional keywords of 'engagement' and 'work engagement' were used to identify relevant scholarly material. There were 150 articles reviewed and divided into segments of relevant themes of definitions, history of employee engagement, and generational cohort articles. Using the different databases noted within the University's Library database system, ProQuest Advanced Search was primarily used to incorporate additional terms together using advanced searches to combine the words 'employee engagement' and 'generational cohorts.' Once all articles were gathered, and article abstracts were reviewed, 53 articles were used within the literature review to identify fundamental research regarding the topic. The second search focused on retention by concentrating efforts in connecting to the millennial generation due to the extensive research that shows the high turnover rate in this generation. By conducting the retention search in a similar approach, the researcher reviewed all

titles to identify relevancy to the merge of retention and millennials in the timeframe 1990-2021, which resulted in 19 sources. The third search followed the same approach as the other searches to maintain consistency in data gathering. This search focused on exploring the elements that make the millennial generation unique to other generational cohorts. The research gathered through this search primarily centered around elements connected to employee engagement and retention that impact millennials in the workforce. There were 84 reviewed sources in the timeframe of 1990-2021, and 17 were used for the literature review.

Employee Engagement

Employee engagement has become widely popular and defined in many different ways (Saks, 2006). The primary researcher of employee engagement, Kahn (1990), proposed that the ‘psychological presence’ of an individual employee when performing their work for the organization means engagement (Cheema et al., 2015). In addition, Kahn (1990) further defined employee engagement as “the harnessing of organizational members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively and emotionally during role performances” (p. 694). Similarly, Shuck and Wollard (2010) defined employee engagement as “the cognitive, emotional, and behavioral energy an employee directs toward positive organizational outcomes” (p. 106). To further expand, Robinson et al. (2004) described the term employee engagement as:

A positive attitude held by the employee towards the organisation and its values. An engaged employee is aware of business context, and works with colleagues to improve performance within the job for the benefit of the organisation. The organisation must work to develop and nurture engagement, which requires a two-way relationship between employer and employee. (p. ix)

Engagement has been explored as a two-way stated process between an organization and its employees (Schaufeli, 2015). Schaufeli et al. (2002) stated that engagement is:

Positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. Rather than a momentary and specific state, engagement refers to a more persistent and pervasive affective-cognitive state that is not focused on any particular object, event, individual, or behavior. (p. 74)

There has been increased interest regarding the topic of employee engagement, especially amongst researchers, practitioners, and consultants (Saks, 2006). Employee engagement has been connected with different variables such as longer-serving cohorts, leadership skills and styles, and psychological factors. The current research on employee engagement focuses on gaining a more in-depth understanding of the term employee engagement in the present state, differences of engagement levels between longer-serving and younger employees, factors that contribute to positive employee engagement such as meaningfulness, intrinsic motivation, and different leadership types, effect higher leadership has on employee engagement, and minor reports on the generational cohort relationship with employee engagement (Kordbacheh et al., 2014). Rothwell (2014) stated “research has shown that low levels of engagement can be linked to higher turnover rates, lower customer satisfaction, higher incidences of health and safety problems, and low productivity and profitability” (p. 1).

Retention

As leaders continue to shape and invest in engagement strategies, there is an added layer to retain employees to experience the return on investment of advancing organizational impact. Organizations can benefit from the partnership and interconnectedness of efforts when embedding employee engagement and retention strategies into the organization. Das and Baruah (2013) defined retention as:

Encouraging employees to remain in the organization for a long period of time can be termed as employee retention. It is a process in which the employees are encouraged to remain with the organization for the maximum period of time or until the completion of the project. (p. 8)

Similarly, other researchers identified employee retention as the “hierarchical arrangements and practices” used within an organization to keep employees from leaving, and it relies on human resource management practices and policies to maintain and expand approaches based on employee challenges, feedback, and requests (Azeez, 2017, p. 2). Mathimaran and Kumar (2017) described effective employee retention as a:

Systematic effort by employers to create and foster an environment that encourages current employees to remain employed by having policies and practices in place that address their diverse needs. A strong retention strategy becomes a powerful recruitment tool. Retention of key employees is critical to the long-term health and success of any organization. It is a known fact that retaining your best employees ensures customer satisfaction, increased product sales, satisfied colleagues and reporting staff, effective succession planning and deeply imbedded organizational knowledge and learning. (p. 17)

Shockingly, the expense to an organization for recruiting a new talent costs half to 200% of the former employee’s salary (Hebenstreit, 2008). In addition to the significant economic impact, there is a loss of knowledge transfer that occurs when an organization loses talent (Ramlall, 2003). As a result, there is an increased need to develop a thoughtful approach to understanding retention factors that impact an employee’s decision to stay in an organization, as it becomes increasingly difficult to find great talent. The developmental process of creating talent management strategies and practices to focus on retention approaches allows organizations to reduce employee turnover and associated expenses of hiring and training new talent (Khalid & Nawab, 2018; Iqbal & Hashmi, 2015). In turn, the impact of retention strategies can often provide significant outcomes such as high-impact deliverables, efficiency, and productivity; additionally “profitability increases automatically whenever the employees are willing to serve with a clear vision, ideology and long term sustainability approach with their parent organization” (Hanif & Yunfei, 2013, p. 2834).

The Millennial Generation

The millennial generation, also known as Generation Y, Net Generation, Echo Boomers, First Digitals, and the Trophy Generation, are individuals born between 1982 and approximately 2000 (Howe & Strauss, 1991). Cahill and Sedrak (2012) anecdotally stated that the millennial generation had been a sheltered group since birth with ‘helicopter parents’ who have protected their children’s self-image with continuous reminders and praising. This generation has experienced quite a variety of historical events such as the creation of social media, school mass shootings, World Trade Center and Pentagon attacks, and the great recession that have shaped and influenced how millennials approach their personal and professional journey. Millennials have been constantly applauded throughout their developmental stages of life, influencing the way millennials perform in the workforce. Brack (2012) stated:

By all accounts, Millennials are unlike preceding generations. They view the world differently and have redefined the meaning of success, personally and professionally. In some cases, this has led to misunderstanding among the different generations co-existing in today’s workplace. Increasingly, however, business leaders are realizing this generation’s unique competencies and perspective, and employers are looking for ways to harness their strengths. (p. 2)

As a result, millennials have been described as radically different from previous generations in the workforce (Pasko et al., 2020; García et al., 2019; Solnet & Hood, 2008). The millennial generation desires and expects a collective approach to management, which requires organizations and their leaders to develop new ways of connecting and engaging millennials to advance organizational commitment. Organizations are “finding their demands for feedback surprising and frustrating” (Cahill & Sedrak, 2012, p. 8).

Millennial Employee Engagement and Retention

As recruiting, engaging, and retaining millennials continues to become a critical challenge for organizations, Meng et al. (2017) conducted a study evaluating millennials' expectations and opinions for recruitment, engagement, integration, and leadership development. The researchers focused on four main research questions regarding effective recruitment and retention of millennial professionals, methods to increase millennial engagement, types of leadership development programs fit for millennials, and the importance of work-life balance and organizational support. The researchers conducted 39 interviews with millennial professionals within the strategic communications industry. The interview protocol included 20 open-ended questions. The analysis process included qualitative analytic techniques of template analysis and thematic interpretation, which were used to analyze transcripts. Study findings indicated that millennials desired independence, flexibility, and challenges balanced with clear expectations, continuous feedback, and safety nets to fail and learn.

Through the process of attracting talent to join an organization, it is vital to build capacity within the millennial generation by sharing knowledge and investing energy to develop retention strategies by implementing various interventions to decrease or eliminate the high cost of turnovers, such as ensuring employees have a clear understanding of the business, communicating expectations, and seeking their voices and views about company-related changes or creations of products, services, and policies. Researchers have studied various techniques to increase the retention of engaged employees, such as training, compensation, awards, and positive work environments (Anis et al., 2011). In addition, it may be beneficial for the organization to acknowledge employee contributions, provide a safe space to give and get feed-forward guidance, create space to grow, engage in working groups to be exposed to other elements of the business, and reward employees accordingly.

Pasko et al. (2020) examined the differences in preferred work-related attributes across generational cohorts, focusing on the millennial generation, who need to retain employees. The study used survey data of 300 employees in a large healthcare company, of which 93 (31%) of respondents were millennials. The study focused on millennials' value on six work-related attributes: advancement, company leadership, role clarity, work/life balance, job security, and having a say. Pasko et al. (2020) proposed null hypotheses of no significant difference in the value millennials place on the work-related attributes compared to the value that other generational cohorts place on the six attributes, and alternative hypotheses of millennials place significantly different values on work-related attributes than other generational cohorts. To further explore, the researchers used conjoint analysis to determine the importance of the six work-related attributes, employed the hierarchical Bayes (HB) method to capture preferences of individual respondents, and ran data through ANOVA to determine analysis of variance. The ANOVA results confirmed statistical differences in four work-related attributes of advancement, company leadership, work/life balance, and job security. In contrast, the role clarity and having a say attributes were not significantly different across generations. In addition, the results demonstrated that employees from generational cohorts have significantly different preferences on four work-related attributes: job security, potential for advancement, work/life balance, and company leadership. Millennials placed relatively less importance on job security as there is a higher likelihood of millennials changing jobs. For the advancement work-related attribute, millennials placed significantly more importance on the potential for job advancements. Millennials placed less importance on company leadership as interactions between millennials and leadership may still have room to grow. The work/life balance attribute was ranked fairly crucial to millennials as finding free time is essential to this generation.

Though millennials grew up functioning within teams, they are recognized as hard workers who accomplish their objectives while wanting a work-life balance. Furthermore,

millennials have been shown to possess diverse work values (Lyons et al., 2007), personalities (Twenge & Campbell, 2008), and expectations associated with work outcomes and preferences (Ng et al., 2010; Twenge et al., 2010). Naturally, when discussing employee engagement, the topic of work-life balance arises as the integration of work with other life domains has been an increased challenge in modern society (Afif, 2019), especially through the COVID-19 global pandemic. The term 'work-life balance' emerged in the mid-1980s due to demanding conditions in society to balance work, life, and family responsibilities (Singh, 2014; Afif, 2019). Delecta (2011) defined work-life balance as "an individual's ability to meet both their work and family commitments, as well as other non-work responsibilities and activities" (p. 187).

Grawitch et al. (2006) argued work-life balance directly contributes to employee engagement, resulting in higher productivity and increased retention. Additionally, Grawitch et al. (2006) found that developing alignment of work-life goals and values, fostering corporate social responsibility, creating a safe space for employees, embedding intrinsic and extrinsic rewards, incorporating equitable systems for all to grow, investing in leadership development, and involving employees at all levels to collectively build the business can increase employee engagement and retention. Larasati and Hasanati (2018) stated that millennials leave organizations when there is a lack of attachment to the organization, and one way to retain millennials is employee engagement. The researchers examined the effects of work-life balance on employee engagement within the millennial generation. To collect data, the researchers employed a work-life balance scale and the Utrecht work engagement scale and used linear regression to analyze the data. The results indicated a positive correlation between the work-life variables and employee engagement variables. In turn, the higher the work-life balance provided to employees, the higher level of employee engagement is dedicated to the organization.

Hoole and Bonnema (2015) stated, there is no one-size-fits-all approach for engaging employees and providing a sense of meaning and motivation at work. This study focused on

determining whether there was a relationship between work engagement and meaningful work and any significant variances between the levels of work engagement and meaningful work between different generational cohorts. A questionnaire was developed consisting of three parts, which included biographic information, the Utrecht Work Engagement Scale (UWES) developed by Schaufeli and Bakker (2003), and the Psychological Meaningfulness Scale (PMS) developed by Tymon (1988). Though 283 questionnaires out of the 320 total questionnaires were returned, 261 surveys were identified as acceptable for the study after a data vetting process. The participants were one of three groups divided into generational cohorts depending on their birth year, which was Baby Boomers (1946-1964), Generation X (1965-1980), and Generation Y (1981-1999). The results of the study revealed that there is a moderate positive relationship that exists between work engagement and meaningful work. As it came to the various generational cohorts, there was a significant difference between Baby Boomers and Generation Y, and Baby Boomers experienced the highest levels of engagement and meaningful work. Though there was a significant difference that arose between Baby Boomers and Generation X and Baby Boomers and Generation Y, there was no significant difference observed between Generation X and Generation Y. The study results revealed the importance of fully recognizing the diversity of age amongst young and old employees. Meaningful work characteristics had the strongest relationships with engagement and most other employee outcomes relative to other work characteristics.

Through an investigation of defining the role meaningful work plays in determining engagement levels and employee outcomes, Fairlie (2011) stated that meaningful work has direct linkages to engagement. As a result, organizations must address the generational gaps and related elements needed to increase engagement through training and learning programs required for employees to learn and apply interventions and increase productivity through innovation and empowerment. James et al. (2011) stated that employees who are engaged in the workplace “tend

to be less stressed and more satisfied with their personal lives, they also tend to use less health care, take fewer sick days, to be more productive, and stay longer with their organizations” versus less-engaged employees (p. 6).

McDonnell et al. (2010) added that developing and maturing strong human resource and human capital strategies for talent management is an integral factor of the retention cycle. As retention is multi-dimensional, an essential factor of a retention strategy starts with recruiting the right talent that connects with the organizational values and mission (Azeez, 2017; Fatima, 2011), which should increase the probability of talent remaining in an organization. Shuck et al. (2014) explored the correlation between engagements in human resources development (HRD) practices, perceptions, safe environments to engagement, turnover intentions, and the conditions (such as belief, culture, working environment, and availability of adequate resources to get the job done) under which these elements affected employees’ decisions. Critical players need to provide the supporting and authorizing environment for the leadership and HRD professionals to nurture human expertise in organizations. The study focused on the evolution of recent (Shuck & Reio, 2011) studies around the emergence of employee engagement and earlier studies (Saks, 2006; Shuck & Wollard, 2010) understanding the motivation-like variables generated. Shuck and Reio (2011) discussed an emergent framework of cognitive engagement, emotional engagement, and behavioral engagement. These engagements touch upon the likelihood of those employees who tend to be more or less likely to engage more positively. The study was conducted within a healthcare context as turnover has become a problem in the field. The largest sample was between 30 and 39 years of age, followed by 21 to 29, and 40 to 49, while 1.4 % did not answer the questions; 83 % indicated being full-time workers, 15% worked part-time or staff-relief capacity, and 1% did not answer. Around 200 unique healthcare facilities were represented in the final sample around different settings such as urban, inner-city, and rural. An internet-based self-report survey was deployed as the data collection tool for this study while incorporating other

frameworks. The results suggested that participation in HRD practices and cognitive, emotional, and behavioral engagement were negatively linked to turnover intent. Mediated regression analyses indicated that employee engagement partially mediated the relationship between perceived support in HRD practices and turnover intent. The findings reinforced supporting employee participation in HRD practices to improve employee engagement and reduce turnover intent.

Organizational leaders realize the importance of engaging employees as a strategy for shaping future success and results (Shuck & Herd, 2012), as employees tend to have a sense of investment in making the business succeed and become competitive in its market when actively engaged. There is an additional layer of understanding the potential impact of leadership behaviors on organizational culture and encouraging employee engagement (Carasco-Saul et al., 2015). Many researchers have identified transformational leadership as a style that promotes a culture where employees feel empowered to engage in decision-making processes, deliverables, and organizational advancements (Ghafoor et al., 2011; Breevaart et al., 2014; Chin et al., 2019; Milhem et al., 2019). Korejan and Shahbazi (2016) defined transformational leadership as “the process of creating commitment to organizational goals and empowering people to fulfill those goals” (p. 457). Additionally, Korejan and Shahbazi (2016) added to share that transformational leadership is a “conscious, moral and spiritual process which provides patterns of equal power relationships between leaders and followers to achieve a collective goal or real transformation” (p. 457). Much research has indicated that the qualities of visionary and transformational leaders result in lower turnover, higher productivity, and employee engagement (Macey & Schneider, 2008; Shuck et al., 2011; Walumbwa & Hartnell, 2011). There is an increase in visibility at all levels within organizations to focus and take responsibility for determining strategies to engage employees to halt the negative impact of low engagement and build an organizational culture of learning and development.

Employee Engagement Impact on Retention for Organizations and Millennials

According to Gorman et al. (2004), millennials have surfaced as a force that will continually mold the next decade's social and economic dynamics. The millennial generation is increasingly evaluating organizational commitment to impactful values and mission to search for organizations to join. In addition to contributing to the organization, millennials place a high value on high-impact deliverables that provide professional growth and advancements (Ng et al., 2010). In this day and age, the younger generations have become more aware of social safety nets and consciousness, with a higher commitment to building a more robust and safer environment. In addition, the younger generation has become more adaptable and less mechanical, hence the true need to invest in understanding engagement drivers that are meaningful to the younger generation as they contribute to deliverables and organizational impact.

As the multigenerational workforce enlarges, the work environment may encounter challenges of productivity and engagements if organizational leaders do not invest in understanding and accommodating generational attitudes and expectations (Stewart et al., 2017). Millennials maintain considerably unique attitudes toward work compared to other generational cohorts, which has forced organizational adjustments in redesigning intrinsic and extrinsic practices needed to keep millennials motivated and engaged (Morrell & Abston, 2018). Organizations can benefit much from the transitional space of having a more mature workforce while an avalanche of young minds enters the workforce with the ability to exchange and create innovation through a collective approach of bringing the best to the table without any vacuum. Some organizations have mastered this concept by using interventions like appreciative inquiry (AI), which is a powerful intervention that capitalizes on and gains a deeper understanding of organizations and individuals' positive elements and strengths while unlocking the potential for innovation and creativity to incorporate the importance of having engaged employees.

Regardless of the readiness status of an organization's position regarding the entrance of younger generations into the workforce, leaders must embrace the wave of new mentality that will eventually arrive. Shuck and Herd (2012) stated that "leading this new and evolving workforce requires new perspectives of leadership as well as new scaffolding for understanding the complexities of leadership development in an evolving landscape; one that maintains varying levels of identity simultaneously" (p. 157). Millennials have been exposed to a new way of learning and leading as changes have continued to arise with technology and flexibility of work, which resulted in adaptability to expand thinking, present unique innovations, and explore methods to advance business strategy. It is critical for organizations to continuously take the pulse of engagement, create an inclusive working environment, and increase and diversify learning and development programs to embed excitement as employees grow and diversify their portfolios. To do so, organizations can use an expanded, diverse, and inclusive approach and tools to explore the relationship between the younger and longer-serving generations. In addition, the consideration of putting in place a mechanism to ensure the unsupported employees are not isolated from participation, but on the contrary, brought into a fully-engaged workforce with all the necessary support systems, learning and knowledge sharing, and job satisfaction.

Chapter Summary

The literature review identified the gap in scholarly literature when connecting employee engagement and retention to the millennial generation. The review revealed a vast amount of research focused on employee engagement and retention within generational cohorts, with a sizeable gap when connecting to millennials. The research showcased and verified the need for organizations and their leaders to invest in understanding the differences between generational cohorts, especially the millennial generation, as they surpass other generations in the workforce.

Organizations that incorporated employee engagement and retention strategies yielded positive results. The expansion of knowledge in attracting, engaging, and retaining younger talent can provide organizational knowledge transfer through effective succession planning efforts while preparing for the pipeline of talent through inclusive and equitable policies and procedures, a transparent culture of human capacity, and modern approaches to providing increased opportunity to expand impact.

Chapter 3

Methodology

This study investigated the employee engagement elements within the millennial generation while examining the characteristics of retention needed to motivate the millennial generation to remain in their workplace. Further exploration was conducted to determine potential relationships among variables. To collect data, the researcher developed and employed a multi-faceted survey based on literature around the primary concepts of employee engagement, retention, and millennials. Before distribution, the researcher consulted with a panel of experts and conducted a pilot test to assess the validity and reliability of the instrument. As a result, the researcher made adjustments accordingly based on Cronbach's alpha levels and expert feedback. The survey instrument was distributed to millennials within targeted fields within the consulting classification. The survey data collection method was chosen to provide the target population an amount of confidentiality while obtaining information that could have been perceived as sensitive due to fear of corporate identification and retribution. The survey instrument contained demographic questions, employee engagement questions related to crucial elements needed to remain actively engaged as an employee, and open-ended questions to provide space for further exploration on retention. Demographic questions were formulated and influenced by federal surveys to identify and ensure that inclusive representation was included. Questions dedicated to the variable of interest were answered using a five-point Likert-type scale.

To showcase the development and evolution of the self-developed instrument, the researcher divided the methodology section into the following areas: (a) Research Questions, (b) Research Questions Connected to Literature and Survey Questions, (c) Research Design, (d)

Target Population, (e) Study Instrument, (f) Pilot Study, (g) Data Collection, (h) Data Analysis, and (i) Research Limitations.

Research Questions (RQ)

In examining the scope of the relationship between employee engagement and retention in the millennial generation, this study aimed to answer the following research questions:

RQ1. What is the demographic profile of millennial respondents in the study?

RQ2. What are the perceptions of millennial professionals in the field regarding the engagement categories?

RQ3. What, if any, relationship exists between demographic variables and perceptions of the seven engagement categories?

RQ4. How does the millennial generation describe their experiences in the workplace in terms of employee engagement and retention?

Research Questions Connected to Literature and Survey Questions

Table 1

Research Questions Connected to Literature and Survey Questions

Research Questions	Research Literature Relevant to Research Questions	Survey Questions Related to Research Questions and Literature
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RQ1. What is the demographic profile of millennial respondents in the study?	Taylor, 2018; Yahr & Schimmel, 2013; Meister & Willyerd, 2010; Brack, 2012	All demographic questions of gender, age, race, number of years with current employer, and highest degree or level of education received.
RQ2. What are the perceptions of millennial professionals in the field regarding the engagement categories?	Meng et al., 2017; Cheema et al., 2015; Saks, 2006; Shuck et al., 2014; Hoole & Bonnema, 2015; Walumbwa & Hartnell, 2011; Macey & Schneider, 2008	Categories using Likert-type scale such as individual engagement, pay and benefits, work-life balance, and leadership.
RQ3. What, if any, relationship exists between demographic variables and perceptions of the seven engagement categories?	Pasko et al., 2020; Kordbacheh et al., 2014; Afif, 2019; Pasko et al., 2020	A combination of demographic questions and engagement elements using the Likert-type scales.
RQ4. How does the millennial generation describe their experiences in the workplace in terms of employee engagement and retention?	Larasati & Hasanati, 2018; Shuck et al., 2014; Anis et al., 2011; Cahill et al., 2012; James et al., 2011; Khalid & Nawab, 2018; Azeez, 2017	Open-ended questions. Primarily on the last question: If you have left an organization before, what were your reasons? If not, why have you decided to stay in this present organization?

Research Design

Creswell and Creswell (2017) stated that the purpose of choosing a survey research design is to have the capability to generalize from a sample to a population while interpreting data and information about characteristics, attitudes, or behaviors regarding a specific population. The research design for this study was a descriptive-correlational study, as there was a vast amount of detail on terminology for each of the variables. The correlational design aimed to examine and

interpret the extent to which variations in a particular factor related to other elements based on correlation coefficients. Though the three different types of research approaches are quantitative, qualitative, and mixed methods, a quantitative methods approach was used for this particular study. According to Creswell and Creswell (2017), quantitative research is "an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures" (p. 4).

The survey instrument included closed-ended questions based on elements referred to in scholarly sources related to employee engagement, employee retention, and the millennial generation. Though validating prior research is an essential function of topic development, the researcher found value in providing space for participants to share engagement and retention elements that appear within their respective workplaces. The survey design embedded prior research in the close-ended questions to validate existing research and evaluate newly-published literature of emerging elements. The researcher included open-ended questions to provide a space for participants to share additional thoughts regarding essential elements needed to engage and retain millennial talent within the workplace. The partnership of the quantitative and qualitative approaches of collecting data ensured a holistic approach to understand further and expand the elements within the topic areas.

Research Variables

Through the correlational design, the research variables included a predictor variable and an outcome variable. The predictor variable, known as an independent variable, was the type of participant within the organization, which in this study, was either a younger or an older millennial. A nominal scale of measure defined the predictor variable. The outcome variable,

often called a dependent variable, identified elements that motivated millennial talent to continue to be engaged and retained in their current workplace. These variables were an ordinal scale of measure.

Target Population

The target population for this study was an accessible population of millennial practitioners and/or professionals within the fields of human resources development, organization development, change management, training and development, and advisory services. As stated previously, the millennial generation was identified as individuals born between the years of 1982 to 2000. To address the research objective, it was critical to target an appropriate sample to provide the necessary data sample size. The research study was identified as a convenience sample, which occurs when either the "probability that every unit or respondent included in the sample cannot be determined, or it is left up to each individual to choose to participate in the survey" (Fricker, 2008, p. 199). Before survey instrument development and data collection, the researcher obtained approval from the Institutional Review Board (IRB) at the Pennsylvania State University to protect both the researcher and potential study participants.

Survey Instrument

Though there are established survey instruments that focus on employee engagement and employee retention, the researcher developed a survey instrument that focused on employee engagement, retention, and generational characteristics in the workplace. The survey instrument consisted of seven main categories. Each listed three to nine elements resulting in 44 elements that were essential components to engage and retain the millennial workforce (see Appendix A).

Participants in the study were probed to rank each element on a five-point Likert-type scale on how significant an element is in promoting employee engagement and retention in their respective workplaces. The five-point Likert-type scale response options were 'Not Significant', 'Slightly Significant', 'Moderately Significant', 'Very Significant', and 'Extremely Significant', with '5' representing 'Extremely Significant' to '1' being 'Not Significant'. Additionally, the researcher incorporated three open-ended questions at the end of the survey to expand the research findings and results.

The survey was created, piloted, distributed, and collected through the Qualtrics software platform. This platform provides online survey development, distribution, data analysis, and reporting (Qualtrics, 2018), and was a beneficial data collection method as the platform was simplistic in design and mobile-friendly. While it may be assumed that a survey is the most rapid method of gathering responses, the reality of developing an effective and suitable survey that addresses the overarching issue is challenging and time-consuming (Gupta et al., 2014). In addition, Gupta et al. (2014) rationalized the importance of determining whether a participant wants their response confidential or anonymous. Confidentiality means the analyst can identify the individual respondents but will not share the individual responses, while anonymous means that there is no record of the respondents' identities. As respondents were asked to rank the degree to which each element connects with them, their participation was voluntary, and the identity of responses remained completely anonymous.

Development of Instrument

The developmental process of creating the categories and partnered elements within each category resulted from an extensive review of literature that identified influential components requiring further exploration in the context of this survey. There were approximately 300 peer-

reviewed articles and scholarly materials reviewed from 1990-2021 regarding employee engagement, retention, and the millennial generation. The researcher identified an initial list of 78 elements connected to employee engagement and retention characteristics by examining the related scholarly artifacts. In turn, the development of the survey instrument provided the researcher the opportunity to use open coding to identify common themes and categorized groupings to embed into the survey. Once common themes were grouped, a title was created to embody an overarching description of the grouped elements.

Validity

To assess the validity of the survey instrument, the researcher involved a panel of experts and conducted a pilot test. A panel of experts were invited and included to evaluate the instrument in terms of content, appropriateness, and overall structure to ensure the survey instrument captured all elements within the study. The panel of experts represented various experiences and judgment, including executives with backgrounds in development, consulting, talent, data science, finance, academia, and energy. The process of engaging the panel of experts allowed the researcher to observe verbal and nonverbal reactions to identify confusion regarding any questions, determine notable gaps needing further exploration with the potential to include in the survey, and request documentation of any unclear questions. To effectively receive feedback, the panel of experts was provided with guiding questions as they progressed through evaluating the survey instrument. These questions were designed to address misunderstanding within categories, synthesize existing knowledge, and recognize needed focus areas.

The feedback from the panel of experts allowed the researcher to verify that the elements within the construct represented elements impacting the millennial workforce in their respective industries. Additionally, the researcher revised the survey instrument based on the feedback

provided by the panel of experts and implemented several recommendations to strengthen the construct.

Pilot Study

To examine the reliability of the survey instrument, a pilot test was conducted with participants who were not part of the sample, to review the instrument for content, focus, brevity, and clarity. Reynolds et al. (1993) stated, "pretesting (or pilot testing) is the stage in the development of a questionnaire that determines the potential effectiveness of the questionnaire. The pretest is conducted before the final distribution of the questionnaire to the target population" (p. 1). Gupta et al. (2014) recommended that once a survey has been designed, a pilot test is recommended as problems in the construction, layout, or content may arise and adjust accordingly based on summarized results. As the main common error in survey development revolves around unclear and ambiguous items, it is worthy to avoid respondents misinterpreting survey questions. Gupta et al. (2014) suggested a few basic guidelines that are to "avoid complexity, word questions carefully, sequence questions, limit the amount of information gathered in one question, and determine the type of question" (p. 63).

Pilot Participants

The researcher used a sampling of convenience to access the target accessible population within the set criteria of millennial practitioners and/or professionals in the fields of human resources development, organization development, change management, training and development, and advisory services. An additional established participant criterion was millennials who identified as being born between the years of 1982 to 2000. The researcher

identified and selected participants who met the established criteria and were sent an e-mail about the study with a link to the survey. In order to save time and resources, the study was limited to participants with the said criteria as the purpose of the pilot was to determine the ranking of engagement and retention elements that millennials identified within the workplace. The pilot study resulted in 35 out of 46 participants responding to the pilot survey, which was a 76% response rate.

Recruitment Outreach

A tailored initial invitation was sent via e-mail to potential pilot participants to invite individuals to engage in the pilot study. The e-mail included a brief description of the study and survey link with an additional narrative regarding expected time commitment and confidential classification. The researcher selected to have responses confidential for the pilot study as it would allow tracking capabilities to identify how many participants completed the pilot survey. The researcher sent a follow-up reminder note after seven days to increase participation completion rates. Each message used a tailored approach to incorporate a personal connection to potential study participants.

Analysis of Findings

Data Management with Cronbach's Alpha

To analyze the pilot data, the researcher downloaded the exported file from Qualtrics and cleaned the data set to ensure data management was in place. Once the data was cleaned, the researcher converted the string variables into numeric variables to prepare data for analysis using

Statistical Package for the Social Sciences (SPSS), a statistical data analysis tool, which provided insights regarding each variable. To establish reliability, the data was imported into SPSS to conduct the Cronbach's alpha procedure on each category. After entering data into SPSS and running the Cronbach's alpha procedure, the correlation matrix was assessed and analyzed. The reliabilities of all categories resulted in strong alpha levels, except the category of 'Pay and Benefits.' The Cronbach's alpha levels for each category were as follows, .78 for 'Personal Engagement and Accountability within Role', .82 for 'Learning and Development', .62 for 'Pay and Benefits', .85 for 'Corporate Social Responsibility', .91 for 'Diversity and Inclusion', .83 for 'Work-life Balance and Integration', and .93 for 'Leadership'. As a result, the researcher focused on building the 'Pay and Benefits' category from only three elements to five elements to increase the alpha level.

Open-Ended Responses

The researcher developed three open-ended questions that focused on leadership traits, organizational culture, and retention factors. The purpose of the open-ended questions was to validate and identify any additional elements that may arise through commonality in responses. Similar to the quantitative approach of data management used in the study, the researcher downloaded the exported file from Qualtrics and cleaned the qualitative data set to capture valid responses used for the open-coding process. The open-coding process involved determining common themes and concepts, identifying categories, defining categories to group common themes, and placing common themes into set categories.

The first question was, 'what leadership traits would you desire in your leaders to keep you engaged and give you a fulfilling sense of accomplishment?' As previously mentioned, 35 respondents participated in the pilot study. All 35 respondents answered the questions and

resulted in common themes such as openness, effective communications, empathy, transparency, trust, and accountability. The second question was 'what would perfect organizational work culture look and feel like?' Of the respondents, the common themes that surfaced were work-life balance, leadership, inclusion, innovation, respect, and diversity. The third question was, 'if you left an organization before, what were your reasons? If not, why have you decided to stay in this present organization?' The common themes were poor leadership, no growth, good pay/compensation, and lack of diversity.

In order to establish the validity of the qualitative coding used by the researcher, multiple coders were involved in providing a second lens to pulse check the accuracy of process and analysis (Creswell & Miller, 2000). The researcher involved multiple coders in increasing the reliability of qualitative findings, sharing concerns regarding the coding technique, and providing suggestions for adaptation of the study. Additionally, there is an added level of analysis and rigor within the coding process involving multiple coders that bring diverse perspectives (Kurasaki, 2000; MacQueen et al., 1998). The inclusion of involving multiple coders in the coding process is valuable in ensuring coding reliability as it achieves coding consistency or intercoder reliability (Kurasaki, 2000). Kurasaki (2000) further explained that intercoder reliability is "calculated by examining the degree to which coders agree across a fixed set of units" (p. 180). Intercoder reliability is a measure of agreement between multiple coders about how they apply codes to the data. The process of including numerous coders involved two researchers coming to an agreement on the open-coding process that resulted in identified themes.

Participant Feedback

The researcher provided an opportunity for participants to give feedback regarding their experience of completing the survey by creating an additional question at the end of the pilot

survey. Of the 35 pilot participants, 12 participants provided comments regarding additional options for the gender and ethnic origin categories and sharing appreciation for conducting research on millennials in this industry. Though the researcher did consider the additional options, the existing options for ethnic origins remained the same but changed for the gender categories through feedback from both the panel of experts and the pilot participants.

Revising the Scale

As a result of consulting with a panel of experts and conducting a pilot study, the research instrument was revised based on Cronbach's alpha results, participant feedback, and responses from the open-ended questions within the survey. The researcher revised the instrument to add in a section criteria question to determine if participants qualified to take the survey by including the question, "are you a Human Resource(s) Development/ Organization Development/ Change Management/ Training and Development/ Advisory Services practitioner and/or professional?" The researcher further revised the survey to enhance the directions to include language around protecting the self-developed instrument by stating "no part of this survey may be replicated without the written permission and consent of the researcher. Contact information can be found at the end of the survey". Based on the responses to the open-ended questions, there were no additional elements identified. In addition, the researcher reviewed Cronbach's alpha results to determine if categories needed to be expanded or deleted. As a result, there were two added elements under the 'Pay and Benefits' category: "organization rewards individual performance by providing bonuses" and "remuneration guidelines and provisions are transparently published" to incorporate necessary language expanding the depth of the elements within the category and strengthening the Cronbach's alpha. Upon making revisions, the

researcher was confident that the reliability and validity of the instrument were obtained at an appropriate level needed to launch the survey for participants to complete.

Data Collection

The data collection process involved networking discussions with Human Resources and People Services units in United States-based consulting organizations to identify study participants that fit the inclusion criteria for the study. The researcher used a tailored design strategy to connect with organizations and targeted employees to reduced survey error and increase response rates. Dillman et al. (2014) referred to tailored designs as "customizing survey procedures for each survey situation based upon knowledge about the topic and sponsor of the survey, the types of people who will be asked to complete the survey, the resources available, and the time frame for reporting results" (p. 16). The researcher also engaged in social media outreach communications and strategies to increase potential participant involvement. A great deal of time was dedicated to connecting with appropriate networks to ensure criteria and procedures were followed accordingly.

Participant Inclusion Criteria

In order to participate in the study, all individuals were required to fit the same criteria as the pilot study of being born between the years of 1982 to 2000 and identifying as a practitioner and/or professional in the fields of human resources development, organization development, change management, training and development, or advisory services. As previously mentioned, a criteria question was incorporated into the survey to ensure participants were eligible to participate in the survey. Participants needed to identify as millennials born between the provided

birth years and existing within the professional fields noted to continue completing the survey without being eliminated. If individuals did not identify with the criteria components, an appreciation message surfaced to thank potential participants. If individuals did identify with the inclusion criteria, participants were guided through demographic questions to retrieve additional information from participants.

Recruitment of Participants

As spam and unsolicited e-mails continue to increase, survey researchers will need to continuously refine marketing techniques to effectively impact response rates (Porter & Whitcomb, 2003). The researcher used convenience sampling to recruit potential participants by sending an e-mail request to consulting organizations within the developed networking partnerships formed by the researcher or by posting a marketing flyer on social media channels to increase participation. Additionally, the researcher randomly selected potential qualified participants by accessing LinkedIn groups dedicated to the consulting industry that included millennials. The marketing poster that was attached to the e-mails and social media posts provided a request statement to engage in the survey, a picture of the researcher, inclusion criteria for potential participants, a summary of the study, the definition of millennial age range, time commitment, identification status, survey link, and donation note. Upon consulting the research study panel of experts, the researcher made a commitment to donate \$1.00 (USD) to the Penn State Alumni Association for each individual who completed the survey. All potential participants were provided an eight-week timeframe to complete the survey, with multiple reminders being sent out. The individuals that decided to participate in the survey consented through implied informed consent.

Implied Inform Consent

Every participant consented to take the survey through implied informed consent that was communicated through the survey instructions. The survey instructions stated that participation was voluntary, individual identity and responses would remain completely anonymous, and completion and submission of the survey implied consent. In addition to the implied informed consent directions, the researcher provided a 15-minute time estimate to complete the quantitative and qualitative portions of the survey. There were additional communications that warned others against replicating the survey without written permission and consent from the researcher to ensure instrument protection.

Survey Components

The study instrument consisted of three different sections needed to collect the necessary data: demographics of participants, Likert-type questions for each of the elements within the seven categories, and open-ended questions.

Demographic Information

The demographic information collected and explored in this study included gender, age, ethnic origin, years of experience, and degree obtained. Before starting the official demographic section, all participants were asked if they identified as a 'Human Resources Development, Organization Development, Change Management, Training and Development, Advisory Services practitioner and/or professional'. The provided four gender categories were 'male, female, non-binary, and choose not to specify'. As the researcher was conducting a study of millennials born between the years of 1982 to 2000, the age categories provided to participants were '20-24, 25-29,

30-33, and 34-38' years of age. Additionally, participants were asked to share the ethnic origin they identified using the provided categories of 'White, Hispanic or Latino, African American, Native American or American Indian, Asian/Pacific Islander, or Other'. The years of experience a participant had worked in the workforce was asked by providing four options of year groupings, which were 'up to 5, 6-10, 11-15, and over 16'. The closing question in the demographic section was regarding the highest degree or level of school completed by providing the categories of 'high school diploma or equivalent (GED), associate, bachelor's, master's, doctorate, or other'.

The researcher used the demographic questions to describe the population of participants and further analyze any potential relationships amongst the demographic profiles. To further explore potential relationships along with the demographic information, the survey contained a large section regarding the employee engagement and retention elements within designated categories.

Closed-ended Questions

The closed-ended questions in this study consisted of rating the elements within the seven categories. The survey was divided into seven categories, with each category listing three to nine elements that could be essential practices to engage and retain the millennial workforce. For each element, participants were asked to answer the question, "how significant is the element in enhancing your engagement as a millennial employee?". In order to answer each of the statements, participants had to rate their responses using a 5-point Likert-type scale with 1 being 'Not Significant', 2 being 'Slightly Significant', 3 being 'Moderately Significant', 4 being 'Very Significant', and 5 being 'Extremely Significant'. The rating of each element allowed the researcher to collect data on how millennials rate these elements that arose from conducting an extensive literature review. In addition to the quantitative data collection through the rating of

elements, the researcher embedded open-ended questions to gather additional information from participants.

Open-ended Questions

The open-ended questions were used to identify any additional elements that were not discovered in the literature review and study. Though the open-ended questions allowed respondents to share thoughts regarding the topic in their own words, they required more time and effort than a closed-ended question, as the analyzing process was more extensive (Gupta et al., 2014). The partnership of this approach was developed to capture the views and voices of millennials within the industry regarding elements that increase their ability to be more engaged and decide to remain with a specific organization. The first question was: "what leadership traits would you desire in your leaders to keep you engaged and give you a fulfilling sense of accomplishment?" The second question was: "what would perfect organizational work culture look and feel like?" The third question was: "if you left an organization before, what were your reasons? If not, why have you decided to stay in this present organization?" The open-ended questions provided participants the space to share additional thoughts after completing the closed-ended questions. The participants were instructed to share as much detail as desired when answering the three open-ended questions.

The open-ended questions allowed the researcher to collect data on elements that connect with millennial participants when reflecting on engagement and retention. This allowed the researcher to compare the participants' responses with the elements identified from the literature review. The comparison was conducted to determine if any elements were revealed from participant responses. Similar to the pilot study, the researcher involved multiple coders in

establishing validity and providing a second lens to increase the reliability of the findings, share concerns on the coding process, and provide areas of difference to discuss and adjust accordingly.

Appreciation Note

The survey concluded with an appreciation note to thank participants for their participation and shared thoughts. As mentioned, the researcher made a commitment to donate \$1.00 (USD) to the Penn State Alumni Association for each individual who completed the survey, which was communicated in the appreciation note at the closing of the survey. The researcher's contact information was shared with all participants as well.

Data Analysis

The data analysis process for this study included exporting collected data from Qualtrics to clean and identify completed entries to analyze further. The researcher converted the string variables to numeric variables to clean and organize data before importing it into SPSS. The only data used in the data analysis process were completely finished entries to ensure the analysis process was conducted on a fair foundation for all survey sections.

Demographic Data Analysis

To obtain demographic information, the researcher conducted descriptive statistics to define the participant population as the demographic data was used as a variable for this study. The demographic questions collected and explored in this study included gender, age, ethnic origin, years of experience, and degree obtained. The data collected from the demographic

questions were used for research question one, "describe the demographic profile of respondents", and research question three, "what, if any, relationship exists between demographic variables and perceptions of the seven engagement categories?" The researcher acknowledged that there were sensitivities when developing the demographic categories as the researcher wanted to be inclusive and welcoming of all potential participants.

Quantitative Data Analysis

The researcher conducted descriptive statistics for each category and element to gain deeper insights and understand the impact associated with all components.

Research Question 1

Research question 1 used descriptive statistics to examine the demographic profile of respondents. This involved determining the mean of all respondents and the frequency and percentages of the gender categories. The analysis of this research question resulted in the examination of demographic elements within each category.

Research Question 2

Research question 2 used descriptive statistics to determine millennial perceptions of engagement categories. This analysis evaluated the possible range of scores for each of the seven categories to analyze how respondents landed on the scale.

Research Question 3

Research question 3 used descriptive statistics to explore the potential relationship between the demographic variables and perceptions of the seven categories. To examine possible relationships between the gender category, an independent T-test was conducted to identify the group mean and standard deviation, which resulted in further exploration of the mean difference and t-value. In order to examine the other demographic elements, a one-way ANOVA test was conducted to identify any relationships between the variables. The ANOVA test allowed the researcher to identify any demographic elements resulting in statistically significant f-values. An f-test was conducted to determine whether the regression f-value was of any statistical significance.

Qualitative Data Analysis

Research Question 4

Research question 4 focused on the qualitative portion of the study and was analyzed using a thematic approach. Similar to the quantitative data management process, the researcher downloaded the open-ended responses from Qualtrics into an Excel spreadsheet to start the open coding process. The open-coding process provided the researcher with identified common themes that were grouped. Upon theming and grouping, the researcher compared the themes from the open-coding process with the closed-ended categories from the extensive literature review to determine if there were any gaps. The researcher found that all themes fit within the existing categories.

Research Limitations

This study had several research limitations that can provide insight for future research and the use of this instrument. Though this study had a defined target population of the millennial generation, the researcher identified the method of obtaining the sample of participants as a limitation. As convenience sampling was used to reach potential participants, there was a limitation of generalizing study findings. Additionally, through the digital age of social media, the survey link was distributed across multiple platforms, which resulted in a limitation of outreach control to determine a response rate. Another limitation was the scope of potential participants, as the study was designed for millennials in a specific industry. The data collected only represented one generational cohort in a common field, limiting the generalization of results to others interested in the instrument. The limitation of the researcher's bias was considered being a part of the millennial generation and working in the industry, which could have influenced the interpretation of elements and study design.

Chapter Summary

In order to ensure the validity and reliability of the research instrument, the researcher engaged a panel of experts and conducted a pilot study to assess the strength of the self-developed construct. In order to evaluate the instrument, Cronbach's alpha was conducted to determine if alpha levels were at an appropriate degree before conducting the study. The researcher made adjustments due to the panel of experts and the outcomes of the alpha levels. The survey included closed-ended questions consisting of seven categories with three to nine elements that could be essential practices to engage and retain the millennial workforce. Additionally, the survey included three open-ended questions to allow participants to share additional thoughts after

completing the closed-ended questions. The open-ended questions allowed the researcher to collect data on elements that may not have been identified from the literature review. The comparison of elements discovered in the literature review and the study results resulted in no discovery of additional elements.

Chapter 4

Results

As a result of an extensive literature review, self-developed instrument, pilot test, and study data, the researcher explored the research question findings, exhibited the relationships between the variables, and provided additional findings through the open-ended questions. The researcher conducted descriptive statistics for categories and elements to gain deeper insights and understand the impact associated with all components. Research question 1 used descriptive statistics to examine the demographic profile of respondents by exploring means of all respondents and frequency and percentages of the gender categories. Research question 2 used descriptive statistics to determine millennial perceptions of engagement categories by evaluating the possible range of scores for each of the seven categories. Research question 3 used descriptive statistics to explore the potential relationship between the demographic variables and perceptions of the seven categories. An independent t-test was conducted to examine potential relationships between the gender category by identifying the group mean and standard deviation to explore the mean difference and t-value. To examine the other demographic elements, a one-way ANOVA test was conducted to determine any relationships between the variables and explore any statistically significant f-values. Research question 4 focused on the qualitative portion of the study to gain deeper insights on potential additions to the categories through a thematic approach of open-coding to identify common themes.

The results section was divided into the following areas: (a) Purpose of the Study, (b) Research Questions, and (c) Study Findings.

Purpose of the Study

This study aimed to examine and identify the employee engagement and retention elements that were impactful to the millennial generation within the workplace.

Research Questions (RQ)

This study included four research questions that were designed to address the purpose of the study. The research questions for this study are as follows:

RQ1. What is the demographic profile of millennial respondents in the study?

RQ2. What are the perceptions of millennial professionals in the field regarding the engagement categories?

RQ3. What, if any, relationship exists between demographic variables and perceptions of the seven engagement categories?

RQ4. How does the millennial generation describe their experiences in the workplace in terms of employee engagement and retention?

Study Findings

RQ1: What is the demographic profile of millennial respondents in the study?

Research question 1 evaluated the study participant's demographic profile. The research study participants ($N=120$) were human resources development, organization development, change management, training and development, advisory services practitioners, and/or professionals. The demographic characteristics explored in this study included gender, age, ethnic origin, years of experience, and degree obtained, as shown in Table 2.

Table 2*Demographic Profile of Respondents*

Demographics	<i>n</i>	<i>f</i>	%
Gender	119		
Male		36	30
Female		83	70
Age	120		
20-24		11	9
25-29		35	29
30-33		31	26
34-38		43	36
Ethnic Origin	120		
White		62	52
Hispanic or Latino		15	13
Asian/Pacific Islander		25	21
Other		18	15
Years of Experience	120		
Up to 5		78	65
6-10		21	18
11+		21	18
Degree Obtained	119		
Bachelor's		49	41
Master's		52	44
Doctorate		11	9
Other		7	6

The respondents were asked to select the gender with which they identified. Though the study provided four gender categories (male, female, non-binary, and choose not to specify), the researcher combined two categories (non-binary and choose not to specify) into the other existing categories of male and female due to a low number of respondents identifying with those two categories. To effectively run statistics on data, the researcher needed higher numbers of respondents identifying with the respective categories to see impactful findings and generalize data. There were 30% Males (N = 36) and 70% Females (N = 83).

The question related to age was divided into four categories and resulted in 9% for ages between 20-24 (N=11), 29% for ages between 25-29 (N=35), 26% for ages between 30-33 (N=31), and 36% for ages between 34-38 (N=43).

Similar to the gender category, the researcher merged the category of ethnic origin due to the low number of participants choosing the respective ethnic origin. The instrument included the following ethnic origin categories: White, Hispanic or Latino, African American, Native American or American Indian, Asian/Pacific Islander, or Other. Following the merge, the ethnic origin category included 52% White (N=62), 13% Hispanic or Latino (N=15), 21% Asian/Pacific Islander (N=25), and 15% Other (N=18).

The question related to years of experience was framed into four options of year groupings, which were up to 5, 6-10, 11-15, and over 16. Due to the results, the researcher merged the years of experience into three categories, resulting in 65% of participants working at their current employer for up to 5 years (N=78), 18% 6-10 years (N=21), and 18% over 11 years (N=21).

The question regarding the highest degree or level of school completed was merged from the instrument categories high school diploma or equivalent (GED), associate, bachelor's, master's, doctorate, other to bachelor's, master's, doctorate, other. The results included 41% bachelor's (N=49), 44% master's (N=52), 9% doctorate (N=11), and 6% other (N=7).

RQ2: What are the perceptions of millennial professionals in the field regarding the seven engagement categories.

Research question 2 evaluated the study participant's perceptions on each of the seven categories, which were 'Personal Engagement and Accountability within Role,' 'Learning and Development,' 'Pay and Benefits,' 'Corporate Social Responsibility,' 'Diversity and Inclusion,' 'Work-life Balance and Integration,' and 'Leadership,' as shown in Table 3. Each category and element within were evaluated and ranked on a five-point Likert-type scale with response options

being ‘Not Significant,’ ‘Slightly Significant,’ ‘Moderately Significant,’ ‘Very Significant,’ and ‘Extremely Significant,’ with ‘5’ representing ‘Extremely Significant’ to ‘1’ being ‘Not Significant.’

Table 3

Millennial Perceptions of Engagement Categories

Categories	<i>n</i>	Summated Mean**	<i>SD</i>	Theoretical Mid-Point	Mean Statement Score	Mean Statement <i>SD</i>
Personal Engagement & Accountability within Role (9-45)*	120	36.67	4.35	27.0	4.07	.48
Learning and Development (8-40)	120	32.15	5.32	24.0	4.02	.67
Pay and Benefits (5-25)	120	20.51	3.86	15.0	4.10	.78
Corporate Social Responsibility (4-20)	120	13.90	3.56	12.0	3.47	.89
Diversity and Inclusion (6-30)	120	25.23	4.01	18.0	4.20	.67
Work-life Balance & Integration (6-30)	120	24.32	4.99	18.0	4.05	.83
Leadership (6-30)	120	25.52	4.33	18.0	4.25	.72

*Numbers in parenthesis indicate the possible range of scores for each of the 7 categories.

** Responses to the statements were computed on a scale that ranged from 1=Not Significant to 5=Extremely Significant.

The summated means for all seven categories ranged from 13.90 to 36.67, indicating that respondents leaned above the neutral level. For category one, ‘Personal Engagement and Accountability within Role,’ the summated mean indicated respondents leaned towards the ‘Very Significant’ option on the five-point Likert-type scale, with a standard deviation of 4.35. The second category, ‘Learning and Development,’ resulted in the summated mean revealing

respondents favored the 'Very Significant' option on the five-point Likert-type scale, with a standard deviation of 5.32. Regarding the third category, 'Pay and Benefits,' the summated mean indicated that respondents supported the 'Very Significant' option, with a standard deviation of 3.86. For category four, 'Corporate Social Responsibility,' the summated mean indicated respondents leaned towards the 'Moderately Significant' option, with a standard deviation of 3.56. The fifth category, 'Diversity and Inclusion,' resulted in the summated mean revealing respondents favored the 'Very Significant' option on the five-point Likert-type scale, with a standard deviation of 4.01. The sixth category, 'Work-life Balance and Integration,' resulted in the summated mean revealing respondents favored the 'Very Significant' option, with a standard deviation of 4.99. For category seven, 'Leadership,' the summated mean indicated respondents leaned towards the 'Very Significant' option on the five-point Likert-type scale, with a standard deviation of 4.33. In short, most categories indicated responses leaning towards the 'Very Significant' scale option, except category four, 'Corporate Social Responsibility,' which had a summated mean of 13.90, indicating the respondents leaned towards 'Moderately Significant' and 'Very Significant.'

RQ3: What, if any, relationship exists between demographic variables and perceptions of the seven engagement categories?

Research question three explored the potential relationship between the demographic variables of age, gender, related work experience, and educational level among the study participants and perceptions of the seven categories, as shown in Tables 4 through 11. As previously noted, the seven categories were 'Personal Engagement and Accountability within Role,' 'Learning and Development,' 'Pay and Benefits,' 'Corporate Social Responsibility,' 'Diversity and Inclusion,' 'Work-life Balance and Integration,' and 'Leadership.' To explore potential relationships between males and females, an independent T-test was conducted for each category to identify the group mean and standard deviation, as shown in Table 4. The t-value

measures the size of the difference relative to the variation in the survey data. The data shows that there was no statistical significance between male and female millennial participants. The numbers in parentheses indicate the range of scores for each category.

Table 4

T-Test Results Between Male and Female per Category

Category	Gender				Mean Difference	t
	Male		Female			
	M	SD	M	SD		
Personal Engagement & Accountability Within Role	36.72	4.31	36.57	4.37	0.15	.166*
Learning and Development	32.44	5.09	31.94	5.43	0.5	.475
Pay and Benefits	20.03	4.12	20.66	3.74	0.63	-.825
Corporate Social Responsibility	13.67	3.56	13.95	3.56	0.28	-.401
Diversity and Inclusion	24.64	4.16	25.45	3.95	0.81	-1.007
Work-Life Balance and Integration	23.81	5.19	24.51	4.94	0.7	-.700
Leadership	25.19	4.65	25.60	4.21	0.41	-.470

* $p < .001$

The number of participants for both males and females was N=119. The seven categories produced means ranging from 13.67 to 36.72 for individuals identifying as male, with standard deviations ranging from 3.56 to 5.19. Respondents identifying as female generated means ranging from 13.95 to 36.57, with standard deviations ranging from 3.56 to 5.43. The mean difference for the seven categories resulted in 0.15 for ‘Personal Engagement and Accountability within Role,’ 0.5 for ‘Learning and Development,’ 0.63 for ‘Pay and Benefits,’ 0.28 for ‘Corporate Social Responsibility,’ 0.81 for ‘Diversity and Inclusion,’ 0.7 for ‘Work-life Balance and Integration,’ and 0.41 for ‘Leadership.’ The t-value was measured to determine the difference relative to the

variation within the data. The only category with any statistical importance is ‘Personal Engagement and Accountability within Role’ at .166.

To explore the other demographic elements, a one-way ANOVA test was conducted for four groups of data: age, ethnic origin, years of experience, and obtained degree, to gain information regarding the relationship between the variables. ANOVA is a statistical method that separates observed variance data into different components. Table 5 provides data related to ‘Personal Engagement and Accountability within Role’ and the four demographic characteristics of interest.

Table 5

ANOVA Results for Personal Engagement & Accountability Within Role

Demographic Elements	<i>n</i>	<i>M^a</i>	<i>SD</i>	<i>f</i>
Age				
20-24	11	34.45	3.08	
25-29	35	36.86	4.13	3.34*
30-33	31	35.42	5.47	
34-38	43	38.00	3.47	
Ethnic Origin				
White	62	36.39	4.05	
Hispanic or Latino	15	36.33	5.27	.473
Asian/Pacific Islander	25	36.84	4.96	
Other	18	37.72	3.83	
Years of Experience				
Up to 5	78	36.18	4.37	
6-10	21	36.95	4.81	1.929
11+	21	38.24	3.55	
Obtained Degree				
Bachelor’s	7	37.29	4.57	
Master’s	49	36.10	4.19	.727
Doctorate	52	37.21	4.29	
Other	11	35.82	5.31	

* $p < 0.05$; ** $p < 0.001$

M^a = Summated mean based on the number of items per categories

Within the first category, 'Personal Engagement and Accountability within Role,' the group means for the age category ranged from 34.45 to 38.00, with a standard deviation ranging from 3.08 to 5.47. The group means for the ethnic origin category ranged from 36.33 to 37.72, with a standard deviation ranging from 3.83 to 5.27. The group means for the years of experience category ranged from 36.18 to 38.24, with a standard deviation ranging from 3.55 to 4.81. The group means for the obtained degree category ranged from 35.82 to 37.29, with a standard deviation ranging from 4.19 to 5.31. An f-test was conducted to determine whether the regression f-value was of any statistical significance. The only statistically significant f-value was the age category at 3.34.

A one-way ANOVA test for 'Learning and Development' and the four demographic elements of age, ethnic origin, years of experience, and obtained degree was calculated and is shown in Table 6.

Table 6

ANOVA Results for Learning & Development

Demographic Elements	<i>n</i>	M^a	<i>SD</i>	<i>f</i>
Age				
20-24	11	32.09	5.24	
25-29	35	32.77	5.40	.265
30-33	31	31.61	4.98	
34-38	43	32.05	5.65	
Ethnic Origin				
White	62	31.23	5.14	
Hispanic or Latino	15	31.07	6.22	2.500
Asian/Pacific Islander	25	33.48	5.21	
Other	18	34.39	4.65	

Years of Experience				
Up to 5	78	31.99	5.27	.222
6-10	21	32.05	5.92	
11+	21	32.86	5.10	
Obtained Degree				
Bachelor's	7	34.00	3.70	1.385
Master's	49	32.76	4.95	
Doctorate	52	31.71	5.87	
Other	11	29.73	4.45	

* $p < 0.05$; ** $p < 0.001$

M^a = Summated mean based on the number of items per categories

Group means for the age category ranged from 31.61 to 32.77, with a standard deviation ranging from 4.98 to 5.65. The group means for the ethnic origin category ranged from 31.07 to 34.39, with a standard deviation ranging from 4.65 to 6.22. The group means for the years of experience category ranged from 31.09 to 32.86, with a standard deviation ranging from 5.10 to 5.92. The group means for the obtained degree category ranged from 29.73 to 34.00, with a standard deviation ranging from 3.70 to 5.87. An f-test was conducted to determine whether the regression f-value was of any statistical significance. No demographic elements resulted in statistically significant f-values.

A one-way ANOVA test for 'Pay and Benefits' and the four demographic elements of age, ethnic origin, years of experience, and obtained degree was calculated and is shown in Table 7.

Table 7

ANOVA Results for Pay and Benefits

Demographic Elements	n	M^a	SD	f
Age				
20-24	11	19.55	4.63	.818

25-29	35	20.71	3.95	
30-33	31	19.87	3.68	
34-38	43	21.05	3.73	
Ethnic Origin				
White	62	20.24	3.57	
Hispanic or Latino	15	19.40	4.32	1.105
Asian/Pacific Islander	25	21.40	4.00	
Other	18	21.11	4.19	
Years of Experience				
Up to 5	78	20.45	3.78	
6-10	21	20.29	4.55	.181
11+	21	20.95	3.56	
Obtained Degree				
Bachelor's	7	21.43	3.05	
Master's	49	20.86	3.37	.617
Doctorate	52	20.17	3.90	
Other	11	19.55	5.87	

* $p < 0.05$; ** $p < 0.001$

M^a = Summated mean based on the number of items per categories

The one-way ANOVA test for the four demographic elements of age, ethnic origin, years of experience, and obtained degree resulted in group means for the age category ranging from 19.55 to 21.05, with a standard deviation ranging from 3.68 to 4.63 in the pay and benefits category. The group means for the ethnic origin category ranged from 19.40 to 21.40, with a standard deviation ranging from 3.57 to 4.32. The group means for the years of experience category ranged from 20.29 to 20.95, with a standard deviation ranging from 3.56 to 4.55. The group means for the obtained degree category ranged from 19.55 to 21.43, with a standard deviation ranging from 3.05 to 5.87. An f-test was conducted to determine whether the regression f-value was of any statistical significance. No demographic elements resulted in statistical significance f-values.

A one-way ANOVA test for ‘Corporate Social Responsibility’ and the four demographic elements of age, ethnic origin, years of experience, and obtained degree was calculated and is shown in Table 8.

Table 8

ANOVA Results for Corporate Social Responsibility

Demographic Elements	<i>n</i>	<i>M^a</i>	<i>SD</i>	<i>f</i>
Age				
20-24	11	13.64	2.58	
25-29	35	14.20	3.10	.293
30-33	31	13.45	3.28	
34-38	43	14.07	4.32	
Ethnic Origin				
White	62	13.34	4.02	
Hispanic or Latino	15	14.27	3.01	1.219
Asian/Pacific Islander	25	14.84	2.46	
Other	18	14.28	3.51	
Years of Experience				
Up to 5	78	13.72	3.29	
6-10	21	13.71	4.44	.811
11+	21	14.81	3.64	
Obtained Degree				
Bachelor’s	7	16.29	3.86	
Master’s	49	13.92	3.04	1.233
Doctorate	52	13.58	4.02	
Other	11	13.55	3.05	

* $p < 0.05$; ** $p < 0.001$

M^a = Summated mean based on the number of items per categories

Through the one-way ANOVA test for the four demographic elements of data, age, ethnic origin, years of experience, and obtained degree, the group means for the age category for the corporate social responsibility category ranged from 13.45 to 14.20, with a standard deviation

ranging from 2.58 to 4.32. The group means for the ethnic origin category ranged from 13.34 to 14.84, with a standard deviation ranging from 2.46 to 4.02. The group means for the years of experience category ranged from 13.71 to 14.81, with a standard deviation ranging from 3.29 to 4.44. The group means for the obtained degree category ranged from 13.55 to 16.29, with a standard deviation ranging from 3.04 to 4.02. An f-test was conducted to determine whether the regression f-value was of any statistical significance. No demographic elements resulted in statistical significance f-values.

A one-way ANOVA test for ‘Diversity and Inclusion’ and the four demographic elements of age, ethnic origin, years of experience, and obtained degree was calculated and is shown in Table 9.

Table 9

ANOVA Results for Diversity and Inclusion

Demographic Elements	<i>n</i>	<i>M^a</i>	<i>SD</i>	<i>f</i>
Age				
20-24	11	24.82	4.07	.859
25-29	35	25.71	4.23	
30-33	31	24.32	4.37	
34-38	43	25.60	3.54	
Ethnic Origin				
White	62	25.16	3.28	1.402
Hispanic or Latino	15	23.60	5.64	
Asian/Pacific Islander	25	25.56	4.21	
Other	18	26.39	4.35	
Years of Experience				
Up to 5	78	24.97	4.21	.700
6-10	21	25.29	4.19	
11+	21	26.14	2.99	
Obtained Degree				
Bachelor’s	7	25.43	4.16	.738

Master's	49	25.10	3.88
Doctorate	52	25.60	4.17
Other	11	23.64	3.91

* $p < 0.05$; ** $p < 0.001$

M^a = Summated mean based on the number of items per categories

The one-way ANOVA test for the four demographic elements of data, age, ethnic origin, years of experience, and obtained degree resulted in group means for the age category ranging from 24.32 to 25.71, with a standard deviation from 3.54 to 4.37 for the diversity and inclusion category. The group means for the ethnic origin category ranged from 23.60 to 26.39, with a standard deviation ranging from 3.28 to 5.64. The group means for the years of experience category ranged from 24.97 to 26.14, with a standard deviation ranging from 2.99 to 4.21. The group means for the obtained degree category ranged from 23.64 to 25.60, with a standard deviation ranging from 3.88 to 4.17. An f-test was conducted to determine whether the regression f-value was of any statistical significance. No demographic elements resulted in statistical significance f-values.

A one-way ANOVA test for 'Work-life Balance and Integration' and the four demographic elements of age, ethnic origin, years of experience, and obtained degree was calculated and shown in Table 10.

Table 10

ANOVA Results for Work-life Balance and Integration

Demographic Elements	n	M^a	SD	f
Age				
20-24	11	24.36	5.22	
25-29	35	23.49	5.47	.492
30-33	31	24.87	4.76	
34-38	43	24.60	4.79	

Ethnic Origin				
White	62	23.87	4.50	
Hispanic or Latino	15	22.80	6.83	1.508
Asian/Pacific Islander	25	25.28	5.27	
Other	18	25.83	4.23	
Years of Experience				
Up to 5	78	24.28	4.95	
6-10	21	24.00	5.67	.144
11+	21	24.81	4.65	
Obtained Degree				
Bachelor's	7	24.43	5.16	
Master's	49	24.00	4.77	.191
Doctorate	52	24.65	5.13	
Other	11	23.73	5.78	

* $p < 0.05$; ** $p < 0.001$

M^a = Summated mean based on the number of items per categories

The one-way ANOVA test for the four demographic elements of data, age, ethnic origin, years of experience, and obtained degree resulted in group means for the age category ranging from 23.49 to 24.60, with a standard deviation ranging from 4.76 to 5.47 for the work-life balance and integration category. The group means for the ethnic origin category ranged from 22.80 to 25.83, with a standard deviation ranging from 4.32 to 6.83. The group means for the years of experience category ranged from 24.00 to 24.81, with a standard deviation ranging from 4.65 to 5.67. The group means for the obtained degree category ranged from 23.73 to 24.65, with a standard deviation ranging from 4.77 to 5.78. An f-test was conducted to determine whether the regression f-value was of any statistical significance. No demographic elements resulted in statistically significant f-values.

A one-way ANOVA test for 'Leadership' and the four demographic elements of age, ethnic origin, years of experience, and obtained degree was calculated and is shown in Table 11.

Table 11*ANOVA Results for Leadership*

Demographic Elements	<i>n</i>	<i>M^a</i>	<i>SD</i>	<i>f</i>
Age				
20-24	11	24.18	6.34	
25-29	35	25.40	3.80	.956
30-33	31	25.03	4.72	
34-38	43	26.30	3.85	
Ethnic Origin				
White	62	24.98	4.19	
Hispanic or Latino	15	24.20	5.77	1.984
Asian/Pacific Islander	25	26.64	3.88	
Other	18	26.89	3.64	
Years of Experience				
Up to 5	78	25.47	4.19	
6-10	21	24.62	5.61	1.078
11+	21	26.57	3.26	
Obtained Degree				
Bachelor's	7	25.00	4.08	
Master's	49	25.35	4.38	.139
Doctorate	52	25.52	4.67	
Other	11	26.18	2.75	

* $p < 0.05$; ** $p < 0.001$

M^a = Summated mean based on the number of items per categories

The one-way ANOVA test for the four demographic elements of data, age, ethnic origin, years of experience, and obtained degree resulted in group means for the age category ranging from 24.18 to 26.30, with a standard deviation ranging from 3.85 to 6.34 for the leadership category. The group means for the ethnic origin category ranged from 24.20 to 26.89, with a standard deviation ranging from 3.64 to 5.77. The group means for the years of experience category ranged from 24.62 to 26.57, with a standard deviation ranging from 3.26 to 5.61. The

group means for the obtained degree category ranged from 25.00 to 26.18, with a standard deviation ranging from 2.75 to 4.67. An f-test was conducted to determine whether the regression f-value was of any statistical significance. No demographic elements resulted in statistical significance f-values.

RQ4. How does the millennial generation describe their experiences in the workplace in terms of employee engagement and retention?

To further extend the survey data, the researcher included three open-ended questions to provide space for respondents to expand potential additional elements. The three open-ended questions were:

1. What leadership traits would you desire in your leaders to keep you engaged and give you a fulfilling sense of accomplishment?
2. What would perfect organizational work culture look and feel like?
3. If you left an organization before, what were your reasons? If not, why have you decided to stay in this present organization?

The open-ended questions were analyzed using an open-coding methodology to identify common themes from respondent answers, shown in Tables 12 through 14. A percentage was calculated based on the total number of respondents whose responses fit within a category and were ranked from highest to lowest. Additionally, Table 15 showcases impactful quotes from respondents regarding the emerged themes.

Table 12

Common Themes Categorized in Ranked Order for Open-ended Question One

What leadership traits would you desire in your leaders to keep you engaged and give you a fulfilling sense of accomplishment?

Common Themes	%
Trust	16
Transparency	14
Openness	14

Communication	12
Honesty	10
Mentorship	10
Empathy	8
Respect	8
Humility	7
Listening	4

Note. This table shows the common themes that arose within the first open-ended question from highest to lowest.

Table 13

Common Themes Categorized in Ranked Order for Open-ended Question Two
What would perfect organizational work culture look and feel like?

Common Themes	%
Inclusion	12
Innovation	10
Work-life Balance	9
Diversity	9
Respect	8
Leadership	7
Collaboration	6
Trust	6
Communication	5
Teamwork	4

Note. This table shows the common themes that arose within the second open-ended question from highest to lowest.

Table 14

Common Themes Categorized in Ranked Order for Open-ended Question Three
If you left an organization before, what were your reasons? If not, why have you decided to stay in this present organization?

Common Themes	%
Poor Leadership	21
No Growth	20
Great Pay/Compensation	10
Lack of Diversity	8
No Work-life Balance	7
Great Benefits	5
Discrimination	4

Toxic Culture	4
Lack of Transparency	3

Note. This table shows the common themes that arose within the third open-ended question from highest to lowest.

Table 15

Sample Quotes and Themes Identified from Open-Ended Question Responses

Open-Ended Question 1	Open-Ended Question 2	Open-Ended Question 3	Theme
“Trusting, Autonomous, Encourages out of the box thinking”	“An environment which allows for diversity of the thought, creativity, the ability to innovate and fail fast and one that fosters the passions of it's employees”	“For the previous organization, where I spent 8 years, the major reason of my leaving is lack of career development opportunities. I'm very eager to keep learning new skills and deepen my knowledge in the area. Another reason that accelerates my leaving is my manager, who joined externally 2 years ago, unfortunately not represents at all the organization's value in daily work. My previous company promote diversity, it is a core value that the whole community is proud of, but she was making inappropriate comments towards LGBT community, and colleagues from a nationality different from hers.”	Personal Engagement & Accountability within Role
“Willingness to teach, effective communication, and compassion.”	“Committed and engaged in the work, working towards a greater purpose,	“...Considered leaving due to lacking professional development,	Learning and Development

	dedicated people working towards a common goal, mutual support that encourages innovation and is not afraid of failure or setbacks, ability to learn and reiterate on projects”	career path, management style and behavior incongruent with organization's stated values.”	
“Fair/equitable compensation, active training and mentor ship, recognition for work accomplishments”	“Competitive pay with a somewhat relaxed work environment where ideas can go free and blossom”	“I typically leave organizations because of salary and benefits or opportunity for advancement.”	Pay and Benefits
“Strong ethical standards”	“Flexible, innovative, leader in industry that allowed for development, growth and community service”	“The mission statement of the organization and board and management team are empowered to lead by example and are valued.”	Corporate Social Responsibility
“Open mindedness (a healthy curiosity for new ideas); a nurturing spirit for creativity and innovation; support for their staff no matter the circumstance (the buck stops with the leader), humility (nothing better than a leader who is aware that they do not know it all yet see this as a strength rather than a threat to their existence); staff appreciation (a simple thank you, how are you doing today)”	“Culture that promotes freedom, innovation, diversity, consistent objectives with the above, sustainability, planetary awareness, ecological awareness, humanitarian awareness”	“I left an organization because they favored men more than women, there was no openness to diversity as they said in their speech, there was no support to receive more professional training, not even in terms of time. They didn't really like innovation, even though they said they did. They were incoherent, I felt trapped in a cage.”	Diversity and Inclusion
“Trust, support when needed, recognizing efforts and successes, encouragement and	“Actually, having work-life balance vs. a core value that is there, but doesn't actually get embedded in the culture”	“Left due to poor work-life balance and unclear professional objectives. Stayed due to strong identify with	Work-life Balance and Integration

modeling of work-life balance.”		organizational mission. Considered leaving due to lacking professional development, career path, management style and behavior incongruent with organization's stated values.”	
“Leadership should set the example for employees to follow. They should model what they preach and model the expectations that they have for the rest of the company. Leaders of the company should exercise and be open to innovative ideas. Lastly, leaders should embrace diversity, equity and inclusiveness”	“People are treated equally and with respect. People are willing to communicate and give feedback. Sense of trust rather than fear for each other and for the leadership team.”	“Punitive leadership and the organization cared more about profits than people.”	Leadership

To further analyze responses provided by survey participants, the common themes identified as a result of the three open-ended questions were compared to the elements within each of the seven categories highlighted in the closed-ended questions. This process was conducted to determine if any additional elements arose from a voluminous number of respondents. Upon comparison, all common themes were coordinated with existing elements within each of the seven categories used in the closed-ended questions. Thus, there were no additional elements within engagement and retention that emerged from the open-ended questions. To further strengthen the open-ended themes embedded within the existing seven categories, the researcher identified and extracted impactful quotes from respondents to highlight and showcase authentic viewpoints regarding each of the seven categories for the three open-ended questions.

Chapter Summary

The study findings were presented by addressing the three quantitative research questions through descriptive statistics for each element within a category. The mean and standard deviations for each element within the categories were reported and observed to note any significance. Additionally, the fourth research question was conducted through a qualitative approach to identify common themes that would potentially expand the existing elements within the categories. The findings were presented by quantifying the number of times common themes arose and determining impactful quotes to illustrate the themes.

Chapter 5

Discussion, Conclusion, and Recommendations

Summary

The purpose of this study was to identify and validate employee engagement elements needed for the millennial generation to be high performers while examining the characteristics of retention required to retain the millennial generation in their workplace. A potential outcome of this research examined relationships that may have existed between demographic categories with employee engagement and retention elements that are prevalent within the millennial generation cohort. Additionally, this study provided valuable insights for organizations, leaders, and policymakers to identify and celebrate generational differences to transform organizational culture, policies, and procedures fit-for-purpose. This study incorporated a descriptive research design to include and examine the following four research questions:

RQ1. What is the demographic profile of millennial respondents in the study?

RQ2. What are the perceptions of millennial professionals in the field regarding the engagement categories?

RQ3. What, if any, relationship exists between demographic variables and perceptions of the seven engagement categories?

RQ4. How does the millennial generation describe their experiences in the workplace in terms of employee engagement and retention?

The study population included millennial practitioners and/or professionals born between the years of 1982 to 2000 and who worked within human resource development, organization development, change management, training and development, and advisory services. The data

collection method for this study involved the participation of millennials invited to complete a self-developed online survey created by the researcher to gather detailed insights and foresight regarding employee engagement and retention elements through closed-ended and open-ended questions. The survey instrument included demographic questions including gender, age, ethnic origin, years of experience, and degree obtained. The survey consisted of seven main categories, with each listing three to nine elements which were vital components to engage and retain millennials. Using a five-point Likert-type scale, millennial participants were asked to rank each element on how significant they were in promoting employee engagement and retention. In addition, three open-ended questions provided an opportunity for participants to share additional thoughts to expand research findings and results.

Before launching the survey, the researcher engaged a panel of experts and conducted a pilot study to ensure the validity and reliability of the research instrument and constructs were logical, and Cronbach's alpha levels were acceptable. As a result, the researcher revised the survey instrument based on the feedback from the panel of experts and alpha levels provided by implementing several recommendations to strengthen the construct. The reliabilities of all categories resulted in strong alpha levels, except the category of 'Pay and Benefits,' which was adjusted accordingly by the researcher. A total of 120 survey responses were used to analyze findings, which resulted in respondents ranking elements with 'Very Significant' levels. Though there were no additional engagement and retention elements that emerged from the open-ended questions, the results strengthened and supported the literature regarding this topic.

The following section was divided into these areas: (a) Discussion and Conclusions, and (b) Recommendations.

Discussion and Conclusions

Summary of Findings

The results from the research questions indicated a moderate to a strong positive outcome that resulted in statistically-significant elements. The research questions were developed to examine the authenticity of elements identified when conducting an extensive literature review and expanding the opportunity for participants to provide insights and foresight beyond elements shared in the literature. Research question 1 provided the foundational information needed to identify potential relationships between the seven engagement categories. The seven categories were 'Personal Engagement and Accountability within Role,' 'Learning and Development,' 'Pay and Benefits,' 'Corporate Social Responsibility,' 'Diversity and Inclusion,' 'Work-life Balance and Integration,' and 'Leadership.' The demographic characteristics explored in this study included gender, age, ethnic origin, years of experience, and degree obtained. There was a substantial surge in various demographic categories versus others, which were individuals that identified as female, white, and those who had up to five years of experience.

The second research question revealed that the perceptions of the engagement categories for millennial professionals indicated responses leaning towards the 'Very Significant' scale option, except 'Corporate Social Responsibility' as respondents leaned towards 'Moderately Significant' and 'Very Significant.'

The third question focused on potential relationships between demographic variables of age, gender, related work experience, educational level, and perceptions of the seven engagement categories. This research question revealed statistical importance between the gender categories and statistical significance in the age category for the 'Personal Engagement and Accountability within Role' category. The other engagement categories of 'Learning and Development,' 'Pay and

Benefits,' 'Corporate Social Responsibility,' 'Diversity and Inclusion,' 'Work-life Balance and Integration,' and 'Leadership' did not experience demographic elements resulting in statistical significance.

Research question 4 provided respondents an opportunity to share personal experiences of engagement and retention. Respondents were asked to expand thoughts through three guided questions, which were 'what leadership traits would you desire in your leaders to keep you engaged and give you a fulfilling sense of accomplishment?'; 'what would perfect organizational work culture look and feel like?'; and 'if you left an organization before, what were your reasons? If not, why have you decided to stay in this present organization?'. Upon comparing respondent answers and existing determined elements, all common themes were coordinated with existing elements within each of the seven categories used in the closed-ended questions. As a result, no additional components were discovered for engagement and retention elements that emerged from the open-ended questions.

Though there were no additional engagement and retention elements that emerged from the study, the results showed the strengthened support to the literature regarding this topic.

Summary of Literature

Millennials are the largest (Taylor, 2018), most diverse (Yahr & Schimmel, 2013), and most researched generation. They are often referred to as Generation Y, Net Generation, Echo Boomers, First Digitals, and the Trophy Generation based on historical events. To name a few, the creation of social media, school mass shootings, the World Trade Center and Pentagon attacks, and the great recession have impacted how millennials engage in the workforce. The millennial generation has been described as radically different than previous generations (Pasko et al., 2020; García et al., 2019; Solnet & Hood, 2008).

As millennials are currently the largest generational cohort in the workforce and on track to reach an estimated 75% of the labor force by 2025 (Morrell & Abston, 2018), there is an increased need for organizations, leaders, and policymakers to identify engagement strategies and retention approaches to ensure investments are made in millennials, with hopes to retain millennials in the organization. Some investments can be career pathing, learning maps, and the assignment of mentors and sponsors. Research on the millennial generation has been conducted regarding various topics and within industries to identify how this particular generation engages and performs in the workforce. As the research for this generation provides a vast amount of information, there was limited information focused on factors that provide millennials success elements to maintain and increase engagement while retaining millennials to remain in an organization. Research shows that millennials possess a great deal of diversity in their work values (Lyons et al., 2007), personalities (Twenge & Campbell, 2008), and expectations associated with work outcomes and preferences (Ng et al., 2010; Twenge et al., 2010). As a result, organizations must exercise readiness and practice diversity and inclusion along with the application of equitable intrinsic and extrinsic rewards and recognitions to evolve engagement of top talent within the millennial generation to an optimal level. Organizations that embed such interventions and support mechanisms often impact the millennial generation's loyalty and performance, leading to heightened organizational success (Meng et al., 2017).

Discussion

The study's results aligned with the related literature on employee engagement and retention within various generational cohorts. The research revealed that essential elements of employee engagement and retention were leadership, organizational culture, transparency, accountability, work-life balance, innovation, diversity, and inclusion (Meng et al., 2017; Pasko

et al., 2020; Grawitch et al., 2006). All common themes from related literature coordinated with existing elements within each of the seven categories used to develop the survey categories. Though there were no additional elements discovered, the results strengthened the literature by highlighting and showcasing authentic viewpoints, insights and foresight, and approaches regarding each of the seven categories from the millennial generation. The thoughts shared by study participants possessed an underlining reflective element for leaders to further explore practical strategies needed to help unleash innovative capabilities and abilities within the millennial generation. In turn, an inclusive and fit-for-purpose approach should be created to support a multi-generational workforce where employees have a sense of belonging as valuable assets of the business and future success.

This study demonstrated the need for organizations, leaders, and policymakers to create a culture that comprehends and appreciates each generational cohort for the unique talents and perspectives brought to the table. The uniqueness and newness influx into the business environment creates a heightened level of commitment and quality deliverables supporting the organization. It provides an opportunity path to innovation that is not necessarily in job descriptions. Through learning about generational cohorts, it will be essential to create and deliver safe forums where employees can brainstorm and voice their views without the fear of judgment and reprisal, share their thoughts, and offer to be part of the solution. As millennials have a special appreciation and belief in the balancing act when it comes to work-life balance, there is a need for leadership and policymakers to champion and create more inclusive, family-friendly policies such as flexible hours/days, gender-neutral information, employee resource groups, parental leaves, education reimbursement and much more. There is an element of trust in play when crafting a culture of work-life balance as organizational leaders, and policymakers must trust that employees are achieving deliverables at a high standard whether in-person or remote. In addition to trusting millennial employees to perform the job duties asked of them, it is

crucial to provide a feed-forward culture that offers millennials the opportunity to 'play in the sandbox' without fear of retribution and course-correct as needed. Often organizations employ heavily prescriptive and mechanical performance reviews and management processes, which can be costly, time-consuming, and quite subjective. Modern organizations and their leaders apply feed-forward approaches to shed light and guide employees to the direction needed to reshape expectations, exchange views, and realign as needed.

As the multi-generational workforce continues to engage and integrate working styles, it becomes critical for organizations, leaders, and policymakers to reflect and adjust as needed by providing accountability for employees and teams to produce high-quality products and deliverables. This translates into organizations hiring talent and trusting them to produce and innovate while shifting policies from more of a rulebook ideology to a much more resilient approach to increasing accountability, developing learning avenues to eliminate stagnation and brain-drainage, and decreasing bureaucratic nightmares.

Implications for Research

While this research was conducted to capture all millennials' voices, views, sentiments, and recommendations in a specific industry, the researcher recommends exploring the pop-culture discussions surrounding the division of older and younger millennials. Though there is no evidence-based research to examine the division of millennials, the most common divide has been estimated to have a range of older millennials born between 1982-1991 and younger millennials from 1992-2000. The pop-culture dialogue debates the validity of the millennial divide through the assumptions that the younger and older millennials have experienced historical events and developments through an assorted lens. Younger millennials experienced the world through a digital lens with heightened focus through multiple platforms versus the older millennials that

experienced outreach through conventional means of communication, which ultimately managed how accurate information was shared and interpreted. The examination of this potential gap may provide deepened understanding of behaviors and actions by this particular generational cohort. Through continuous pulse checking of organizational ecosystems, there will be a strengthened ability to build bridges between the multi-generational workforce.

In addition to exploring the millennial divide, the researcher recommends further investigating other generational cohorts in various sectors to further explore similarities and differences between generations. This scope of further research will provide a wider lens for organizations and employees to understand wants and needs better while empowering leadership to develop the capacity and willingness to focus on this balancing act. This balancing act can diminish and eliminate the brain drain of the longer-serving generations and ensure continuous generalization and generation of learnings and capacity building. As this study focused on a targeted population, the findings and outcomes may not be generalizable to other generations and industries. Further exploration of this topic will provide foundational impact for organizations to understand better the center of their people management and the elements that will influence employee engagement and dedication in the organization's success. While the level and degree of engagement may vary throughout generational cohorts, organizations can play a significant role in setting corporate values which are strong in highlighting elements that impact the multi-generational workforce to abide by and uphold the value system.

With the partnership of traditional research institutions, organizations need to conduct the necessary research and pulse-taking mechanisms to transparently capture the voices and views of the multi-generational workforce on an ongoing basis. The research and pulse-taking mechanisms will ensure acknowledgment of what is happening on the ground, eliminate any fear factor that may exist, and most importantly, act upon critical discovery as a result of the pulse-taking to establish transparency and credibility. This proactive approach can position organizations and

decision-makers to strengthen their agility and resiliency to course-correct as much as possible. Such readiness demonstrates the thoughtfulness, care, and purposefulness of leaving no one behind, which, in return, tends to help increase employees' commitment, engagement, and loyalty to the organizations with the willingness to go beyond the call of duty at work. As necessary, it can be beneficial to include the various generational cohorts in 'dialogue and solutions,' addressing the discovery during research and pulse-taking. This approach provides space for leaders and employees to collectively interpret the priority areas to address, conduct focus groups to ensure additional thoughts are included, and develop a strategy moving forward.

Implication for Practitioners

Every organization and practitioner dealing with people management should consider pulse-taking mechanisms through data collection to better understand their employees and influence the design of their workforce development and planning that provides an intentional and systems approach to right-size information gathering. The constant pulse-taking mechanisms should provide foresight on competencies needed and possible shifts in the future and ultimately create a culture of agility to course-correct as required. The researcher proposes using the self-developed instrument in this study to help organizations to continue the commitment of bridging a multi-generational workforce, demonstrate transparency in the choices made and decisions taken, create inclusive and diverse environments for employees to feel a sense of belonging, and adjust policies and procedures to reflect an equitable system that focuses on the people-side of the business. This instrument provides the flexibility to adapt to specific business needs while offering data interpretation that zooms in on the areas needing attention, requiring intervention, and demanding change to create an environment that a multi-generational workforce can thrive in as individuals and grow in as a team.

Through the evolution of modernizing organizational cultures to include generational shifts, it can be impactful to ensure confidential engagement pulse surveys are conducted quarterly and just-in-time in cases of changes, crises, and transformational moves capturing the employees' sentiments, challenges, and potential areas of opportunity. It is essential to highlight that organizations conducting research and performing surveys have the ability to share findings with the organization, with potential recommendations and actionable next steps. Often, there is a sense of fear attached with these undertakings to evaluate an organization's downfall, which can be a missed opportunity to shift challenges to proactive changes. During these opportunities, organizations can discover leaders through the engagement of grassroots initiatives as it can influence employees to be part of the solution through innovative thinking for the betterment of the organizational society.

Recommendations

As different sectors and businesses reflect on the COVID-19 pandemic impact, it is critical to continue understanding a multi-generational workforce. As the millennial generation continues to fill the majority of the workforce, researchers can advance knowledge of generational influence by ongoing research and data collection to provide findings needed to support diverse skills and competencies and build more inclusive environments where millennials and future generations can thrive and drive optimal performance, and most importantly, to be prepared and ready to face possible next crises and other major organizational shifts. In parallel, organizational leaders are grasping the need to understand their people better, especially millennials, as they bring diverse and unique views to thinking, deliverables, and ultimately, the impact made on organizational efforts. Readiness and foresight are the two critical-pathing keys to success for people and organizations. It can be beneficial to understand the root causes of

challenges stated and sentiment expressed within survey results to craft effective and fit interventions.

Researchers and Academics

As the COVID-19 pandemic hit the globe and continues to challenge individuals, the way organizations are operating has completely shifted and been shaken. The traditional mode of work was forced to adapt to the circumstances of remote/virtual settings, multiple location entry, longer hours of work, and external distractions. In a brief period, organizations, leaders, and policymakers struggled to build in the necessary policies and supporting mechanisms to champion all generational cohorts. There was a demand for flexibility to be embedded in the day-to-day operations while providing employees autonomy and trust to perform deliverables at the same standard or higher in the absence of physical presence. Some generational cohorts, like millennials, swiftly adjusted from their offices to working in personal spaces at home; others might have found these adjustments more challenging. Additionally, at a more tactical level, some organizations struggled to get their technological platform capabilities at the acceptable level to carry the workload in support of all employees. Some leaders battled to operate independently without their team in close proximity, while others continued to provide a free-flow space for knowledge transfer and growth for all to thrive. In many cases, the traditional power hierarchy was challenged, and leadership had to rethink the working ecosystem and obligations to support and see their employees succeed.

The multi-generational diversity of thinking and performing was even more prominent during these challenging times. In 2021, work habits and conformities continue to be challenged by the redefining of what the 'new normal' includes for the modern definition of work and what the corresponding expectations and enabling approaches and tools should be moving forward.

Some organizations have provided remote work possibilities for the foreseeable future with possible limited presence in the office, while others planned for a hybrid working model. This decision on the new working model will be a defining moment for businesses and the possible loss of great talent to modern-thinking organizations. Such loss could be quite costly for the releasing organizations while a win for the receiving ones, reiterating the critical impact of leadership choices and decisions affecting the people and the business through a whole-systems perspective. Additionally, such crises also educate people to think beyond the immediate, build upon foresight, and create 'Plan B' and beyond as a must to diminish shocks to the human and business systems. This is not simply for eliminating crises but to increase the resiliency and adaptability needed for the day when organizations and their people face extraordinary challenges, such as the recent COVID-19 global pandemic.

There is a great opportunity for researchers to contribute further research on methods to engage and retain millennials with the 'new normal' lens, where millennials have a greater ability to change jobs in this global competition for talent. There is an opportunity to craft a future workplace model where a multi-generational workforce can be trusted to work entirely virtually, produce innovative deliverables, and recommend growth areas to advance organizational impact. There is a need for researchers and academics to closely partner with millennials in organizations to observe behaviors and outcomes between virtual work and the level of performance and productivity in relation to the business' success. Academia holds a critical influencing stance as they transfer knowledge to students, and similarly as organizations consult with them. Additionally, there is an added benefit when involving leaders to assess how power influences the way teams conduct work. Leadership plays a pivotal role in multi-generational collaboration and exchange of knowledge as hierarchical leadership is no longer an effective way to lead the millennials forming the majority in the workforce. Millennials highly appreciate a culture of collaboration as they continue their professional trajectory and can benefit from two-way

knowledge exchange with leadership. In further research, leadership will gain more insight and foresight from millennials as the 'new normal' demands a modern approach to creating high-impact delivery.

Organizational Leaders and Practitioners

The continuous evolution of engaging and retaining talent in all generational cohorts has touchpoints from when talent is going through the application stage to hiring, onboarding, and learning within the career development process. As organizational leaders and managers bridge the triangle of attracting, engaging, and retaining talent, the operational managers and policymakers need to create and apply agile candidate applications that include gender-neutral and inclusive-driven language and methodologies with a modern approach of combining experience and education qualifications. Policymakers will need to ensure relevant and aligned policies and procedures are in place at various phases to enable and provide new talent with opportunities to travel the tides of the organization with career possibilities.

As the creation of workforce planning is developed, the policymakers, decision-makers, and practitioners need to build a resilient and transparent multi-year workforce plan with expected competencies to allow employees to explore, learn, prepare, and position themselves for the next steps and career movements. It is crucial to design and implement a robust succession planning process through the multiple generation lens to ensure knowledge is captured, shared, and transferred. In turn, it can provide sponsorship opportunities to advocate for career progressions. As necessary, organizations benefit from the commitment and performance of their millennial talent to strengthen and increase productivity, impact, and business market share and profitability. Much of this enabling platform and atmosphere is influenced by policy and decision-makers to create a modern approach of identifying the top talent with a multi-

generational lens while increasing trust and belonging in the organization to a strengthened commitment by the workforce.

The equation of increasing engagement and improving retention is a continuous effort that shapes individual and organizational growth, as it provides the necessary learning and capacity building approaches and tools to ensure employees are supported with a culture to 'play in the sandbox' to learn and develop competencies necessary to advance personal and organizational growth. While retaining experienced human capital is often at the center of organizations' strategy, leaders should consider innovative solutions and methods to further engagement and retention needed to maintain existing and potential talent. A modern approach can be providing an option of external service with pay, which is when there is interest for the releasing organization to have its employee learn new traits and explore discoveries of value. Once the agreed-upon duration comes to an end, the employee returns to the home organization, in which case, the employee is fully paid and receives the same benefits from the releasing organization and is reimbursed by the receiving organization or otherwise, the employee can resign for a possible promotion elsewhere.

The continuous pulse-taking mechanisms will help tremendously in capturing the work climate. Organizations that provide end-to-end human capital interventions and enabling programs, inclusive employee relations, and supportive ecosystems at entry, during, and at separation are often considered the 'best place to work' even when the end-line outcome may not appear positive. In addition, implementation of diversity, equity, and inclusion (DE&I) practices are critical to embed into the DNA of organizations. There should be a dedicated investment in the continuous evolution of pulse checks to assess organizational readiness to engage and retain generational cohorts. Additionally, organizations and their leaders need to ensure safeguard mechanisms are put in place that look after the investment made on human capital to nurture and capitalize on a diverse workforce.

Through extensive research and impactful survey data confirmation, this study provided insight and foresight to further understanding that the millennial generation craves human factors that were summarized to include respect, trust, transparency, the openness of leadership in their interactions with millennials, inclusive policies and procedures that create a culture of an innovative ecosystem, and respect of work-life balance. This study was conducted during the COVID-19 pandemic and crisis, which affected how organizations conducted and continued to lead the business. As a result, leaders, and decision-makers need to continue evolving new business approaches, starting with their employees. There is an increased need to further understand and think about employees as a whole entity to include their families, well-being, access and ability to their work and commitment, and more importantly, mechanisms to retain them. This requires parallel activities and actions to take place by leadership and decision and policymakers to engage in continuous dialogue with employees to hear their voices and concerns, provide just-in-time changes and develop flexible policies in response to a potential crisis, and ensure pulse-taking mechanisms are in place for employees to feel safe. Beyond the impacts of business development and advancements, organizations face challenges with global competition to recreate the workforce engagement with the transition to a hybrid workforce.

As there is a race through a global demand to attract, engage and retain top talent, modern leaders and policymakers have already made their moves in creating and putting in place agile policies and flexibilities to accommodate work-life balance while widely making technology and various tools available to employees. There is more focused attention on those operating in more fragile locations and situations to provide accessibility and support to perform job tasks and innovate with the needed support to expand deliverables. As the millennial generation forms the majority of the workforce, there is a need to reinvent how organizations attract and retain their talent, starting with qualifications of experiences required, selection decisions, inclusive and equitable policies crafted, and practices implemented to exemplify fairness and acknowledgment

of human capacity transparently. Leadership and management must set forth an enabling environment that provides tools, mechanisms, and interactions for the triangle of business, talent, and performance to connect for greater impact. The combination of these approaches will provide millennials with the choice to put their interest forward or disengage due to the lack of enabling environment, and a modernized talent strategy, which can lead to corporate stagnation and loss of different competencies. It is imperative for researchers, academics, leaders, and organizations to help close the loop and create a systems approach to learning, working, and developing resiliency and satisfaction through rich engagement and collaboration, performance and excellence, and productivity for people and businesses.

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Appendix

Research Instrument

Employee Engagement and Retention Survey

Implied Informed Consent

This survey is part of a doctoral dissertation exploring employee engagement and retention factors that are present in the millennial workforce. For the purpose of this study, millennials are individuals born between 1982 to 2000.

Participating in Study

- Your participation is voluntary.
- Your identity and responses will remain completely anonymous.
- By completing and submission of this survey, you are giving implied consent that you have read survey instructions and consent to take part in the research.

Completing the Survey

- This survey should take about 15 minutes to complete.
- Please complete all sections of the survey.
- There are two sections to the survey: closed-ended questions with the ability to choose one answer, and open-ended questions in which you will need to type your words into the textbox.
- Upon answering the last question, the survey will automatically be submitted.
- You will receive an automatic 'thank you' response to confirm the survey was submitted correctly.

* No part of this survey may be replicated without the written permission and consent of the researcher. Contact information can be found at the end of the survey.

Click the blue arrow button to get started!

Demographic Questions

1. Are you a Human Resource(s) Development/ Organization Development/ Change Management/ Training and Development/ Advisory Services practitioner and/or professional?
 - Yes
 - No

If answered 'no', the following message was presented.

Thank you for your willingness to participate in this survey.

Since you responded 'No' to the previous question, your participation has ended as this survey requires participants to be Human Resource(s) Development/ Organization Development/ Change Management/ Training and Development/ Advisory Services practitioners and/or professionals.

If answered 'yes', the survey continued.

2. What is your gender?
 - Male
 - Female
 - Non-binary
 - I choose to not specify

3. In which age category do you belong?
 - 20-24
 - 25-29
 - 30-33
 - 34-38

4. What is your ethnic origin?
 - White
 - Hispanic or Latino
 - African American
 - Native American or American Indian
 - Asian/Pacific Islander
 - Other (Please specify)

5. How many years have you been with your current employer?
 - Up to 5
 - 6 – 10
 - 11 – 15

16 +

6. What is the highest degree or level of school you have completed and received?

High School Diploma or equivalent (GED)

Associate

Bachelor's

Master's

Doctorate

Other

Survey Directions

The following section includes various statements related to engaging and retaining millennials in the workforce.

The survey is divided into *7 categories*.

Each category lists *3-9 elements* that could be important practices to engage and retain the millennial workforce.

For each element, you will be answering the question:

How significant is the element in enhancing your engagement as a millennial employee?

The response options are: Not Significant, Slightly Significant, Moderately Significant, Very Significant, Extremely Significant.

Click the next button to begin!

Category 1: Personal Engagement & Accountability within Role

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Your skills and capabilities are being used effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal Engagement & Accountability within Role

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
You identify with the organization's mission, vision, and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal Engagement & Accountability within Role

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
You contribute beyond what is expected in your role description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal Engagement & Accountability within Role

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Clear and measurable work objectives are communicated and followed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal Engagement & Accountability within Role

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Have access to relevant knowledge to effectively do the job and tasks at hand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal Engagement & Accountability within Role

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Resources are provided to complete assigned tasks and quality work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal Engagement & Accountability within Role

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Your overall work contributes to the goal of the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal Engagement & Accountability within Role

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
You are accountable for personal actions at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal Engagement & Accountability within Role

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Empowered and encouraged to innovate at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Category 2: Learning and Development

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Various opportunities are available for personal development and growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Learning and Development

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Sufficient time and funding built into work schedule for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning and Development

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Learning resources are available and align with the business needs of the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning and Development

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Encouraged to share knowledge with colleagues and organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning and Development

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Organization provides sufficient opportunities for career enrichment and growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning and Development

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Career pathing is available to provide employees opportunities for career development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning and Development

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Organization promotes and offers mentorship at all levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning and Development

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Organization partially/fully pays for employee education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Category 3: Pay and Benefits

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Organization offers competitive benefit packages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pay and Benefits

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Organization offers competitive salary packages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pay and Benefits

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Organization provides a fair and equitable compensation and benefits philosophy that are gender neutral.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pay and Benefits

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Organization rewards individual performance by providing bonuses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pay and Benefits

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Remuneration guidelines and provisions are transparently published.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Category 4: Corporate Social Responsibility

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Organization has environmentally sustainable business practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Corporate Social Responsibility

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Organization is committed to charitable engagements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Corporate Social Responsibility

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Employees are provided work time to volunteer to help their local, national and international communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Corporate Social Responsibility

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Organization provides matching contributions for employees who wish to donate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Category 5: Diversity and Inclusion

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
All are treated with respect and dignity in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diversity and Inclusion

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Colleagues are treated fairly regardless of gender, age, race/ethnicity, national origin, native language, religion, disability or sexual orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diversity and Inclusion

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Diverse perspectives are valued in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diversity and Inclusion

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Organization leaders are well represented in terms of diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diversity and Inclusion

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Organizational culture promotes special interest groups and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diversity and Inclusion

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Organization provides a conflict support system such as mediation and/or ombudsman support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Category 6: Work-life Balance and Integration

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Organization is inclusive when it comes to balancing work and personal life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Work-life Balance and Integration

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Ability to take advantage of flexible work arrangements when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Work-life Balance and Integration

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Work demands (workload, work hours, etc.) are at a manageable level.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Work-life Balance and Integration

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Given flexibility to attend external events and/or outreach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Work-life Balance and Integration

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Organization has explicit policies related to work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Work-life Balance and Integration

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Organization has clear and transparent communication regarding work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Category 7: Leadership

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Leadership sets and clearly communicates the business direction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership**How significant is the element in enhancing your engagement as a millennial employee?**

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Leadership behavior models a culture of openness and trust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership**How significant is the element in enhancing your engagement as a millennial employee?**

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Leadership provides opportunities for employees to innovate, make mistakes, reflect and self-correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership**How significant is the element in enhancing your engagement as a millennial employee?**

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Leadership exemplifies the values that are set forth from organizational values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership**How significant is the element in enhancing your engagement as a millennial employee?**

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Leaders are accountable for their actions and behaviors towards all employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership

How significant is the element in enhancing your engagement as a millennial employee?

	Not Significant	Slightly Significant	Moderately Significant	Very Significant	Extremely Significant
Leaders actively mentor employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open-Ended Questions. For the following three questions, provide as much detail as possible.

1. What leadership traits would you desire in your leaders to keep you engaged, and give you a fulfilling sense of accomplishment?
2. What would perfect organizational work culture look and feel like?
3. If you left an organization before, what were your reasons? If not, why have you decided to stay in this present organization?

Thank you for your participation in this study!

Your participation will help the Penn State Alumni Association as I will donate \$1 (USD) for each individual who completed the survey.

If you have any questions regarding the study, please contact:
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VITA

Leila Farzam

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Ph.D., Workforce Education and Development (2021)

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