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Walden University

College of Management and Technology

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Walden University
2021

Abstract

Millennials' Future Employment Expectations and Challenges

A Transcendental Phenomenology Study

by

Annette McCoy

MA, University of Phoenix, 2010

BA, Talladega College, 1979

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

August 2021

Abstract

Millennials, the most prominent among the existing generational groups, have views, ethics, and values that differ considerably from previous generational groups in the workforce. The purpose of this qualitative study was to understand why millennials do not remain in traditional jobs over the long term. Generational theory and leadership theory provided the theoretical foundation in this study. The research question referred to millennials' lived work experiences regarding their expectations, management practices, and longevity. The research design was a qualitative transcendental phenomenology. This qualitative methodology gave further attention to understanding the background or perspective of millennials working in the public sector on a more personable level. In-depth interviews allowed the researcher to explore the lived experiences of 25 millennials who worked in the public sector in the past 5 years between 25 and 40 years old. Interview transcriptions provided the data analyzed from the study. The findings revealed that work flexibility is necessary for the work-life balance of the individuals interviewed who worked in the public sector and also supported the research question. The objective was to explain how employer initiatives and delivery of new management practices may assist in managing millennials and their decision to remain long-term with a single employer. Positive social change in this study focused on the significance of leadership and the opportunity to make a difference in millennials' culture and behavior patterns and promote an exchange of diverse ideas and actions associated with generational differences that change views.

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Dedication

I incurred many challenges during this journey from many obstacles and unexpected roadblocks, but through it all the one person who remained my wingman through the good, bad, and indifferent is my son. Moyer, a son of God and deemed my guardian angel, guiding light, that holds the strength of Goliath and the determination of David remained committed that I continue on the right path to complete this educational journey. Moyer kept me grounded, and for that, I am forever thankful and so humble to God for blessing me with one of his sons. For God, indeed, is my salvation as he walks and talks to me as this chapter comes to an end, and another one begins.

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Chapter 1: Introduction to the Study

Background of the Study

Generational groups such as millennials continue to struggle more than other generational groups. For example, some millennials struggle with tasks such as communication associated with day-to-day activities in the workplace and the closed minds of leadership to maintain anachronistic ineffective methods that no longer serve a purpose. Motivation psychologists Edward Deci and Richard Ryan believed all humans have three innate psychological needs essential for wellbeing: autonomy, sense of belonging, and mastery (Oh, 2020). For example, autonomy for millennials is the need to control and have ownership of decisions, outcomes, and expectations (Oh, 2020).

A Gallup study of the workforce indicated that 42% of millennials have no problem changing if it means working independently, making their own choices, and having job flexibility (Oh, 2020). Belonging for the millennial generational group provided the connection needed in the workplace. For example, a report from American Express, researched and written by Kanta Futures (2017) indicated that 75% of millennial leaders prefer to work with people and organizations that share their values. Mastery for millennials is employability, which is more important for this group than long-term employment. Meaningful work and growth opportunities outweigh longevity with a single employer (Oh, 2020).

Along with Generation Z, Millennials will occupy 59% of the workforce in 2020 (Oh, 2020).

Most organizations have changed leadership and management roles due to operational and structural changes that led to uncertainties among workers, particularly millennials. Many of the challenges that leaders and managers face resulted from the need to focus on transforming their work environment to satisfy the new culture of millennials (Aydogmus, 2016), who represents most of the workforce (Oh, 2020). The work culture is changing daily, mainly the environment changes due to global warming, pandemics, and natural disasters.

Change is inevitable, which is arguably why individuals in leadership roles must be willing to make changes based on how well they understand why millennials are not remaining in traditional jobs in the public sector for the long term. Chapter 1 includes the problem, the purpose, and the significance of this qualitative phenomenology study. It also includes the research questions, the conceptual framework, definitions of terms, and other study aspects.

Millennials identified as Generation Y is presently the largest generational group in the workforce, along with Generation Z as the next emerging group to enter the workforce. Although there are four generational groups, Boomers, Xer's, Millennials, and Generation Z, presently in the workforce, those workers approaching the age of 65 years will leave the workforce by 2033 (Abate et al., 2018). It remained evident that the millennial generation is the dominant group representing the future workforce (Vanmeter et al., 2013).

The term *generation* for this study will separate the Millennials, Generation X, and Baby Boomers. According to Sanner-Stier and Vandernause(2017), the

term *generation* is the commonality that connects individuals who share similar experiences and events during a specific period. The differences in generational values, attitudes, and beliefs change perception and leadership flexibility related to generational differences in the workplace. Every issue, response, and implementation are crucial factors for managing the newest generational group.

Millennials' culture and behavior differences also affected workplace attitudes and decisions, both positively and negatively. There are also questions regarding the needs, choices, and decisions made toward millennials. Behavioral differences in the workplace often occurred when decisions made by individuals in leadership or management roles caused a reaction without consideration of the outcome. Therefore, it is necessary to identify what people want and what happens if they remain dissatisfied with their responses or actions.

Although leadership remains a challenge primarily due to complacency from managers who do not want to change, the task for organizations is to ensure those in leadership and management roles understand the impact on millennials and job retention if change does not occur. Subsequently, it becomes an essential undertaking for managers to understand how to integrate new processes during the workforce transition of generational groups. The research is significant in validating issues and challenges of millennials and how leadership affects the organizations' sustainability, which is a crucial element for managing millennials.

For example, Al-Asfour and Lettau (2014) argued that past work flexibility and family were secondary choices for Baby Boomers and Generation Xers but a primary

choice for the millennials. Ertas (2015) found that job retention among millennials is a critical problem in the workplace and will have to change to ensure continued productivity. Nolan (2015), on the other hand, in his study, showed that the dissatisfaction among millennials is a conflict that lies between the employer, work, life expectations, balance, and management perception. Ruiz and Davis (2017) explained how job retention among millennials affects organizational profitability and productivity.

Organizations lose money when there is a high turnover. Employee turnover creates more challenges as it relates to organizational sustainability, productivity, and stability. Sanner-Steir and Vandermause (2017) argued that managers who are willing to understand the differences and how different processes will help integrate new processes and allow a common ground of connectivity among millennials in the workplace. Simmons (2016) stressed that there is also an additional need for more research to understand millennials' behavior in organizations and why they choose to leave.

Job dissatisfaction is a significant issue as it relates to management understanding millennials and their choice. Millennials, the youngest generational group in the workforce, have a lesser tolerance for high stress and dissatisfaction than generational groups in the past (Abate et al., 2018). Trapero et al. (2017) additionally found that millennials refuse to accept traditional and long-established practices or the mistreatment of workers. The mistreatment of workers and failure to make changes may cause a spiraling effect on millennials remaining long-term in the workplace. This qualitative study addressed the gap of the millennial workforce's long-term employment with a single employer. The study may assist organizational leaders in understanding better how

millennials' attitudes toward traditional business practices may affect job retention and workplace longevity with a single employer.

Problem Statement

The general problem is that millennials are not remaining in traditional jobs for the long term. Meng et al. (2017) presented similar findings that organizational leaders find it an ongoing challenge to recruit, engage, and retain millennials. The specific problem is that millennials in public sector organizations are not remaining in traditional jobs for the long term. Viechnicki (2015) also determined that government agencies have become concerned about attracting and retaining millennials in long-term positions. Bourne (2015) suggested that long-term employment and job retention confront severe challenges to many millennials, whose expectations cause different responses and reactions to authority and cause high employee turnover.

The future of the millennials and their sustainability in the workplace will rely heavily on leadership acceptance of generational differences and a willingness to change. For example, the Deloitte Millennial Survey in 2018 highlighted the progress of workplace sustainability and why the millennial generation is feeling uneasy about their future in the workplace (Deliotte, 2018). As described by De Hauw and De Vos (2010), the millennial population in the past 10 years is seen as the power source in the workforce and could reshape the rules of work. The importance of retaining and motivating the next generation of workers ensures that workplace retention does not remain a critical issue (Ertas, 2015). Critical issues, in this case, refer to high turnovers that may create chaotic

consequences for managers and leaders and cause deflation in performance, productivity, and retention (Ertas, 2015).

Purpose of the Study

The purpose of this transcendental phenomenological study was to understand millennials'' lived experiences and why they are not remaining long-term in traditional jobs in the public sector. According to Bogosian and Rousseau (2017), the birth of millennials is typically between 1980 and 1995. The date range of millennials may vary from 1980 to 1999, depending on the research source. For this research, the birth years chosen are those used by the Pew Research Center (2020), 1981-1996 (ages 25 to 40 years in 2021) identified the millennial generation. A transcendental phenomenology brought an added dimension to the study of millennials and their experiences in the public sector.

This qualitative study addressed the gap of millennial sustainability in the workplace instead of other generational groups by finding out from millennials what type of flexibility and communication would make them want to remain long-term in the public sector. It was also essential to understand how millennial work norms and values differed from previous generational groups and require leaders to make changes to ensure millennials remain long-term employed with their organization. Viechnicki (2015) acknowledged how the public sector is losing its appeal and how employer preference is critical for many agencies to measure up to its competition. For example, millennials prefer some form of incentive that will encourage them to stay long-term with a single employer, such as work flexibility and communication. For millennials, communication

means sharing information, such as good news-bad news, job performance, soliciting input, and making pertinent disclosures (Myers & Sadaghiani, 2010).

The rationale is that millennials are the most significant working generational group and the only group to fill the vacancies of baby boomers and generation Xers in the public sector. By 2025 millennials will make up 75% of the world's workforce (Barrett & Greene, 2019). Millennials express disinterest in following traditional employment paths based on job stability and retirement benefits as a primary problem (Viechnicki, 2015). Therefore, it is critical to evaluate and understand the perception of millennials to help leaders learn to organize changes in the public sector better and retain millennials in less desirable organizations (Anderson et al., 2017).

The study took place on the East Coast. Millennials are an essential asset to the workforce, and there remains a need to develop strategies to retain and engage this generational group (Ertas, 2015). Since millennials are choosing not to stay long-term, there are several ramifications that the public sector could face, such as government agencies that may ultimately close.

Agencies experience a significant loss when new hires such as millennials begin working and then leave after a short while on the job (Barrett & Greene, 2014). There is also the dilemma of job opportunities in the public sector. Many of the jobs millennials pursue are not available in government agencies due to Baby Boomers and Generation X not exiting as anticipated (Hoyle, 2017). The previous generational groups may remain on the job for financial obligations or lack other qualified candidates, and therefore, many agencies are losing millennials long-term (Hoyle, 2017).

The primary reason for generational groups remaining after retirement is because there is no one to fill the position (Hoyle, 2017). In most cases, millennials were never considered for available positions because the requirements for the positions required years of experience, which millennials were unable to obtain without someone granting them an opportunity. This factor forces millennials into jobs that accept them with their gained formal education until they reach the desired years of experience. Millennials are the most significant working generational group and the next group to fill the vacancies of Baby Boomers and Generation Xers (Jones et al., 2018). Therefore, it remains problematic, and government agencies face difficulty attracting and retaining millennials in long-term positions.

Research Questions

This study focused on what management practices no longer support millennials in the workplace. The specific problem was that the millennial generation is not remaining in traditional jobs long-term. The overarching research question was: What are the lived work experiences of millennials regarding expectations, management, and longevity?

Conceptual Framework

A conceptual framework is the qualitative process of theorization (Jabaren, 2009). The term *concept* in this paper describes fundamental perceptions of life and how individuals choose to see the world. Every concept has components symbolic of the

problem and related to other concepts (Jabareen, 2009). Generally, concepts take on special meanings in this study, different generational groups, generational theory, management practices, millennial expectations, long-term employment, leadership theory, public sector, high turnover, productivity, retention, and workplace sustainability. Generational theory and leadership theory were the primary theoretical components of the framework that conceptualized the research for this study.

This framework will provide the foundation, and a means to understand why millennials are not remaining long-term in traditional jobs in the public sector. The objective and use of this conceptual framework will help explain how employer initiatives and delivery of new management practices may assist in managing millennials and their decision to remain long-term with a single employer. Karl Mannheim initially conceptualized the use of generational theory (1985), and theorists Howe and Strauss (1991) described the shifts in generations and the cause of the behavior, attitude, and character changes (Howe & Strauss, 1991). Frederick W. Taylor (1997) and Peter Drucker's (2002) leadership theory provided a review of the differences in generations and management practices that remain significant in examining evidence in both the research and popular literature (Reeves & Oh, 2007).

Generational differences are not unusual, and though there may be distinct similarities, there are also differences. For example, each generation group may interpret things differently depending on the era they were born. In the past decade, there are sizable differences noted in publications, reports, media, and blogs that display significant changes based on attitudes and values of individuals, particularly millennials

(Lyons et al., 2015). Millennials' productivity is the same as other generational groups (Baby Boomers, Generation X). Although skepticism of work ethics remains an ongoing topic among the generational groups before millennials, perception is somewhat exaggerated as to the work ethics of millennials (Pyoria et al., 2017)

Perception is due to a change in work values and ethics, not because millennials are not working and productive. For the most part, the preconceived perception of millennials exists due to unwarranted circumstances that gave this group the label "entitlement" because of their inflated self-esteem, self-serving behaviors, exhibiting less loyalty, and a desire for a more casual work environment (Henstra & McGowan, 2016). Millennials are avoiding the public sector for several reasons including the high expectations to work under a new management system, organizational culture, and a desire to contribute to innovation and balance work and leisure (Pyoria et al., 2017). Millennials not remaining in the public sector may lead to a shortage of skilled workers, preventing the public sector from remaining a competitive employer in the workforce (Eddy et al., 2016).

Millennial retention is as necessary as productivity. According to the Merriam-Webster dictionary, the use of the word "productivity" is the quality of the state of being productive, which is vital as it relates to job retention and longevity. According to the Partnership for Public Service study recruiting and retaining younger employees has become the most significant human resource challenge for federal agencies (2017). According to Krugman (1994), productivity is the ratio between the output volume and the volume of input. The measurement of productivity provides the purpose of

productivity, ensuring that enough millennials are available to do the jobs of those generational groups leaving the workforce.

Nature of the Study

The nature of this study was a qualitative transcendental phenomenological design. The transcendental phenomenology was appropriate for this study to collect in-depth data on millennials' perceptions and understand human experience (Moustakas, 1994; Sheehan, 2014). Moustakas' (1994) and Husserl's (1994) ideas of a transcendental phenomenology described the appearances of things seen and appear in the conscious (Moustakas, 1994). The methodology selected helped me gain additional insight and address the specific problems among leaders why millennials are not remaining in traditional jobs long-term. From a personal research standpoint, this means that leadership may be aware of the problem but decided not to take advantage of this generational group and what they have to offer.

Leadership in the public sector may have a different perception and respond differently regarding their expectations of millennials in the workplace, which in many cases cause a disconnect in perception and receptiveness of information viewed by both leaders and millennials. This research study solidified the importance of understanding millennials' actions and attitudes to help leaders better understand the expectations that will keep them from leaving their job in the public sector and insight into millennials' failure to remain long-term on traditional jobs.

The research design selected was a qualitative transcendental phenomenology used to explore the entire lived experiences of the participant concerning the phenomenon

(Derahaman, 2017; Pisarik et al., 2017). A conceptual framework will help illustrate the experiences described from an individual perspective (Pisarik et al., 2017). *A phenomenology* is a qualitative approach that fits within the context of rigorous practices specific to studying managers' leadership. It also provides an understanding of millennials' experiences and attitudes based on the themes that emerged from data collection. Interviews and in-depth interviews were the chosen methods. This chosen method encompassed characteristics and qualities of the experience and the investigation of conscious experiences that shape the meaning and impact on the lives of people interviewed (Zikas & Boukas, 2014).

A quantitative or mixed methodology is feasible but not selected for this study due to time constraints, data interpretation, and data analysis extremities. Although a quantitative approach may provide more validity, reliability, and credibility to statistical assumptions, I am confident that the selected qualitative approach will give more attention to understanding the background or perspective of the research on a more personable level.

The definitions listed are terms used throughout the paper and intended to reduce any confusion regarding the meaning of each term in this study. In many cases, terms are misconstrued and are sometimes synonymous or similar to other words with different meanings, such as groups and theory. Groups clearly articulate the parameters of the identifiable individuals chosen in this research. Because this research highlights the millennial generational group, it is essential to see how generational groups are distinguished and the applied theories. For instance, generational theory and leadership

theory are relatable to the overall purpose of this research, which is to understand millennials' lived experiences and why they are not remaining long-term in traditional jobs in the public sector.

Definitions

The definitions are terms aligned with the research topic and used throughout this research study. The term list in this section includes terms with special meaning and other standard terms. This section also provided a brief description and a specific meaning to the context of this study.

Employee turnover: An organization's inability to retain its employees. (Dhamphat, 2018).

Generational groups: The people born around the same time and identifies through similar characteristics, values, and memberships that connect with a specific group and have a particular significance within that group (Urick, 2012).

*Generational theory: The s*hifts in the different generational groups and the cause of changes in behavior, attitudes, and character (Howe & Struss, 1991).

Leadership theory: A theory that began as one dimensional and focused primarily on the personality traits and behavior of a leader, and later developed into a multidimensional meaning to include the leader, subordinate, and the situations (King, 1990).

Long-Term employment: A person working for a single organization for more than 20 years or until retirement (Morgan, 2013).

Millennial expectations: The millennial generation's requirements, such as flexibility, independence, and clear goals, align with their learning experience in the workplace (Meng et al., 2017).

Productivity: The proper way of doing work that includes both efficiency and effectiveness concepts (Ahmadi et al., 2017).

Public sector: The government controls and funds to deliver goods and services locally and nationally (Institute of Internal Auditors.

Retention: The systematic effort of an employer to create and foster an environment that encourages employees to remain employed (Mathimaran & Kumar, 2017).

Sustainability: Ensuring that organizations meet the needs of their employees without compromising the presence and needs of future generations in the workforce (Emas, 2015).

Assumptions

The definition of *assumptions* is the self-evident truths based on the premise that participants will answer truthfully (Dean, 2014). My primary assumption and issue pertained to why millennials are not remaining long-term in traditional jobs with a single employer. The study gives examples of the ideal work environment that would attract millennials to stay long-term in traditional employment. An initial assumption is that the participants selected to participate in the study interview responses will have no relevance to the problem, are unemployed millennials, do not work in the public sector, or have not begun working full-time. Participants will need to read through the data analysis and

provide feedback on my interpretation of their response. It is also a means to check for inconsistencies that may challenge the assumption (Anderson, 2010).

The second assumption is that participants chosen provided honest answers about their experience in the workplace as a millennial. Responses were candid and based on reactions, body language, and answers from participants that may vary based on employment expectations (Linden, 2015). Although the workforce remains diverse, and several generational groups are still a part of the workforce, the millennial population and the upcoming generation Z group will be the primary workforce representatives in the next 10 years.

It may be true that generational groups hold similar values, attitudes, and beliefs (Al-Asfour & Lettau, 2014). Nonetheless, there remains a dilemma as to one generation group that requires a different approach to existing management practices and leadership if they expect to stay long-term with current employers. Individuals in leadership positions must maintain a mind-frame to build strong alliances with their workers, particularly the millennial population (Graen & Schiemann, 2013).

One of the most significant challenges in motivating millennials to remain with a single employer long-term is transforming leadership from traditionalism to business practices conducive to the future (Graen & Schiemann, 2013). The era that a group begins will reflect a specific type of generational differences that may cause one to see things differently, such as living situations, age, and work experience (Kultalhit & Wlisa, 2014), which is why traditional jobs no longer appear attractive to millennials when they have options. Millennials represent more than one-fourth of the world's population and

will soon dominate the workforce (Kultalhit & Wlisa, 2014). Therefore, it remains imperative that this generation group remains interested in staying in traditional jobs long-term, specifically in the public sector.

Scope and Delimitations

The focal point for this study is millennials working in the public sector and leaving, more so than millennials working in the workforce in general. The public sector includes government agencies on all levels (local, state, federal), and the continuation of many of these agencies is contingent on having qualified workers who are willing to remain with a single employer. The alarming number of millennials leaving traditional jobs is a specific aspect of the research problem, particularly in the public sector. Previous generational groups such as Baby Boomers and Generation Xers will not participate in this study, because both groups are close to retirement and will be leaving the workforce within the next 10 years.

Mason (2010) argued that saturation occurs when the sample selected is large enough to reveal millennials' essential thoughts and observations when conducting a qualitative study. The number of participants recommended in a phenomenology study ranges from 5 to 25 (Mason, 2010). The sample size for this qualitative study was 25 participants.

The delimitations within this study are the characteristics that limit the scope and define the boundaries (Simon, 2011). Some of the delimiting factors included the choice

of objectives, research questions, variables of interest, and conceptual perspective adopted instead of other options and the population selected (Simon, 2011). This qualitative transcendental phenomenological study aims to understand why millennials are not remaining long-term in traditional jobs in the public sector. This qualitative study addressed the gap of the millennial workforce employment patterns in the public sector.

The rationale is that millennials are the most significant working generational group and the only group to fill the vacancies of baby boomers and generation Xers leaving the public sector. The main issue is that millennials have expressed a disinterest in following traditional paths of employment-based on common reasons such as job stability and retirement benefits (Viechnicki, 2015). *The Washington Post* reported that government employment is an employment-based employer to the millennial population (Rein, 2015). Therefore, it is necessary to understand millennials' perceptions, which may also help leaders and managers gain additional insights on better organizing the changing face of business and retaining millennials in government positions (Anderson et al., 2017).

Limitations

The limitations are the potential weaknesses that are beyond control. For example, information collected is only helpful through a specific timeframe (Simon, 2011). There is always some form of limitation to consider in research or everyday life. The boundaries for this study focused on millennials in the workplace and the management practices that caused this generational group to leave traditional jobs rather than remaining long-term. Unfortunately, the use of power can lead to the total annihilation of

the leader and the organization when they ignore or fail to make decisions that will strengthen their workforce instead of weakening the chance of opportunity, the millennial population. Millennials represent more than 40% of the workforce (Abate et al., 2018), and due to their diversification and skills, the competition is fierce in retaining this group in traditional jobs. This study will focus on individuals in management and nonmanagement positions in the public sector on the east coast. The intent is to investigate millennials working on different levels of government to obtain additional knowledge needed to assist those in leadership and managerial roles to disband practices that have proven ineffective and create practices related more so on workplace retention.

Significance of the Study

Significance to Practice

The study is significant because it could help organizations understand how millennials' attitudes toward traditional business practices may affect job retention and workplace longevity with a single employer. This study highlights the idealism of leaders and managers and their willingness to address millennials' challenges that are distinctly different from the norm in the workplace. Leadership idealisms continue to affect and influence the receptiveness of social issues and their impact on future growth and sustainability in the workplace. Change is inevitable; it remains a vital problem with employees, managers, and leadership, critical to social change and sustainability (Joseph, 2019).

Significance to Theory

The significance of the theory is that millennials are not remaining long-term in traditional jobs. Millennials are the focal point of this study because they are the predominant workforce and are the largest generational group. The millennial generational group is at the forefront of organizational advancement, which means they must have an intricate role in exchanging ideas and strategies to meet their personal needs. For organizations to continue striving, leadership must acknowledge millennials' ideology and focus on how this generational group can become more active contributors (Carter & Walker, 2018).

This generational group must believe that they have a sense of self-worth within the company and value. Leadership must create an environment for millennials of contentment and incentives to long-term employment and job retention. It is also critical that leadership knows how their organization compares to other organizations in leadership, work-life balance, innovation, and teamwork related to long-term employment and retention of millennials(Ferguson & Morton, 2016). Millennials believe job appeal is a better incentive to remain relevant than retirement and pension plans (Morehead & Deal, 2018). In the 21st-century, pension plans and retirement promises are no longer leverage for government employers, and why millennials are no longer rushing to government jobs. For example, the government has failed to present attractive plans for millennials to consider a long-lasting commitment (Morehead & Deal, 2018) such as, paying off student loans or paying for employees to further their education.

Significance to Social Change

Social change is the foundation of outcomes in the millennial generation and their interactions in the workplace and society. Social change is significant in this study because it allows one to make a difference by observing behavior patterns, values, culture, and other characteristics associated with generational differences that change views. Millennials are creating a change in the workplace and communities. Millennials' overall mindset to change is significant to social change. According to a Case Foundation blog post by Jean Case stated that millennials are attempting to change the world and change the way people perceive social change, and when they act, multiply the actions and accountability for the cause of engagement and social good, and millennials begin to recognize their actions and how the change will impact their community (Case, 2019). Arguably, change becomes the choices made to transform lives into a knowledge-driven environment, eliminate poor decision-making and behavior, and promote future leaders' and future growth and development. Using a philosophical approach could lead to change in organizations and positively affect how millennials respond (Joseph, 2019) in the future. The millennial group's response is vital to organizations' revitalization, positivism, and self-improvement in the public sector.

Summary

Millennials are essential to the growth and sustainability that will give this group all rights and control. The selection of scholarly articles is significant in validating issues and challenges of millennials and how leadership affects the organizations' sustainability

and the management of millennials. The Baby Boomers were once the essential generation group in the workforce and are now on their way out, with Generation X close behind, which leaves the millennials the most influential generation group left in the workforce. By 2025 millennials will make up 75% of the world's workforce (Barrett & Greene, 2014). Therefore long-standing approaches and business practices may no longer apply to the new generation replacing the current groups (Barrett & Greene, 2014).

Chapter 2 will provide an overview of the study to discuss generational theory and leadership theory. It will also analyze the specific themes emerging from the literature reviewed related to millennials working long-term in the public sector. Also included in Chapter 2 is a discussion on how leadership and managers continue to function with antiquated systems and outdated processes. The literature review supports millennials, generational differences, and their attitude toward work to include views of work and values that differ from other generational groups.

Chapter 2: Literature Review

Chapter 2 topics include millennials in the public sector, generations, generation differences, and generational groups. Additional discussions included technology, conflict, interpersonal relationships, and how traditionalism, transparency, diversity, and leadership affect work longevity among millennials. The general problem is that millennials are not remaining long-term in traditional jobs. The specific problem is why the millennial generation fails to remain employed long-term in traditional public sector jobs. Bourne (2015) argued that millennial views caused different responses and reactions to authority, reducing productivity and high employee turnover. In recent years, government agencies have become concerned about attracting and retaining millennials in long-term positions (Viechnicki, 2015).

A transcendental qualitative phenomenological study was selected to understand why millennials are not remaining long-term in traditional jobs in the public sector. Transcendental phenomenology allowed me to look at the lived experiences of millennials. Phenomenology is a form of inquiry that seeks to understand the human experience and explore a phenomenon on how individuals perceive and experience it (Shehann, 2014). The word phenomena originated from the Greek word *phaenes*, which means "to flare up" "or brightness," and the construct comes from the term *phiano,* which means to "bring to light" or "to place in brightness" and another way to describe clarity or to see things more explicit (Shehann, 2014).

Husserl (1994) introduced the concept of consciousness by setting aside current thoughts, beliefs, and judgment, which may lend themselves to bias. According to

Moustakas *epoche*, is the conscious process of identification and is a naturally occurring thought of patterns (Sheehan, 2014). Noesis, noema, and noetic are critical to understanding transcendental phenomenology (Sheehan, 2014). The noesis is the act of perceiving, feeling, thinking, remembering, or judging. The *noemas* perceived as what one sees, touch, think, or feel regarding each experience. Noema is an observable phenomenon (Sheehan, 2014, p.12).

The gap addressed the millennial workforce remaining long-term employed with single employers. *The Washington Post* reported that government employment is losing its appeal as an employer to the millennial population (Rein, 2014). The main issue is that millennials have expressed a disinterest in following traditional employment paths based on traditional reasons such as job stability and retirement benefits (Viechnicki, 2015). The rationale is that millennials are presently the largest working generational group and the only group to fill the vacancies of Baby Boomers and Generation Xers.

Millennials are an essential asset to the workforce in which they bring tools for advancement in the age of digital and social technology. Therefore, it is vital to understand the perceptions of millennials, which will help leaders and managers to gain additional insights on how to organize the changing face of business better and retain millennials (Anderson et al., 2017). Chapter 2 also includes discussions of the specific themes that emerged from the literature related to millennials working long-term in the public sector. Additionally, Chapter 2 provided an overview of millennials in the public sector, such as generational groups, generational differences, technology, and organizational conflict. Interpersonal relationships played an intricate part in

traditionalism, transparency, diversity, leadership, and retention that supports millennials' work values and differs from other generational groups.

Literature Search Strategy

The study's purpose was to explore the millennials' lived experience working in traditional brick and mortar jobs. Many millennial's careers in the public sector and other traditional jobs are often short-lived. It also requires leadership positions to look at the past, present, and future of its workforce population to remain competitive with the current work trends to ensure job retention and increase longevity. The search strategies used to find current literature about millennials used in Google, Proquest, google books, Walden Library, ABI/INFORM Collection, EBSCO ebooks, and the Bureau of Labor Statistics. Other literary searches also included scholarly peer-reviewed articles, books, academic journals, doctoral dissertations, and other materials not peer-reviewed.

Table 1

Reviewed Resources: Catalog of Search Terms and Years of Publication

Key Search Terms	2019	2018	2017	2016	2015	Other	Total
Generational Theory		1	1			2	4
Leadership Theory			1			1	2
Managing Millennials	1	7	2	2		3	15
Millennials working in the public sector			1				1
Millennials		17	10	3	2	7	39
Transcendental Phenomenology	1	1				2	4
Data Collection	1	1	1		1	2	6
Management System			1	1			2
Government Workers		6	4	1		1	12
Government Agencies		5	3		1	4	13
Job Retention for Millennials		2	2	1	1	1	7
Millennial and Employment				1			1
Leadership	1	6	2	1		3	13
Public Sector		3	3	3			9
Generations		3	3	1			7
Generational Differences				6	1	4	11
Managing Millennials			2				2
Long-term				1			1
Generation Y	1			2		2	5
Management Practices			1	1			2
Turnover					1		1
Technology		1	3			2	6
Total	5	53	40	24	7	34	163
Percentage of Total	3%	33%	25%	15%	4%	21%	

Table 1 is a breakdown of the sources selected during the search of articles for the literature review. The article search is not as extensive due to the subject matter and timeframe of information. It also limits the number of resources after reviewing titles and abstracts relevant to the research.

Conceptual Framework

A conceptual framework is the qualitative process of theorization (Jabaren, 2009). The two main theories chosen for this study were generational theory and leadership theory, which were the primary theoretical components of the framework that grounded the research for this study. It also provided the foundation and a means to understand why millennials are not remaining long-term in traditional jobs in the public sector. As mentioned in Chapter 1, concepts take on special meanings in this study regarding different generational groups, generational theory, management practices, millennial expectations, long-term employment, leadership theory, traditional jobs, public sector, high turnover, productivity, retention, and workplace sustainability.

Karl Mannheim initially conceptualized the use of generational theory (1985) and theorist Howe and Strauss (1991), who described the shifts in generations and the cause of the behavior, attitude, and character changes (Howe & Strauss, 1991). Frederick W. Taylor (1997) and Peter Drucker (2002), leadership theory provided a review of the differences in generations and management practices that remain significant in examining evidence in both the research and popular literature (Reeves & Oh, 2007).

Social scientists have concluded that millennials have eliminated traditional norms and values and have instilled different social and personal views in their experiences regarding generational differences. Generational differences in the workplace found in contemporary publications, media responses, and blogs reflect significant changes in millennials' attitudes and values of individuals (Lyon, 2015).

Productivity is the proper working process that includes efficiency and effectiveness (Ahmadi et al., 2017). The use of the word productivity is an *English* term that means production, fertility, and productivity. *Job retention* is an integrated strategy or system designed to increase workplace productivity (Vance, 2017). For example, Goggle and Apple do not specifically recruit millennials. However, both companies exercise limited restraints on culture and management styles and used an approach to recruitment and retention that naturally appeals to millennials who show a willingness to follow both companies and work longevity(Karin, 2015)

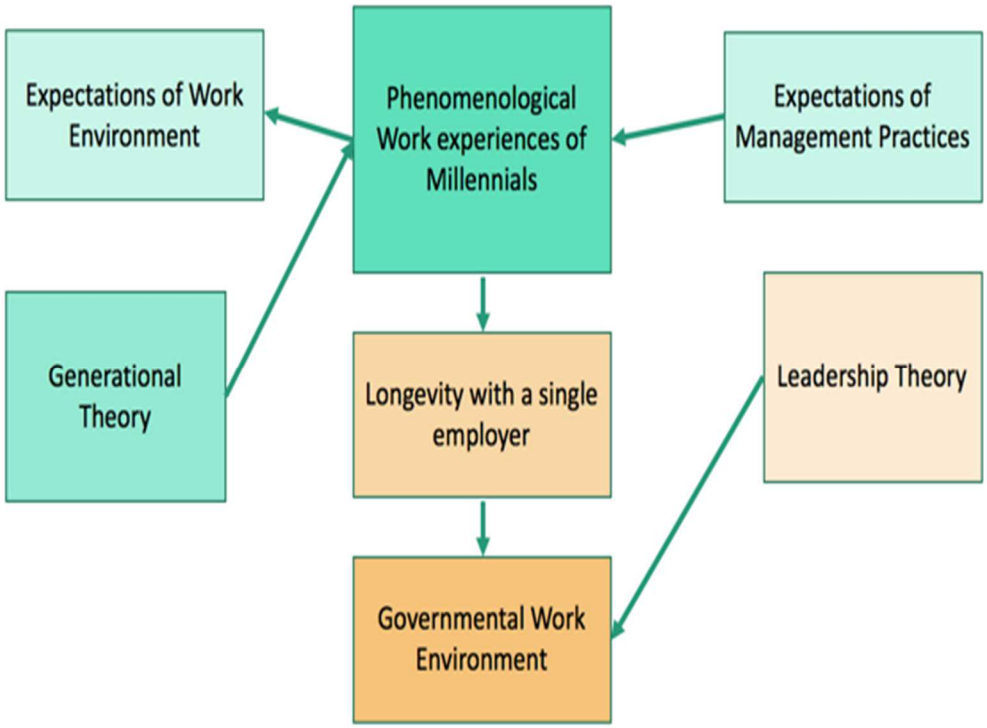
Change in the work environment affirmed by Josh Bercin (2013), an article published in *Forbes Magazine* that stated, "the way we move around, the way we appraise people, the types of rewards we provide and how we think about careers all need to change" is true if employers such as government agencies would like to retain young workers. The overarching research question was: What are the lived work experiences of millennials concerning expectations, management practices, and longevity? This study will concentrate on the lived experience of millennials and why they are not remaining long-term in traditional jobs in the public sector. The specific problem is the limited information about why the millennial generation fails to remain employed over the long term in traditional public sector jobs.

The millennials, also known as Generation Y, beliefs, and values are a part of the discussion in the literature review and how it affects job retention. For example, record numbers of millennials initially gravitated toward large institutions and government agencies for jobs where they believed they would have a stable balance of work and life

(Howe & Strauss, 2007). Unfortunately, the numbers began to decrease those millennials looking to work in the public sector began to dwindle.

Figure 1

Concepts Chart



Expectations of Work Environment

Expectations of the work environment as it applies to millennials include benefits and rewards, income and advancement of careers, and values and socialization. Income and advancement of careers are the goals that one hopes to achieve. Benefits and rewards apply to the overall benefits and rewards people expect to achieve throughout their social

lives. For instance, a reward is what a person hopes to achieve throughout their social life related to success and failures based on one's standards and values (Harris, 2018).

Generational Theory

The generational theory explained how attitudes and values will shape both individuals and groups. The generation a person belongs to is how one determines their thoughts, feelings, and behaviors (Espinoza & Ukleja, 2016). The generational theory also pertains to the shifts in the different generational groups and how it causes a change in behavior, attitudes, and characters (Howe & Strauss, 1991). Howe and Strauss (2007) argued that a generational group encompasses a series of consecutive birth years that spans the length of time needed to become an adult is a member of a group. Generation group members also exhibit distinct beliefs and behavior patterns.

Phenomenological Work Experience

An essential aspect of millennials' phenomenological work experience is a framework for generation groups that define individuals' beliefs regarding employment, including what millennials experience and how they experience it (Safaie, 2019). Millennials focus more on their work values, expectations, and motivations that are usually different from previous generations (Safaie, 2019). For example, some literature indicated that millennials are different from older generational groups regarding their work values and motivation. Many employers fail to address and, as a result, cause employee turmoil decreased work satisfaction, and work productivity (Safaie, 2019).

Longevity with a Single Employer

Longevity with a single employer is the length of time spent with an employer and generally refers to those more extended periods at each job (Moffitt, 2020). It also means the long-existing service or the length of time an individual remains in one job (Herne, 2010). Most studies and research refer to longevity as 4.6 years. Longevity for workers ages 25 to 34 is 3.2 years (Doyle, 2019).

Government Work Environment

Government employee's purpose is to enhance the lives of people (Partnership for Public Service, 2018) locally across the states and nationally. The government is one of the largest employers, global, national, and international, consisting of a complex system of rules and procedures of agencies and programs (Partnership for Public Service, 2018). Federal, state, and local government agencies are anxious about attracting and retaining millennial workers. Many government officials believe that the government has lost its prestige primarily due to long hiring processes, innovation, flexibility, and limited opportunities (Viechnicki, 2015).

Expectations of Management Practices

The expectations of management practices and outlook for millennials differ considerably. It is essential to organizations and leadership to address expectations of management practices to meet the millennial generation group's needs, particularly those at risk of losing good workers (Linden, 2015). For example, the work environment must be challenging, and ongoing feedback from supervisors and managers is a must for millennials. It is also vital and expected that millennials receive equal respect for their

opinions based on knowledge and skills rather than work longevity or tenure (Linden, 2015).

Leadership Theory

The relationship between a leader and a follower is the crucial factor of leadership theory. There are several descriptions of a leader. For example, a transactional leader provides an exchange approach based on the follower's behavior. Transformational leadership is one or more persons engaged with others that will motivate both the follower and the leader. Servant leadership is a broader understanding of the leader and the follower's well-being related to performance (Milligan, 2016).

The concepts in the above chart (*Figure 1*) discussed in this chapter are the phenomenological work experience of millennials' expectations of the work environment, expectations of management practices, generational theory, longevity with a single employer, government work environment, and leadership theory. For example, expectations are the benefits and rewards millennials anticipate receiving during their lifetime. The generational theory provided the substance needed to identify the values and attitudes of this generational group.

The phenomenological work experience is the lived experiences that addressed how and what millennials experienced. The government work environment referenced the public sector and the work environment associated with local, state, and federal agencies. Longevity refers to how long one expects to work for a single employer. Expectations of management practices are the outlook and views that differ with this generational group from previous groups related to workplace acceptance and protocol.

Leadership theory defined the different types of leaders associated with style and acceptance that affect workplace longevity and productivity.

The literature reviewed included supportive facts on the millennial generation's view of work and values that differ more than other generational groups in the past and its relation to the follower and leader position in the organization. The phenomenological work experience of millennials explored and collected stories of their lived experience working in the public sector. According to Ramrathan and Sibando (2017), who believed phenomenology views experience as not separate but relational. For instance, relational means a form of the world under observation, which is millennials. Aril and Dalwi (2019) categorized millennials born between 1982 and 1995 have begun to define their own experience. The experience reinforced the relationship between the individual and the given phenomenon. Interviews were the primary means to collect information under this methodology (Ramrathen & Sibando, 2017).

Expectations of millennials' work environment differ from previous generational groups' expectations, such as job longevity, retirement packages, and leave time. The millennial population is generally children of Baby Boomers. Baby Boomers are the culprits responsible for many millennial behaviors because they provided millennials with everything, often more than they had available growing up (Gong et al., 2018). It is not surprising or unusual that most parents' mindset results in their children having added opportunities. However, millennials are a unique and influential group, so leaders and managers must understand this group's expectations, which is strategically vital for organizations and the public sector (Gong et al., 2018).

The Great Recession of 1998 lowered optimism and expectations for work-life balance and its impact on the family and work of young millennials (Kaplan et al., 2018). The expectations and management practices are essential for millennials who expect immediate gratification in their chosen work environment. According to Milligan (2016), the relationship between millennial workers and leadership is rapidly evolving based on millennial expectations and leadership effectiveness. Valenti (2019) believed millennials value leaders who provide and show a willingness to provide coaching, caring, information, fairness in the workplace, and the opportunity to participate in decision making. Therefore, it is up to organizations to provide a space to foster this type of leadership behavior for millennials (Meng et al., 2017).

Although millennials have high expectations of their work environment and mobility, they tend to have lower organizational commitment than other generational groups in accepting management practices and work expectations (Valenti, 2019). Managing millennials will continue to challenge previous generational groups such as Baby Boomers and Generation X (Valenti, 2019) in the work environment. Social scientists developed the generational theory as a mechanism to help explain cultural changes that describe the era and birth of an individual and how it affects the development of their worldview (Knight, 2015).

Karl Mannheim was the first modern academic source to investigate the development of generational values and outcomes (Knight, 2015). Although existing literature exists on millennials in the workplace, more scholarly research would help address expectations and management practices millennials desire, the longevity of the

younger generation in the workplace (Hobbs, 2017), and the different levels of government. Millennials expressed a desire to work in an organization with purpose and values (Ferguson & Morton-Huddleston, 2016). The government work environment has its challenges related to the different levels of government and its attractiveness for millennials to pursue long-term careers attached to government agencies. For example, the federal government is losing its appeal as an employer with current millennials leaving. Job stability and pension are no longer motivational factors or reasons for their lack of interest in pursuing a career working for the government (Morrison, 2018). Therefore, it is essential to create and nurture long-term relationships between managers and employees to build trust (Arrington & Dwyer, 2017).

Leadership theory was an essential component that connected millennials' past, present, and future working in the public sector. The leadership theory has existed since the late 1700s, but the beginning of scientific research did not begin until the twentieth century (King, 1990). Leadership theory has changed over the centuries, and scholars have generated different theories on leadership (Magombo-Bwanali, 2019). For example, Shafique and Beh (2017) viewed the present era of leadership as a multidisciplinary academic and business field of research that emphasized humans' and organizations' lives. Magombi-Bwanali (2019) believed a significant challenge for many organizations is good leadership, a powerful tool of influence in the workplace. From a researcher's standpoint, good leadership was contingent upon using different leadership styles and theories developed throughout the years. There are many theories to use for leadership, such as the Great Man Leadership theory, Trait leadership Theory, Behavior Skills

Leadership Theory, Power of Influence Leadership Theory, Contingency Leadership Theory, and Integrative Leadership Theory (Shafique & Beh, 2017). Although there are many theories to consider, the selection should focus on the choice theory's platform, demographics, and purpose.

Literature Review

The literature review consisted of summaries of scholarly articles that document millennials in the workplace, specifically those in the public sector. Generational and leadership theories provided the foundation of previous research on millennials' work patterns. More than 50 scholarly peer-reviewed articles, books, academic journals, online dissertations, and traditional brick-and-mortar research exist in this area of study. Social scientists developed the generational theory as one of the mechanisms that can help explain the cultural change.

A simplistic description states that generational theory describes an individual's birth in a particular era and how it affects the development of individual worldviews. Blyznyul (2017) argued that the modern generational theory created in the '90s by N. Hall and W. Strauss supported the value systems of people who have grown up in different historical periods and belong to different generations. Raini (2016) argued that generational theory assumes that we can generalize cohort differences to mean cohort levels of each generation, allowing us to understand better and make predictions about prototypical individuals' tendencies.

Although there is a significant difference in leadership and management functions, some things overlap (Northouse, 2016) in the workplace. For example,

management traditionally concentrates on planning, organizing, and staffing, whereas leadership emphasizes the overall influence of processes (Northouse, 2016). Northouse (2016) defined *leadership theory* as an influenced process that influences individual groups to achieve a common goal. Dugan (2017) argued that leadership theory attempts to explain the nature of leaders and leadership as a social phenomenon.

For some researchers, the separation of leadership and management is inconceivable based on the belief that management concentrates on creating order, stability, and leadership that adapts to constructive change (Northouse, 2016). In contrast, Green and Robert (2012) argued that leadership theories represent modernist assumptions and are redundant. Schmid, in their argument, believed that leadership definitions reflect the viewpoint of industrial society. Green and Robert (2012) also presented facts on Pauchant's view that leadership focused on leaders and their impact on followers rather than leadership development. King (1990) argued that leadership began as one dimensional and individualistic process that displays leaders' personality traits or behaviors.

Leaders have noted the similarities of the challenges and opportunities across disciplines and their connection with millennials' working long-term (Eckleberry-Hunt & Tucciarone, 2011). One of the significant challenges today facing organizations is the retention of millennials (Campione, 2015). Additional challenges are the discontentment and dissatisfaction of generation Y, leaving jobs in the public sector, and not returning. Dissecting some of the challenges, such as reorganizing, will help managers and leaders examine processes, needs, and the cause for change (Geher, 2016). Ferguson and Morton-

Huddleston (2016) argued that millennials desire to work in organizations with purpose and values representing more than a job. Millennials seek work environments that value their outside-of-work experiences to contribute to flexibility for a healthy lifestyle (Carter & Walker, 2018).

According to Carter and Walker (2018), millennials want a more integrated work-life balance. In his research, Lewin (1997) believed that individuals in leadership positions and those responsible for managing people should recognize how behavior and habits affect individuals in the workplace. According to Ertas (2015), millennials have entered the workforce in large numbers the last decade, which, according to DeHauw and De Vos (2010), has shifted the power to millennials to reshape the rules of work to fit the needs of the youngest and emerging group of workers in the workforce. Generational groups such as millennials struggle with leadership perceptions and complacency and the unwillingness to change, particularly when leadership must adjust their leadership approach to address millennial workforces (Ahmad & Ibrahim, 2015). Ronningstad (2018) argued the importance of managers clearly understanding the organization's challenges and their willingness to play an active role in the resistance to change. The millennial preference toward change in work environments and mindset prefers simplicity rather than complexity (Geher, 2016). Rather (2018) stated that the number one reason millennials leave their current job is leadership.

In contrast, long-term employment appeared to lag in leaders understanding the different needs of the millennial generation and the ramification that can lead to misunderstanding the frustration of this group (Eckleberry-Hunt & Tucciarone, 2011).

Henstra and McGowan (2016), in their research, acknowledge the growing labor market, which caused significant challenges for government agencies in attracting or retaining millennials. Factually millennials are the future workforce, and the necessity to address generational differences, leadership and management practices are essential to longevity, retention, and productivity. According to the Bureau of Labor Statistics, by the year 2020, millennials will make up 40% of the US workforce (Hill, 2013). Therefore the acknowledgment of generational strengths is to improve organization retention (Moore et al., 2017).

For example, Meng et al.'s (2017) research approach chose to conduct an in-depth interview that supported the crucial contribution and advancement of knowledge on the subject of millennials and the perception of millennials in the workplace. `Unfortunately, Meng et al. (2017) found that a qualitative design is not broadly generalizable and does not provide additional information that reinforces existing literature that would solidify their findings. Meng et al. (2017) also argued that some of the studies reviewed detailed data that researchers manipulated or distorted, thus giving an inaccurate representation of the population. For example, a study conducted in seven states in India on millennials working does not necessarily describe the millennials in the United States. The entire experience and themes are different related to technology, economic stability, culture, and behavior.

Literature available shows that each generation is different, and due to many millennials entering the workforce, it will become crucial for managers to adapt their leadership styles if they aspire to reach and retain this group. Then again, Smith and

Nichols (2015) argued that there are slight differences between the generations in the workplace that differentiate between the leadership styles and generational differences among managers and leaders.

Millennials in the Public Sector

The public sector is a government-controlled entity funded to operate and provide services, programs, and goods locally and nationally. (The Institute of Internal Auditors, 2011). There are four levels associated with public organizations: international, national, regional, and local. For this study, the term public sector refers to the government workforce (Harris, 2018) representing local, state, and federal government offices. The public sector represents all government entities that provide services, goods, and programs to agencies, schools, and contracts to other enterprises (The Institute of Internal Auditors, 2011).

Nearly a decade ago, Green and Robert (2012) saw impending danger ahead, with 60% of the government's 1.6 million employees becoming eligible for retirement. Like all government agencies, the federal government currently finds itself in a hostile work environment, as the changes in demographics also create leadership challenges in the public sector (Green & Robert, 2012). The changing demographics in the public sector will become more challenging in the next 15 years due to many retiring government workers on all government levels, including local, state, and federal (Bennett, 2018). Millennials are not moving toward government jobs as a choice for employment due to limited attractive opportunities (Morehead & Deal, 2018). The public sector became an equalizing institution by expanding job opportunities (Laird, 2017). Individuals elected to

work in the public sector focused primarily on retirement plans, long-term job security, and regularly scheduled opportunities that were not always available elsewhere (Laird, 2017). In this decade, public sector agencies compete with private and non-profit organizations to recruit and retain millennials (Caruso, 2018).

The dwindling government resources have a domino effect on the public sector, particularly the enforcement of different employment restrictions in recruitment, hiring, or promoting employees. Additionally, the public sector structure and rule-based processes are other issues for the millennial generational groups than previous groups. Millennials are not moving toward government jobs as a choice for employment due to limited attractive opportunities (Morehead & Deal, 2018). In public sector organizations, employee engagement allows the organization to achieve strategic goals and provide timely and responsive services Innovation, and highly skilled are valued employees (Harris, 2018) are relevant reasons to remain or leave the organization. For example, a study conducted by the Institute on public sector engagement and private sector employee engagement indicated that private sector engagement increased significantly more than the public sector (Harris, 2018).

A change in the public sector has evolved due to many circumstances, such as the desires of the millennial workforce, organization needs, and changes in government policies (Busby & Muthukumaran, 2016). For example, Caruso (2018) conducted a phenomenological study using a mixed-method to explore the leadership preferences of millennials in the public sector. Upon conclusion of the study, the finding indicated that if the public sector plans to attract, motivate, and retain this group, leaders must be willing

to maintain a positive attitude that supports generational change in values and expectations.

Some studies and surveys highlight how this group differs from previous generational groups. For example, a survey conducted by Deloitte found that millennials wanted businesses and organizations to concentrate more on "people" and "purpose," whereas other studies emphasized workforce patterns that focused primarily on the millennial population (Buckley et al., 2015). There does not appear to be a direct correlation to studies regarding millennials' preference of work in public versus private long-term employment thus far (Ng et al. 2016). Several articles and reports published on the millennial population and their views regarding the public sector and long-term employment, such as Henstra and McGowan (2016), *Millennials, and Public Service: An Exploratory Analysis of Graduate Students Career Motivation and Expectation*. Also, individuals such as Ng et al. (2016) argued that some explanations of why the younger generational group avoid working for government agencies were possible due to trust, flexibility, and technology.

Trust for millennials is a significant issue based on a survey conducted by the Harvard University Institute of Policies (Ng et al., 2016). The poll suggested that erosion of trust combined with apathy lacks interest in working in the public sector. Secondly, millennials believed many government agencies remain antiquated in processes and flexibilities, affecting choices in the decision-making process. The government bureaucracy has become cumbersome for this generational group and inefficiencies due to the relentlessness toward change (Ng et al. 2016). Therefore individuals in leadership

and management must first answer the question as to what will motivate millennials to pursue a career in the public sector (Henstra & McGowan, 2016).

Henstra and McGowan (2016) concluded that millennials have characteristics that differ from previous generational groups, influencing their work attitudes and expectations. Millennials are the current generation in the workforce that possess a unique set of skills, demands, and expectations that most organizations do not recognize (Rather, 2018). Morehead and Deal's (2018) research showed that millennials are entering into government jobs at a rate of 7.1% and leaving at a disproportionate rate of 8.5%. Bennett (2018) suggested that generations such as millennials may have conflicting expectations in the workplace.

There is a consensus among researchers that leaders in the public sector need to openly communicate their mission and culture to remain competitive to the millennial population (Ferguson & Morton-Huddleston, 2016). Bennett (2018) also argued in a prior study conducted by Halet et al., who validated the need to provide solutions to retaining millennials in the public sector. The change in generational groups also brings about differences that Harris (2018) noted in millennials, redefining the workplace rules. According to Bogosian and Rousseau (2018), organizations that can successfully shape and sustain this group has the highest likelihood of job longevity.

Generation

Strauss and Howe's theory of generations incorporate two main elements: the length of a generation cohort-group in terms of the span of a phase of life and peer personality. The first element separates a person's life span by dividing it into four

categories: youth, rising, midlife, and elder. The main idea of Strauss and Howe focused on establishing age borders and descriptions of the central roles of individuals in each phase. The second element, peer personality, distinguishes a generation as a cohesive cohort group with unique personas, beliefs, and behaviors (Bennett, 2018). Pyoria et al. (2017) believed the millennial generation is even harder to define in Mannheims' term, which is the new social movement that consists of environments such as animals, welfare groups, anti-economic globalization groups, and the precariat movement that have all proven too fragmented and marginal for today's generations.

Kemp (2018) stated that the most common definition of a *generation* in literature is a group sharing birth years and significant life events at critical developmental stages. Kemp noted a more straightforward definition is a generation that consists of individuals born in the same general period who experience historical events about the same point in life. Millennials are about 20 years or within a period that offers a shared social experience (Lewis & Wescott, 2017). Familiar terms that refer to millennials include Gen Y, Generation Next, Echo Boomers, Nexters, Generation Y, and Chief Friendship Officers (Bennett, 2018).

Generational groups raise concerns for most organizations due to those representing Baby Boomers, and Generation Xers are approaching retirement age. The public sector faces an additional set of industry-specific challenges due to its lower retirement eligibility age of 55, which increased the difficulty of attracting and retaining millennials (Curoso, 2018). A great deal of attention and focus is on the millennial generational group regarding their strengths and weaknesses and their effect on

workplace commitment. For instance, organizations focused their attention on the millennial generational group regarding their strengths and weaknesses and their effect on the workplace and change (Bushardt et al., 2018). Also, many organizations have made little effort or preparation for the transition of generational groups. There also remains more for those in leadership roles to understand on a much broader spectrum. Millennials appear more individualistic, including personal values rather than organizational values (Bushardt et al., 2018).

Weeks et al.'s (2017) research determined that generational groups and their differences encompassed many facets, such as the concept of work ethics, work and life balance, and technology. Understanding different generational groups and behaviors remain challenging due to underlying issues. The search for effective ways of using technology presents a platform that allows those in leadership roles an opportunity to improve sustainability in the workplace and a means to address some of the underlying issues (Montiel et al. 2020). Ronningstad (2018) believed that although organizations have many leadership levels and authority, it remains crucial and critical in understanding generational differences that will lead to success and improve the resistance to change among generations.

A critical component for managing millennials is understanding how to communicate effectively to their unique work culture, resulting in a change in behavior and attitudes. There are also questions regarding decisions and choices, mainly when a change in communication efforts affects behavioral differences inside and outside the workplace. A key strategy for communicating is for those in leadership roles to know

their listeners (Sponaugle, 2019). Although many organizations have a diverse portfolio of communication choices, one must consider the relevance to each generational group and how leadership answers the what, how, and when.

Leaders must be clear about what they need from the millennial group, know how millennials prefer to communicate, and, lastly, know the frequency (Sponaugle, 2019). Communication is fundamental to enhance leadership and its effectiveness among millennials (Kerns, 2016). Millennials do not feel that timeliness is an accurate representation of responsibility for work productivity or changes needed to accommodate the demands and needs of the younger generation. According to Lewis and Wescott (2017), generational job dissatisfaction attributes different values, ambitions, views, and mindsets.

Generation Ys were highly protected as children and rarely left unsupervised, or held accountable for their actions. Parents were more protective of this group than previous generational groups. For example, research indicates that overprotective parents are a child-rearing style commonly known as "helicopter parenting" (Gomes & Deuling, 2019). Helicopter parents tend to involve themselves in the lives and decisions of their millennials and their career choice more than other generational parenting (Gomes & Deuling, 2019). Baby Boomers and Generation Xers, in particular, were known as "latch key" kids because, in most cases, both parents worked, or children were in single parents' dwellings and were home alone the majority of the time with limited supervision, unlike millennials (Mendonca et al. 2020). More so than baby boomers and Xer's, millennial

parents focused on *protection* from the outside world and technology (Beuter & Behson, 2018).

Technology

Technology has altered the way we traditionally communicated in organizations (Burke & Ng, 2006). Researchers acknowledge that millennials are the first generation born into technology, and they are comfortable with new technology (Bauman & Scherbina, 2018). The release of Netscape occurred in August 1995, introducing the first internet browser that enabled the general public to utilize the internet, the starting point of social networking, and a timeline that established the millennial generational group (Keszi et al., 2017).

The astute millennial relationship with technology identifies the millennial generation with technology (Meng et al., 2017) as an integral part of their lives (Calk & Patrick, 2017). Technology and social media are a way of life for this population inside and outside the work environment (Hobbs, 2017). For example, the millennial generation likes to multitask and uses many technology devices simultaneously (Gibson & Sodeman, 2014). Therefore, millennials have become the most reliable resource to help organizations face strategic challenges internally and externally within organizations because their mastery of technology is better than previous generation groups (Hubers et al., 2018).

The public sector's future is dependent on its ability to attract and retain millennials (Hobbs, 2017). A significant difference between millennials and other generational groups is the importance and significance of technology in the workplace

(Zabel et al., 2017). The fundamental problem is that many employers lack effective strategies and a limited understanding of the personalities, abilities, values, attitudes, beliefs, policies, practices, and technology used when employing young people (Satrukova & Sikyr, 2017). Managers must learn to communicate best with the millennial generation to relate and accept the changing workforce (Hobbs, 2017). Therefore, organizations must use technology socially and digitally to engage this generational group in the workplace (Meng et al., 2017). It is reasonable to say that millennials differ from other generational groups in several different ways.

One major issue is that many millennials struggle, although tech-savvy, they fall short of not having the soft skills to communicate effectively outside their social realm. Flexibility is also an essential issue for millennials to work beyond the workplace. Millennials must express and articulate ideas, inputs, and feedback clearly, which is not always acceptable (Gibson & Sodeman, 2014). The technology boom of this Century has affected generational groups differently. According to Sanner-Stiehr and Vandermause (2017), millennials have come of age with a sophisticated relationship with technology that has given them a definite edge related to workplace dependency. It also has, in some cases, created conflict in the workplace among leadership and generational differences. Conflict emerges when differences in interest, resources, beliefs, values, and practices (Greenwood & Haar, 2018). Technology will continue to change and advance by the seconds, and people and businesses are using technology to expedite business functions and to communicate globally on a day-to-day basis (Gibson & Sodeman, 2014). Millennials, particularly, have become frustrated in the workforce because of a lack of

resources in a technology-driven society (Weeks et al., 2017). One must provide more than an attractive salary package or recognition to attract and retain this generational group. Organizations must focus on workplace culture and technology (Hall, 2017). According to Meng et al. (2017), this generation of new employees' technology allowed them the flexibility to complete jobs and personal tasks anywhere and anytime (Phillip, 2017).

Organizational Conflicts

Conflict occurs when two or more people or concepts adversely interact, whether in the workplace or home. According to Sullivan (2017), conflict in organizations requires those in management or leadership responsible for addressing issues to know the individuals it affects. For example, different workplace conflicts require empathy, diplomacy, and the ability to mediate certain situations, such as the unclear role of responsibilities, conflicts of interest, lack of resources, and interpersonal relationships within the workplace. An example of unclear roles occurs when workers are obscure as to who is responsible for a project or task, which is a cause for frustration among workers that leads to conflict. Millennials bring new values to the workplace, and some of these values can cause intergenerational conflict in organizations (Hubers et al., 2018).

Bushardt et al. (2018) argued that organizations must understand this cohort of the millennial generations in the context of managing a diverse workforce with multiple generations present that will potentially elevate conflict. For example, the frustration of the millennial generation in the workplace may be a territorial issue (Sullivan, 2017). Territorial issues may arise when decisions made cross boundaries of management roles

that intentionally leave key players in the decision-making process. It may also cause dissension and separation (Sullivan, 2017) of workers. Although conflict is inevitable and a natural action among people, it requires individuals to understand the people in the organization and their purpose. Because of limited resources within organizational structures, people can cause territorial battles and sometimes a loss of valuable resources and people (Sullivan, 2017).

Generation differences and perception cause conflict and a reason for deception between the need for resources and the use of resources. Therefore, managers must differentiate between personal interests, goals of people, and organization goals (Sullivan, 2017). Sometimes due to budget cuts in government programs and private institutions, the challenge is competition, money, time, and tools needed to do the job or task assigned efficiently or productively. It is also essential that job satisfaction and job retention becomes a priority (Weeks et al., 2017).

Wardley et al. (2016) suggest how some management departments have started implementing customer service strategies to solidify values exchange and perception to improve the retention rate of individuals leaving rather than remaining in traditional jobs. Leadership must understand what factors generate specific behaviors and recognize those actions that cause potential conflict (Sanner-Stiehr & Vandermause, 2017). It remains equally essential that recruiting, engaging, and retaining millennials is an ongoing conversation among private and public organizations (Meng et al., 2017) and its effect on relationships, productivity, and performance (Sanner-Stiehr & Vandermause, 2017).

Interpersonal Relationships

Interpersonal relationships between management and leadership involve people skills and the ability to communicate effectively among the different generational groups that react differently based on the issue and the resolution (Sullivan, 2017) as older generational groups exit the workplace (Mallory, 2015). Therefore, interactions and relationships in the workplace are essential to its success and sustainability. Myers and Sadaghiani (2010) stated that interactions and relationships in the workplace influence individual and group differences in communication efforts. Sometimes millennial characteristics may complicate and potentially disrupt workplace interactions of other generational groups and productivity (Myers & Sadaghiani, 2010). Millennials need to have relationships and work in an environment where comfort and acceptance are also a part of organizational growth potential. Job retention and longevity in the public sector are contingent upon the interpersonal relationships of millennials.

Technology has significantly changed interpersonal relationships in the work environment, particularly how one chooses to communicate and interact (Venter, 2016). For example, Generation Y and Baby Boomers communicate differently. Generation Y prefers to communicate via the internet, social media, texting, FaceTime, and instant messaging, whereas Baby Boomers prefer email, face-to-face, or phone calls (Venter, 2016). The millennial generation group expects open communication from supervisors and managers regardless of their status and prefers teamwork, which, in their opinion, eliminates the risk of job incompletion (Myers & Sadaghiani, 2010). Interpersonal

relationships are valuable for both people and organizations to help increase support and resources, which helps to alleviate work stress and improve communication efforts (Oladunmoye, 2017).

Interpersonal relationships have become the work characteristics of public and private organizations. The definition of *interpersonal relationship* is the product of repeated interactions and connections among workers (Agba, 2018). According to Mallory (2015), an abundance of scholarly literature examined the millennial generation's characteristics and uniqueness in the workforce, but there are limited studies on millennials in the public sector and interpersonal relationships. Popular literature and empirical research indicated that millennial preferences are more significant in workplace interaction and relationships.

Traditionalism and Millennials

Traditions and perspectives are handed down from older generations to the younger generations (Sanner-Stiehr & Vandermause, 2017) in the preparation of passing and receiving the torch that represents the continuation of values and beliefs. For decades matriarchs of family, businesses, or countries traditionally pass the torch of power, information, and knowledge to maintain traditions. Regrettably, millennials are self-absorbed, self-reliant, and have a strong sense of independence and autonomy (Asfourd & Lattau, 2014). Sometimes it is challenging to continue traditions or build respect based on how people perceive and accept another.

Millennials are a growing phenomenon in the workplace and respond to the diversity and influences of the different leadership styles that can change behavior,

attitudes, and productivity (Asfourd & Lattau, 2014). Employment relationships evolved due to many circumstances, such as the millennial worker's desire, organizational needs, and changes in government (Busby & Muthukumaran, 2016). A description of millennials is sometimes image-driven through personal statements and self-accomplishment, which can be somewhat intimidating for the other generational groups (i.e., Silent Generation, Baby Boomers, and Generation X) expectations (Asfourd & Lattau, 2014).

The upbringing of millennials changed perceptions and acceptance of other generational groups. Some believed that millennials are idealistic and self-sacrificing to the cause (Gay, 2017). It appears there is a sense of urgency among millennials to take giant steps rather than baby steps in professional growth and development. Millennials appear to ladder jump in the workplace, which means they expect equal opportunity related to promotions and responsibilities (Sanner-Stiehr & Vandermause, 2017).

Presently, there is a shift from focusing on the organization to the millennial generation's unique values essential to organizations' positions and continued existence. Millennials are shaking up established work traditions, and leaders must be ready to accept the changing workforce (Bogosian & Rousseau, 2017). According to the U.S. Bureau of Labor Statistics, as of 2016, millennials represented 75.4 million of the population surpassed Baby Boomer's 74.9 million and Generation Xer's 74.9 million as the nation's largest living generation. These demographics have significant implications for private and public organizations because of the difficulty in engaging and retaining millennials (Bogsian & Rousseau, 2017).

Transparency

Transparency for many organization leaders and managers in the public sector is a challenge based on past standards and control. According to Ferri-Reed (2014), organizational transparency is through a few key strategies such as open communication, employers speaking candidly to employees regarding organizational needs, challenges, and successes. Studies have demonstrated that millennials value transparency and clear ethical rules and expectations from their employers. If millennials feel that the employer cannot meet their needs, they have no problem voicing their feelings and not thinking twice about leaving (Gadet, 2016). For example, a 2009 study on millennials conducted by the Ethics Resource Center stated in their finding that because millennials grew up in the internet era that this generational group tends to value confidentiality and privacy more so than other generational groups (Gadet, 2016).

Transparency involved workers in the decision and change efforts, employee engagement in problem-solving and decision making, and s continual feedback for performance improvements (Ferri-Reed, 2014). The millennial generational group has little patience and huge expectations. Patience is a challenge for most people and usually a work in progress, but it remains a significant challenge for the millennials who expect immediate gratification and success in their jobs (Wheeler, 2017). This type of attitude is that no one responds or steps up to the platform to address the problems. Millennials are the new workforce, and leaders must openly communicate with this group because they do not respond well to communication on a need-to-know basis that many in leadership

and management roles continue to practice (Ferri-Reed, 2014). In the present day, Generation X has more visibility and a different attitude toward authority and work ethics than millennials, also known as Generation Y, who requires leaders to have the ability to communicate both formally and informally.

Millennials and Diversity

It is crucial in a diverse environment that leadership successfully meets the needs of its millennial population, leading to an increase in employee morale, efficiency, and longevity with a single employer (Bannon et al., 2011). Maintaining a viable workforce means responding to diversity, particularly the millennial population. For example, Meng et al.'s (2017) believed that millennials' perceptions of diversity are multifaceted and seen as a means of belongingness and connectivity among different idealisms rather than differences in race, age, or gender. Subdari (2018) referred to diversity as the variety or multiplicity of demographic features that characterize an organization's workforce, particularly its relation to race, sex, culture, national origin, disability, age, and religion. In contrast, Jatswal and Dyaram (2018) argued that diversity improves performance and creativity.

Historically, the federal sector workforce generations share less diversity than other organizations (Arrington & Deager, 2017). Often, leaders fail to address diversity issues, affecting their ability to compete with the private sector and retention. Many leaders have problems relinquishing their power or provide a plan of action that addresses resources in preparation for the future. Resources impact retention and leads to disastrous

consequences of organizational leadership failure to retain millennials long-term in the workplace (Mayende & Musenze, 2018).

Leadership success and failure focused on individual influences that affect the processes that assist individuals toward goal attainment. Bennett (2018) argue that Keene and Handrich introduce the notion that the definition of leadership is changing and will continue to change. The report shows the difference between the behavioral styles of Baby Boomers and millennials in the workplace indicates that generations have different thoughts about leadership. Therefore organizational leaders must strive for a continuous identity that is adaptive and responsive to its stakeholders (Cole & Salimath, 2013). Leadership effectiveness varies depending on the organization, demographics, groups, and purpose (Mayende & Musenze, 2018). To ensure organizational sustainability, leaders must retain and protect their resources or prepare for them to become a significant threat to organization retention (Mayende & Musenze, 2018).

Leadership and Retention

Leadership and retention in the 21st Century involved a change in dynamics and the organizational structure. Job retention and turnover are a significant challenge and equally costly to maintain a skilled workforce (Society for Human Resource Management, 2018). Employee retention remains a challenge for many organizations (Dhanpat, 2018). For example, in his studies, Dhanpat (2018) emphasized a need for retention strategies to keep employees in the workplace and reduce their intentions to leave. Retaining employees continues to be an ongoing concern among scholars and practitioners in both the private and the public sectors (Lee, 2016).

The high rate of employee turnover is a definite challenge in many organizations (Dhanpat, 2018). Employee turnover refers to an organization's inability to retain its employees (Dhanpat, 2018). Prior research has recognized that a leader's vital contribution to an organization influences employees to remain rather than leave the organization (Covella, 2017).

Millennials remain an essential asset to the workforce, and organization leaders must develop strategies to retain and engage this generational group (Ertas, 2015). The rationale for focusing on millennials, as mentioned in Chapter 1, is that they will soon represent the majority of the workforce (Lenka, 2018). The idea of working is not an issue; however, millennials see working more as a means of fulfillment, achievement, and happiness, which remained essential when organizations refer to job stability and retention (Farrell & Hunt, 2014).

Turnover creates severe consequences for leadership in organizations, such as decreased performance, productivity, and retention (Ertas, 2015). Therefore it remains a crucial endeavor among managers and leaders to adapt their leadership styles to the motivational needs of millennials (Smith & Nichols, 2015). Grooming millennials to succeed will combine strategy and partnership among leaders to cultivate this new group of workers. For example, leaders who provide growth opportunities, empowerment, flexibility, and continuous engagement have a better opportunity to maintain a committed workforce (Ferguson & Morton-Huddleston, 2016). Millennials believe that achievements represent strengths created through work, whereas fulfillment is through work and life balances and other non-job-related activities (Farrell & Hunt, 2014).

Leaders within organizations have trouble building relationships with millennials and understanding what motivates them to remain with the organization (Meola, 2016). Over the years, employee turnover research has progressed to incorporate other contributing constructs such as perceived alternative job opportunities, lack of understanding in relationships between limited leadership opportunities for advancement, managing different generations, management practices, and different attitudes (Bennett, 2018). For example, Kirkman conducted a study on turnover in the federal workforce that looked at voluntary turnover, demographics, workplace satisfaction, and organizational factors that cause individuals to leave (Bennett, 2018). Research on the cause of turnover is an essential factor if an organization plan to retain existing employees, long-term, particularly millennials. Turnover intentions regarding millennials' work experience have shown that millennials, more so than senior employees, will leave and not remain long-term on jobs if leadership does not meet their work and life balance needs in public agencies.

Summary and Conclusions

Chapter 2 addressed some significant gaps in millennials working in the public sector, such as job retention, flexibility, and communication, all factors relevant to the millennials, and reasons for not remaining long-term. The articles reviewed remained inconclusive that millennials are leaving the public sector (local, state, federal). Although several studies have developed strategies to retain employees, there remains a great deal to learn about this generational group, the public sector's future, and its sustainability.

According to Bennett (2018), over the next 15 years, many retiring government workers will retire on all levels of government.

Chapter 2 provided an overview of recent literature relevant to millennials' study in the workforce and why they are leaving versus staying long-term in the public sector. Chapter 3 discussed the research methodology, population, sample, selection of participants, data collection process to include instrumentation, data sources data collection, data analysis, reliability, and validity of the study. The gap begins to close by developing an organizational system plan that creates simple processes for millennials to have flexible work schedules, ongoing training, work-related motivation, and a work/life balance where millennials choose to stay rather than leave.

Chapter 3: Research Method

Millennials are a growing phenomenon in the workplace, and leadership diversity influences the different leadership styles that causes changes in behavior, attitudes, and productivity in this generation group (Asfourd & Lattau, 2014). Millennials are increasing in numbers daily, and within the next 10 years will become the dominant workforce. In 2015 millennials comprised 35% of the workforce, and an estimated 54 million will be in the workforce within the next decade (Espinoza & Ukleja, 2016). If the public sector wants to remain a viable competitor in the workforce, they must take the necessary steps in leadership and management to enhance their plans to reach out and retain this group in positions long-term. Although many millennials are working for government agencies, researchers have indicated that government agencies are not attracting millennials to this industry to ensure a smooth transition of Baby Boomers and Generation X retiring. Failure to recognize the differences in this generational group can lead to adverse outcomes (Jones et al., 2018).

A qualitative phenomenology approach was the most effective approach to understanding the perceptions and perspectives of certain situations. For example, in this study, millennials are not working long-term in the public sector. A phenomenological study can segregate a population such as millennials identified for this study working in the public sector (local, state, and federal government agencies) to precisely determine their lived experiences and influences that caused them to remain long-term or leave. Chapter 2 provided an extensive review of historical and current literature of millennials, the public sector, and leadership. Chapter 3 describes the design and methodology that

exhibit the target population's details and selection criteria to participate in this study. The purpose of this transcendental qualitative phenomenological study was to find out why millennials are not remaining long-term in traditional jobs in the public sector. I chose a qualitative study to address the millennial workforce's long-term employment gap with a single employer. As mentioned earlier in Chapter 2, government employment is losing its appeal as an employer to the millennial population (Viechnicki, 2015).

The rationale is that millennials are the most significant working generational group and the only group to fill the vacancies of baby boomers and generation Xers. The main issue is that millennials have expressed a disinterest in following traditional employment paths based on traditional reasons such as job stability and retirement benefits (Viechnicki, 2015). Understanding millennials' perceptions will also help leaders and managers gain additional insights on how to better organize the changing face of businesses and retain millennials (Anderson et al., 2017).

The overarching research question is: What are the lived experiences concerning expectations, management practices, and longevity? This study focuses on the millennial phenomenon and what leadership and management practices no longer support millennials in traditional jobs in the public sector. The conceptual framework defines the concepts in the framework and applies them appropriately based on relevance (Akpabio, 2015). The word concept connotes an image or idea held in mind (Akpabio, 2015). Everyone has a unique set of concepts guiding the categorization of ideas and information of the belief systems (Akpabio, 2015). The phenomenon is to understand the

lived experience of millennials and why they are not remaining long-term in traditional jobs in the public sector.

The concepts included are symbolic of the problem and related to other concepts (Jabareen, 2009). Everyone has a unique set of concepts that will guide the categorization of ideas and information (Akpabio, 2015). Each concept will take on special meanings in this study, such as generational groups, generational theory, management practices, millennial expectations, long-term employment, leadership theory, public sector, high turnover, productivity, retention, and workplace sustainability.

The two main theories chosen for this study are generational theory and leadership theory. Both theories support the primary theoretical component of the framework that grounded the research for this study: millennials are not remaining long-term in traditional jobs in the public sector. Generational theory pertains to the shifts in the different generational groups and the cause of changes in behavior, attitudes, and character (Howe & Struss, 1991).

Management practices are a set of concepts, processes, and exercises that businesses and organizations use as an assessment tool to increase the quality of productivity (Nedelka & Potocan, 2016). Millennial expectations explains why the millennial generation requires flexibility and independence and needs clear goals aligned with their learning experience (Meng et al., 2017). Long-term employment is working for a single organization for more than 20 years or until retirement (Morgan, 2013). Leadership theory[JSM1] focused on leaders and subordinates' personality traits and behavior (King, 1990). Millennials are an essential asset to the workforce, and there is a

critical need to develop strategies to retain and engage this generational group (Ertas, 2015).

Research Design and Rationale

Once I decided to use a phenomenological design, it became necessary to determine which phenomenological research design would best fit this study. The two approaches that pertain to phenomenology are Husserlian and hermeneutics. The Husserlian approach supported this study as opposed to hermeneutics. For example, Georg Wilhelm and Fredrick Hegel formally defined *phenomenology* in 1807 as the science of describing what one perceives, senses, and knows in one's immediate awareness and experience (Harris, 2018, p. 106). Husserl redefined phenomenology, which became known as the Husserlian phenomenological approach, commonly known as transcendental or descriptive phenomenology. For instance, Husserlian thought all knowledge is the basis of particular insights, which he accredited to the use of bracketing (epoche) to explain the phenomenon (Harris, 2018). Husserl used the term bracketing to explain what took place outside the brackets.

According to Harris (2018), bracketing validates the data collection and analysis process by putting aside preconceived beliefs, values, personal knowledge, and experiences to describe the study participants' life experiences accurately. In his research, Harris (2018) further explained that Husserl's approach helps the researcher remain unbiased and add personal interpretation to understand the lived experience. On the other hand, Martin Heidegger, a student of Husserl's, took an alternative approach to his former teacher, which focused on the subjective experiences of individuals and groups. In

hermeneutic phenomenology, the researcher focused on participants' consciousness while understanding his or her human experiences.

Heidegger also emphasizes bracketing or epoche, a technique a researcher applies when studying a subject based on lived experience. Heidegger believed that bracketing a phenomenon provides total meaning to a construct through a group of experiences rather than a single perspective (Harris, 2018). For example, in qualitative research, Teheranie et al.'s (2015) believed individuals and groups systematically inquire into the social phenomenon that begins from a different set of beliefs or paradigms. Astalin (2013) described qualitative research as a systematic scientific inquiry seeking a holistic narrative to understand the cultural phenomenon better. McMillian and Schumacher defined *qualitative research* as a primary inductive process of organizing data into categories that identify patterns with categories (Astalin, 2013). As a result, the research is the underlying set of beliefs and assumptions the researchers hold, used to inform (Astalin, 2013).

There are four significant research designs to consider in qualitative research: phenomenology, ethnography, grounded theory, and case study (Astalin, 2013). For example, Astelin (2013) believed that the terminology used by different researchers could sometimes confuse definitions and the use of terms. For instance, the term phenomenology is the study of the phenomena. The phenomena are events, situations, experiences, or concepts. The grounded theory allows theories to emerge from the data collected, and ethnography is the portrait of a methodology for descriptive studies of culture and people. In contrast, case studies describe the entity that forms a single unit,

person, organization, or institution. Typically, there are three types of case studies: critical cases, outlier cases, and local knowledge cases (Astalin, 2013).

The research design chosen is a transcendental qualitative phenomenological design that explored the entire lived experience of the participants regarding the phenomenon. This research provided insight into millennials' actions, beliefs, attitudes, and lived experiences to understand better their expectations and strategies that might keep them from leaving their jobs. My purpose as the researcher was to conduct interviews with millennials working in the public sector to provide further insight into the problem of millennials failing to remain long-term on traditional jobs.

Ristino and Michalak (2018) conducted prior qualitative research on millennials collected historical data through self-administered questionnaires using open-ended questions rather than the traditional use of extensive interviews. The reasoning for their choice was to reduce the possibility of research influence and bias in the interview process (2018). Hobbs's (2017) qualitative phenomenological study explained the expectations and practices of millennials preference to stay with their current employers. Hobbs selected 15 participants and conducted in-depth face-to-face interviews (Moustakas, 1994; Sheehan, 2014).

A quantitative or mixed-method is feasible but not selected for this study due to time constraints, data interpretation, and data analysis. A quantitative approach may provide more validity, reliability, and credibility to statistical assumptions. However, the researcher believed the selected qualitative approach paid more attention to millennials' workforce retention. Through this methodology, the researcher hoped to gain additional

insight and address the specific problem, why millennials are not remaining in traditional jobs long-term. As indicated previously, millennials are the largest group of individuals in the workplace (Weeks et al., 2017), found primarily on the federal government but limited in local and state governments.

Unlike previous generational groups, Millennials have no interest in job stability and retirement pension that government careers offer (Harris, 2018). Therefore, understanding millennials and their expectations are strategically essential for success (Gong et al., 2018) and the sustainability of the public sector. The gaps in millennial sustainability and retention in the public sector are unique to previous generational groups related to work flexibility and communications. The millennials' lived experiences are essential in developing strategies to address the population stagnation occurring on many government agencies' levels. Although there is an abundance of scholarly literature examining the millennial generation's characteristics and uniqueness in the workforce (Mallory, 2015), few studies have examined the lived experiences of millennials and what motivated them to remain in the public sector long-term.

Role of the Researcher

The researcher aims to identify and implement a methodology and design to provide valid and reliable data to address the research questions. This study involved identifying shared experiences among millennials working or worked in the public sector regarding the construct of long-term employment. The study allowed me to make sense of millennials' everyday experiences working in the public sector in the past five years. It

also allowed me an opportunity firsthand to explore the experiences and resources that influenced millennials staying or not staying long-term in the public sector. Although research, in general, is not an easy process because it involves asking people to talk about things that may be personal and difficult to discuss.

As the researcher, my role was to introduce the study to the selected participants and answer questions regarding the research. According to Harris (2018), the researcher serves as the principal investigator in collecting data from the participant. This qualitative research intent was to assess participants' thoughts and feelings to gain insight and theories that may provide the basis for future research. For example, the qualitative process collects data that provides continual information and will create a deeper understanding of the phenomenon (Gauche et al., 2017).

The data collected was my primary responsibility and the protection of participants. It was equally essential that I had a mechanism to protect and articulate clearly throughout the data collection process. I was the primary person responsible for reflecting before and during the research process to provide context and understand the individuals participating. In this study, I was not a millennial but worked in the public sector in a management role and worked extensively with the millennial population. Because this is a phenomenological study, millennials must have experience with the phenomenon to participate.

The study required participants to be government employees or worked for the government in the past 5 years—government employees are individuals employed by local, state, or federal government agencies. The choice method of recruitment was

Linked-in, group chats, and word of mouth. I am the sole person that knows the identity and agencies of the individuals who participated in the research to ensure complete anonymity. Listed in the charts were the level of government, age, g, and gender. I decided not to recruit directly from government agencies or their websites to prevent any security breach, coercion, or conflict of interest that one could encounter.

Potential research participants must reside on the east coast and be born between 1981-1996. At the time of the study, selected participants were between the ages of 25 and 40 years old, were government employees, or previously worked for the government in the past 5 years. The goal was to have 15-25 participants that represent the age and or year listed. Although a minimum of 12 is enough to ensure data saturation (Harris, 2018). The study sample size was 25. Data has also that other researchers such as Guest and Englander believe that few new themes will emerge (Harris, 2018). All millennials identified in the target population received an email from me. A separate email set up designated for this research to contact potential participants selected separately, alleviate all risk identification factors, and assure complete anonymity and privacy were a priority. Additional Appendixes included flyers for recruitment appeal posted on social media and emails to family and friends once IRB approval was received.

Participants signed a digital signature of the informed consent agreement form before participating in the study and emailed it to the researcher *(Appendix 2)*. Potential participants had 7 days to respond before the researcher would make a second appeal or possibly search for additional participants. I contacted only the researcher who sent an email regarding the designated date and time for the scheduled interview. Because of the

distance involved, the time of interviews will last no longer than two-week from the date started. Due to demographics and the pandemic, interviews occurred through ZOOM. Participants selected the date available for the interview. The interviews lasted, for the most part, no more than 30 minutes.

Bias to age or generational cohort was not a factor during the research. Reflexivity allowed me to reflect and clearly articulate the participants' position on the subject. It also ensured participants clearly understood the process that included filtering questions, data, and reporting analysis. The use of the term reflexive is to ignore or avoid personal bias. The main task of the researcher in this transcendental, phenomenological study was the transformation of data to live the experiences based on the statements and themes. During the study, it was also vital that the researcher maintains a professional relationship with participants to avoid misconceptions, privacy breaches, or dishonesty. It was crucial for this qualitative research that there was total anonymity, confidentiality, and informed consent.

Informed consent was an integral part of ethics related to qualitative and explicitly the data collected and how it is used (Sanjari et al., 2014). It was also essential that I, as the researcher, minimized the possibility of intrusion of autonomy of the study by all means (Sanjari et al., 2014). Informed consent was an integral part of ethics in research. I was solely responsible for informing the participants of the different aspects of the research and ensuring that I provided everyone with clarity.

Methodology

The phenomenological method encompassed an epoche, a suspension of judgment or bracketing used by the researcher to distinguish any predisposition or prejudices of the phenomenon. It also enabled me to describe the phenomenon as neutrally and objectively as possible (Mouskas, 1994). The epoche does not create an absence of predisposition; instead, it develops the consciousness of one's perception (Safai, 2019). Through this methodology, I hoped to gain additional insight and address the specific problem: millennials are not remaining in traditional jobs long-term.

A transcendental phenomenology is the grounding research method to explore and describe the experiences of an individual's perspective (Pisarik et al., 2017). Waugh and Waugh (2004) believed that transcendental phenomenology on the importance of subjective interpretation of reality. According to Moustakas (1994), Husserl's transcendental phenomenology is the concept of intentionality, which he described as the fundamental characteristics of psychic phenomena and the groundwork for a transcendental philosophy of consciousness. Husserl referred to intentionality as the consciousness of the subjective experience of the present consciousness of something. The act of consciousness and the object of consciousness relates to intentionality (Moustakas, 1994). Intuition was another concept of transcendental phenomenology in which all things become evident through an intuitive reflection process that transforms what one sees (Moustakas, 1994).

According to Moustakas (1994), perception is the primary source of knowledge without a doubt in phenomenology. The phenomenology reports how individuals

participating in a study view their experiences and may differ from one another and describe what experiences participants have in stock for a particular phenomenon. The description usually consists of both what participants experienced and how they experienced it. Husserl believed that the roots of phenomenology lay in the questions that guide and focus the participants on the meaning and themes that sustain the inquiry and spark further interest and concerns involved in the experience (Moustakas, 1994). In this type of phenomenological investigation, the researcher has a personal interest in whatever he or she seeks to know what is personal and connects to the phenomenon (Moustakas, 1994). This particular phenomenology focused less on the researcher's interpretation, like hermeneutics, and more on describing the experiences (Safai, 2019, p. 84).

MacTaggart and Lynham (2019) argued that the paradigm's direct assumption and beliefs toward subjectivist knowledge of valuing an individual's experience are meaningful. The paradigm also guided the proper method to attain a subjective experience through discipline and systematic efforts that set aside prejudgments of the phenomenon (2019[JSM1]). For example, MacTaggart and Lynham[JSM2] examined the shared experiences of selected participants' consciousness of thoughts, feelings, and sensual awareness. Ristino and Michalak (2018) used a phenomenological research paradigm that allowed participants to do personal interviews in order to describe in their own words how their lived experience with various dimensions of cultures affected their thinking and feelings presented to the conscious. Ristino and Michalak (2018) collected historical data through self-administered questionnaires using open-ended questions

rather than the traditional use of extensive interviews to reduce the possibility of research influence and bias in the interview process.

Participant Selection Logic

The focus of the study identified reasons why millennials are not remaining in traditional jobs long term. Although millennials are the largest generational group in the workforce, they are not remaining on jobs long-term. The study took place on the East coast and targeted millennials working in the public sector, including local, state, and federal government agencies in the past 5 years. The targeted population must have been employed full-time. Job classifications may vary as well as the educational level. As opposed to surveys, I chose interviews to allow participants to use their own words of self-expression of the lived experience based on demographics.

The decision regarding participant selection was the research questions, the theoretical perspective, and the evidence that inform the study. According to Sargeant (2012), the subjects chosen to sample must identify essential factors and perspectives related to the phenomenon. The number of participants depended on the number required to inform all elements of the phenomenon entirely, which was 25 participants.

Instrumentation

I conducted in-depth semistructured interviews with millennials born between 1981-1996. All participants selected must have worked at a government agency (local, state, federal) in the past 5 years. The choice of an interview guide allowed me to collect the data needed to address the research questions (Appendix C). Interviews occurred

through ZOOM. Participants answered the same interview questions. The software selected was used to transcribe all responses. There are different ways to record interviews or focus groups, such as written notes or video recordings. It is essential to transcribe audio or video interviews verbatim before beginning data analysis. For example, a pilot test may help the research by conducting a small sample before the actual data collection process to help identify potential problems with the chosen instrument (Canals, 2017).

The instruments created for gathering data used the research questions and objectives informing the interview questions (Canals, 2017). I designed the data collection instrument to fit the context of the study. It also showed how the observation data aligned with the research questions to understand how, in this case, millennials experience their world. According to Canals (2017), the research design instruments allow researchers to conduct semistructured or structured interviews. Canals (2017) believed that research questions and objectives would determine whether the aim is purely interactional data or the study context's participants' behavior.

Data collection instrument choice was also a critical component needed to conduct research. Depending on the type of research determines how to collect data, such as document review, observation, questioning, measuring, or combining different methods (Abawi, 2015). For example, structured interviews follow a specific pattern, such as which questions may remain the same. Also, the interview conditions are the same to minimize the differences, whereas the semistructured interviews are more flexible regarding adding more questions or requesting additional clarification (Canals,

2017). Additionally, participants who are not in a structured environment when interviewed will not feel like they are going through an interrogation process and limit the amount of information acquired during the interview (Canals, 2017).

Data collection instruments are critical to conducting research. Drafting the interview required the researcher to indicate the questions they would like to ask the participants selected for the study (Wilkinson & Birmingham, 2003). The questions' number, type, and format determined the level of structure imposed on the interview. However, qualitative interviews are usually less structured than other research instruments (Wilkinson & Birmingham, 2003). Content validity transpires before construct validity, argued Gibbs and Chapman (2013). Content validity reflects the instrument's relevance and the targeted construct (Gibbs & Chapman, 2013). The Institutional Review Board (IRB) approved all research methods before scheduling and interviewing participants.

Procedures for Recruitment, Participation, and Data Collection

As the researcher, I used social and community networks to recruit potential participants. The specific recruitment strategies for this study included contacting individuals and groups that the researcher knows personally, using professional and social networks such as LinkedIn, Twitter, Facebook, and Instagram, and asking family and friends for personal referrals of individuals to volunteer to take part in this study. To maintain a high level of integrity in this study, one must minimize any potential risk factors of the targeted group during the research process. The I chose not to notify government agencies or ask agencies to identify the population in question to minimize

risk factors. Individuals selected for this research birth year must occur between 1981-1996 and currently or worked in the public sector within the last 5 years.

The data collection occurred through individual interviews face to face on ZOOM. The method of data collection provided data that captured what the participant conveys. There are three types of qualitative methods used for qualitative sampling: purposive sampling, quota sampling, and snowball sampling. Snowballing, also known as referral sampling, is the method I chose for this study; it is a purposive sampling method. This sampling method uses a participant or informant social network to refer to additional eligible people for the study (Morse & Niehaus, 2009). Snowball sampling is another means to find and recruit groups such as millennials working in the public sector. Snowball refers to a gradual process until data saturation (Naderifar, Goli, & Ghaljaie, 2017).

Although the millennial population is easy to identify, it may be somewhat challenging without the assistance of others to identify individuals that are millennials in the time frame selected and working in various levels of government. A transcendental phenomenological approach and semistructured interviews are the appropriate methods for obtaining qualitative information from participants in an informal setting. The researcher conducted in-person interviews using ZOOM.

The collection of data was through in-depth interviews, face-to-face reflective interviews. For example, a researcher may select a conversation interview, which describes the exchange of dialog between two people with commonality. A verbal conversation is the primary means of communication that occurs between two or more people. During a

conversation transcript, the researcher listens rather than joins in the conversation. Whereas a responsive interview accepts and adjusts to the personalities of the persons holding the conversation (Patton, 2015). A live interview allows both parties to interact through dialogue to share information needed to construct a story(Patton, 2015). Creative Interviewing adapts to the circumstances, including changing interview questions or processes depending on the situation (Patton, 2015). Reflective interviewing integrates the theoretical conception of the interview and helps the researcher/interviewer analyze information received. Lastly, portraiture interviewing is a negotiated co-creation between the researcher and the participant (Patton, 2015). According to Patton (2015), Portraitists seek to record and interpret the perspective and experiences. Regardless of the type of interview, it is crucial to learn how to pace and transition to ensure the questions asked capture information needed to create themes.

Debriefing

The debriefing is a vital component of the research process upon ending the research study. Debriefing is when the researcher and participant meet to reflect upon the data collection used to analyze transcripts and notes taken during the interview. A part of debriefing consists of reiterating participants' rights and confidentiality, ensuring that the participant understands the debriefing session. It will also help me as the researcher to review personal values and perspectives that may suggest bias in interpreting the data and its purpose to avoid confusion or embarrassment and complete transparency. The debriefing allowed the participants to address additional concerns or questions regarding the interview before exiting. I met with each participant to ensure the participant had as

much information as necessary to prevent confusion or embarrassment and allow participants to ask questions or voice any concerns before exiting the interview.

Data Analysis Plan

The analytical process for this study followed the transcendental analysis steps defined by Moustakas. Moustakas emphasized the lived experience, integrating experiences and behaviors, and putting aside or bracketing research judgment. Husserl's transcendental phenomenology, referred to as the descriptive approach, was the researcher's goal to achieve transcendental subjectivity, a state of inquiry that continuously assesses biases and preconceptions and neutralizes them not to influence the object of study (Neubauer et al., 2019). The specific process followed to realize these reductions varied across researchers engaging in transcendental phenomenology. One commonly used transcendental phenomenological method is psychologist Clark Moustakas, and other approaches include Colaizzi, Giorgi, and Polkinghorne (Neubauer et al., 2019). Husserl's approach is phenomenology because it utilizes only the data available to consciousness the appearance of objects (Moustakas, 1994, p.3).

Regardless of the approach used to engage rigorously in transcendental phenomenology, I continued to be vigilant in the use of bracketing so that my subjectivity as the researcher would not reflect bias data analysis and interpretations (Neubauer et al. 2019) even though modern philosophers sometimes still wrestle with Husserl's notions of bracketing. Researchers sometimes borrow practices from other qualitative research methods to achieve goals (Neubauer et al., 2019). For example, a study could have multiple research triangulation reductions that confirm appropriate bracketing happens

(Neubauer et al., 2019). Also, a study could involve the validation of data by member checking.

I collected data from 25 participants for this study. This study aimed to identify the lived experience and the perceived meaning of millennials' feelings toward working in government agencies long-term. Ids choose the van Kaam method to analyze the data collected. The modified Kaam framework used transcripts of the interview from participants to begin the seven-step process. The modified van Kaam analysis included:

1. listing and preliminary grouping of participants responses,
2. re-evaluation and evaluation of invariants to determine relevance,
3. clustering and thematizing of the invariants,
4. validation on invariant and thematic categories,
5. textural descriptions,
6. the imaginative variation that clearly expresses the relevance,
7. generation of composite, and
8. textural-structural.

Qualitative analysis is a process that brings order, structure, and meaning to the data collected. It is also the relationship between categories and themes of data seeking to increase the phenomenon (AlYahmady & Alabri, 2013). The purpose of the data analysis plan was to describe the data collected (Simpson, 2015). The data is the coding process, including words, phrases, and sentences (Canals, 2013). Bracketing is the means of demonstrating the data collection and analysis process (Chan et al., 2013). According to Elliott (2018), codes should relate coherently and mainly as a part of a unified structure.

Qualitative research uniqueness contributes to understanding the human condition in a different context or perceived situation (Bengstsson, 2016). Before developing a data analysis plan, it was vital to consider time and cost and the resources and method for planning and analyzing data (Bengstsson, 2016). According to information reviewed in Predictive Analysis Today (2016), NVivo has a free trial period. Although licensing may be expensive, the software supports the qualitative method, and designs need to organize and analyze the data collected without dealing with many of the issues of other software packages, such as compatibility.

Coding

The intent was to explore the changes that have caused leaders to look closer into the millennial generational group and cause many to decide to leave government jobs. This study identified the concepts and categories by interview transcripts reduced into smaller units and labeled and described their conceptual properties. Coding is how I organized and sorted the data collected. It was essential during this process that I used words or short phrases to identify the concepts.

It was my responsibility as t researcher to group related concepts into categories and articulate those properties as described by Strauss and Corbin to dimensionalized the category (Lin, 2013). Campbell (2013) believed the issue that researchers may face was not knowing 1) if the use of codes would change the accuracy; 2) if the decision to use standard codes are the same type of codes needed for the research and 3) and whether the choice to use different codes would code the same data the same way. Sometimes, it may

become overwhelming when coding occurs if the researcher focuses more on the software than the data.

The researchers put aside any bias based on personal information, agendas, experience, beliefs, or values during the research process (Chan et al., 2013). "A participant's life experience is the same as bracketing a means of demonstrating the validity of the data collection and analysis process" (Chan et al., 2013, p. 2). Coding is how I identified the topic using similarities and differences in the narrative to interpret the results. I stated the phenomenon and collaborated to determine how data collected apply to the coding system and how it was verified and understood.

Comparison and Contrasting of QDA Software. Qualitative data analysis software provides tools used in qualitative research such as transcriptions analysis, coding, text interpretation, recursive abstraction, content analysis. It also helped the researcher save time, manage a large amount of data, increase flexibility, and improve the validity of qualitative research (Predictive Analysis, 2018). I used a combination of ways to collect data, such as open-ended surveys, articles, social media, and web content.

Maher et al. (2018) argued that the use of NVivo did not offer the same affordances as other software options. For instance, the computer screen is small and unable to facilitate broad overviews of the data, which causes the data to become fragmented. Also, it permits the researcher to call up the data they wish to see and make decisions based on memory rather than visually scanning documents. There were fewer opportunities for creative exploration of ideas and interpretations. However, the advantage of NVivo is its data management facilities. The researcher will store all the

data digitally on NVivo. The system also has the capability of fast recall. It will complement other coding methods, such as analyzing images, video, email, spreadsheets, online surveys, web data, relationship coding, and creating transcripts supporting data validity, cost, and data availability. WQDA software is free to upload and open-source to analyze textual data such as interviews, transcripts, field notes, and other documents. Unfortunately, the system has limited software compatibility with systems such as Microsoft Word.

Although there are many similarities in usage, timelines, and cost, a significant factor is reliability and accuracy. Additional software reviewed, such as ATLAS.ti, leads qualitative data analysis for those who want to see the big picture and appreciate details. Users believe that ATLAS.ti is easier to learn and use than other qualitative data software (Predictive Analysis Today, 2018). Focus is one of the few data analyses that enables users to reshape and optimize their schedules. The software allows users to conduct online interviews and text analysis. The benefits of online interviews taking chats are somewhat reasonable if interviews are less than a month (Predictive Analysis Today, 2018).

For example, MaxQDA professional software is a choice that is compatible with qualitative, quantitative, or mixed methods. This software is compatible with WINDOWS and MAC and is easy to analyze interviews, reports, tables, online surveys, focus groups, videos, audio files, literature, and images (Predictive Analysis Today, 2018). The software makes it easier for researchers to organize and categorize all types of unstructured data and retrieve information, test theories and impressions, illustrations,

and reports. MAXQDA is also relatively inexpensive for students (Predictive Analysis Today, 2018).

Data collection was vital and extremely helpful during the research process to think about the issue related to the data collection. The experience of data analysis combined with consultation with other researchers (Maher et al., 2018) coding with colored pens, paper, sticky notes, and (Maher et al., 2018) display boards allows the researcher away of continuous comparison of trialing arrangements, viewing perspectives, reflection, and ultimately, developing interpretative insights while coding. Writing on sticky notes, arranging sticky notes, rearranging notes, and visual mapping will provide more meaning and interaction with the data (Maher et al., 2018).

Issues of Trustworthiness

Trustworthiness is the foundation for qualitative research (Samuel, 2017). It is also the means of displaying balance, fairness, and neutrality (Patton, 2016). The researcher believed that trustworthiness is the most critical part of the research process is to treat individuals with respect and maintain integrity. This research did not have issues regarding incriminating information or broken promises. Positivist often questions the trustworthiness of qualitative research because the researcher did not address reliability and validity. Additionally, many critics are reluctant to accept the trustworthiness of qualitative research to ensure riguor (Shenton, 2004).

Credibility

Credibility is the study process, which establishes how the data and analysis included is relevant data (Bengtsson, 2016). Credibility will occur when it is recognizable from the reader or other researchers (Nowell, Norris, White & Moules, 2017). The researcher adopted one or more credible strategies: varied field experiences, time sampling, reflexivity, triangulation, member checking, peer examination, interview techniques, establishing the researcher's authority, and structured coherence. In this study, to ensure credibility, the researcher used member checking and triangulation. The participants selected for the study reviewed the information recorded and collected during the interview, such as data interpretation and the conclusion, to ensure the information recorded is accurate and to make additional changes if necessary. It established whether or not the research findings represent credible information drawn from the original data and whether or not the interpretation is correct.

Transferability

Transferability generalizes study findings to apply them to other situations and contexts (Devault, 2019). Ultimately, transferability was the responsibility of the researcher. The researcher provided thick descriptions of the context and a detailed and concrete description of people and places, so that the phenomenon is evident and viewed as significant to the study. Transferability is the criterion for evaluating external validity (Hammarburg et al.,2016). According to Bengtsson (2016), transferability refers to how the result may apply to other group settings or groups and the number of participants or study objects.

Dependability

Dependability established an audit trail, a code-recode strategy, stepwise replication, triangulation, and peer examination (Anney, 2014). An example of the audit trail is examining the inquiry process and product to validate the data, and the researcher accounts for the research decisions and activities to show the data collected, recorded, and analyzed (Anney, 2014). The researcher's responsibility was to ensure that the research process is logical, traceable, and documented so that others can examine the research process. Therefore, the readers of this study can determine the dependability of the research based on data collected (Nowell et al., 2017). The data collected was delimited to the sample group of millennials between the ages of 25 and 40.

Confirmability

Confirmability is primarily an issue of presentation that refers to the objectivity and neutrality of the data (Bengtsson, 2016). According to Anney (2014), confirmability is how the research of an inquiry can be confirmed or corroborated. Anney(2014) suggested that an inquiry's confirmability are audit trails, reflexive journals, and triangulation. For example, the audit trail offers visible evidence from the processes that the researcher did not find, and the reflexive journal is the reflexive document that the researcher used to reflect on tentatively interpreted data (Anney, 2014). The researcher's responsibility was to ensure that the interpretations and findings from the data documented demonstrated the conclusion and interpretation of the study. The data

provided a documented trail that other researchers can replicate and show no conscious or unconscious bias during the research process.

Ethical Procedures

Ethics is the cornerstone for conducting valuable and meaningful research (Clark, 2019). Ethics in qualitative research is a comprehensive, multifaceted, complex, contextual, emergent, and relational process (Ravitch & Carl, 2016). Research ethics should be a realistic assessment of the overall potential for harm and benefit to participants in a study (Clark, 2019). The Office of Research and Compliance (IRB) must approve the study and decisions about ethics and procedures (Clark, 2016). Ethical challenges may emerge if the researcher deals with contradicting issues and chooses different methodological strategies when conflict arises (Sanjay & Bahrannizhen, 2014).

The development of formal procedures protects participants involved in research studies because of widely publicized abuse reported (Clark, 2019). Informed consent is an integral part of the ethics associated with research (2014). The principle of informed consent stresses the researcher's responsibility to inform participants of the different aspects of the study and the language. Also, it requires ongoing negotiations of the terms of the agreement during the study (Sanjari et al., 2014). It is vital that the use of informed consent does not create ethical challenges if the language is unclear and understandable (Clark, 2019). It was my responsibility as the researcher to protect participants by avoiding harm, which means taking necessary steps, such as obtaining consent from the participants and explaining the purpose of the study. It was my responsibility to ensure

participants' identities remain anonymous without compromising their privacy and confidentiality and assurance there are no ethical concerns.

Summary

Millennials respond differently to the demands of everyday life, ethics, and values. The credibility of the research identified patterns that described the context and assumptions that applied to the qualitative studies, and the data and analysis included are relevant (Bengtsson, 2016). The purpose of this transcendental phenomenological study was to understand millennials' lived experiences and why they are not remaining long-term in traditional jobs in the public sector. The overarching research question was: What are millennials' lived work experiences regarding expectations, management practices, and longevity? The impact of positive, social change reflects the millennial culture, behavior patterns, and other characteristics that embrace diverse ideas and actions in the workplace and how millennials respond to employment expectations and challenges in the future.

A sample of 25 millennial participants, ages 25-40, lived on the East Coast and worked in the public sector in the past 5 years. All 25 participants were asked the same 10 questions and provided detailed answers to the interview questions. The discussion in Chapter 4 focused on the research setting, participant demographics, data collection process, explanation of the data analysis process, and evidence of the trustworthiness of the findings of this qualitative research. Finally, the chapter presents the findings of this research, a summary, and a transition to Chapter 5 of this study.

Chapter 4: Results

Research Setting

Following Walden University's Institutional Review Board approval (IRB # 2012.12.23.0359772), the recruitment of participants for this research began. The researcher posted a flyer (Appendix A) on LinkedIn and used word of mouth to recruit for this study. Individuals who expressed an interest were phoned or texted initially, and an email followed with an invitation letter (Appendix B). Thirty participants volunteered, and five did not meet the requirements due to working for the public sector more than 5 years ago, as stipulated in the participant requirements. The researcher emailed invitation letters to prospective participants, and 25 participants wholeheartedly agreed to volunteer to participate in the research by emailing "I Consent" as signature documentation (Appendix C) of reading and agreeing to the consent letter.

Interviews were face-to-face on ZOOM due to the pandemic for this study. Each participant was allowed to select a date between January 5, 2021, through January 15, 2021and time that worked within their personal or work schedule and allowed them to communicate with ease with minimum encouragement. The completion of interviews occurred within 10 days of scheduling. I established a rapport and an atmosphere of trust before starting the interview by thanking them for their decision to participate. Before starting the interview, each participant fully understood that participation in this study was voluntary. There would be complete anonymity and all information stricken from the text shared concerning the name of an agency, job titles, names, or anything that would disclose their identity from the interview. It was necessary to shade some of the dialogue

on the transcript that would identify the individuals interviewed. This transparency led to their readiness to respond to the research questions. The research would have no direct influence on individual's private or public that impacted their participation.

Demographics

In the research, the participants were all millennials that either work or worked in the public sector. These participants met the inclusion criteria described in Chapter 3, and with permission from Walden's IRB, recruitment efforts began with phone calls and emails. The prospective participants received phone calls, text messages, or emails as an invitation to participate in a doctoral study. Those who met the inclusion criteria and expressed willingness to participate typed "I Consent" via email as their signature. Upon receipt of the "I Consent," individuals were asked to call, text, or email dates and times of availability for their virtual interview. Face-to-face data collection included in-depth interviews with 25 participants.

Alphanumeric participant codes (MM001) issued to all individuals with their real names ensured confidentiality and protected the participants' privacy. Each participant was emailed the "I Consent" form and provided detailed answers to the interview questions throughout the interview. The study consisted of 25 face-to-face interviews of persons who worked for the government in the past 5 years. The age range of participants was 25-40 years. The type of public sector included 16 federal, 7 states, and 4 local government employees. The sample included 13 men and 12 women. Five of the 25 participants interviewed are now working in the private sector or left to work in the public sector.

Data Collection

The data derived for this study are from one-on-one in-depth interviews of millennials working or worked in the public sector. A total of 25 people participated in the face-to-face interviews. The individual interviews took place virtually using ZOOM. Prospective participants began receiving letters of invitation on January 5, 2021. The letter described the research and invited them to participate in the study. Each person who expressed interest in the study read and signed by sending to a designated email address stating "I Consent" before scheduling the interview.

Alphanumeric codes prevented the participants' identification after they confirmed their willingness to participate in the interview process. The codes served to distinguish each participant and to safeguard their privacy. The researcher developed a Microsoft Excel spreadsheet of information related to participants, including their names, email addresses, assigned codes, and phone numbers for easy retrieval. Access to the spreadsheet is on a secure password-protected personal laptop computer that only the researcher can access. All interviews met the targeted completion date of January 15, 2021. Most of the responses were confirmed when they replied "I Consent" email, but a few needed additional assurance regarding anonymity due to their job positions with the public sector.

After January 15, 2021, the researcher still had individuals interested in participating in the study; after reaching the desired number, they were contacted and thanked for their interest in participating. The participants did not receive the questions before the interviews; this encouraged them to communicate spontaneously and share

their personal lived experiences and understanding with no practice response or preplanning. Throughout the data collection data, the researcher remained flexible to adjust participants' schedules who needed to change their planned interview time for work-related or personal reasons.

The face-face interviews lasted, for the most part, 30-45 minutes. Some of the interviews were less than 30 minutes, but the participants answered the questions. All interviews were recorded through zoom and tape-recorded with their consent. In one instance, the ZOOM interview froze, and the recording stopped, which prompted a second recording to continue the remaining interview questions. During the interview and the review afterward, one of the participants was found ineligible and replaced by MM26 to make 25.

There were several issues with the tape recording, and subsequently, some of the interviews did not save on the tape recorder but did on ZOOM. The researcher used NVIVO software for transcriptions. To ensure confidentiality met the requirements outlined in the consent form, the researcher contacted NVIVO to ensure they had a confidentiality statement before using the software. The transcriptions were expensive for 26 transcriptions totaled an estimated $335. The transcripts' formatting was disappointing. Once the transcribing was over, I found out that Office 365 transcripts were better quality and free. The focal point of the interview were the individuals interviewed and the responses of each participant. It was crucial to pay attention during the interview, take notes, and not allow personal feelings to interfere with participant responses.

The prewritten questions (Appendix C) helped focus on the question and participants' answers and not my personal feelings on the research topic. The data collection followed the processes as outline in Chapter 3 without any changes. No unexpected situations occurred during the data collection, distractions, or interruptions during the interviews other than when the ZOOM video froze. The individual interviews were recorded on ZOOM and transcribed initially using NVIVO transcriptions to produce a complete transcript analysis. The transcriptions were 8-23 pages, times new roman, 12 font, and doubled space. A total of 25 participants participated in the interview, which included 12 females and 13 males.

Table 2
Demographics: Gender and Age of Participants

Gender	Age
Male	31
Female	36
Female	35
Female	32
Male	34
Female	38
Male	32
Female	35
Female	37
Male	38
Female	32
Female	25
Male	33
Female	37
Female	37
Male	37
Male	32
Male	33
Female	38
Male	38
Male	37
Female	37
Female	30
Male	37
Male	36
Female	35

All data obtained during this study will be kept in a fireproof and waterproof cabinet in the researcher's home office file for 5 years after completing the study. The data includes electronic files of interview transcripts, recordings of interviews, and notes taken during the interviews. All the data is on a password-protected flash drive in a fireproof and waterproof cabinet. The next stage of the study was the analysis of the information gathered during the data collection process.

Data Analysis

The data for this study included in-depth interviews and notes. Throughout the interview, process interviews constituted a record of each recording. A verbatim transcription of all interviews, participant transcripts consisted of a label with their identification code. Table 2 displays details about transcripts, indicating the number of participants, types of the government agency type, participants code, ages, length of the interview, number of pages in the transcripts, and location would be the same for all which is virtual. This study's data was semi-structured interviews. The use of verbatim transcriptions of all interviews identified the themes. Interviews were recorded and transcribed by NVIVO software. The NIVIVO transcriptions did not have a set format that was not easy to follow and required a second review of the transcription before uploading transcripts into NVIVO software to assist with coding and identifying themes.

Table 3

Detailed Descriptions of Participant Transcriptions

List of Participants	Public Sector Agency	Length of Interview in Minutes	# of Pages Double Spaced	Location of Interview	Type of Interview
MM001 Male	Federal	18	**10**	ZOOM	Live
MM002 Female	Federal	21	11	ZOOM	Live
MM003 Female	County.	14	10	ZOOM	Live
MM004 Female	Federal	32	119	ZOOM	Live
MM005 Female	Federal	33	19	ZOOM	Live
MM006 Male	Federal	14	8	ZOOM	Live
MM007 Female	Federal	29	21	ZOOM	Live
MM008 Female	Federal/State	30	19	ZOOM	Live
MM009 Male	Federal	33	19	ZOOM	Live
MM010 Male	State	31	20	ZOOM	Live
MM011 Female	Federal	20	11	ZOOM	Live
MM012 Male	Federal	19	11	ZOOM	Live
MM013 Female	State	28	23	ZOOM	Live
MM014 Male	State	18	9	ZOOM	Live
MM015 Female	Federal	25	14	ZOOM	Live
MM016 Female	Federal	12		ZOOM	Live
MM017 Male	Federal	30	15	ZOOM	Live
MM018 Male	Federal	34	21	ZOOM	Live
MM019 Male	Federal	28	16	ZOOM	Live
MM020 Female	Federal/State	29	17	ZOOM	Live
MM021 Male	State	33	18	ZOOM	Live
MM022 Female	State/County	18	11	ZOOM	Live
MM023 Male	Federal	40	23	ZOOM	Live
MM024 Male	Federal	36	16	ZOOM	Live
MM025 Male	Federal	41	23	ZOOM	Live
MM026 Male	Federal	27	13	ZOOM	Live

Data Analysis Procedure

This study's data analysis process consisted of the five phases recommended by Yin (2014): information collecting, information dismantling, information gathering, information clarification, and formulating conclusions and results. During information collecting, researchers become familiar with the transcripts and designated codes. The second stage was information dismantling to get the initial codes from the answers.

The third step was information gathering for themes. The fourth step of information clarification involved recognizing clusters to establish common themes. The final stage was a selection of the most frequently mentioned themes(Yin, 2014).

The researcher imported the transcribed interview data into the NVIVO 12 Pro software from the Word documents that organized data into groups and themes. Data processing included the following subsequent analyses:

1. Generated related codes and nodes for every interview question
2. Extracted important terms or expressions from every participants' interview responses and allocated them to suitable nodes.
3. Examined the essential terms and expressions to form emergent themes.
4. Generated a word cloud, estimated the number of participants who mentioned the themes.
5. Generated tables to display the number of participants who mentioned the same themes.
6. Generated tables to display the themes.

Thematic data analysis is a technique for condensing the information from numerous bases and then categorizing the information into themes and ideas, connecting information from different bases, and finishing by identifying critical information and information that might remain valuable for forthcoming study (Saldaña, 2016). The thematic coding process consisted of an evaluation of data, including interviews transcription review. Coding yielded recognizable patterns that could be assembled into categories or classifications to establish emerging themes. The researcher choice of

methods chose the van Kaam method to analyze the data collected. The modified Kaam framework used transcripts of the interview from participants to begin the seven-step process. The researcher used Moustakas' (1994) modified van Kaam approach to create textural-structural descriptions for each transcript by grouping, reducing, clustering, and identifying themes. Moustakas (1994) described the steps of the modified van Kaam approach as

1. bracketing relevant data for preliminary grouping,
2. reducing and eliminating irrelevant statements to reveal the consistencies,
3. clustering and thematizing the consistencies to develop a textual description of emerging core themes,
4. confirming and validating explicit or compatible consistencies and accompanying themes, and
5. developing a unified and composite description of the phenomenon capturing the meaning and essence of the individual textual-structural descriptions.

From these resulting descriptions, I synthesized the meanings and essences of the experiences working in the public sector to understand these perspectives from the millennials. To elaborate on how this modified van Kaam approach would occur, I engaged in an iterative process to navigate this interpretive analysis. Codes emerged from the conceptual framework and the interview transcripts, and these codes emerged into themes that reflected the data. The participants' answers were linked to the research questions to establish uniformity in viewpoint, which reinforced the significance of the answers. While concentrating on the information relevant to the research questions, it was

simple to efficiently reach conclusions and capture the participants' perceptions concerning millennials' remaining long-term in the public sector. Throughout collecting information, the participants were cooperative and willing to discuss the success and the problems they experience working in the public sector. Interviews continue as planned even when the answers were repetitious or combinations of the previous descriptions of problems or challenges to remain long-term in the public sector.

During the data collection and information analysis, the individual participants' responses appeared to be broadly similar. Nonetheless, data collection proceeded until 25 sets of information were completed despite the temptation to end the analysis process because of data saturation. The analysis included each of the answers from the 25 participants to ensure rich detail and achievement of data saturation.

Many of the millennials had work experience in different government levels and sometimes more than one level of government. Others previously worked in the public sector and now in the private sector or vice versa. For example, they may have worked in the state government as well as the federal government. In many cases, talking to millennials regarding current and previous jobs allowed them to look at the advantages and disadvantages of working in the public and private sectors. Throughout collecting information, the participants were cooperative and willing to answer the questions and address the challenges they experienced as millennials and working in the public sector. Interviews continued even when the answers were repetitious or a mixture of the previous description provided. Ultimately, the analysis revealed 10 emerging themes: average workday, challenges faced, changes to foster longevity, circumstances of employment,

how people treat you, public sector likes and dislikes, suggestions for change, treated differently at work, valued on the job, working in the public sector that derived from interview responses (Table 3).

Table 4

Summary of Data from Semistructured Interviews

Interview Questions	Codes	Files	References
1.Could you share with me what an average day is for you?	Average workday	22	30
2.Could you share any stories with me about how you feel others you work with treat you?	How people treat you	25	33
3.Could you share an instance where you thought you were treated differently?	Treated differently at work	23	33
4.Could you share a story that describes an example when you felt valued?	Valued on the job	18	24
5.What is it like working for the public sector?	Working in the public sector	24	40
6. What do you like about working in the public sector or not like working in the public sector?	Public sector likes and dislikes	3	3
7. Could you share with me what circumstances would keep you working in the public sector?	Circumstances of employment	24	42
8. If you were the manager of your department, what would you do differently?	Suggestions for change	20	34
9.Could you share what other challenges you face as a millennial?	Challenges face	24	36
If you were allowed to make rules, what changes would you make to encourage others to remain long-term with their current employer?	Changes to foster longevity	24	41

Table 5

Alignment of Research Questions, Themes, and Subthemes

Research Question: What are the lived work experiences of millennials regarding expectations, management, and longevity?				
Interview Questions	**Themes/Subthemes**	**Files**	**References**	**In Alignment with Research Question**
1.Could you share with me what an average day is for you?	Average workday **Subthemes:** Working before 8:30 a.m. and Working after 8:30 a.m.	22	30	Participants described their average workdays which at times was hectic, laid back, energetic, engaging working from home. Checked emails, phone messages using cell phones and laptops.
2.Could you share any stories with me about how you feel others you work with treat you	How people treat you	25	33	Treated kind because I am new; Did not always get respect; A dynamic group of colleagues; The people I work with treat me great; I feel ageism; Treated with a degree of political correctness; Question my ability to provide accurate information.
3.Could you share an instance where you thought you were treated differently?	Treated differently at work.	23	33	Singled out to work later than other staff members; sexism, overlooked; Not a level playing field; Held at different standards than others; Felt I was being set-up intimidation; Frowned upon change; excluded from meetings. **Race excluded not a part of research**
4.Could you share a story that describes an example when you felt valued?	Valued on the job	18	24	Feel valued with my boss; Felt valued when I implemented and idea that became reality for my boss; Felt valued when people asked for my help; Feel valued when asked to work on team projects and give ideas; Felt valued when my boss nominated me for a recognition award; Feel valued every time I received a promotion
5.What is it like working for the public sector?	Working in the public sector	24	40	There is a lot of purpose working in the public sector; You are able to connect with other government entities; I like working in the public sector because it allows me to shape policy; It is both fulfilling and draining; Helping people to solve real problems; Knowing you are doing a real service; Like working in the community; Rewarding and challenging; When you work for the people; You find a lot of institution people who workforce long periods of time and who like to do things their way.
6. What do you like about working in the public sector or not like working in the public sector?	Public sector likes and dislikes	3	3	I like working for the public sector I dislike the lack of transparency; nepotism, technology, processes too slow; I dislike they want you to stay in the same position, no room for growth; The pay is terrible; People do not always appreciate what you do; Good talent wasted, I like the platform a sense of purpose, work flexibility, Its gratifying; program to pay student loans, A chance to be a voice; job security. Dislike a lack of progression and advancement. ; share my years of experience, Its rewarding work; It is a people based building, It is rewarding, I like to see the benefits of my work; A heart of service; I like the laid back environment.
7. Could you share with me what circumstances would keep you working in the public sector?	Circumstances of employment	24	42	Treated the same as other employees; Flexibility in the job schedule; Dynamic group of colleagues, engaged, Opportunities for advancement; student loan forgiveness; Pathways for leadership roles; Shifting government titles that more competitive with the private sector; Promotion bonuses; A sense of service; More benefits; Encouragement for growth; Job Security, Leadership roles, Bringing in fresh ideas
8. If you were the manager of your department, what would you do differently?	Suggestions for change	20	34	Work directly with employees; Be more engaging; Invest in IT infrastructure; Make workers feel more valued and appreciated; Keeping employees informed; Change the leave process; Encourage growth; Open door policy; Less micromanaging; Making sure people have a real understanding of what they are doing and what is expected; Lowering the number of meetings; Streamline processes; Clear communication; Meaningful work; Proactive and transparent; Developing good relationships; Hire more people; Productivity goals
9.Could you share what other challenges you face as a millennial?	Challenges faced as millennials	24	36	No recognition, Talent, knowledge, and skills not recognized; Not appreciated; Treated like a child; Student loan debt; Do not take you seriously; Not listening; New and better processes; Competition; Managing younger people (younger millennials, Gen. Z); Feedback, Technology, Unpreparedness in the workplace; advancement, communication. Use your voice, debt.
10. If you were allowed to make rules, what changes would you make to encourage others to remain long-term with their current employer?	Changes to foster longevity	24	41	More hands on; Managers sharing opportunities to different types of work; Working remotely; Tuition Assistance, Flexibility; Flexible work schedule; More money; Similar opportunities as the private sector; Innovations and creative thinking; Encouraging Growth; Pay based on effort; Work life balance; Promotions at the top versus the bottom; Healthcare; Recognizing talent; Fair pay; More time off; More flexible job descriptions; Four day work weeks; New and improved resources, technology; Feeling valued; Onboarding, training, and hiring; Suggestion system; Educational opportunity; Stronger recruitment efforts; Streamlining processes; Government employees given the option to work from home.

Study Results

This study's data sources were interviews of participants' lived experiences and the basis for this qualitative study. Additionally, I developed procedures for coordinating the research by performing 25 interviews. The researcher stated that a copy of the research would be made available upon participants' request during the interview. I remained impartial and neutral throughout information gathering analysis and whether the research findings represent plausible information drawn from the participants' original data and correctly interpret the participants' original views as recommended by Korstjens and Moser (2018). This procedure reinforced the accuracy of the study's themes and findings.

Transferability is the degree to which a research study's results can be employed in a related setting, describing both phenomena under examination and the contexts (Constantinou et al., 2018). Therefore, to achieve transferability in this research, the researcher also solicited broad information by asking open-ended questions during semi-structured interviews. This approach ensured that the information gathered held considerable meaning for the readers and individuals who recognized the link between the study setting and subject matter. The analysis presented may lead to further knowledge or new perceptions of the phenomenon.

The participants' responses provided context to this research to add strength to transferability so that other researchers can use the results to make sense of the context (Constantinou, 2018). For a research study to be dependable, the results must be reliable, and future researchers must replicate the study in comparable situations (Korstjens &

Moser, 2018). Triangulation of data occurred from interviews to confirm the outcomes and supported the dependability of this research. The information analysis software NVIVO maintains a query function to analyze the nodes during coding, confirming those codes and nodes' legitimacy to confirm challenge or deepen the validity. Confirmability is the truthfulness of information, the degree to which the researcher reveals that the study results derived from answers of individuals who participated in the study and did not result from the biases or concerns of the researcher, and the results reflect each participant experience and thoughts and not the thoughts and values of the researcher (Constantinou, 2018). After a careful review of the criteria, the interviewee clearly understood that the recorded information would not be shared outside the study. All identifiable content was shaded black in the transcriptions. As the researcher, I provided an audit trail and reflexivity to maximize confirmability.

The researcher triangulated the finding by matching the hand-coded findings with the NVIVO Pro software information analysis to boost the qualitative information trustworthiness. I found that millennials regarding the type of government they worked in or work had similar or identical responses to the interview questions, particularly when asked challenges millennials faced and kept millennials wanting to remain long-term in the public sector. It was my responsibility to ensure that the interpretations and findings from the data documented demonstrated the conclusion and interpretation of the study. The data provided a documented trail that other researchers can replicate and show no conscious or unconscious bias during the research process. Participants were very opened and honest with their responses. Although participants felt that the public sector needed

to address pay, flexible work schedules, and technology, many would remain in the public sector and return in many cases if they leave. Interestingly, those millennials in management positions found it challenging to manage other millennials, particularly those deemed younger and the next-generation Z.

The basis of this analysis was on the research question. What are the lived work experiences of millennials regarding expectations, management, and longevity? The following section discusses the data source results and how to connect them to the research question. Examples and quotations from participants' responses enhance and provide depth to millennials' portrayal and their thoughts on remaining long-term in traditional jobs in the public sector. Table 5 summarized the alignment of the data sources with the emergent themes and the research question.

Theme 1: Average Workday[JSM1]

The first theme appeared from the interview and contributed to answering the research question because the response linked millennials' lived experiences as they described and talked about their average day. The participants remained exceptionally forthright in their day-to-day activities. Many participants checked their emails by phone or logged into their laptops upon wakening or starting their day. Because of COVID, most participants worked from home but continued to follow their daily routines of working their regular working hours and sometimes beyond. In this age of technology, millennials stay connected with work and home through their cell phone, personal computers, tablets, and various other technical devices (Marcum et al., 2018).

The concept phenomenological work experience of millennials encompassed each participant as they described their average day. For the most part, all participants' workday was hectic, energetic, busy, and engaging, whether at home or in the office. Participants interact through virtual meetings while working from home. A few participants, due to job obligations, were required to report in person to work. At least 6 participants indicated they began their "workday before 8:30 a.m." MM009, MM011, MM012, MM014, MM018, MM021. Millennials averaged more work hours per day (4.2 hours) than non-millennials because they were more likely to work weekends. Statistics show that 53 percent of millennials worked on any day than non-millennials (Freeman, 2019).

However, regular work hours may vary based on the public sector (government), job duties, and position. For example, a person working in local government hours tend to be more common, 8:30–5:00 p.m. (37.5) hours per week, whereas some federal positions tend to have a more flexible works schedule. Demographics can also be a factor based on locality. For example, metropolitan traffic may stagger work hours, whereas workers may have a 4-hour window to begin their workday. For instance, workdays may begin at 6:30, 7:30, 8:30, or 9:30 a.m. This theme also encompassed individuals "working after 8:30 a.m.," particularly since working from home. Since the pandemic, the time has varied significantly across the board related to personal time, family, and employment.

Theme 2: Challenges Faced as a Millennia

Theme 2, Generational theory, also helped to answer the research question. What are the lived experiences, and explained how attitudes and values shaped both individuals

and groups. The generation a person belonged to determines their thoughts, feelings, and behaviors (Espinoza & Ukleja, 2016). For instance, MM02 responded as the most significant challenge faced as a millennial is being "heard and understood." MM4 and MM05 both shared that "student loans remained a considerable challenge for millennials and coping with finances."

Millennials are carrying record levels of student debt (Muskat & Reitsamer, 2020). MM06 shared that "people do not listen due to millennials' ability to make processes better and quicker," and others less knowledgeable may feel intimidated sometimes threaten when processes require change. MM03 and MM15 revealed that "respect" is a challenge that millennials face. Age is a factor sometimes as we talk about respect related to knowledge and job duties among peers. For example, MM3 shared that "millennials do not get the same respect as others in their prospective field," and MM15 believed that it remains a challenge for millennials to receive respect from older generations and fight the middle ground between Generation X and Baby Boomer's leverage of respect among the different generational groups (Wright, 2018). MM11 also shared that "intimidation" from those older or who lack education is a challenge in the workplace. Additional challenges shared that "people are not listening."

Millennials live life without the finances of other generational groups; millennials are leading younger millennials; millennials feel unprepared for the real world; millennials think differently and stereotyped, and the assumptions of other generational groups regarding their professional knowledge. MM17 shared that they feel "people think millennials appear to be unorganized," which is the opposite thought process in which

they have a plan and ultimate goals in reality. MM10, MM16 shared the challenge of "dealing with outdated technology." Technology plays a significant role for most millennials. Studies have noted that many millennials have spent their lives in a digital environment (Muskat & Reitsamer, 2020) and must always feel connected. According to Marcum et al. (2018), technology has become "a double-edged sword" and has created a balance between work and life for millennials. Technology has allowed people to work remotely and give them the flexibility that millennials are seeking.

Theme 3: Changes to Foster Longevity in the Workplace

The third theme emerged from the interview data and concepts that supported MM3, MM04, MM10, MM12. Changes will foster longevity and management practices that meet the millennial generation group's needs, particularly those at risk of losing good workers (Wright, 2018). The work environment must be challenging, and ongoing feedback from supervisors and managers is a must for millennials. It is also vital and expected that millennials receive equal respect for their opinions based on knowledge and skills rather than work longevity or tenure (Wright, 2018). MM4 shared that "managers should stay attuned" to ensuring the workplace remains dynamic for their millennial employees, including advancement opportunities. MM11 also shared more "job opportunities," creating more agency positions and working on what talents individuals can contribute to the agency would also foster workplace longevity.

While work/life balance is excellent, the pay is still significant, and millennials are not afraid to ask (Valenti, 2019). MM8, MM14, MM15, MM18, MM22 shared the importance of work/life balance, work flexibility, and working from home. MM15 shared

work-life balance, being flexible as necessary "sometimes they would rather work on the weekend if they cannot do 9–5 p.m., or maybe 6:00 to midnight", MM11 shared more job opportunities, creating more agency positions where they work, and recognition of the talents they can contribute to the agency. To fostering longevity, MM10 thoughts were to encourage growth within the agency by looking at millennial talents primarily because there is much talent that goes unacknowledged because of age and education. Talent goes unnoticed or ignored" recognizing talent" is a significant consideration. MM12 expounded on the type of changes that fosters longevity by stating, "letting millennials pay to determine their effort," which means how good you are at your job should determine your pay. The conversation continued by them stating, "there should also be a level of fairness in pay." MM09 believed that working a home versus the office makes millennials' job descriptions more flexible, and it gives people the latitude to be creative and be innovative in their thinking." Job flexibility was mentioned frequently throughout the interviews. According to Valenti (2019), promoting flexibility and work-life balance will play an even more significant role in recruiting and retaining talent (Marcum, 2018) and the changes needed to foster longevity.

Theme 4: Circumstances to Remain Employed in the Public Sector

Phenomenological work experience of millennials emerged from the interview and research question regarding "What is the lived work experience of millennials regarding expectations, management and longevity?" which is an essential framework for generation groups that define individuals' beliefs regarding employment, to include both what millennials experience and how they experience it (Safaie, 2019). Millennials

focused more on their work values, expectations, and motivations that are usually different from previous generations (Safaie, 2019). MM06, MM07, MM08, MM12, MM15, MM17, MM22, MM26 expressed in their response that "pay is a motivator to remain employed with the public sector." For example, MM07 stated that millennials are "limited in what they can do regarding pay, but would probably remain if they had a more flexible work from a home schedule when you do not have to be in the office every day. MM08 would consider staying in the public sector if responsibility and prestige come with their job and a pay increase. MM12 shared" pay and time" is a significant factor in remaining employed in the public sector.

Additionally, MM17 elaborated stated, "I think personally to pursue a career path with longevity that provided financially for myself and likely future family, they would be open to remaining in the public sector. Most of the participants emphasized that pay is important but is not a deal-breaker to remain long-term in the public sector. Many of the millennials who answered this question focused on growth opportunities and opportunities to "shine." According to Pyoria et al. (2017), millennials are keen on shaping and influencing their current workplace culture, practices, and management and finding a job with social relevance. MM19 shared that advancement was essential and finding a voice as a leader, which they believed the public sector is the appropriate place where this could happen. To ensure the public remains relevant for millennials, the public sector and its management will have to make changes in many areas to retain this group of individuals long-term (Pyoria et al., 2017).

Theme 5: How People Treat You

The fifth theme that appeared in the interview information supported the research question. What are the lived work experiences of millennials regarding expectations, management, and longevity? The generational theory explained how attitudes and values shape both individuals and groups and pertain to the shifts in the different generational groups and the cause of changes in behavior, attitudes, and character (Howe & Struss, 1991). Overall, many of the millennials interviewed felt that they were treated well; however, some underlining elements were mentioned, such as MM05 felt the impact of what they called "ageism," where you get that maternal, paternal grandmother sense from your colleagues.

MM07 gave an example of how they felt if asked a question, which would lead them to produce a citation regarding the information shared or provide documentation that the information they delivered accurately. For instance, MM07 also shared that in certain moments, mainly when presenting information to some of their colleagues, questions would come such as "Where did this come from or can you send me the citation?" Their response to those individuals was somewhat defensive, like," well, "you do not ask other people for that." The use of passive-aggressiveness or asking the question," where did you get that information?" These statements are insulting or belittling to the person. Due to social media and the internet, often the go-to places for millennials, sometimes the sources may not have the desired credibility that millennials know to use to attain information (Lee, 2016). Additional questions would consist of "showing me" the evidence or proving that you are telling the truth? Because they are not

sure that millennials know what millennials are talking about regarding the topic. The implication is that "we want to make sure because I do not trust you" was the perception in this story shared by MM07.

In another instance, MM14 shared as "a younger person, you could sense some of the passive aggressiveness received from an older person as well as from those who are in managerial or managerial upper management positions. 'You can sense their passive-aggressiveness as they talk to people. Based on actions, they "do not honestly think this age thing means as much as a superiority complex that is happening." MM15 also shared that they sometimes "feel like they are invisible, not in the same room with everyone else or not informed enough to speak on specific topics." There is a disconnect that causes skepticism of millennials, the transferability of information, and the susceptibility of credibility (Lee, 2016). Acceptance of millennial adults and peers in the workplace is sometimes a challenge.

MM26 shared a story of being the youngest person in the office. "So often, when "you" are the youngest person in the office, they try to treat you like you are their child, even if you are equal. Some senior people feel that it is their responsibility to train "you," which is not necessarily always needed, or the case where they kind of like take the leadership roles, and then they expect you to follow. Herstater and Epstein (2017) argued that one of the challenges presented to millennials is that organizational structures provide accountability and protection for their senior managers. The younger generation members have a great deal to bring to the organizations and should not feel slighted within the realms they operate (Hershatter & Epstein, 2017).

Theme 6: The Public Sector

The sixth theme from the interview supported the research question. What are the lived work experiences of millennials regarding expectations, management, and longevity? Expectations of the work environment apply to millennials include benefits and rewards, income and advancement of careers, and values and socialization. Income and advancement of careers are the goals that one hopes to achieve. Benefits and rewards apply to the overall benefits and rewards people expect to achieve throughout their social lives. For instance, a reward is what a person hopes to achieve throughout their social life related to success and failures based on one's standards and values (Harris, 2018). For the most part, working in the public sector for these millennials was purposeful, fulfilling, self-gratifying, and representing the people's voice.

According to Henstra and McGowan (2016), many millennials like the idea of contributing to public policy, a personal commitment to a particular government program, or a wish to advocate for a particular interest or cause (Henstra & McGowan, 2016). At the same time, others in this generational group feel the desire to serve the people's interests in which they provide a sense of loyalty and duty to the government or a commitment to advancing social justice. MM07 shared how they liked the idea of following family traditions of becoming a public servant allowed them "a sense of purpose and feel that the work they do in the public sector is invaluable."

MM05 shared how "appreciative of the resources and the accessibility to smaller communities." MM6 likes the flexibility and the job security and sees working in the public sector as "very gratifying." Although they could easily make three or four times

their current salary if they left the public sector, the work they do would not be as gratifying. MM16 also shared how "their work matters to the public, and it is a nice feeling even when you get bogged down in work and sometimes forget that you are serving people with the work you do." MM19 feels that the "public sector is a people-based business that involves working with people to serve. Among this group, the public sector's motivation primarily comes from the desire to contribute to society and be of service to the general public (Henstra & McGowan, 2016).

Theme 7: Suggestions For Change

The seventh theme that emerged from responses helped answer the research question: What are millennials' lived work experiences regarding expectations, management, and longevity? It is essential to organizations and leadership to address management practices' expectations to meet the millennial generation group's needs, particularly those at risk of losing good workers (Linden, 2015). Because Millennials have become accustomed to immediate access to information, they expect frequent and open communication with their managers. The effective leader must be sensitive to both sharing information, making disclosures, and seeking input. Millennials will not be satisfied with organizational policies that exclude them from knowing the company's mission, goals, and strategy (Valenti, 2019).

According to Toresello (2019), millennials are idealistic and have a strong sense that leadership should show integrity and a sense of fairness and concern for employees (Valenti, 2019). They expect fair behavior and fair treatment by management and policies and systems that treat all employees equitably. Perceptions about a leader's attention to

justice are critical to Millennials' effective management. A vast majority of the millennials interviewed shared that they would do things differently by not micromanaging their employees. MM13 share less micromanaging and give more "definitive time" to increasing training for those workers who need the training to ensure people understand what they are supposed to be doing. MM15 also shared that they "would not micromanage because everyone is an adult, and the nature of what we do requires trusting employees to do their work whether they are home or in the office." MM19 finds "micromanaging frustrating and sees managers doing things their way only," and "I like treating employees with trust." Millennials will expect any changes that will affect them and think about how those changes affected them (Valenti, 2019).

The proper management style at the right time eliminates individuals from feeling either confused, micromanaged, or outright bored (Prosper, 2017). Several millennials were managers and leading diverse generational groups. MM9 shared what they could do in a management role and believes that they did a decent job creating balance amid chaos. There was no real direction or mission, and staff found it challenging to understand their role and work on something substantive and was able to "create the balance needed and eliminate the chaos." MM16 introduced themselves not just as a manager but as a team. They believed "success begins with the lowest level job in terms of value and helps you get your work done. It begins when they look at their people as people who work with them and not just for them." MM25 believes in working hard, and their management style is "hands-off." they have the confidence that their staff will get the job done. Everyone wants to know they are doing something of value (Prospero, 2017).

MM26 shared that "they would hire many fresh minds to lead innovation and transformation in the office because new ideas are future ways." They would also "have people in place to do the work when the season employees retire. Everyone would work together to accomplish goals and objectives to ensure everyone felt valued and close the pay gap." Millennial employees are concerned with fairness and justice. Millennials are idealistic and have a strong sense (Valenti, 2019) that leadership should show integrity and a sense of fairness and concern for their employees, which means fairness regarding outcomes such as pay, flexible schedules, workload, and degree of autonomy (Valenti, 2019).

Theme 8: Treated Differently at Work. Leadership

Theory and Expectations of Management Practices helped answer the question from the research question. What are the lived work experiences of millennials regarding expectations, management, and longevity? The relationship between a leader and a follower is the crucial factor of leadership theory. There is also the preconceived conception that millennials are treated differently in the workplace. Although most millennials could describe instances when treated differently, some were not related to age and were treated differently due to other factors not related to this study.

Once associated with older individuals, ageism is now used in a reverse form in the workplace and has become a popular topic among millennials. For example, older individuals are known as the keeper of societal values and are wiser better tested. The millennial's views may be less favorable (Rayner et al., 2017). There were several instances when millennials shared stories when treated differently. MM03 shared an

instance when they felt slighted at work once and ascertained that age was a factor as they presented their argument with their counterpart, a more seasoned person, and their argument is slighted due to the age factor and recognized as a millennial.

MM04 felt that they automatically assumed they did not know the answer if asked a question at work. MM05 shared a story regarding their current situation regarding a promotion in which they were highly qualified and overlooked by an older person outside the department MM06, MM09, MM16, MM26 believed that people see millennials differently, not thinking they would know the answers to questions and expected to prove their level of competency and knowledge. There were some instances that millennials felt appreciative and valued in how they were treated. For example, MM01 share that they believed that being proactive and responsible is one reason leadership tends to rely more on those persons.

In their case, because leadership knew they were reliable, they were always expected to be the last to leave the office. MM14 shared a story on how they were treated when they completed multiple projects for the director. The director expressed their appreciation outward, and although they did not receive a raise, they felt appreciated. Millennial employees are concerned with fairness and justice. Millennials are idealistic and have a strong sense that leadership should show integrity and a sense of fairness (Valenti, 2019).

Theme 9: Valued on the Job.

Expectations of the work environment theme helped to answer the research question. What are the lived work experiences of millennials regarding expectations,

management, and longevity? Single employers place more value on opportunities for personal growth and development than on lifelong employment. The Millennials are keen to shape and influence their current workplace's culture, practices, and management and find a job with social relevance (Pyoria et al., 2017). All in all, young people today have good working conditions, and their attitudes to work are conservative rather than radical.

According to Calk and Patrick (2017), millennials are realistic and value positive reinforcement, diversity, and autonomy. They also value teamwork, personal productivity, self-management, personal fulfilled work, and social consciousness. Most of the millennials, when interviewed, captured individual moments at work when they especially felt valued for work they had done and singled out by their boss to express their appreciation. MM15 shared an instance when their job became incredibly stressful to the point of quitting. They had a project due, and no one volunteered to help. "A phone call from the boss changed everything. Upon arrival at the boss's office, he told me "how much I was appreciated and valued." MM16 described an instance when their boss was leaving to go to another agency and, before leaving, nominated them for a recognition award.

MM17 shared a moment when they were a part of a team that showed that they valued diversity outside the typical realm, and at that moment, they felt valued. MM23 shared a story of leaving her employer after working for the agency for three years and thought no one noticed her hard work but was acknowledge that her work was appreciated and had not gone unnoticed. This generational group also has a sense of self-worth within the company and value. Leadership must create an environment for

millennials of contentment and incentives to lead to long-term employment and job retention. Millennials are keen on prioritizing work value and making a difference (Calk & Patrick, 2017).

Theme 10: Working in the Public Sector

The government work environment theme helped to answer the research question. What are the lived work experiences of millennials regarding expectations, management, and longevity? Many government officials believe that the government has lost its prestige primarily due to long hiring processes, innovation, flexibility, and limited opportunities (Viechnicki, 2015). The public sector differs from the private sector by being supported by public funds (Ionescu, 2018). The dialogue with the millennial's interview responses focused on their sense of public responsibility and service. MM17 thoughts were, "It is sometimes rewarding but, people do not always understand what you do and do not appreciate what you do." MM06 thoughts were that the public sector was "environmentally safe" as it relates to job security.

MM18 shared that "one must have a heart for service because you will not get wealthy, but you are doing something for the greater good." MM07 shared that working for the public sector gave them the ability to shape policy. MM22 disclosed that working in the public sector is both fulfilling and draining. "It is fulfilling because you know in your heart that you are during a public good and helping people solve real problems and everyday issues."

MM24 said, working for the public sector "was rewarding and challenging when they have to deal with people." It also "offers job stability, a steady paycheck, and an

opportunity to engage, so it feels like you are doing stuff." MM04 shared that it feels like "you are doing something to help other individuals, job, and life a sense of purpose." MM19 believes working in the public sector has a great sense of responsibility and feels like doing meaningful work. Also mentioned during participant interviews were the benefits, work flexibility, and job security. The public sector can only thrive when it bases its strategy and organizational processes on employees (Leckie et al., 2019).

Summary

Chapter 4 described the procedures used to address this study's research questions, including reviewing and analyzing the information gathered during the research process. The purpose of this transcendental phenomenological study was to understand millennials' lived experiences and why they are not remaining long-term in traditional jobs in the public sector. The study took place on the East coast, where a sample of 25 participants contributed to the study. Ten themes emerged during the data analysis. The other emergent themes were challenges faced, changes to foster longevity, employment circumstances, how people treat you, public sector likes and dislikes, suggestions for change, treated differently at work, valued on the job, and working in the public sector.

This chapter also addressed the research findings, including settings, demographics, data analysis, evidence of trustworthiness, and an explanation of themes and codes. The results of this research study revealed similarities and differences in the participant lived experiences. The findings indicated that for millennials working in the

public sector, student loans remained a considerable challenge and competitive wages and work flexibility.

Interestingly most of the millennials interviewed enjoy working in the public sector and those who are no longer working in public have plans of eventually returning. Although money is a huge factor, the millennials interviewed would forgo money to do something they enjoyed that provided purpose and self-gratification. In the last chapter, the purpose and nature of the study are restated, and a summary of the main findings. In addition, an explanation of the findings explained the study's limitations, analyze the recommendations for future studies, describe the social implications, and concluded with the relevance of this study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this transcendental phenomenological study was to understand millennials' lived experiences and why they are not remaining long-term in traditional jobs in the public sector. The researcher performed this study through interviews. The questions evolved through one research question. What are the lived work experiences of millennials regarding expectations, management, and longevity? In this study, the researcher collected information from millennials who worked in the public sector on the East Coast. The main findings from this research were represented by 10 emergent themes: (a) average workday, (b) challenges faced as millennial, (c) changes to foster longevity in the workplace, (d) circumstances to remain employed in the public sector, (e) how people treat you, (f)likes and dislikes in the public sector, (g) suggestions for change, (h) treated differently, (i) valued on the job, and (j) working in the public sector.

Interpretation of Findings

Because of the nature of the research problem, the qualitative research method was the most suitable methodology for the research question. The research findings supported other researchers' results and created a new and more in-depth knowledge of why millennials remain in traditional jobs for the long term in the public sector. The literature review established that millennials are not remaining long-term in the public sector primarily due to the functionality of leadership emphasis on the overall influences of processes, conduct quality, and the effectiveness of Leadership (Dungan, 2017; Northouse, 2016; Rather, 2018). Additionally, scholars observed that leadership is

responsible for recognizing those behaviors and characteristics that affect the workplace culture (Carter & Walker, 2018, DeHauw & Devos, 2010). The participants in this study noted that work flexibility was necessary. The issue was not working but having the flexibility to work hours of choice, such as evenings and weekends versus what one considers regular work hours of 8:30- 5:00 p.m. Work flexibility for the millennials interviewed also encompassed demographics, such as working in another state, visiting family members, or country when permissible. Also noted in this study is that work flexibility and work-life balance remained essential factors in job retention and job longevity.

Carter and Walker (2018) suggested that flexibility promotes a healthy lifestyle for millennials that want a more integrated work-life balance. The results also supported a tremendous agreement among the participants that they were highly motivated when work schedules promoted work flexibility and work-life balance. It described their days as still hectic but for many still engaging more, working remotely than the distractions in the office, where most worked in cubicle environments rather than private offices.
The researcher also noted that millennials checked their phones or laptops first in the morning for new emails and worked correspondence most times before their workday began in preparation for the day. Millennials stay connected with work and home through their cell phones, personal computers, tablets, and other technical devices (Marcum et al., 2018).

Technology in this pandemic and future has created a balance between work and life for millennials. Technology has allowed people to work remotely and gave them the

flexibility that millennials continue to seek (Marcum et al., 2018). Millennial participants perceived that working from home gave them the life-work balance and work contentment needed.

Those in leadership roles that promoted flexibility and work-life balance will continue to play a more significant role in recruiting and retaining talent (Marcum, 2018). Participants maintained that those agencies amenable to offer workplace flexibility would more than likely retain millennials in those positions and establish the leadership goals and expectations needed in leadership within the agency. Nolan (2015) supported the dissatisfaction among millennials and the conflict between leadership, work, life expectations, balance, and management perception.

The participants emphasized that effective communication among millennials and leadership remains significant in the work environment. Communications for millennials means sharing information, such as good news-bad news, job performance, soliciting input, and making pertinent disclosures (Myers & Sadaghiani, 2010). Because Millennials have become accustomed to immediate access to information, they expect frequent and open communication with their managers. Valenti (2019) maintained that the effective leader must be sensitive to sharing information, disclosing, and seeking input. Millennials will not be satisfied with organizational policies that exclude them from knowing the company's mission, goals, and strategy. Several participants' comments emphasized the importance of leaders engaging in direct fairness and honest information with their employees.

Millennials are idealistic and have a strong sense of accountability that leadership should show integrity and a sense of fairness and concern for their (Valenti, 2019) employees. It also means fairness regarding outcomes such as pay, flexible schedules, workload, and degree of autonomy (Valenti, 2019). All the participants expressed that feeling valued is essential, and for the most part, they feel valued but not necessarily treated equally regardless of education or position. Many factors sometimes contribute to individuals being treated differently, the same, or fair on the job. Sometimes these factors dwell on age, older generations dominating conversations, and the disregard of suggestions or solutions recommended by millennials.

Harris (2018) argued that employee engagement allows the organization to achieve strategic goals and provide timely and responsive service from innovative and highly valued employees in public sector organizations. Participants agreed that innovation and opportunities are essential on the job. The government has lost its prestige primarily due to long hiring processes, innovation, flexibility, and limited opportunities (Viechnicki, 2015).

Many participants emphasized that micromanaging is unnecessary and that employees should have the opportunity to show their worth, which for many millennials interviewed it gives them the feel of self-worth and purpose and building trust. The results support these findings that leadership training boosts the viable strategies needed in organizations. Leaders and managers should encourage rather than discourage millennials from embracing their leadership capability and effective system that promotes growth and development throughout the workplace.

The participants expressed standard duties leadership must perform, such as listening, motivating, encouraging, fairness, and engaging. Participants characterized these actions as central to leadership and management success in motivating millennials to achieve their objectives and remain long-term. Throughout the interview process, participants presented numerous accounts of the task they perceived as essential and a part of their day-to-day duties and functions.

The participants also recognized these actions as compatible with the perception of the task expressed by MM4, who described leadership as one who makes sure the workplace remains dynamic for their millennial employees, including advancement and opportunities. Throughout the interview, participants believed opportunities and growth and development are essential aspects of remaining in the public sector long-term. Also, the value was equally vital, and that individuals received recognition for their effort.

This study aimed to answer only one research question. The interview questions helped identify the expectations, management, and longevity that could influence millennials to remain in jobs long-term in the public sector. The findings of this study aligned with the conceptual framework of Karl Mannheim's use of generational theory (1985) and theorist Howe and Strauss's (1991) shifts in generations and the cause of the behavior, attitude, and character changes. Frederick W. Taylor (1997) and Peter Drucker's (2002) leadership theory supports the differences in generations and management practices that remain significant in examining evidence in both the research and popular literature that will promote workplace longevity.

Limitations of the Study

In this research, the qualitative research method explored the entire lived experiences of the participant with regards to the phenomenon (Derahaman, 2017, Pisarik et al., 2017). The conceptual framework helped to illustrate the experiences described from an individual perspective (Pisarik et al., 2017). The number of participants recommended in a phenomenology study ranges from 5 to 25 (Mason, 2010). For this qualitative study, the researcher sample size was 25.

One limitation of this research was that the sample size was small. However, the researcher was able to conduct a thorough investigation and enter the interview question's responses. Because of the sample size, the findings of this research cannot be generalized to other populations as in quantitative (Allen, 2017). In quantitative studies, researchers use statistical procedures such as hypothesis testing to evaluate studies. According to Stephanie Glen (2021), the attainment of generalizability only occurs if the experimental treatment produces the same results in different environments. The experimental results are obtained with different measurements and produced the same results with different groups. Large, randomly chosen experiments can increase generalizability up to 10,000 subjects. In this study, the sample size was 25; therefore, The researcher was unable to generalize findings or apply statistical investigation to the findings in this research.

The second limitation of this research was that the sample size was limited to millennials born between 1981-1996, working in the public sector in the past five years, and on the East Coast. The scope of the study did not include other millennials or locations other than the East coast. The participant's occupations and diverse roles in the

public sector varied. In general, millennials may have contributed diverse opinions of the lived work experiences of millennials regarding expectations, management, and longevity. Nevertheless, these findings and conclusions apply only to the public sector on the East coast.

The third limitation of this research was potential bias. Although research interviews are prone to bias, the researcher's goal was to achieve transcendental subjectivity, a state of inquiry that continuously assesses, and biases and preconceptions neutralized not to influence the object of study (Neubauer et al., 2019). The researcher made every effort to mitigate potential bias and remain impartial and professional throughout the research procedure. Because some responses from the participants deviated from the literature and the topic, numerous reviews of the interview responses were necessary. Also, participants facial expressions or physical responses added meaning or weight to the communication or revealed other meanings to the answers participants provided.

The final limitations may have impacted the accuracy of the individual participants' answers to the interview questions. Since all the individuals who participated in the research worked in government positions in different capacities on the East coast, they might have intended to portray a positive image of their leadership and leadership style perceptions. A determined examination of all facial expressions and body language determined if any of the individuals who participated in the research performed abnormally during the research interview process.

Although there were limitations, the data from the 25 millennials who participated in the semi-structured interviews answered the interview questions. It was my observation that the participants were eager to explain their personal views on expectations, management practices, and longevity in the public sector. The face-to-face interviews in chosen locations contributed to their comfort and increased the likelihood of providing honest responses. Transcripts review and triangulation reinforced the validity and reliability of the data and findings.

Recommendations for Further Research

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Implications

Implications for positive social change derived in this study are leadership having an opportunity to make a difference by observing behavior patterns, values, culture, and other characteristics associated with generational differences that change views. The participants in this study indicated that leaders should listen, motivate, and engage with the millennial workforce. Participants also indicated the necessity for leaders to provide training and educational opportunities for untrained millennials. The participants

commented that the development of leaders and millennials would promote workforce growth in the public sector.

The public sector has a special responsibility to its community, states, and nation to assist and serve the public. The significance and well-being of the public sector's people, workers, and sustainability rely heavily on leadership and its influences regarding growth opportunities and sustainability. The participation of millennials in management roles could encourage others to take on the task that contributes to positive influences and the involvement of other generational groups to work together rather than separate in the workplace.

Leadership involves people skills and the ability to communicate effectively among the different generational groups that react differently based on the issue and the resolution (Sullivan, 2017). The interactions and relationships in the workplace are essential to its success and sustainability. Training opportunities and technology facelifts are needed, and adequate training in procedures, technology, and motivational techniques. These factors are essential to change integration, workplace sustainability, and the cause and effect of workers disengagement and lack of productivity.

This study's implication of positive social change reflects the millennial culture, behavior patterns, and other characteristics that embrace diverse ideas and actions in the workplace. The public sector needs effective leadership, organizational growth, and sustainability. Those leaders and their followers are the representation of the community at large. Power can lead to the total annihilation of the leader and the organization when they ignore or fail to make decisions that will strengthen their workforce instead of

weakening the chance of opportunity, namely the millennial population. The interactions and relationships in the workplace influence individual and group differences in communication efforts. Sometimes millennial characteristics may complicate and potentially disrupt workplace interactions of other generational groups and productivity (Myers & Sadaghiani, 2010).

Implications for Theory

The purpose of this qualitative transcendental phenomenological study is to understand why millennials' lived work experiences and why they are not remaining long-term in traditional jobs in the public sector. The conceptual framework of this study included the two leading theories e Generational Theory and Leadership Theory which were the primary theoretical components of the framework that conceptualized the research for this study. It also provided the foundation and the means to understand why millennials are not remaining long-term in traditional jobs in the public sector. The objective and use of this conceptual framework will explain how employer initiatives and delivery of new management practices may assist in managing millennials and their decision to remain long-term with a single employer.

Karl Mannheim initially conceptualized the use of generational theory (1985), and theorists Howe and Strauss (1991) described the shifts in generations and the cause of the behavior, attitude, and character changes (Howe & Strauss, 1991). Frederick W. Taylor (1997) and Peter Drucker's (2002) leadership theory will provide a review of the differences in generations and management practices that remain significant in examining evidence in both the research and popular literature (Reeves & Oh, 2007). It is crucial in

a diverse environment that leadership successfully meets the needs of its millennial population, leading to an increase in employee morale, efficiency, and longevity with a single employer (Bannon et al., 2011).

For organizations to continue striving, leadership must acknowledge millennials' ideology and focus on how this generational group can become more active contributors (Carter & Walker, 2018). Generational Theory and Leadership Theory both were appropriate for this study. Leadership theory aligns the relationship between a leader and a follower and offers several examples of a leader. For example, a transactional leader provides an exchange approach based on the follower's behavior. Transformational leadership is one or more persons engaged with others that will motivate both the follower and the leader.

Servant leadership is a broader understanding of the leader and the follower's well-being related to performance. (Milligan, 2016). The relevance of generational theory is equally important because it explains how attitudes and values will shape individuals and groups. The generational theory also pertains to the shifts in the different generational groups and how it causes a change in behavior, attitudes, and characters (Howe & Strauss, 1991) that affect individuals in leadership roles.

Significant and completed reports focused on the research question to investigate why millennials in public sector organizations are not remaining in traditional jobs for the long term. Maintaining a general focus on millennials and leadership was essential to this research. In contrast, the broad scope of leadership styles mentioned indicates the

importance of explaining the relationship and management practices to maintain millennials in the public sector.

Implications for Practice

Leadership and management practices highlight the idealism of leaders and managers and their willingness to address millennials' challenges distinctly different from the norm in the workplace. Leadership idealisms continue to affect and influence the receptiveness of social issues and their impact on future growth and sustainability in the workplace. I agree with the findings of this research, and millennials implied that leadership in the public sector remains unequipped to train millennials due to the lack of good training programs, continued reliance on antiquated policies and processes, and the need for up-to-date technology. Findings revealed no consistency in organizational procedures that allow workplace flexibility at all levels of the public sector.

Those individuals employed in the public sector had less work flexibility, adding to life/work balance. However, training opportunities and allowing millennials to prepare for leadership roles within the agency were limited to non-existence for the most part. Additionally, the increasing environmental changes due to the pandemic have shown how vital it is for leaders to embrace working remotely, work flexibility, and staff ensuring staff receives adequate training to work in and outside the work environment.

Long-standing approaches and business practices may no longer apply to the new generation replacing the Baby Boomers and Generation Xers (Barrett & Greene, 2019). It is essential that leaders establish changes to remain significant and competitive through transparency and sharing the vision. Millennials are shaking up established work

traditions, and leaders must be ready to accept the changing workforce (Bogosian & Rousseau, 2017). Millennial choices have significant implications for private and public organizations because of the difficulty in engaging and retaining millennials (Bogsian & Rousseau, 2017).

Conclusions

The purpose of this transcendental phenomenological study was to understand millennials' lived experiences and why they are remaining long-term in traditional jobs in the public sector. I performed semi-structured interviews virtually with 25 participants. The individual participants were millennials born between 1981-1996 on the East Coast. The individual participants provided answers to the interview questions quickly and without any form of pressure. Twenty-five participants took part in the face-to-face structured interviews. The themes that emerged from this study were average workdays, challenges faced by millennials, changes to foster longevity in the workplace, circumstances to remain employed in the public sector, how people treat you, likes and dislikes in the public sector, suggestions for change, treated differently, valued on the job, and working in the public sector.

Millennials interviewed in this research study had the knowledge to present their perceptions related to the research question and the workplace and how they are perceived by leadership and in leadership roles in their organization. The findings of this study confirmed the link between generational theory and leadership theory. Organizations must focus on workplace culture and technology. This generation of new

employees must have the flexibility to complete jobs and personal tasks anywhere and anytime.

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Appendix A: Flyer

Millennials' Use Your Voice

The purpose of this study is to understand why millennials do not remain in traditional government jobs long term. The study will concentrate on what management practices no longer support or attract individuals born between 1981-1996 to work long-term for government agencies.

Location

- Interviews will be conducted virtually through Skype, Zoom or Facetime
- The interview will be no more than 30 minutes
- The date and time will be determined based on participants' availability.

Are you eligible?

- Must reside on the East Coast
- Born between 1981-1996
- Must have worked for a government agency in the past five years
- Must be or worked full-time

Contact Information

- Annette McCoy (PhD student)
- Researcher
- amccoyprotect@gmail.com
- 803-360-3870

Appendix B**:** Participant Recruitment

Office of Research and Compliance: IRB Requirements for Selecting Participants

Sources for Recruiting Participants

The best source for a sample is social media. For example, contacting people, through co-workers, friends, and posting flyers requesting volunteers listing age and requirements for participation.

Invitation Protocol

To be emailed to the invited interviewee:

This is an invitation to take part in an interview for a qualitative study. The purpose of the interview is to help me analyze

Interview Procedures:

I am requesting that you permit me to conduct an audio-recorded interview for about minutes. Transcriptions of interviews will be analyzed as part of the study. Copies of your interview recording and transcript are available from me upon request.

Voluntary Nature of the Interview:

This interview is voluntary. If you decide to take part now, you can still change your mind later.

Risks and Benefits of Being Interviewed:

This particular interview would not present any risks beyond those of typical daily life and the study.

Privacy:

Interview recordings and full transcripts are shared with each interviewee, upon request. Transcripts with identifiers redacted will be given to the university committee along with the analysis. The interview recording and transcript are also shared with the university and others upon completion and approval of study to be published.

Contacts and Questions:

If you want to talk privately about your rights as an interviewee, you may contact_____. At _____.

Please share any questions or concerns you might have at this time. If you agree to participate in the interview as described above, please reply to this email with the words,
"I consent."

Invitation to Participate in My Study on Millennials' Future Employment Expectations and Challenges

Hello,

I am currently in the Walden University Ph.D. program, and as a part of my dissertation, I will be conducting a qualitative study on millennials working for government agencies. The study will concentrate on what management practices that no longer support or attract individuals born between 1981-1996 to work long-term for government agencies. I am seeking anyone that is a millennial and currently working or previously worked in government to participate as a volunteer interviewee. Would you like to volunteer?

As a part of the study, I will email you an Informed Consent for you to sign.

This document will allow me to interview you in person. The whole process should take no more than 90 minutes of your time.

Please let me know if you would like to participate. The deadline is_____, so we will need to begin the process by _____ and finish the interview by _____.

You can contact me by phone at 803.360.3870 or by email at annette.mccoy@waldenu.edu for additional questions. Thank you for your assistance in advance.

Respectfully,

Annette McCoy

Appendix C: Interview Guide

Sources of Finding Participants

Recruitment will consist of social and community networks. My specific recruitment strategies for this study included making announcement to individuals and groups that I know personally, using my professional and social networks (LinkedIn, Twitter, Facebook, and Instagram and asking family and friends for personal referrals of individuals interested in participating in this study.

Research Question

What are the lived work experiences of millennials in relation to the expectations, management, and longevity?

Interview Email

Good Afternoon My Name is _____ and would like to thank you for taking time out of your busy schedule to participate in this study on Millennials' Future Employment Expectations and Challenges. I have nine questions that I will ask. If at any time during this interview you feel uncomfortable, please let me know. All of your responses are confidential, and complete anonymity. I will not be using names, but codes as it relates to your responses and all information is strictly for this study. The interview will last for 30 minutes. I will be recording this interview to make sure that I capture all information that you provided in your response. Once the study is over, I would be happy to mail you a copy for your review. Thank you again for taking the time to participate.

Interview Questions

1. Could you share with me what an average day is for you?
2. Could you share any stories with me about how you feel others you work with treat you?
3. Could you share an instance where you thought you were treated differently?
4. Could you share a story that describes an example when you felt valued?
5. What is it like working for the public sector?
6. What do you like about working in the public sector or not like working in the public sector?
7. Could you share with me what circumstances would keep you working in the public sector?
8. If you were the manager of your department, what would you do differently?
9. Could you share what other challenges you face as a millennial?
10. If you were allowed to make rules, what changes would you make to encourage others to remain long-term with their current employer?