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Career Motivation in Millennials and Generation Z as Predictors of Turnover Intention and Organizational Commitment

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College of Management and Human Potential

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Walden University
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Abstract

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and Organizational Commitment

by

Valamere S. Mikler

MA, Liberty University, 2008

BS, University of Central Florida, 2005

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Industrial Organizational Psychology

Walden University

May 2022

Abstract

By 2025, more than 50% of the U.S. labor workforce will be comprised of millennials and Generation Z as previous generational cohorts leave the workforce. The inclusion of millennials and Generation Z in the workforce has led to organizational leaders encountering a challenge in retaining and motivating millennials and Generation Z, who change jobs every 2-5 years. The purpose of this quantitative correlational study was to examine if the career motivation of millennials and Generation Z moderated the predictive relationship between organizational commitment and turnover intention. The survey data used in this study had a sample size of 235 U.S. employees using the Work Preference Inventory (WPI), the Michigan Organizational Assessment Questionnaire (MOAQ), and the Organizational Commitment Questionnaire (OCQ). A moderated linear regression analysis revealed that career motivation was a predictor of organizational commitment and turnover intention in millennials and Generation Z. However, the independent variable, generational cohort, alone, did not determine organizational commitment or turnover intention. Working professionals may use the findings to improve organizational practices and retention of the younger generations, which can possibly minimize turnover rates and increase organizational commitment, thus contributing to positive social change in supporting a multigenerational workforce.

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Dedication

I am dedicating this dissertation to my mother, Loretta P. Mikler, who was my biggest supporter and encourager. Although she is no longer of this world, her memory is evident in my life. She taught me the value of hard work, perseverance, and consistency. I will never forget her love and sacrifice. I am forever grateful. I love and miss you beyond words, mom. This is for you.

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Chapter 1

According to the Bureau of Labor statistics, there are approximately 16 million laborers in the United States (Bureau of Labor, 2019). More than 50% of the laborers are millennials and Generation Z (Bureau of Labor, 2019). The influx of the younger generations creates challenges for organizations that are led by older generations to retain skilled workers resulting in a negative work environment (Paulin & Griffin, 2016). In particular, since the traditionalist and baby boomer generation are leaving the workforce due to retirement, a substantial skills gap is open for millennials and Generation Z to claim (Brown-Crowder, 2017). The Deloitte Millennial Survey (2016), Mallory (2012), and Renfro (2012) question the ability of millennial and Generation Z to remain and be committed to an organization, though. When organizations go beyond an employee's career motivation to providing support for career growth including training and development, the efforts may indicate an employee's long-term investment into the organization and feeling valued (Jung & Takeuchi, 2018). Thus, an organization can present an opportunity to minimize turnover intention and encourage organizational commitment.

This chapter includes the background of study, problem statement, purpose of study, research questions, and the theoretical framework. Also, information on the nature of the study, operational definitions used in the study, assumptions, scope, delimitations, and limitations. Finally, the chapter highlights the significance and potential contribution to the research literature.

Background of Study

Based on the Bureau of Labor Statistics (2017), a generational segment of the workforce will be retiring over the next 20 years, creating a generational gap in organizations leading to the monthly average of voluntary turnover in the United States which is 3 million annually. Turnover is an employee voluntarily quitting their job and giving up all work-related responsibilities at an organization (George & Wallio, 2017). The Bureau of Labor 2017 survey also emphasized the need to understand turnover intention and address retention.

The generational cohorts—traditionalists, baby boomers, Generation X, millennials (also known as Generation Y), and Generation Z (or Generation “Me”)—have their own unique characteristics, work values, and motivators that may have an impact on both individual and organizational performance, motivation, and retention strategies (Burke et al., 2015; Clark, 2017). Traditionalists and Baby Boomers are retiring; there will be a large skills and talent gap in the workforce for millennials and Generation Z to fill (Brown-Crowder, 2017).

Krahn and Galambos (2014) discovered millennials have a strong emphasis on extrinsic work values and more job entitlement. Furthermore, other research connected millennials to tangible rewards, work-life balance, and extrinsic values (Burke et al., 2015; Twenge & Donnelly, 2016). Overall, research showed that millennials do not have loyalty and intend to turnover with their current employer within 2 to 5 years (The Deloitte Millennial Survey, 2016). Millennials are the largest generational cohort to enter the workforce currently, but the Generation Z cohort is the youngest. Generation Z are

entering the labor force with new work skills, including technological proficiency, which may contribute to organizational success. Malloy (2012) proposed Generation Z are familiar with diversity which supports organizational team collaboration. In contrast, Renfro (2012) suggests the turnover intention for Generation Z can be the result of unrealistic expectations at work along with seeking quick results and rewards or promotions.

Today's labor force is distinct because of its multigenerational factors. Understanding work-related attitudes and career patterns within generational cohorts, especially the younger generations, may help to deter turnover intention (Morrell & Abston, 2019). This study filled the research gap of identifying if the career motivation of millennials and Generation Z predict turnover intention and organizational commitment. Surveys on how millennials and Generation Z identify their work environment show meaningful differences from previous generations and between each other (Randstad, 2016). Differences of retention efforts are noted when recruiting from the talent pool of millennials and Generation Z (Graen & Grace, 2015). Especially from the management's perspective, considering the behavior, motivation, and performance of these generations may minimize mismanagement and possibly improve organizational success (Hansen & Leuty, 2012). According to the Society for Industrial and Organizational Psychology (2015), managers are challenged with how to successfully assimilate new generations into the workplace. This study sought to better understand whether the career motivation of millennials and Generation Z predicts turnover intention and organizational commitment.

Problem Statement

Generational differences in cohorts such as traditionalists (1925-1942), baby boomers (1943-1960), Generation X (1961-1980), millennials (1981-1996), and Generation Z (1997-2017) lead to varied beliefs, values, and behaviors (Haynes, 2011). In turn, employees may have related generational differences in their orientation toward work. Recognizing that most of the traditionalists have left the workforce and that baby boomers are leaving at a rapid rate, the focus on career motivation and turnover intention should be considered for the younger segment of the workforce.

Lockwood (2010) as well as George and Walio (2017) suggest there is a correlation between employee motivation and their decisions, which would include exiting a job to pursue other employment. Consequently, career motivation can be tied to the intent to turnover. Past research has shown a link between generational cohorts and career motivation (Bolton, 2010; Brown-Crowder, 2017; Campione, 2015). For example, employee motivation has an impact on career decisions, to include turnover, which can lead to generational membership as a potentially important factor in developing and maintaining a workforce. Additionally, concepts of generational differences are constantly used by employers to justify changes in the workplace to include generational differences leading to career patterns (Lyons et al., 2015).

With the exodus of baby boomers and the influx of millennials in the workforce, achieving a greater understanding of generational effects on career motivation and how it impacts turnover intention and organizational commitment is critical (Glazer et al., 2019). It is not known if the career motivation of millennials and Generation Z will impact their

decision to stay at an organization (Kessler, 2016). This study addressed a gap in the literature by determining if career motivation on that of the largest growing segments of the workforce, millennials and the new generational cohort entering the workplace, Generation Z, impacts organizational retention. Particularly, millennials and Generation Z may change the dynamics of the workplace with different expectations and work attitudes in comparison to older generations (Anderson et al., 2017). For example, these newer generations view organizational commitment differently which may affect the workplace culture and result in turnover intention (Stewart et al., 2017; Brown-Crowder, 2018). Millennials and Generation Z were selected for this study because of their distinctive characteristics and the vast number of these two generational cohorts filtering into the future workforce. Addressing the gap in determining if the career motivation of millennials and Generation Z predicts turnover intention and organizational commitment may serve to enhance organizations' generational understanding in recruitment, retention, and reward plans that promote generational diversity (Campbell et al., 2017; Kessler, 2016).

Purpose of the Study

The purpose of this study was to determine if the career motivation of millennials and Generation Z will predict turnover intention and organizational commitment as measured by the Work Preference Inventory (WPI), the Michigan Organizational Assessment Questionnaire (MOAQ), and the Organizational Commitment Questionnaire (OCQ) scales. Determining the career motivation in millennials and Generation Z and the prediction on turnover intention and organizational commitment will give businesses

significant knowledge to empower all employees in contributing to the success of the organization regardless of generational age (Schroth, 2019; Rodriguez et al., 2018). Although millennials and Generation Z are perceived as self-starters and more technologically savvy, they also may have a tendency for low self-efficacy and are not as mentally tough, which will likely affect retention in organizations (Rodriguez et al., 2018).

Research Questions

The following research questions guided this proposed study:

Research Question 1 (RQ1): Does the generational cohort, career motivation, or the generational cohort by career motivation interaction predict organizational commitment?

H_01 : The generational cohort does not predict organizational commitment.

H_{a1} : The generational cohort predicts organizational commitment.

H_02 : The career motivation does not predict organizational commitment.

H_{a2} : The career motivation predicts organizational commitment.

H_03 : The generational cohort by career motivation interaction predicts organizational commitment.

H_{a3} : The generational cohort by career motivation interaction does not predict organizational commitment.

Research Question 2 (RQ2): Does the generational cohort, career motivation, or the generational cohort by career motivation interaction predict turnover intention?

H_04 : The generational cohort does not predict turnover intention.

H_a4: The generational cohort predicts turnover intention.

H₀5: The career motivation does not predict turnover intention.

H_a5: The career motivation predicts turnover intention.

H₀6: The generational cohort by career motivation interaction predicts turnover intention.

H_a6: The generational cohort by career motivation interaction does not predict turnover intention.

The first research questions determined if the generational cohort by career motivation interaction predicted organizational commitment. The second research question determined if the generational cohort by career motivation interaction predicted turnover intention.

Framework

The Herzberg (1959) motivation theory, Meyer and Allen's revised three-component model of commitment (1993), and the Karl Manneheim's generational theory are most appropriate for describing the underlying factor that drive a person's behaviors, their organizational commitment, and the changes across generations. The Herzberg (1959) motivation theory describes two factors of motivation and job satisfaction which can be applied to the workplace and work values. Herzberg affirms human needs are divided into two categories: motivator factors and hygiene factors (Ghazi et al., 2013; Herzberg, 1966). In this theory, employee motivation is achieved when employees are met with challenges (Herzberg et al., 1959). This may lead to turnover intention if an employee experience is less motivated with challenges and more dissatisfaction at work.

Meyer et al. (1993) theorized that a three-component model of commitment explains an individual's guarantee to remain with a task or organization. The model implies that commitment has three different components that relates to fluctuating psychological states (Meyer et al., 1993). Further, the generational theory can contribute to employees' needs being met and motivation to remain with an organization. Roberts and Lang (1985) proposed Mannheim's application of generational theory to the workplace explains people who are born within a certain time frame share comparable experiences which help to create their level of mindfulness and shared awareness.

In the past 2 decades, generational theory studies have been used to investigate the multigenerational workforce and the generational differences in work values, career patterns, recruiting, and retaining, teamwork, and attitudes (Lyons & Kyons, 2013; Lyons- et al., 2017). Papenhausen (2006) highlighted Howe's (1991) elaboration to generational theory as a cohort group which not only share the same birth period, but also life phases including important collective memories which contribute to unique needs over time. The generational theory is essential to provide further framing of millennials and Generation Z as it relates to career motivation, turnover intention, and organizational commitment.

Nature of Study

The qualitative, quantitative, and mixed research methods were considered. Campbell (2014) defines qualitative method as an exploration of in-depth phenomenon from individual perspectives by showing the how and why of individual experiences. The qualitative method was not selected because the approach requires an in-depth

investigation associated with an event in a specific context (Salamzadeh et al., 2017). Further, the mixed method approach provides further explanation of theoretical point of view by putting together both qualitative and quantitative methods (Abro et al., 2015). The mixed methods approach was not appropriate because this study only required the use of a quantitative method of statistical analysis and did not include an investigation of how and why. The quantitative method was used because this method allows the use of numerical data with statistical analysis under a rational and unbiased standard (see Leung, 2015).

Given the research questions requiring a statistical approach, a quantitative research design with a regression analysis was used. A regression analysis can establish a prediction between interaction effects. The criterion identified in this study were millennials and Generation Z determined by established date of birth brackets. The predictors were turnover intention as measured by the length of time on the job and organizational commitment as measured by continued commitment on the job. The moderating variable, career motivation, was measured by behaviors, reactions to situational job choices, and attitudes.

The selection of a moderated linear regression analysis was used to determine whether the career motivation of millennials and Generation Z predicted organizational commitment and turnover intention. This study determined if career motivation moderated the predictive relationship between organizational commitment and turnover intention among millennials and Generation Z. Testing the assumptions of potential relationships between career motivation, organizational commitment, and turnover

intention was suited for a moderated linear regression study. The search for a predictive level between these factors was used to minimize doubt in research (see Campbell & Stanley, 2010).

Operational Definitions

To provide an understanding of the terms significant for readers and researchers to establish conclusions, a list of relevant terms is provided.

Career Motivation: motivating factors supporting the overall assumption that job satisfaction positively correlates to job performance levels (Sypniewska, 2014; Miner, 2005); career insight and clarity on career goals, while setting and seeking to achieve career goals (London, 1983).

Organizational Commitment: an employee's perspective and positive view of their organization with affective, normative, and continuance commitment as measurements (Meyer & Allen, 2004).

- *Affective Commitment*: the emotional attachment to, recognition to, and participation in the organization (Allen & Meyer, 1990); wanting to remain.
- *Continuance Commitment*: apparent cost related to leaving the organization (Allen & Meyer, 1990); needing to stay.
- *Normative Commitment*: apparent obligation to stay in an organization (Allen & Meyer, 1990); obligated to remain.

Turnover Intention: the mindful and purposeful willfulness to leave an organization (Tett & Meyer, 1993); the intervening factor between attitudes affecting intent to quit and leaving an organization (Glissmeyer et al., 2008).

Voluntary Turnover: a type of turnover happening when employees freely choose to leave an organization; quitting a job (Fry, 2018; Ghosh et al., 2015).

Definitions of the Generations: The U.S. Census Bureau researchers investigate how the experiences of people groups have jointly transformed over time by comparing generational cohorts at varying time periods (Vespa, 2017; Serafino, 2018). The U.S. Census and Pew Research Centers describe the following year ranges for generations:

- *The Silent Generation (Traditionalist)*: Born 1925-1942 (Not included in this study).
- *Baby Boomers*: Born 1943-1960 (Not included in this study).
- *Generation X*: Born 1961-1980 (Not included in this study).
- *Millennials (Generation Y)*: Born 1981-1996.
- *Generation Z (Post-Millennials)*: Born 1997-2017.

Assumptions

Assumptions are defined as conditions in which the researcher believes to be correct but does not have the evidence to support (Bloomberg & Volpe, 2019). The assumptions in this study included two assumptions. The core assumption of this study was that universal traits exist within all generations in the workplace. Eldridge and Stevens (2017) deduced this assumption because the workforce demographic has expanded to five generations. In other words, I assumed millennials and Generation Z have been influenced by their environment and technology at an early age, creating a differentiated perception about the world in general, which extends into the workplace. A second assumption was that each

participant responded honestly to the original survey questions. This assumption stemmed from the voluntary nature of the study in obtaining genuine responses.

Scope and Delimitations

The scope of the study determined if the career motivation a sample of millennials and Generation Z predicted turnover intention and organizational commitment. The population chosen for this study were employees of any industry or trade with a tenure of at least 2 years. This included those who were aged between 18-38 years at the time of data collection, and included all genders, and ethnicities and races. Not focusing on a specific industry, the results can be generalized to similar U.S. organizations consisting of 100 to 1,000 employees. This study focused on millennials and Generation Z who either had the intent to change organizations voluntarily or had chosen to stay with their organization over the last 2 years. Bloomberg and Volpe (2019) suggested delimitations are restrictions that the researcher purposely imposes in order to limit the scope of the study. I did not study individuals who had been involuntarily released from prior organizations within the last 2 years, temporary employees, independent contractors, or contract workers with final or expiring contracts. Excluding these participants was important because their experiences would not reflect a turnover intention or organizational commitment problem.

Limitations

Aguinis and Edward (2014) defined limitations as potential weaknesses of a study. There are three known limitations in this study. To begin, Generation Z has less work experience in a multigenerational workforce than older generations. Their brief

employment history is limited with skill than the other generational cohorts. Hence, establishing the criteria of at least 2 years of experience helped in reducing the sway of this limitation. Also, this study only examined the variables of career motivation, turnover intention, and organizational commitment while omitting other significant factors related to gender, ethnicity, and socioeconomic status of participants, which made it challenging to generalize across the millennial and Generation Z population. Finally, this study included millennial and Generation Z employees of any industry or trade. This limitation created a dilemma in collecting an appropriate number of responses, which could alter the sampling error. As a result, these limitations produced limited participant availability and reliable data wherein significant interpretations (Aguinis & Edwards, 2014).

Significance of Study

This study strived to bridge a gap in recognizing the career motivation of millennials and Generation Z and their relationship between turnover intention and organizational commitment, which can be an issue of mismanagement and retention for these generations in the workplace. Meola (2016) recommends understanding millennials and younger generations is key because by 2025 approximately 75% of the workforce will be composed of millennials. If management cannot understand millennials and Generation Z, they may have a challenging time retaining them. Therefore, understanding the career motivation of millennials and Generation Z may provide management of organizations with the opportunity to minimize the loss of revenue that is incurred due to

turnover and improve organizational commitment by sustaining a multigenerational workforce.

Empirical research on generational cohort differences related to career motivation prediction on turnover intention and organizational commitment is limited. However, Brown-Crowder (2018) suggested career patterns within generational cohorts exist which can impact turnover intention, job satisfaction, and productivity. Theoretical data on career motivation within generational cohorts may offer suggestions for improved retention (Morrell & Abston, 2019). Glazer et al. (2019) suggest potential factors influencing differences between generational cohorts, especially within millennials, on organizational commitment. As the older generational cohorts, traditionalists and baby boomers, are exiting the workforce, millennials and Generation Z will be different with the change of demographics in the workplace creating a challenge in effectively leading a multigenerational workforce and preventing turnover intention (Eversole et al., 2012). To successfully retain the millennials and Generation Z, after the exodus of traditionalists and baby boomers, researching the career motivation across these generations can provide a strategy to reduce turnover intention and maximize organizational commitment (Glazer, et al, 2019; Heizman, 2019). Gaining a clear understanding of how views of career motivation and retention are changing due to the multigenerational workforce is key in the examination of this study. For example, the Society of Industrial and Organizational Psychology (2015) noted constant issues, such as leadership development, talent management, diversity management, all having a common theme of how generations perceive the value of work. Younger employees encounter many challenges

in their attempts to gain access and contribute to the workforce while retention strategies are being explored when it comes to this young talent once hired (Searle et al., 2014; Graen & Grace, 2015). Findings from this study provide information and knowledge about the career motivation of millennials and Generation Z on turnover intention and organizational commitment.

Significance to Theory

This research examined the relationship between the variables (career motivation, turnover intention, and organizational commitment) and included a diverse population with sufficient tenure in the workplace. Focusing on this problem through additional research on the subject provides knowledge to organizational leaders, while adding to the literature. There may be a financial savings from turnover costs that can be used to develop employees and enhance organizational culture (Bonds, 2017).

Significance to Practice

The results of this study can add value and instant application to the multigenerational workforce. Al-Asfour and Lettau (2014) states the workforce is more diverse than it has ever been. The significance of employers managing and developing flexible organizational practices to entice, engage, and retain the younger generations can possibly minimize turnover rates and increase organizational commitment (Johnson & Ng, 2016).

Significance to Social Change

The potential findings of this study may lead to positive social change in supporting a unified multigenerational workforce as well as minimizing unemployment

and training costs caused by turnover intention. This research explored the need for management and leaders to understand the career motivation and work values of the two youngest cohorts in the workplace, millennials and Generation Z, as they adapt to a more consistent and productive workforce. The results of this study may add to social change by helping to better identify retention strategies to lead multigenerational workforce more effectively. The new knowledge could allow organizations to increase morale, retention rates, productivity, and job satisfaction. According to Darvish and Rezaei (2011), determining retention strategies that improve organizational commitment, while promoting social change through the application of job satisfaction and the motivation to succeed and progress in an organization, is necessary for reducing employee turnover. Likewise, when employees feel satisfied with their jobs, they may also increase their productivity and performance which may result in promotions and wage increases (Fomenky, 2015). Thus, when an organization is profitable, the organization maintains employees.

Summary and Transition

This chapter brought attention to the career motivation of newer generations in the workplace, millennials and Generation Z, and the significant differences from previous generations. A gap was identified regarding whether the career motivation of millennials and Generation Z predicts turnover intention and organizational commitment, which can be a problem of mismanagement and retention for these generations. A quantitative correlational research study was conducted using research questions to establish the identified problem and purpose of the study to include if the two youngest generational

cohorts (millennials or Generation Z) career motivation predicted organizational commitment. The null and alternative hypotheses were established, along with the relevant theoretical frameworks to support the overall purpose of the study. Therefore, a comprehensive literature review is presented in Chapter 2 to summarize the past and current literature on this study, while connecting the gaps within the existing literature. To begin Chapter 2, I define search criteria followed by a thorough review of related theoretical frameworks, and then a critical analysis of early and current literature on generations in the workplace.

Chapter 2: Literature Review

There is an excess of literature on career motivation, turnover intention, organizational commitment among earlier generations (traditionalists, baby boomers, and Generation X); however, there is little research addressing the career motivation of millennials and Generation Z and the relationship between turnover intention and organizational commitment. Gibson et al. (2012) noted organizational commitment as moderated by turnover intention is inadequate and needs further exploration into the understanding of employee behavior and generational attitudes. Hagel (2014) suggested loyalty to a company has vanished. For example, millennials have been known to job-hop twice as fast the baby boomers (Kowske et al., 2010; Schullery, 2013). Further, Generation Z tends to be more prone to vulnerability out of all generations and are likely to have lower levels of self-efficacy (Searle et al., 2014). Yet, there is no clear comprehensive theory that explains the millennial or Generation Z process for deciding to stay or leave an organization. The purpose of this study determined if the career motivation of millennials and Generation Z predicts turnover intention and organizational commitment.

The theoretical framework for the study addresses the characteristics of career motivation including Herzberg's motivation theory and Meyer and Allen's revised three-component model of commitment. Also, Manneheim's generational theory was used to classify the generational cohorts' work attributes. This chapter addresses the differences in generational cohorts in motivating the multigenerational workforce and work values.

In the remaining sections of this chapter, reasons for turnover intention, organizational commitment, and retention strategies are explained.

Search Strategy

This literature review contains peer reviewed articles from a variety of journals in the areas of organizational behavior, business psychology, human resources, and leadership. The publications include *Journal of Business Ethics*, *The Leadership Quarterly*, *Journal of Applied Social Psychology*, *Work, Aging, and Retirement*, *Journal of Psychological Issues in Organizational Culture*, *Industrial and Organizational Psychology*, *Employee Relations*, *Journal of Organizational Change Management*, *Human Resources Management Review*, *Training and Development Journal*, *Business Horizons*, and *Journal of Business Management*.

The 21st century workforce is currently mostly comprised of Generation X, millennials, and Generation Z. Goh and Lee (2018) noted that baby boomers are retiring and Generation Z are entering the workforce. Each generation has varying work values; therefore, it is essential for managers to comprehend the motivation and needs of each generation to sustain their work values within the workplace (Iorgulescu, 2016; Winter & Jackson, 2014). Managers are constantly faced with motivating all employees to achieve their greatest potential.

Theoretical Framework

Herzeberg's (1964) motivation theory, Meyer and Allen's (1993) revised three-component model of commitment, and Manneheim's (1952) generational theory were used to examine the relationship between the generational cohorts and the predictors of

turnover intention and organizational commitment. A primary theoretical framework to demonstrate the career motivation of millennials and Generation Z in this study was Herzberg's motivation theory. In Meyer, Allen and Smith's (1993) revised three-component model of commitment, an employee's organizational commitment can be measured. Further, Manneheim's (1952) generational theory confirms individuals share more than age in years, but also similar events, illustrating the differences in work values and motivation which can also be measured. Research on generational differences can be studied using these theories focusing on individuals needs, motivation, turnover intention, and organizational commitment to support the framework of this study.

Herzberg's Motivation Theory

The theoretical framework of career motivation exists to determine an individual's motivation in relation to career choices. To begin, Maslow's (1943) hierarchy of needs theory served as a blueprint for understanding individual motivation, leading to the establishment of modern psychological ideology that people must be understood regarding their environment, including both internal and external factors. Maslow's theory of motivation is important to note in this study to present a foundational perspective on motivation. Accordingly, Herzberg et al. (1959) proposed the factors that lead to positive job attitudes are the result of satisfied individual needs and self-actualization in work. Thus, the ultimate goal of an individual is to fulfill themselves as a creative, unique person according to innate possibilities and within the limits of existence. Maslow's hierarchy of needs theory suggests the psychological concept that people must be understood regarding their environment. On the other hand, Herzberg et

al. (1959) validated significant motivational factors contributing to positive job attitudes and satisfying the individual's need for self-actualization in work which is most relevant to this study.

Career motivation can be an overlapping mesh of theoretical factors, insights, urges, and psychological processes to determine an individual's level of motivation and career choices. Herzberg's (1964) motivation theory provided a deeper understanding of the work conditions and experiences impacting the career motivation, turnover intention, and organizational commitment of millennials and Generation Z. Herzberg's two-factor theory, also known as the motivation hygiene theory, adds to the explanation of an employee's satisfaction (motivation factors) and dissatisfaction (hygiene factors) at work (Herzberg, 1964; Sypniewska, 2014). For example, an employee can become satisfied at work through motivation factors such as recognition, career opportunities, responsibility, and achievement (Tuch & Hornbaek, 2015). In contrast, dissatisfaction, or hygiene factors, are supervision, organizational culture, interpersonal relationships, and job security (Tuch & Hornbaek; Lacy et al., 2015). Herzberg claimed that satisfaction and dissatisfaction factors at work are not complete contraries but similar. Herzberg's findings were supported by Shuck and Herd's (2012) assertions that hygiene factors that are not satisfied can result in an employee's dissatisfied work experience.

Many researchers have performed studies to prove the potential for an employee to leave an organization. Malik and Neem (2013) accepted this theory as the foundation for employee attitude related to job satisfaction. For example, an employee may be dissatisfied even when the intrinsic results are good. Therefore, good intrinsic results do

not associate to an employee being content. The same conclusion pertains to extrinsic results; poor performance results does not indicate employee dissatisfaction or turnover intention (Kulchmanov & Kaliannan, 2014). As a result, motivators can influence long lasting employee performance results that lead to short-term employee performance and attitudes about work, which contradicts the Herzberg's theory of motivation.

Additionally, Vroom (1964) expanded on Herzberg's motivation theory by asserting that people are knowingly motivated to make choices based on what they assume the outcome of the behavior will be. Thus, Vroom's expectancy theory explains why people who are motivated believe their actions will result in effective performance and rewards (HemaMalini & Washington, 2014). In relation to employees, if there is dissatisfaction, following Herzberg's motivation theory and Vroom's expectancy theory, one may wonder if satisfiers and dissatisfiers of a job leads to employees considering departing from an organization or turnover intention.

The side-bet theory by Becker (1960) preceded the Herzberg model and is an important theory in behavioral and social sciences. The side-bet theory is also integrated into the Meyer and Allen's (1991) three-component model of organizational commitment. Commitments are formed when an employee makes a psychological side bet and connects extraneous interests with a continual line of activity (Becker, 1960). In relation to organizational commitment, making side bets increases the likelihood of leaving an organization. Becker (1960) reasoned that employee commitment rises when side bets are combined because they are capable of compounding into motivation.

Criticism to Herzberg's Motivation Theory

Wiley (1997) led one of the well-known studies to analyze the contradictions of Herzberg's findings. Wiley conducted a study that questioned 460 (326 full-time employees and 133 part-time employees) people from different industries to include manufacturing, utilities, services, government, retail, and health care. The results indicated that pay and job security were the highest motivators. Also, results from this study contradicts Herzberg's motivational factors change over time, demographics play a role in an individual's motivation, including job tenure status, and pay rate being the most important motivator for all age groups (Wiley, 1997). Therefore, having an impact on the career motivation of generational cohorts.

Herzberg's Motivation Theory is missing the component of resilience. London (1983) adds individual differences into three areas: career resilience, career insight, and career identity. London's career motivation theory is a framework to understand and improve the outcomes of situational conditions on career decisions and behavior (London & Noe, 1997). Taking these factors into consideration, can describe how the areas of career motivation have been measured to explain whether an employee would stay or leave an organization.

Understanding the criticisms of this theory will present the nature of human needs in a career setting and is not a 'one size fits all approach'. Yet a focus on the individual career needs considering environments and experiences for the millennials and Generation Z populations. Magee (2015) identified gender and age as an influence on the way people view intrinsic and extrinsic rewards predicting job satisfaction. As a result,

the Herzberg's theory of motivation can be used to highlight the significance of uncovering the moderating effects of career motivation in millennials and Generation Z.

Meyer and Allen's Three-Component Model of Commitment

Organizational commitment is described as an employee's psychological state on whether a continued membership will exist in the organization (Meyer & Allen, 1991).

The foundation of commitment is built from three distinctive concepts: affective, normative and continuance commitment (Ghosh and Swamy, 2014). *Affective commitment* measures an employee's desire to remain in an organization based on involvement and emotional attachment (Ghosh and Swamy, 2014). *Continuance commitment* centers on the understanding of opportunity costs related to offboarding the company's payroll (Ghosh and Swamy, 2014). While *normative commitment* is an obligated feeling to remain a member of the organization (Meyer & Allen, 1991).

Dedicated employees wish to stay with their organizations, which explains correlations of organizational commitment and turnover intention as noted in literature (King, 2016). Gibson et al. (2012) suggested the intention to leave and job satisfaction as the reasons for turnover intention and the employee organization relationship. Additional research describes several factors affecting job engagement, organizational commitment, and person-job fit, job satisfaction, and psychological contract (Lee & Yoon, 2018; Alshammari et al, 2016).

The organizational commitment (OC) model was developed to demonstrate the continuum of psychological attachment in employees to an organization (Ghosh & Swamy, 2014). Thus, emphasizing a psychological attachment of considerable effort and

endurable ambition to remain in the organization with loyalty and commitment. With each new generational turn in work, developing a culture of organizational commitment, trust, and quality supports corporate social responsibility (Nelson & Quick, 2013). The last three generations have unique attitudes to staying on the job. For example, Generation X value self-reliance, individualism, and balance while millennials are more concerned with freedom, happiness, and social respect (Nelson & Quick, 2013; Parmalee, 2018; Galla, 2018). So, researchers are seeing behavioral changes between generational cohorts such as organizational commitment. This research assumed there are moderating effects of career motivation on turnover intention and organizational commitment in the population of millennials and Generation Z. Consequently, more younger generations are rapidly entering the workforce and changing jobs every two to five years (U.S. Bureau of Labor, 2018). As a result, comprehending the career motivation of millennials and Generation Z may provide leadership with the chance to eliminate the loss of income that is accumulated due to turnover and the lack of organizational commitment.

Mannheim's Generational Theory

Generational differences are explained by cohorts of individuals born simultaneously with unique and past life experiences during significant developmental periods. Karl Mannheim (1952) investigated the generations who were born during the same time period with shared experiences that form their culture and generation (Mannheim et al., 1997). Mannheim established the primary beliefs of the generational theory and the term age cohorts. Each generation is a term of 20 years, indicating the time between an individual's birth and the time of having their first child (Twenge, 2010).

Generational cohorts are made by relevant events such as war, social movements, and important technological advances (Kowske et. al, 2013). These events can shape generational cohorts' perceptions and expectations of the world which can impact the workforce. The workforce consists of different generations: traditionalists (1925-1942), baby boomers (1943-1960), Generation X (1961-1980), millennials (1981-1996), and Generation Z (1997-2017). Focusing on the most recent generational cohorts (millennials and Generation Z) entering the workforce is useful for the purpose of this research to analyze their differences.

Wilkie (2014) stated generational cohorts have very different perspectives on how retirement packages, health care, flexible work schedules, and other benefits impact their job satisfaction. Lu and Gursoy (2016) suggested the theory of generations can also help explain workplace behavior and their generational connection may influence their decision to leave or continue employment. Therefore, the generational theory can help better predict how generational gaps affect the workplace with varying workplace attitudes and perceptions (Helyer & Lee, 2012; Rajput et al., 2013). It is essential for organizations to identify and understand the assets and complications in a multigenerational workforce to maximize organizational commitment and reduce turnover intention.

Generational Cohorts and Differences in Millennials and Generation Z

Generational cohorts are individuals born at the same time sharing unique social and historical life events. Each generation is affected by extensive forces such as relationships, media, economic status, culture, and social events, that create common

value systems setting a difference from others who were born during a different time.

Generational cohorts are distinct, not because of the age difference or their place in the life cycle, but because they have faced certain historical events (Murray et al., 2011). The way generational cohorts experience the various stages of the life cycle is determined by their generational values.

Millennials

As noted in Chapter 1, millennials have minimum loyalty and are more likely to change jobs more frequently than any other generations (Dries et al., 2014). Employees ages 25-34 had a median job tenure of 2.8 years compared to employees ages 55-64 with an average of 10.1 years (U.S. Bureau of Labor, 2018). The short stay in jobs for millennials is an explanation to explore the relationship of organizational commitment and turnover intention. Organizations are interested in retaining talented employees who are essential to achieving its goals (Oliveira et al., 2018).

Millennials are altering the workplace. This generation is trying to figure out their career path; job hopping is acceptable (Becton et al., 2014; Smola & Sutton, 2002). If millennials' needs are not being met, they will leave, consequently causing turnover when compared to previous generations, who often planned to work a longer tenure without leaving their jobs (Spiegel, 2013). A study conducted by Luo (2012) uncovered that the more positive older generation workers' experiences with their younger colleagues, the more likely they would remain in their jobs. This study served as an example of validating employees' tenure on the job instead of turnover (Lub et al., 2012).

Millennials are motivated by flexibility, training and development, instant results, short term processes with lasting progress, goal, and achievement oriented, educated, socially responsible, positive, and antiwar (Venus, 2011; Burke et al., 2015). With the expansion of technology, information, and immediate access, millennials are evolving to corporate ethics and a work-to-live mentality (Nelson, 2013). The following qualities are the most common across authors.

Technology

Millennials are the first extreme tech generation. According to the Pew Research Center (2019), millennials are known to be quick and efficient in finding information using technology. They have used technology to solve problems, search for answers, and keep in contact with others using cell phones, computers, and other electronic devices (Becton et al, 2014; Spiegel, 2013). Millennials view technology as a connection to the world. Given the technological tools available to millennials, there is a sense of immediacy and more proficiency.

Communication

This generation is also known as Generation Why (Spiegel, 2013). Hence, they need to know why and wanting to know right now. For this reason, there is strong curiosity and need to understand the reasons for decisions, the specific order, and what demands a given priority (Spiegel, 2013). Therefore, having a solid means to communication will keep the millennials aligned with expectations to fulfill results and keep them engaged.

Teamwork

Millennials do not want to be isolated when at work. They build teams at work and believe working together contributes to a better work outcome (Lancaster & Stillman, 2010; Caraher, 2016). This interaction helps to build a connection to their colleagues.

Diversity

Pew Research Center (2014) suggested Millennials are ethnically diverse generation. Lancaster & Stillman (2010) stated that millennials see diversity as age, gender, ethnicity, religion, and mindset. Oftentimes millennials think outside of the box and want to contribute to organizations with their ideas and support. Looking to improve the world, millennials seek opportunities to get involved with the community.

Generation Z

Or *Gen Z* is post-millennial and share similar characteristics and work preferences. To begin, Gen Z have a significant difference in views, self-realization, relationships, and preferential behavior that support their needs for work and life (Bencsik et al., 2016). Jaleniauskiene and Juceviciene (2015) discovered shared trends in Gen Z and how this new generation interact in the workplace with other generations. The trends noted that Gen Z are more tech-savvy since their birth and are more likely to be engaged with the virtual world instead of living and looking at their social realities (Jaleniauskiene & Juceviciene, 2015). Also, Kick et al. (2016) agreed that Gen Z prefer cyber world than reality which can transfer to good interpersonal communication skills and influence work relationships with employers, supervisors, and colleagues. Marron (2015), Kingston (2014), and the Pew Research Center (2014) recognized Gen Z as more

self-educated, hardworking, collaborative, and accept racial, sexual, and generational discrimination. The following characteristics are the most known across research.

Collaboration and Communication

In the workplace, Gen Z is more collaborative with others and tend to work better in a virtual environment instead of face to face (Lanier, 2017). On the other hand, when communicating with leadership and other colleagues, Gen Z has a preference of in-person communication (Kubatova, 2016). Sarkis et al. (2014) conducted a study examining preferences and career choices of Gen Z student in the healthcare industry, and after unmasking demands and being accepted into medical schools, the percentage of interested candidates declined significantly. These results suggest a need to research whether Gen Z employees would remain motivated to work for an organization for an extended period of time if given day-to-day tasks.

Work Environment

Gen Z prefer to engage in mentorship and leadership training to quickly move into a management role (Gale Cengage Learning, 2016; Half, 2016; Randstad, 2016). According to Half (2016), Gen Z will work better together with colleagues who are honest and have integrity. Also, Gen Z has been known to work with more responsibilities and for only four companies in their lifetime, especially with focus on a fast career track (Bencsik et al., 2016; Half, 2016). The Gen Z population's primary goal is to seek companies who offer challenging but flexible work environment, conditions, and a competitive salary.

Learning

Gen Z has a major focus on education. For example, Gen Z was born and raised during a time of global terrorism, economic distress, information exchange, and social media (Shatto & Erwin, 2017). Therefore, Gen Z learning preference is more advantageous if technology is integrated when adaptive learning is focused on novel teaching. The need for instant access to information and staying connected with others at their own pace is necessary (Hope, 2016). When developing and training employees from this younger generation, organizations will find this information useful.

Motivating the Multigenerational Workforce

Many generations coexist within the workplace; therefore, it is essential to discover what motivates each generation along with their work values. Although there may be the notion of a shifting workforce due to generational cohorts, minimal empirical evidence to support generational differences in work values exist (Lyons & Kuron, 2013; Parry & Urwin, 2011). Majority of the literature generalized information about work values are from non-empirical sources and qualitative interviews (Twenge & Donnelly, 2016).

According to research, the concept of work values connects to motivation, job satisfaction, turnover intention, and organizational commitment (Locke, 1991; Meyer, Irving, & Allen, 1998; Kuron et al., 2015). Work values are the evaluative standards related to work and its environment in which an individual knows the difference between right or wrong and assess the importance of preferences (Smola & Sutton, 2002). Also, work values are generalized beliefs about comparative appeal to various aspects of pay, independence, working conditions, status, accomplishment, and fulfillment (Lyons &

Kuron, 2013). Research supports this concept of work values and suggests it is lowest during an individual's late teens to mid-twenties (Jin & Rounds, 2012; Krahn & Galambos, 2014). While work values are essential to forming career decisions and typically ranked in an individual's mind to their importance, they can be minimized in millennials and Generation Z.

There is a popular theory that there are generational differences in work values (Lyons & Kuron, 2013; Schullery, 2013; Parry & Urwin, 2011). According to Parry and Urwin, (2011), several studies revealed empirical data failed to find generational work value discrepancies. Some studies found discrepancies that were not reliable, small in significance, or was unable to differentiate between generations (Lyons & Kuron, 2013; Parry & Urwin, 2011). Therefore, concluding work values are not subject to change as an individual shift from adolescence to adulthood suggesting millennials and Generation Z work values will change as they gain work experiences.

Work Values for the Multigenerational Workforce

Locmele-Lunova and Cirjevskis (2017) provided an understanding of the values of different generations within the workplace and how they are shaped or changed giving further insight into motivating them to remain. There are currently challenges within organizations as each generation apply their experiences and needs to work tasks (Kilber, Barclay, & Ohmer, 2014). The Society of Industrial and Organizational Psychology (2015) and Searle et al. (2014) remarked how several current issues exist when exploring problems of the young working generation. This concern includes how to manage and retain the younger generation once they are hired and how they will adapt to the

organization. Due to the multigenerational workforce, Carpenter and de Charon (2014) confirmed that managers and human resources professional are challenged with how to motivate the multiple generations to achieve maximum work performance. In an effort to do so, human resources professionals and managers should begin with understanding each generation's work values and needs (Winter & Jackson, 2014). Leading to further suggested exploration of career motivation in the millennial and Generation Z population, as it directly relates to turnover intention and organizational commitment.

Graen and Grace (2015) noted there are challenges with retaining the younger talent once hired. These challenges could be contributed to how the younger generation tend to reject traditional views of professional career pursuits and working in a peer collaborative environment. For example, Igel and Urquhart (2012) observed Generation Z are more self-directed, intelligent, and have an ability to process information quicker, which make them more individualistic and self-reliant. On the other hand, millennials have great career expectations for advancement, fast promotions, and increased salary than the previous generations (Kuron et al., 2015).

Career Fit

Work values can be misunderstood due to generational differences perceived inaccurately. The career theory call attention to the importance for the fit of work values between the individual and their work environment (Su, Murdock, & Rounds, 2015). Studies have shown that an individual's interest, socialization, parental guidance, education, and race/ethnicity can influence career motivation (Kong et al., 2015; Metz et al., 2009). This *career fit*, or person-organization fit, can illustrate the unique qualities of

the employee and those of the entire organization. O'Reilly et al. (1991) conceptualize person-organization fit as a cultural fit based on individual and organizational work values. Chan (1996) theorizes person-organization fit as characteristics between the employee and the organization to include the individual's beliefs, work values, interests, and personality traits, along with the organizational characteristics of values, norms, culture, and the organizational climate.

Literature provides empirical support for the notion that career fit impacts varying work outcomes including turnover intention and employee work performance. According to the Schneider (1987) Attraction-Selection-Attrition (ASA) theory, individuals who are attracted to organizations where they identify high levels of person-organization fit. Additionally, individuals who work values match the organization's values are more likely to remain and are not prone to turnover intention (Schneider, 1987; Bretz & Judge, 1994; Sorlie et al., 2020). Hoffman and Woehr (2006) extended this concept to include behavioral outcomes and discovered person-organization fit is related to actual turnover intention. Which supports the assumption in this research study that millennials and Generation Z have varying career motivations, attitudes (Kuron et al., 2015; Ozkan & Solmaz, 2015).

Employee Turnover and Turnover Intention

There are several theories and models of turnover processes that can be directly linked to this study of determining if the career motivation of millennials and Generation Z will predict turnover intention and organizational commitment. Mobley's (1977) model established the foundation of the turnover process. The most common factors behind

employee turnover intentions were job performance (McEvoy & Cascio, 1989), job satisfaction, and job tenure (Meyer & Allen, 1997). Turnover intention researchers have often assessed factors such as individual or organizational characteristics influences because these factors may result in higher stress levels, burnout, and psychologically instability, which leads to increase turnover intention (Harden et al., 2018; Kim, 2015; Mullen et al., 2018). These concerns are significant to organizational competitiveness and retention (Allen et al., 2010).

Voluntary Turnover

The concept of voluntary turnover, or turnover intention, does not occur suddenly. Schyns et al. (2006) evaluated the turnover intention as employees plan to alter or leave their job voluntarily. Mobley et al. (1979) describes voluntary turnover as the decision that employee make. Turnover is the result of an employee's withdrawing from the organization. Allisey et al. (2014) defines turnover as the employee going through an intricate process of stages prior to the actual turnover occurring. Yücel (2012) suggests the factors of turnover that happens before quitting a job includes dissatisfaction, absenteeism, and reduced employee performance. Further, behavioral tendency or focus of that process, before actual turnover, is known as turnover intention (Tarigan & Ariana, 2015). Tett and Meyer (1993) defined turnover intention as “a conscious and deliberate willfulness to leave the organization” and the “last phase in the sequence of withdrawal cognitions, a set to which thinking of leaving an organization and intent to actively search for alternative external employment opportunities belong” (p. 262).

Voluntary turnover rates in the previous generational cohorts have been much lower than millennials and Generation Z (Bureau of Labor Statistics, 2018). Millennials have a considerably higher chance of turnover compared to other generational cohorts (Ertas, 2015). The millennials' turnover is caused by the lack of overall job satisfaction, perception of unfair pay, and limited opportunities for growth and advancement (Ertas, 2015; Great Expectations, 2016). Adecco (2015) claimed Generation Z are more confident, self-reliant, and more likely to pursue career opportunities and advancement early in their work tenure than previous generational cohorts. According to Gallup (2016), millennials changed jobs quickly and 60% were open to different job opportunities. Bureau of Labor Statistics (2018) revealed the average tenure of millennial employees was three times less than previous generational cohorts. Generation Z are also likely to be less flexible, more anxious, and naive when it comes to work expectations and standards (Half, 2016). Considering this information, research is still necessary to determine the career motivation and minimize turnover intention of millennials and Generation Z (Smith & Nichols, 2015; Jora & Khan, 2014; Turner, 2015).

Retention Strategies

The presence of five generations in the workplace requires strategies to engage each cohort according to their preferences and work values to achieve high productivity and organizational success. Cloutier et al. (2015) suggests recruiting and retention of high-level performing and motivated employees. Retaining high-level performers relates directly to competitive advantage (Ramlall, 2004; Jensen et al., 2013). The current global and competitive world requires the retention of the best employees which aids in an

organization maintaining its bottom line and allow new, fresh ideas promoting organizational growth (Michael et al., 2016; Cloutier et al., 2015). Also, Heneman et al. (2012) perceived retention as vital to avoiding financial restraints, replacement, training costs and damaging the organizational culture. The Society for Human Resource Management (2019) implied human resource practices, as it concerns retention, directly affects organizational aspects such as mission, vision, and strategic planning. As a result, a new awareness of how to approach each generation and what best suits each cohort could benefit retention strategies and alleviate future workplace issues.

Understanding retention strategies is important to achieving successful business goals (Covella et al., 2017). Retaining the newer generations, millennials and Generation Z, represents a distinctive challenge for organizations. For example, millennials and Generation Z seem to be less committed to their organizations than previous generations. The factors that may contribute to this lack of commitment in millennials and Generation Z and negatively impact organizations are low motivation, inadequate work performance, absenteeism, and turnover intention. Hoffman (2018) discovered millennials begin to look for a new job prior to being with an organization for three years, 24% stay with the organization for six months before they start their job search, and 30% start pursuing a new position between 12 and 18 months of hire. In an effort to retain millennials, allowing their participation in corporate social responsibility (CSR) activities may satisfy their sense of purpose and possibly keep them in the organization (Park & Gursoy, 2012). In contrast, Generation Z are less inclined to obtain a formal education than older generational cohorts. Generation Z gain education through YouTube and other

technological means (Wiedmer, 2015). Since Generation Z use several technological devices, they are considered multitaskers. Fratricova and Kirchmayer (2018) proposed managers should give Generation Z the opportunity to balance multiple job tasks and projects. Without cultivating, identifying, or providing advancement opportunities for millennials and Generation Z, they will likely result in higher turnover rates (Pietersen & Oni, 2014).

Summary and Transition

There is little to no empirical study examining the moderating effect of turnover intent and organizational commitment on the relationship of career motivation from a generational point of view. Many researchers have described millennials and Generation Z preferences to meaningful work, essential work-life balance, employee engagement, technologically savvy, and desire for feedback. These preferences have been noted for years but millennials and Generation Z continue to have an intent to turnover and low organizational commitment. Although research has made these preferences known, not much research has been conducted with organizations to determine if the career motivation of millennials and Generation Z has a moderating effect on their turnover and organizational commitment. The results of this study may add to and fill the gaps in literature.

Researchers will continue to argue just how different the career motivation of millennials and Generation Z are compared to previous generational cohort, but that will not alter the turnover intention and organizational commitment issues that continue to afflict today's workforce. For this reason, generational cohorts will continue to enter and

depart from the workforce; it is important to learn about these generations. Therefore, leaders will have to create retention strategies that support a multigenerational workforce. This literature review focused on the millennial and Generation Z generational cohort descriptions, work preferences, turnover intention, organizational commitment, work values, career fit, and finally retention strategies. The literature review also briefly discussed research studies and methodologies that were used to address the job tenure, turnover intention, and organizational commitment of millennials and Generation Z. The following chapter will present information on the research design and rationale, methodology, and issues of validity.

Chapter 3: Research Method

The purpose of this quantitative correlational study was to determine if career motivation moderates the predicted relationship between turnover intention and organizational commitment among millennials and Generation Z in U.S. organizations. This chapter includes the research design and its rationale compared to other possible designs. Also, the methodology, a description of the target population, sampling procedures, data collection, participant recruitment and selection criteria is presented. Finally, the measurement of the moderating variable and predictors, threats to validity, ethical issues, a summary conclude this chapter.

Methodology

The research approach was a non-experimental cross-sectional quantitative study. The data collected was based on scales used to create a survey measuring the attribute variables. A non-experimental research approach investigates the relationship between variables designed to establish connections and make predictions (Gliner et al., 2009). This research relied on scales and measures which have been tested for consistency and validity in previous empirical research. The general plan for this study was to examine the relationship to the generational cohorts, millennials and Generation Z, and predictors of turnover intention and organizational commitment and show a direction of strength using the moderating variable career motivation. This was completed using IBM SPSS software then analyzed the necessary statistical regressions for strengths in associations and trends. The descriptive statistics on two generational cohorts, millennials and

Generation Z related the perceptions of each groups' career motivation toward turnover intention and organizational commitment.

Research Design and Rationale

Correlational design is used by researchers to replicate the study in succeeding studies when samples meet the minimum sample size and the measurements are reliable (Schoonenboom, 2017). Testing the assumptions of potential relationships between career motivation, organizational commitment, and turnover intention in millennials and Generation Z was examined with a correlational design and moderated linear regression study. The generational cohorts included in this study was based on age categories which suggests the associational research approach (Gliner et. al., 2009). This research included two predictors, turnover intention (TI) and organizational commitment (OC), and a moderating variable career motivation (CM). It is imperative to note the variable for generational cohort was a self-reported descriptive variable.

A general approach to the hypothesis using continuous variables was the focus of the main effects of career motivation as a moderator of TI and OC. Accordingly, a multiple regression analysis can tie the purpose or hypothesis by following associations and making predictions for non-experimental independent variables (Gliner et. al., 2009). Also, using a survey method with a Likert scale allowed parametric testing for ordinal and normally distributed data such as generational cohorts and the covariate career motivation.

Research Questions and Hypotheses

The research questions and associated hypotheses of this study were:

RQ1: Does the generational cohort, career motivation, or the generational cohort by career motivation interaction predict organizational commitment?

*H*₀₁: The generational cohort does not predict organizational commitment.

*H*_{a1}: The generational cohort predicts organizational commitment.

*H*₀₂: The career motivation does not predict organizational commitment.

*H*_{a2}: The career motivation predicts organizational commitment.

*H*₀₃: The generational cohort by career motivation interaction predicts organizational commitment.

*H*_{a3}: The generational cohort by career motivation interaction does not predict organizational commitment.

RQ2: Does the generational cohort, career motivation, or the generational cohort by career motivation interaction predict turnover intention?

*H*₀₄: The generational cohort does not predict turnover intention.

*H*_{a4}: The generational cohort predicts turnover intention.

*H*₀₅: The career motivation does not predict turnover intention.

*H*_{a5}: The career motivation predicts turnover intention.

*H*₀₆: The generational cohort by career motivation interaction predicts turnover intention.

*H*_{a6}: The generational cohort by career motivation interaction does not predict turnover intention.

The first research questions determined if the generational cohort by career motivation interaction predicted organizational commitment. The second research

question determined if the generational cohort by career motivation interaction predicted turnover intention.

Population

The population for this study was identified as employees aged between 18–38 years of age, working within any industry and trade. A pool of participants met the following criteria:

- Employed for at least 2 years. Respondents who had been terminated or voluntarily quit their position were not included. For clarity, only those employees with perceptions toward alternative employment but stayed in their current position were included. For this reason, this construct represented the outlook concerning external job availability.
- Participants self-reported through the survey regarding themselves. Respondents were included if they were born between 1981–1996 (millennials) or 1997–2002 (Generation Z).

In 2018, almost 53,000 organizations and businesses employed 100 to 1,000 employees who filed tax returns (DMDataBases.com, n.d.). As a result, the sample size can contain a sufficient number of employees within the pool. Therefore, this study sample included participants within the millennial and Generation Z age range, filtering the population by age, but not by gender or industry as to generalize the results.

Sampling and Sampling Procedures

Twining et al. (2017) suggest researchers should clearly explain the process of sampling and the participant selection criteria in any study. The group of participants in

this study was the sample surveyed with a small margin of error. According to research, the smaller the margin of error, such as 5% versus 10%, the closer the participants' responses are to the given confidence level (Cochran, 1977; Kosar et al., 2018). A confidence level was used to show how reliable the sample collected was, compared to the true population parameter (Muller et al., 2018). Sijtsma (2016) suggests a bigger sample may help justify research findings since there is a lower margin of error, while smaller sample sizes may compromise generalizability outside the sample.

Chen (2016) suggested the researcher must choose a sample size that is manageable and allows ample time to finish all phases of the survey process. McNeish and Stapleton (2016) noted that a larger sample size minimizes researcher bias. Yet, some biases happen when researchers use low statistical power (Button et al., 2013). Using low statistical power restricts the researcher's ability to distinguish between the null and alternative hypotheses (Faul et al., 2007). To find the significant differences between the independent variables, the statistical power should be at least 80 or 90% (Onifade, 2015). With the four items needed to conduct a power analysis - the sample size, the significance threshold, the population adjustment of the effect, and the effect size - the sample size is the only item that is within the researcher's control (Nuzzo, 2016).

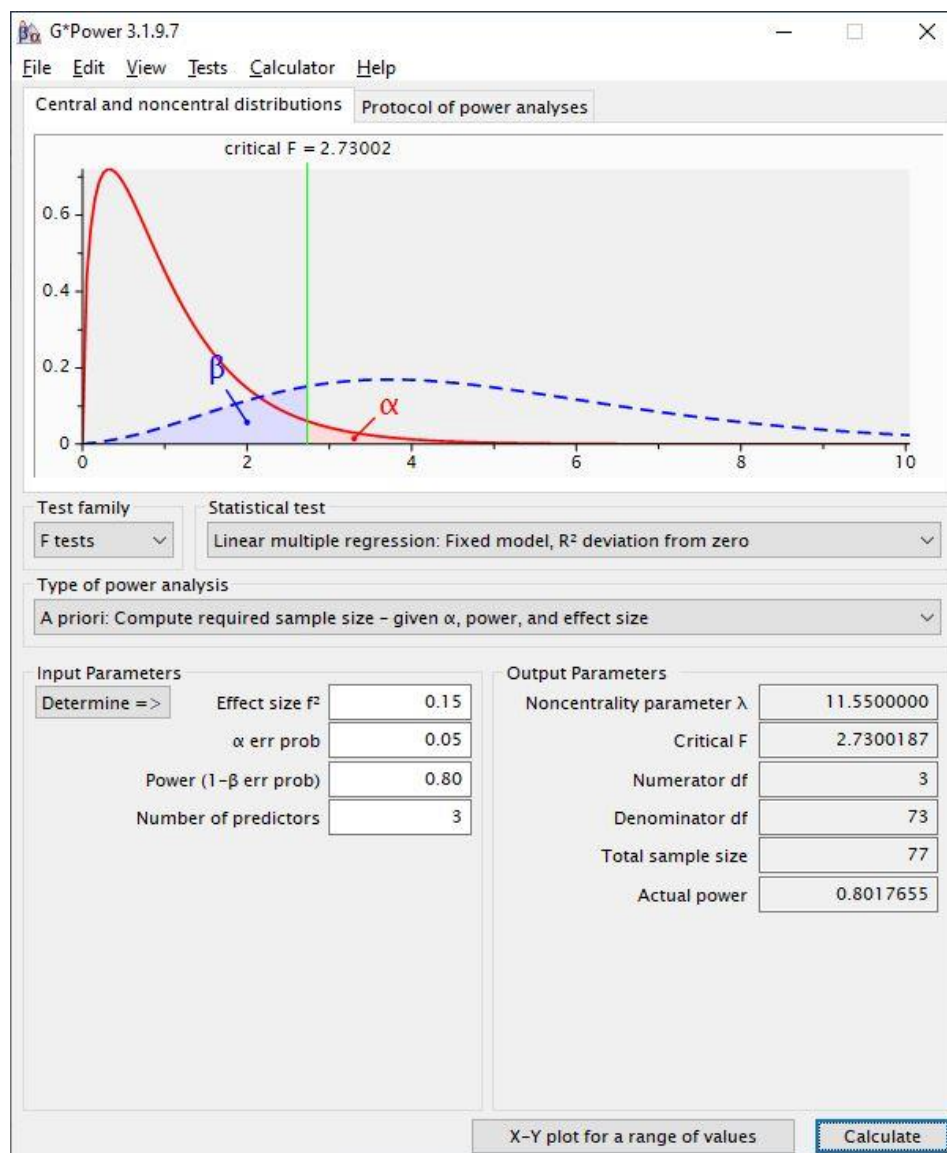
A tool used to calculate the statistical power analysis and sample size in the social, behavioral, and biomedical fields is G*Power (Faul et al., 2009). Using the G*Power 3.1.9.7 software, for an *F* test, two power analyses were conducted to determine the minimum sample size for this study. The power analysis (regression model) addressed the research questions with a medium effect size ($p = .15$), an error

probability of 5% ($\alpha = .05$), and a power of 80% ($1 - \beta = .80$). The regression statistical test showed a minimum sample size of 77 (see Figure 1) to ensure a sample size appropriate for proposed test.

After receiving institutional review board (IRB) approval (07-21-21-0224997), data collection began. Using Qualtrics, the sample was drawn to obtain the participant pool who met the inclusion criteria. It took approximately 4 weeks to reach beyond the minimum sample size of usable survey responses; 304 responses were received and 235 were usable for the study.

Figure 1

*G*Power Calculation of Sample Size for Moderated Linear Regression Statistical Test*



Procedures for Recruitment, Participation and Data Collection

The first step was to recruit potential participants for this study. Local Facebook groups and LinkedIn networks (which cannot be identified in an effort to protect

participant's identities) was used to ask participants if they are aware of individuals who meet the criteria and would be willing to participate in this study. Using a personal Facebook and LinkedIn account to post a recruiting message. Participants who indicated that they are willing to participate was sent an informed consent form and a research invitation. The research invitation contained a brief background, purpose of the research, criteria to participate in the study and a deadline to respond to the invitation.

The second step was to obtain participants' consent, protect confidentiality, and permission to record and publish. Individuals who respond "I consent" to the recruitment message will be considered potential participants. Potential participants were asked to verify that they meet the criteria for the study by completing a Qualtrics survey link.

Qualtrics research company was also a source of participants and survey platform for this study. Qualtrics has a dependable data collection tool to collect data filtered by geographical differences, company size, and other factors (Holt & Loraas, 2019). There was no sufficient response from the Qualtrics research company within the first two weeks to meet the minimum sample size requirement, so the data collection period was extended from two weeks to four weeks.

The third step was to use the criteria for selecting research participants. The Qualtrics platform dispensed the online survey to a group of potential participants who met the inclusion criteria: U.S. employees aged between 18 – 38 years of age, working within any industry of any U.S. organization, consisting of 100 to 1,000 employees. The participants responded to the questions in the online survey with their perceptions of career motivation, provided information on their work environment, job tenure, and how

their motivation to work may influence turnover intention and organizational commitment. The details of the online survey constructs are in the instrumentation and operationalization of constructs section.

All participants from the Qualtrics system agreed to take surveys of their own free will. To minimize any psychological or emotional distress from the content of the survey may arouse in the respondent, each respondent had the right to terminate the survey at any time and not submit their responses. Only complete surveys were apart of the study data.

The fourth step was to collect and analyze the data. The methods that was used to collect the data was IBM's SPSS statistical software program. After the data was collected, the data was organized and analyzed. The detailed process is in the data analysis plan section. The final step was to summarize the results. This section was written concluding all the data that had been analyzed and inferences made.

Instrumentation and Operationalization of Constructs

The instrument used in collecting the study was an online survey that consisted of three demographic questions and 29 questions from a combination of three existing, validated surveys: The Work Preference Inventory (WPI; Amabile et al., 1994), the Organizational Commitment Questionnaire (OCQ; Allen & Meyer, 1990), and the Michigan Organizational Assessment Questionnaire (MOAQ; Cammann et al., 1983). The total for this study including the three surveys and demographic questions equaled 32 questions (see Appendix B and Appendix C). All questions from the three combined questionnaires had a 5-point Likert-type scale on the survey for respondents to select

from (a) *strongly agree*, (b), *agree*, (c) *undecided*, (d) *disagree*, and (e) *strongly disagree*.

The authors of the instruments were contacted by email and written authorization was provided to use their instruments in the study.

Published Validity and Reliability of Instrumentation

The three surveys in this study have been validated by researchers. The Work Preference Inventory (WPI) has been cited more than 2800 times by scholars and researchers, which speaks about its recognition and general acceptance. Stuhlfaut (2010) validated the WPI by evaluating the motivation of creative advertising professionals using an alternate version of the WPI four-point scale items to validate the Intrinsic-Challenge scale along with the Extrinsic-Outward, Intrinsic-Enjoyment, and primary Intrinsic-Motivation scales. Robinson et al. (2014) also validated the WPI with a study on developing a conceptual model identifying motivation and other factors that promote commitment and career success among physicians. Conducting exploratory and confirmatory factor analyses to minimize the WPI scale items from 30 to 10, revealing four factors that are equal to those of the original instrument. Items were removed based on low loadings and R-squared, developing a 10-item scale (Robinson et al., 2014). Cronbach's alpha for each of the four factors ranged from 0.68 to 0.76 (Robinson et al., 2014). Therefore, denoting strong validity of the shortened measure. The WPI-10 demonstrates evidence for similar validity and reliability to the original instrument while decreasing participant burden.

The Organizational Commitment Questionnaire (OCQ) has been used by researchers since 2009 in organizations such as hospitals, public schools, U.S. military

branches, and publicly traded companies (Casper et al., 2013; Gutierrez et al., 2012; Huang et al., 2012; Meyer et al., 2012; Meyer et al., 2013; Cichy et al., 2009). The OCQ has high test-retest reliability and has an acceptable Cronbach's alpha of .87. Saghati et al. (2016) also validated the OCQ. When they used the Adaptive Neuro-Fuzzy Inference system and tested the OCQ scale, they determined the argument of previous researchers is valid and reliable by investigating the prediction of employee commitment in civil projects from a multidimensional viewpoint instead of the one-dimensional view used in previous research.

The subscale of Hackman and Oldham's (1976) Job Diagnostic Survey (JDS), Bowling and Hammond (2008) created and validated the Michigan Organizational Assessment Questionnaire (MOAQ) survey through a meta-analysis to assess the validity of the survey's constructs. The MOAQ subscale measures job satisfaction using three items to assess employee perceptions focusing on behavioral intent instead of affective commitment to the organization (Bowling & Hammond, 2008). The internal consistency of scale is .85 derived from miscellaneous occupational samples (Bowling & Hammond, 2008). Thus, correlating well with work variables that are commonly related to turnover intention which is suitable for this study.

The Cronbach's (α) alpha, which measures internal consistency, will assess the reliability of the instruments (Ahmed & Adbullahi, 2017). The Cronbach's alpha will be calculated to make sure internal consistency and determine sample reliability. According to UCLA Institute for Digital Research & Education (n.d.), Cronbach's alpha is used to measure internal consistency and scale reliability. The scales in this study was the WPI,

OCQ, and MOAQ. According to guidelines established by D. George and Mallery (2016), alpha values should be explained as $\alpha \geq .9$ is excellent, $\alpha \geq .8$ is good, $\alpha \geq .7$ is acceptable, $\alpha \geq .6$ is questionable, $\alpha \geq .5$ is poor, and $\alpha < .5$ is unacceptable.

Appropriateness to the Current Study

Each survey that was used in this study is appropriate because each survey contains questions directly related to the moderating variable, predictors and criterion. The survey started with the demographic questions, where the participant provided their age, tenure, and industry. If participants left any field blank, Qualtrics presented a *thank you* message stating they did not meet the qualifications for the survey. The age and tenure questions are appropriate because they are the moderator variables that will be used in the data analysis. The responses to the industry question are appropriate because it determined how many participants are from a specific industry, which could help evaluate future research inquiries in that industry.

To answer the first research question to determine if the generational cohort by career motivation interaction will predict organizational commitment within U.S. organizations, the OCQ was used. The OCQ contains the following 12 statements in which each commitment scale is scored separately on a 5-point scale, which is used to gather data from the participants regarding their organizational commitment:

1. I would be very happy to spend the rest of my career with this organization.
2. I really feel as if this organization's problems are my own.
3. I feel like "part of the family" at my organization.
4. I feel "emotionally attached" to this organization.

5. Right now, staying with my organization is a matter of necessity as much as desire.
6. It would be very hard for me to leave my organization right now, even if I wanted to.
7. One of the negative consequences of leaving this organization would be the scarcity of available alternatives.
8. For me, this is the best of all possible organizations for which to work.
9. Even if it were for my advantage, I do not feel it would be right to leave my organization.
10. I would not leave my organization right now because I have a sense of obligations to the people in it.
11. I owe a great deal to my organization.
12. I would feel guilty if I left my organization.

To answer the second research question regarding determine if the generational cohort by career motivation interaction will predict turnover intention within U.S. organizations, the MOAQ was used. The MOAQ contains the following four statements to be rated on a 5-point scale, which is used to gather data from the participants regarding their turnover intention:

1. I sometimes feel compelled to quit my job in my current workplace.
2. I am currently seriously considering leaving my current job to work at another company.

3. I will quit this company if the given condition gets even a little worse than now.
4. I will probably look for a new job in the next year.

To answer the tenet regarding the career motivation interaction in each research question, the WPI was used. The WPI contains the following 10 statements to be rated on a 5-point scale, which is used to gather data from the participants regarding their motivation to career growth:

1. I enjoy tackling problems that are completely new to me.
2. I want my work to provide me with opportunities for increasing my knowledge and skills.
3. Curiosity is the driving force behind much of what I do.
4. I prefer to find out to figure out things for myself.
5. What matters most to me is enjoying what I do.
6. No matter the outcome of a project, I am satisfied if I feel I gained a new experience.
7. I am more comfortable when I set my own goals.
8. It is important to me to be able to do what I most enjoy.
9. I am strongly motivated by the money I earn.
10. I am keenly aware of the career goals I have for myself.

Threats to Validity

Maintaining validity in research is required for researchers to use an instrument to precisely measure what the instrument is proposed to measure and is the accurate

interpretation of data based on various forms of evidence (Babbie, 2016; Field, 2016). Therefore, it is important to establish the exact role of all the covariates in this study using valid instruments. Using the quantitative approach and reliable instruments should positively add to the study's validity. Wienclaw (2015) implies a quantitative research methodology is a logical approach that highlights hypothesis testing and allows a researcher to make appropriate statistical inferences based on the results. Barnham (2015) proved that the quantitative method improves the validity of study results.

External Validity

Westreich et al. (2019) defines external validity as the researcher's ability to correctly identify relationships that are exchangeable from the sample population to a larger population. A possible threat to external validity is the sample for this study may not be an exact representation of the population, when non-random selection of the data leads to generalization bias (Bonander et al., 2019). It is important to use care when attempting to generalize different traits and employees of varying industries. The researcher can reduce the external validity issue by randomly selecting participants from a group of the population rather than using a convenience sample. Each sample that was selected for this study is at least 77 employees working within any industry of U.S. organizations, consisting of 100 to 1,000 employees chosen randomly from the target population. Potential findings obtained from this study will apply only to populations with similar traits.

According to Willis and Riley (2017), statistical validity happens when the researcher selects correct statistical procedures, applying them appropriately when

comparing estimated parameters to the matching parameters of a new study. Researchers can enhance external validity by deliberately selecting populations or using a larger number of participants (Muralidharan & Niehaus, 2017). The threats to statistical validity include Type I and II errors, which link to rejecting the null hypothesis when it is true or agreeing with the alternative hypothesis when it is false.

Internal Validity

Internal validity indicates a researcher's ability to evaluate the study findings and identify relationships accurately, minimizing extraneous variables (Cook & Campbell, 1979). Internal validity contains the reliability of the instrument and what the instrument measures, descriptions of the subscales used and its measurements, the response format, and scoring process (Laher, 2016).

Threats to the validity of interpretation for quantitative researchers when testing hypotheses can include rejecting true null hypotheses or not rejecting false null hypotheses (Trafimow & Earp, 2017). Bradley and Brand (2016) notes consequences such as threats to definite findings may exist when quantitative researchers encounter a Type I error or rejecting a valid null hypothesis. Guaranteeing the reliability of an instrument, the understanding of the need to address data assumptions, and the arrangement of proper sample size significantly minimizes error and increases validity.

Construct Validity

As a researcher in this study, it is important to ensure the reliability and validity of the results. Hales (2016) suggests researchers using a quantitative method find reliable and valid results as a way of producing trustworthy and credible knowledge including

evidence that inform decisions. To increase the probability of reliable and valid results, previously validated instruments were used to include requesting written permission to reuse the instruments and repurpose the instruments to support the framework of this study (Appendix D). Preserving the integrity of the instrument and adherence to the research design can ensure the validity of the results.

There are factors that can affect the sample size requirement and meeting the parametric assumptions for the statistical tests used in this study. For example, it is important to consider determining the significance level of the minimum sample size, effect size, the power of the test, and statistical technique (Bujang et al., 2017). The probability of a Type I error, also known as the significance level, is the chance of rejecting a null hypothesis if it is true (Bradley & Brand, 2016). Many quantitative studies use a 95% confidence level because it delivers sufficient statistical evidence of a test (Hayrapetyan, 2015). The effect size denotes the estimated measurement of the relationship between the variables reflected in a hypothesis test (Cohen, 1988), which, when enlarged, can increase the power of the study (Meyvis & Van Osselaer, 2018). It is a standard of Walden University to have a medium effect size, which is planned for this study. Also, the power of the test refers to the likelihood of rejecting a null hypothesis correctly (Trafimow & Earp, 2017). In accordance with the power analysis, considering these four conditions, a researcher can determine the minimum sample size. The researcher can conclude the minimum sample size required to identify an effect of a given size with a given degree of confidence.

With meeting the minimum sample size requirement, to conduct a moderated linear regression to measure the relationship between the career motivation of millennials and Generation Z and the predictors, turnover intention and organizational commitment, it is important to assess the assumptions of normality, lack of outliers, linearity, independence of observations, homoscedasticity, and multicollinearity. This was accomplished by using the PROCESS in SPSS to test the moderation and look for significant interactions between moderating variable, predictors, and criterion. Disruptions of these assumptions could result in incorrect statistical conclusions. Therefore, these assumptions will be assessed.

Volkova (2016) denotes the assumption of normality to the degree to which the variables resemble a normal distribution in which data move towards a normal distribution as the sample size becomes larger. Rayana et al. (2016) explains outliers can present bias in the results when researchers use multiple regression to make inferences about the means of the observations. Researchers use these assumptions of linearity to match variables in the analysis: (a) the similarities of a line on a simple scatterplot diagram that shows the similarities of the distribution of the two variables, the absence of correlation between the variables (*independence*), (b) equal variances between measurements within the scope of the data (*homoscedasticity*), and (c) the level to which the independent variables are correlated (multicollinearity; Hadad et al., 2018). To determine validity, it is essential to check all the assumptions of a moderated linear regression model to assess the relationship between the career motivation of millennials

and Generation Z and the predictors, turnover intention and organizational commitment, controlling the potentially confounding effects of age and job tenure on the relationship.

Data Analysis Plan

The data analysis plan started with the methods for participant data collection, the data collection of inclusion and exclusion criteria, the research questions, and hypotheses of the study, which align with the problem statement of this study. The data analysis plan included specific statistical methods and tools for collecting, cleaning, and displaying the data for visual representation and an understanding of the relationship, if any, between the moderating variable and the predictors that was studied, considering for the control variables. The basis for the inclusion of the control variables and the interpretation of the results are also featured in this section.

Software Used for Analysis

Data collection was by means of an online survey. Data analysis was conducted using the 27th version of IBM's SPSS statistical software program. SPSS is a capable and user-friendly statistical tool (Secchi, 2015) used by researchers to evaluate results from descriptive and inferential statistics to determine if the researcher can reject or accept the null hypotheses. Specifically, the PROCESS in SPSS was used to evaluate the direct and indirect effects of both the moderator, predictors, and criterion to reduce multicollinearity and make interpretation easier. The Qualtrics was purchased to use the system to distribute the online survey to participants. The data collection was stopped when sufficient time has passed, and the number of responses have been received. Surveys completed by respondents who are not millennials or Generation Z were considered

unusable and was not included in the data analysis. Thus, demographic questions was asked prior to the survey to determine generation cohort affiliation with age to further facilitate categorization between millennials and Generation Z. Once the sample size was finalized, descriptive statistics was used to examine trends in the demographics and scales. The collected data from Qualtrics was downloaded into an Excel spreadsheet, then uploaded into SPSS.

Data Cleaning

The raw data collected from the survey may have defects, such as missing values or outliers that the research needs to clean to repair the data (Chu, 2019). To repair the data, it will be necessary to remove participants whose surveys are missing responses to any of the questions or does not meet the qualifying criteria through listwise deletion. Osborne (2013) suggests list wise deletion works when data is missing completely at random. Although listwise deletion may result in losing significant amounts of data due to missing cases, pairwise deletion also have challenges with drawing conclusions to the total sample (Statistics Solutions, 2020). Also, data analysis may not hold complete data which omits pertinent results (Statistics Solutions, 2020). Therefore, using the SPSS missing values add-on feature to automate the data analysis of this study will provide a better method to deal with the issue of missing data (Baraldi & Enders, 2010).

After data cleaning, all the relevant materials used in this research study was logged and organized into Excel as a research spreadsheet. The research spreadsheet was stored on an external flash drive and hard drive to store raw data collection from the

survey. The final step was to present the results of the research study data analysis which is the focus of chapter 4.

Moderated Linear Regression

There are many statistical methods available to run data analysis. For this study, a moderated linear regression was used to conduct data analysis. Aliahmadi et al. (2016) defines multiple linear regression as a trustworthy statistical method of establishing relationship between one or more predictor (independent) variables and a response (dependent) variable. In this study, a moderated linear regression was suitable to create correlational assumptions, not cause and effect takeaways. A moderated linear regression model to study the interactive effects using the continuous variables OC, TI, Generational Cohort (GC), and CM was appropriate.

The equation for moderated linear regression is $Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \epsilon_i$, wherein this study, the equation symbols are

Y = dependent variable of organizational commitment

β_0 = slope intercept

β_1 = regression coefficient of first independent variable (generational cohort)

x_1 = first independent variable (generational cohort)

β_2 = regression coefficient of second independent variable (career motivation)

x_2 = first independent variable (career motivation)

β_3 = interaction

x_3 = interaction between $x_1 * x_2$

ϵ_i = error term

and

Y = dependent variable of turnover intention

β_0 = slope intercept

β_1 = regression coefficient of first independent variable (generational cohort)

x_1 = first independent variable (generational cohort)

β_2 = regression coefficient of second independent variable (career motivation)

x_2 = first independent variable (career motivation)

β_3 = interaction

x_3 = interaction between $x_1 * x_2$

ε_i = error term

It is important to validate a linear relationship between variables to eliminate misrepresentation of the relationship (AlAnazi et al., 2016). Therefore, the moderated linear regression analysis was used to compare the relationship from the data results, where turnover intention and organizational commitment represents the dependent variables (y), the generational cohort represents the first independent variable (x_1), and career motivation represents the second independent variable (x_2). The moderated linear regression will test the variables (1) organizational commitment, (1) turnover intention, (2) career motivation, (3) generational cohort*career motivation.

Assumption Checks

To determine the appropriateness of a multiple linear regression, the six assumptions provided by Laerd (2018) was tested. For this study, these assumptions verified that multiple linear regression was an appropriate statistical analysis:

- independence of operations

- linear relationship of dependent variables to each of independent variables
- removal of outliers
- normality
- homogeneity of variance, and
- homogeneity of covariance

To evaluate the research questions, there was an examination of the career motivation, turnover intention and organizational commitment (affective, continuance, and normative) by generation (millennial or Generation Z). Tabachnick and Fidel (2013) suggests multiple linear regression is the most suitable statistical analysis when assessing differences in multiple predictors between groups. This analysis allowed the predictors to correspond to the scales of WPI, OCQ, and MOAQ and the moderating variable to correspond to the two generations (millennials and Generation Z).

To test for a moderation effect, the following steps occurred within SPSS using PROCESS:

1. If both predictors (turnover intention and organizational commitment) are quantitative, mean centering will take place first
2. Then multiply the centered predictors into an interaction predictor variable
3. Finally, both mean centered predictors will be entered along with the interaction predictor into a regression analysis

Statistical Tests

The *F* test is a statistical test that allows researchers to use multiple linear regression to evaluate statistical models and decide which best fits the sample data (Lan

et al., 2016). F tests are also used to test for the equality of variances, the value of groups means, or the significance of a regression used in a test (Chen et al., 2018). An F test was performed in this study for the equality of means through an analysis of variance (ANOVA). The F test is an ANOVA criterion due to the tests' potential strength to minor deviations from normality and differences in variances (Hosken et al., 2018).

Once the data was collected and cleaned for this study, the F test was used to determine the variance and explain the hypotheses necessary to answer the research questions. The F test was suitable for testing the multiple regression model because it provided a meaningful F value that could show a linear relationship between the dependent variables and at least one of the independent variables in this study. According to Chen et al. (2018), the ANOVA F test is represented with the equation $F = \text{explained variance} / \text{unexplained variance}$.

If the F test for the model/equation of each hypothesis test is statistically significant, the conclusion may reveal that one or more of the model variables may be significant. Then, t tests for the model coefficients, if statistically significant will indicate which of the independent variables have a significant relationship with the dependent variables. On the other hand, if the overall F test for the model/equation of each hypothesis test are not statistically significant, the conclusion will be that none of the model variables explained a significant part of the variance in the dependent variables.

Rationale for Inclusion of Potential Covariates Variables

To analyze data for the target population of employees who are aged between 18-38 years, all genders and ethnicity and race with a tenure of at least two years from within

any industry of U.S. organizations consisting of 100 to 1,000 employees, it was necessary to exclude employees who were involuntarily released from prior organizations within the last two years, temporary employees, independent contractors or contract workers with final or expiring contracts. If temporary employees, independent contractors or contract workers with final or expiring contracts are not likely to remain in the organizations or feel they are not a part of the organization, they could have turnover intentions, but the costs to the organization if those intentions result in their leaving their position or the organization are not as severe as when an employee with a tenure of at least two years act on his or her turnover intentions. For that reason, only employees with a tenure of at least two years from within any industry of U.S. organizations consisting of 100 to 1,000 employees was studied to evaluate the problem statement of the research.

The age of an employee may contribute to turnover intention and organizational commitment. If a younger generation employee perceives a lack of career motivation, they may not think there is value in staying in their position with no opportunities to be promoted in the organization. The younger generation (millennials and Generation Z), place more importance on social inclusion at work and a sense of belonging (Rani & Samuel, 2016). Turnover intention can be elevated for younger employees. Cote (2018) suggests older generation employees are looking forward to retirement which may be close and hence turnover intention and organizational commitment may be high or low. As a result, the Qualtrics system allowed filtering, which represented a more precise reflection of the employees who are aged between 18-38 years with a tenure of at least

two years from within any industry of U.S. organizations consisting of 100 to 1,000 employees to participate in this study.

The tenure or time an employee has spent in the organization may also add to the relationships among the variables. Employees with a longer tenure may choose to stay knowing there is only a limited amount of time left to endure any unpleasant work behaviors and attitudes because of the close relationships they may have developing while working in the organization for an extended period (Heijden et al., 2019). As the age and the length of tenure of the employee are factors that impacted turnover intention and organizational commitment for the target population of this study, the variables of age, tenure, and career motivation are moderator variables in this study.

Ethical Procedures

Researchers must be knowledgeable of the ethical standards to consider such as emotional, psychological, or physical harm that the survey questions may impose on the participants when participating in the study. Neufield et al. (2019) confirms research needs to be conducted ethically without abusing or disrespecting the participants and communities involved. Researchers are required to present research findings accurately that is not misleading but improves society (Osborne, 2017). Implementing informed consent in human and social sciences, researchers can ensure ethical compliance and using precautions for conducted research on human subjects (Sobottka, 2016). Gelling (2016) also confirms researchers should adhere to all ethical compliance.

Prior to PhD students conducting data collection, Walden University's Institutional Review Board (IRB) reviews the study proposal, considering the validity of

the study to guarantee it fulfills regulatory requirements of informed consent and ethical standards. If IRB determines the study follows both regulatory and ethical standards, IRB will approve the study with an approval number to include in the dissertation.

Once data collection begins, there are three ethical considerations to regard. To begin, participants must be given consent to take the survey. Qualtrics already pre-screen participants of an online study by allowing participants to give consent to take online survey at their own free will. The researcher must consider any potential triggers of previous negative incidents. For this study, participants may answer questions about the negative aspects of their work environment, which may trigger points to potential situations that had resulted in stress or anxiety in the workplace. Participants can decline to take the online study or stop at any point to minimize any potential harmful triggers. Finally, researchers must protect the confidentiality of the information received from the participants. Qualtrics does not disclose participant information on their online platform, which eliminates any confidential, ethical concerns that may arise.

When data analysis begins, it is important to not only focus on statistical rigor of data to be collected, but also on the positive social change impact the findings may contribute to organizations, managers, and employees (Zyphur & Pierides, 2017). The purpose of this study was to examine whether there will be relationships between the moderating variable and predictors for a specific population because there is a gap in the literature on this topic. Therefore, it is essential to regard ethical considerations to ensure the findings and analysis of this study may be used by non-researchers with retention efforts in U.S. organizations.

Summary and Transition

In this chapter, a comprehensive explanation of the research design and plan for this quantitative correlational study on the relationship between the career motivation of millennials and Generation Z and the predictors, turnover intention and organizational commitment. Also, the rationale for selected participants of any U.S. organization employees, the research questions and hypotheses, the data collection instrument (a survey consisting of variable specific along with demographics questions) and methods (SPSS and Qualtrics), the moderated linear regression data analysis plan, threats to validity, ethical procedures when collecting and analyzing participant data to produce study results.

The next chapter will discuss a data analysis and interpretation from conducting this study using statistical techniques and visual diagrams to explain the findings. After identifying and analyzing the findings, recommendations are offered for future research and implications of study results for positive social change.

Chapter 4: Results

The purpose of this quantitative correlational study was to determine, if and to what extent, the career motivation moderates the predicted relationship between turnover intention and organizational commitment among millennials and Generation Z in U.S. organizations. The first independent variable was the generational cohorts (millennials and Generation Z), and career motivation was the second independent variable. Turnover intention and organizational commitment were the dependent variables. The Qualtrics tool was used to apply random sampling to collect data using a Likert-type survey completed by qualified research participants. The research gap of identifying if the career motivation of millennials and Generation Z predicted turnover intention and organizational commitment was addressed.

This chapter includes the primary data analysis to obtain the study findings. The results of the statistical tests to determine whether to reject the null hypotheses for the corresponding research questions is highlighted in this chapter. Finally, an overview of the study, results, and conclusions are summarized.

Data Collection

The data collection for the study began on August 23, 2021. Selected individuals who were employed at least 2 years in a U.S. organization along with the filtering criteria process confirmed that they aligned with the problem statement and research questions of the study. The G*Power 3.1.9.7 software was used to conduct two power analyses to calculate a minimum sample size of 77 participants for an F test with a medium effect size ($p = .15$), an error probability of 5% ($\alpha = .05$), and a power of 80% ($1 - \beta = .80$). Of

the 304 responses received, only 235 were usable; this sample size was above the 77 responses required adequate power for the analyses of the research.

Participant Consent and Qualifying Questions

Before Qualtrics displayed any survey questions, the Qualtrics system displayed a consent form approved by the Walden University IRB. Participants gave consent to start the survey when they clicked the *I consent* button. The participant pool contained all genders and work industries within the limits of the study criteria to provide generalizability and address the research questions. The consent form also contained instructions on where participants could view the study results once all responses are collected and analyzed.

The required questions for the screening process followed the consent form inquiring of the potential participants their age, birth cohort, tenure, and employment status. The Qualtrics system directed any respondent (a) younger than 18 or older than 40, (b) whose birth cohort was not millennial or Generation Z, and (c) had not been employed at least 2 years at an organization to a thank you page and no further information were collected from the respondent.

Survey Sections

Qualtrics directed all participants who met the inclusion criteria to the online survey shown in Appendix B. The survey was divided into sections for easy readability. Section 1 was the general demographic questions of age, generational cohort, tenure, work industry, income, gender, and employment status to collect data for the control variables and additional analysis of the study. Section 2 consisted of the 10 statements

from the WPI tool. Section 3 presented the four statements on turnover intention from the MOAQ. Section 4 presented the organizational commitment (the emotional attachment or *normative commitment*, the perceived cost of leaving or *normative commitment*, and the perceived obligation to organization or *continuance commitment*) using the OCQ. All responses from the three combined questionnaires contained a 5-point Likert-type scale for respondents to select from: (a) *strongly agree*, (b) *agree*, (c) *undecided*, (d) *disagree*, and (e) *strongly disagree*. The survey closed when the participants submitted their responses through the Qualtrics system. Qualtrics displayed a thank you message after the participants submitted their responses.

Responses Collected

The average completion rate of the survey was 92% and a total of 304 sets of responses completed the survey within 4 weeks of starting the survey. All the responses were downloaded into an Excel document. Of the collected responses, 14 were missing data and 55 responses were unusable. Since missing data could impact research findings (Dorazio, 2016) by diminishing or strengthening the validity of the research study, the surveys with missing data were removed and not included in the final data set.

Study Results

The WPI, MOAQ, and OCQ were the three published instruments combined into a new survey instrument used to measure the variables in this research study. The data were downloaded, cleaned, uploaded, and analyzed in SPSS 27. Qualtrics's demographic questions were used to assess the participant's age, gender, race/ethnicity, household income (See Appendix C).

Demographics and Descriptive Statistics

Using SPSS Version 27 to conduct analysis, the descriptive statistics from the 235 usable surveys were calculated. Table 1 includes the demographic information for the respondents, including gender, generational cohort, race/ethnicity, and household income. The results revealed that the respondents came from a variety of industries and household incomes from less than \$10,000 to over \$200,000.

Table 1 displays the frequency counts for the demographic variables. The ages ranged from 18 to 24 (42.6%) to 35 to 44 (17.0%) with the median age of 29.5 years. Sixty percent of the sample were from the millennial generation (1981 to 1996) and 40% were from Generation Z (1997 to 2017). About two thirds of the sample (65.5%) were female. The most common racial ethnic backgrounds were White (58.7%) and Black/African-American (23.4%). The tenure with the participant's company ranged from 1 to 2 years (40.0%) to 5+ years (26.4%) and a median of 3.50 years. Participants worked in 17 separate industries with the largest being retail (13.6%) and healthcare or social assistance (12.3%). Entire household income ranged from less than \$25,000 (15.4%) to \$125,000 or more (14.5%) with the median household income being \$62,500 (see Table 1).

Table 1*Frequency Table for Demographics*

Variable	N	%
Gender		
Female	154	65.5%
Male	77	32.8%
Non-binary	3	1.3%
Other	1	0.4%
Age		
18-24	100	42.6%
25-34	95	40.4%
35-44	40	17.0%
Generational Cohort		
1981-1996	140	59.6%
1997-2017	95	40.4%
Race/Ethnicity		
Black or African American	55	23.4%
Hispanic or Latino(a)	28	11.9%
White	138	58.7%
American Indian/Alaska Native	2	0.8%
Asian	9	3.8%
Other	2	1.2%
Prefer not to answer	1	0.2%
Household Income		
Less than \$10,000	18	7.5%
\$10,000 - \$24,000	18	7.5%
\$25,000 - \$49,999	59	22.5%
\$50,000 - \$74,999	42	18.9%
\$75,000 - \$99,999	32	14.2%
\$100,000 – 124,999	31	13.9%
\$125,000 or more	32	14.2%
Prefer not to answer	3	1.3%
Industry		
Healthcare or social assistance	29	7.7%
Information technology	18	6.8%
Banking, finance, or insurance	16	7.2%
Construction	17	13.6%
Retail	32	8.9%
Educational services	21	43.4%

The psychometric characteristics for the three summated scale scores are presented in Table 2. All three scale scores had adequate Cronbach alpha reliability coefficients: career motivation $\alpha = .78$, turnover intention $\alpha = .90$, and organizational commitment $\alpha = .91$. Considering the Cronbach's alpha for each scale, George and Mallery (2016) suggests the internal consistency in this study is excellent and the sample is representative of the population of interest. The external validity was enhanced by deliberately selecting the populations (Muralidharan & Niehaus, 2017).

Table 2

Psychometric Characteristics for the Summated Scale Scores

Variable	Items	<i>M</i>	<i>SD</i>	Low	High	α
CM	10	4.22	0.50	2.90	5.00	.78
TI	4	3.24	1.21	1.00	5.00	.90
OC	12	3.60	0.86	1.33	5.00	.91

Note. $N = 235$. OC = organizational commitment, TI = turnover intention, CM = career motivation.

Assumptions

Since the moderated linear regression was used to test the study hypotheses, I needed to evaluate the assumptions that correspond with those tests, such as multicollinearity, outliers, normality, and homoscedasticity (Bachleda & Bennani, 2016). The assumptions were tested to evaluate the data collected and identify potential violations. Kassim et al. (2017) suggested a highly correlated relationship between the predictor variables of turnover intention and organizational commitment would reveal multicollinearity. Outliers are movement away from the dataset and would predict

abnormal values (Ivanushkin et al., 2019), which could distort the results. The assumption of a normal distribution of data is normality (Prabhaker et al., 2019) and homoscedasticity is a steady variance of residuals between the independent and dependent variables (Kassim et al., 2017). Therefore, evaluating the assumptions for this research helped to justify the strength of the findings.

According to the Laerd Statistics website (2021), there are nine assumptions that need to be met for moderated multiple regression:

1. dependent variable is a continuous scale;
2. continuous independent variable;
3. moderator variable is dichotomous;
4. independent observations;
5. linear relationship between the dependent variable and each non-dichotomous independent variable both individually and collectively;
6. no multicollinearity;
7. no significant outliers, high leverage points or highly influential points;
8. homoscedasticity; and
9. normally distributed residual scores.

I evaluated the assumptions of multicollinearity, outliers, normality, and homoscedasticity using interaction plots for each of the research questions.

Assumptions 1 (continuous dependent variable), 2 (continuous independent variable), 3 (dichotomous moderator variable) and 4 (independent observations) were met based on the design of the study. Assumption 5 (linear relationship) was better met

(much stronger R^2 values) for the dependent variable organizational commitment (Figure 2) then for the dependent variable turnover intention (Figure 3). Assumption 6 (no multicollinearity) was met by inspection of the VIF statistics in the regression model (see Tables 3 and 4). Assumption 7 (no outliers or other influential points) was met based on examination of the case-wise diagnostics, identifying no studentized deleted residuals greater than ± 3 standard deviations, Cook's scores all less than 1.0, and leverage values all less than 0.20. Assumption 8 (homoscedasticity) was met based on inspection of the scatterplot of studentized residuals against the unstandardized predicted values. Assumption 9 (normally distributed residuals) was met based on the inspection of the two studentized residual histograms. Taken together, along with the General Linear Model being robust to assumption violations in large samples ($N = 235$), the assumptions for moderated linear regression were adequately met. All of the assumptions of a moderated linear regression have been accounted for.

Data Analysis

After meeting the assumptions of linear regression testing, I tested the statistical model $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon_i$, where Y = the dependent variable of organizational commitment, $\beta_1 = GC$, $\beta_2 = CM$, $H_0: \beta_1 = \beta_2 = \beta_1 \beta_2$ and $H_{01}: \beta_1 \neq 0 \neq \beta_2$. The final analysis were run on PROCESS Macro. The data analysis was run through the PROCESS Macro SPSS add-on. The PROCESS Macro was used to respond to each research question and hypotheses regarding the extent at which the generational cohort, career motivation, and generational cohort by career motivation interaction predicts organizational commitment and turnover intention.

Research Question 1 and Hypotheses

RQ1: Does the generational cohort, career motivation, or the generational cohort by career motivation interaction predict organizational commitment?

This research question had three related null hypotheses:

H_01 : The generational cohort does not predict organizational commitment.

H_02 : The career motivation does not predict organizational commitment.

H_03 : The generational cohort by career motivation interaction predicts organizational commitment.

This research question had three related alternative hypotheses:

H_a1 : The generational cohort predicts organizational commitment.

H_a2 : The career motivation predicts organizational commitment.

H_a3 : The generational cohort by career motivation interaction does not predict organizational commitment.

To answer this question, Table 3 shows the moderated regression prediction model of organizational commitment based on career motivation, generational cohort, and the interaction effect. Model 1 was significant ($p = .001$) and accounted for 14.7% of the variance in organizational commitment. The inclusion of the interaction effect in Model 2 added 1.8% to the explained variance for organizational commitment.

Table 3

Moderated Regression Prediction Model of OC Based on CM, GCohort, and the Interaction Effect

Model	Source	<i>B</i>	<i>SE</i>	β	<i>p</i>	VIF
One	Intercept	3.56	0.08		.001	
	Centered Career Motivation	0.66	0.11	.38	.001	1.01
	Generational Cohort ^a	0.06	0.11	.03	.58	1.01
Two	Intercept	3.55	0.08		.001	
	Centered Career Motivation	0.41	0.15	.24	.008	2.16
	Generational Cohort ^a	0.06	0.11	.04	.55	1.01
	Interaction	0.47	0.21	.20	.03	2.15

Note. Model 1: $F(2, 232) = 20.01, p = .001. R^2 = .147.$

Model 2: $F(3, 231) = 15.21, p = .001. R^2 = .165. \Delta R^2 = .018 (p = .03).$

^a Generational Cohort: 0 = *Generation Z* 1 = *Millennials*.

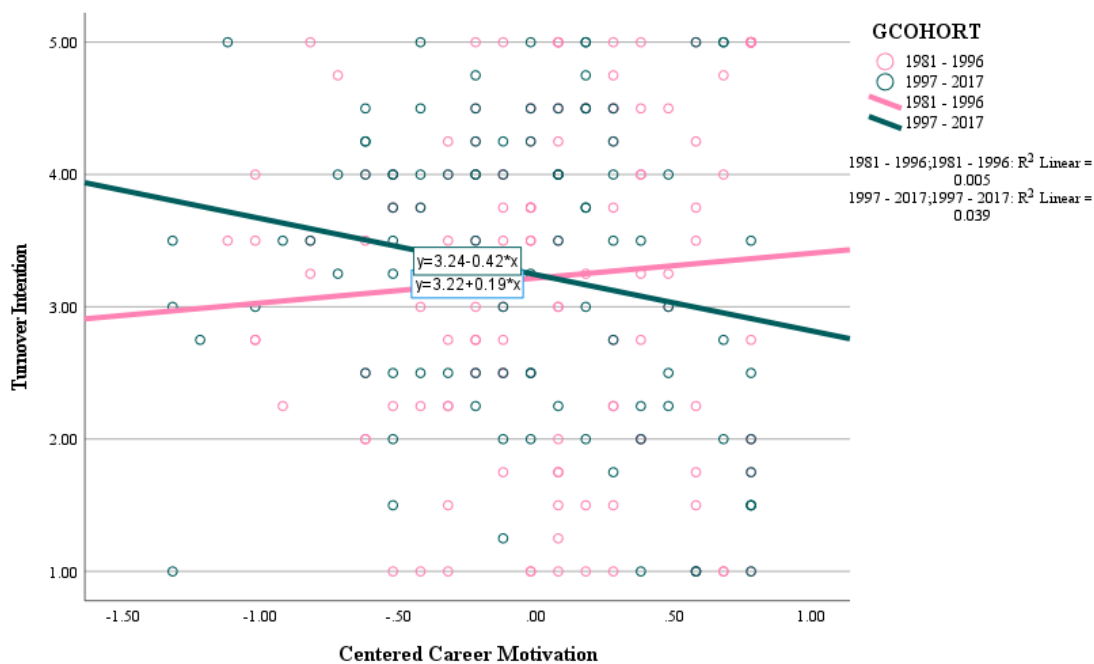
As for hypothesis testing, the generational cohort did not predict organizational commitment ($\beta = .03, p = .58$) which provided no support for Hypothesis 1. Career motivation was positively related to organizational commitment ($\beta = .38, p = .001$) which provided support for Hypothesis 2. Therefore, the first two null hypotheses were accepted, and the alternative hypotheses were rejected. On the other hand, the Generational cohort by career motivation interaction predicted organizational commitment ($\beta = .20, p = .03$) which provided support for Hypothesis 3. The third null hypothesis was accepted, and the alternative hypothesis was rejected.

Figure 2 displays the interaction plot for organizational commitment and career motivation based on cohort. For the millennial cohort, the simple effect accounted for

19.9% of the variance. For the generation Z cohort, simple effect accounted for 8.0% of the variance (see Figure 2).

Figure 2

Interaction Plot of OC and CM Based on Generational Cohort



Research Question 2 and Hypotheses

RQ2: Does the generational cohort, career motivation, or the generational cohort by career motivation interaction predict turnover intention?

This research question had three null hypotheses:

H_04 : The generational cohort does not predict turnover intention.

H_05 : The career motivation does not predict turnover intention.

H₀₆: The generational cohort by career motivation interaction predicts turnover intention.

This research question had three alternative hypotheses:

H_{a4}: The generational cohort predicts turnover intention.

H_{a5}: The career motivation predicts turnover intention.

H_{a6}: The generational cohort by career motivation interaction does not predict turnover intention.

To answer this question, Table 4 displays the moderated regression prediction model of turnover intention based on career motivation, generational cohort, and the interaction effect. Model 1 was not significant ($p = .80$) and accounted for 0.2% of the variance in turnover intention. The inclusion of the interaction effect in Model 2 added 1.6% to the explained variance for turnover intention.

Table 4

Moderated Regression Prediction Model of TI Based on CM, GCohort and the Interaction Effect

Model	Source	<i>B</i>	<i>SE</i>	β	<i>p</i>	VIF
One	Intercept	3.26	0.13		.001	
	Centered Career					
	Motivation	-0.10	0.16	-.04	.54	1.01
	Generational Cohort ^a	-0.03	0.16	-.01	.85	1.01
Two	Intercept	3.24	0.12		.001	
	Centered Career					
	Motivation	-0.42	0.23	-.17	.07	2.16
	Generational Cohort ^a	-0.03	0.16	-.01	.88	1.01
	Interaction	0.61	0.32	.18	.06	2.15

Note. Model One: $F(2, 232) = 0.22, p = .80, R^2 = .002$.

Model Two: $F(3, 231) = 1.38, p = .25, R^2 = .018, \Delta R^2 = .016 (p = .06)$.

^a Generational Cohort: 0 = *Generation Z* 1 = *Millennials*.

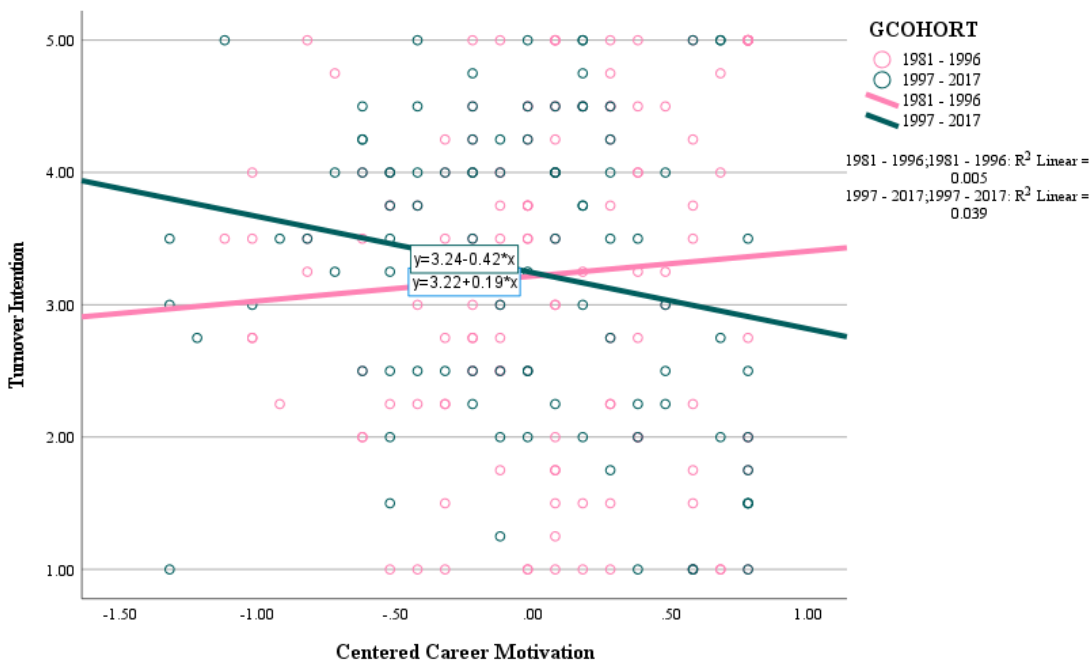
As for hypothesis testing, the generational cohort did not predict turnover intention ($\beta = -.01, p = .85$) which provided no support for Hypothesis 4. Career motivation was not related to turnover intention ($\beta = -.04, p = .54$) which provided no support for Hypothesis 5. Generational cohort by career motivation interaction provided limited support in predicting turnover intention ($\beta = .18, p = .06$) (see Table 4). As a result, all the null hypotheses were accepted, and the alternative hypotheses were rejected.

Figure 3 displays the interaction plot for turnover intention and career motivation based on cohort. For the millennial cohort, the simple effect accounted for 0.5% of the

variance in turnover intention. For the Generation Z cohort, simple effect accounted for 3.9% of the variance in turnover intention (see Figure 3).

Figure 3

Interaction Plot of TI and CM based on Generational Cohort



Post Hoc Analysis

As additional post hoc analyses, Table 5 displays the Spearman correlations for the seven demographic variables with the three scale scores. A significant positive correlation was found between career motivation and organizational commitment ($r_s = .43, p = .001$). In addition, men had higher levels of turnover intention ($r_s = -.15, p = .03$) and higher levels of organizational commitment ($r_s = -.26, p = .001$) (see Table 5).

Table 5

Spearman Correlations for Demographic Variables with Primary Scale Scores

Variable	1	2	3
1. Career Motivation	1.00		
2. Turnover Intention	-.02	1.00	
3. Organizational Commitment	.43**	.03	1.00
Age Category	.08	-.01	.06
Generational Cohort ^a	.08	-.01	.09
Gender ^b	-.11	-.15*	-.26**
Race ^b	.00	-.07	.05
Years at the company	.00	-.06	.04
Household income	.11	-.04	.09

Note. * $p < .05$. ** $p < .001$.

^a Generational Cohort: 0 = *Generation Z* 1 = *Millennials*.

^b Coding: 0 = *No* 1 = *Yes*.

Summary and Transition

In Chapter 4, the data collection procedures and analysis were explained. The data analysis of the 235 usable responses received in the final study was measured by the WPI, the MOAQ, and the OCQ scales. Analysis of the data associated with the first research question revealed that, according to the responses received, the first null hypothesis (generational cohort and organizational commitment) was rejected, accepting the alternative hypothesis (see Table 3). Also, the second null hypothesis (career motivation and organizational commitment) was rejected, accepting the alternative hypothesis (see Table 3). However, the third null hypothesis (interaction of generational cohort and career motivation and organizational commitment) was accepted, rejecting the alternative hypothesis (see Table 3). Analysis of the data associated with the second

research question revealed that, the fourth null hypothesis (generational cohort and turnover intention) was accepted and not supported, rejecting the alternative hypothesis (see Table 4). The fifth null hypothesis (career motivation and turnover intention) was also accepted and not supported, rejecting the alternative hypothesis (see Table 4). Finally, the sixth null hypothesis (interaction of generational cohort and career motivation with turnover intention) was accepted, but had limited support, rejecting the alternative hypothesis (see Table 4). In the final chapter, these findings will be compared to the literature, conclusions and implications will be drawn, and a series of recommendations will be suggested.

In Chapter 5, the focus is the conclusion and recommendations of the study to include the research purpose, questions, and hypotheses. Also, there is a review of the research supporting the theoretical framework, along with additional information from the existing literature on the career motivation, organizational commitment, and turnover intention in millennials and Generation Z. Finally, the implications for positive change and future research will be discussed.

Chapter 5: Discussion, Conclusions, and Recommendations

This chapter addresses the analysis, conclusions, and recommendations based on the results in Chapter 4. In this chapter, the findings of the study (research purpose, questions, and hypotheses) are presented. Also, this chapter discusses how the findings supported the study's theoretical framework and how the research adds to the literature of career motivation, organizational commitment, and turnover intention in millennials and Generation Z. The chapter concludes with the potential impact for positive social change within organizations.

Overview of the Study

Employee turnover can be expensive with challenges of retaining competent workers. Since the current workforce is multigenerational, understanding differences in career motivation, turnover intention, and organizational commitment among generational cohorts is important to employee retention (Lu & Gursoy, 2016). The researchers who study turnover established factors such as individual or organizational characteristics influences may result in higher stress levels, burnout, and psychologically instability leading to increase turnover intention (Harden et al., 2018; Kim, 2015; Mullen et al., 2018). Organizations are faced with keeping the younger generations, once hired, because traditional views of professional career pursuits are rejected and a desire for peer collaboration is expected (Graen & Grace, 2015). These factors may lead to employee turnover. Consequently, organizations may not know the impact of the career motivation, organizational commitment, and turnover intention of millennials and Generation Z. Based on the theoretical framework of Herzberg's motivation theory, Meyer and Allen's

revised three-component model of commitment, and Mannheim's generational theory, the purpose of this quantitative correlational study was to examine if the career motivation of millennials and Generation Z predict turnover intention and organizational commitment.

To answer the research questions, multiple regression tests were conducted to yield findings associated with career motivation, organizational commitment, turnover intention, and generational cohorts. The purpose of RQ1 was to determine if the generational cohort by career motivation interaction predicted organizational commitment. The purpose of RQ2 was to determine if the generational cohort by career motivation interaction predicted turnover intention. The research questions and supporting hypotheses led the study.

To collect the data, employees from within any industry of U.S. organization were recruited to complete the WPI (see Amabile et al., 1994) to measure their career motivation interaction. Employees completed the OCQ (see Allen & Meyer, 1990) to indicate their organizational commitment. Finally, employees also completed the MOAQ (see Cammann et al., 1983) to reveal their turnover intention. Other demographic information, such as age (birth cohort), gender, household income, and race/ethnicity, was also collected in the study. When agreeing to consent, full-time employees of U.S. organizations employing 100 to 1,000 employees were able to complete an online survey through Qualtrics.

After the regression analysis of the data was performed, the null hypotheses in RQ1 for Hypothesis 1 (generational cohort and organizational commitment), RQ2

Hypothesis 4 (generational cohort and turnover intention), and Hypothesis 5 (career motivation and turnover intention) were rejected. The results indicated that statistical significance was found between the career motivation, organizational commitment, turnover intention. Generational cohort was not significant when testing any of the six hypotheses. However, when testing Hypothesis 3, the generational cohort by career motivation interaction predicted organizational commitment, while the generational cohort by career motivation interaction provided limited support in predicting turnover intention when testing Hypothesis 6.

Interpretation of Findings

The theoretical foundation that guided this study was the Herzberg's motivation theory, Meyer and Allen's revised three-component model of commitment, and Mannheim's generational theory. The Herzberg's motivation theory was designed to provide a better understanding of positive job attitudes as the result of satisfied individual needs and self-actualization in work (Herzberg et al., 1959). While the Meyer and Allen's (1993) revised three-component model of commitment gauged an employee's organizational commitment or their intention to leave. Gibson et al. (2012) proposed the intention to leave and job satisfaction as the reasons for turnover intention and the employee organization relationship. Thus, Mannheim's (1952) generational theory purports individuals share more than age in years, but also share related events which emphasizes the differences in work values and motivation. For that reason, the generational theory aids in predicting how generational gaps affect the workplace with varying workplace attitudes and perceptions (Helyer & Lee, 2012; Rajput et al., 2013).

To support the framework of this study, the results helped to highlight the importance of identifying and understanding the effects and barriers to maximize organizational commitment and reduce turnover intention in a multigenerational workforce.

The findings for RQ1 indicated differences in organizational commitment between millennials and Generation Z. Millennials had a higher career motivation interaction to predict organizational commitment than Generation Z, which is consistent in the findings of Parmalee (2018) and Kaifi et al. (2012) that generation association influenced organizational commitment to an organization. Lu and Gursoy (2016) indicated generational connection may influence organizational commitment. These findings also aligned with Luo's (2012) study and Lub et al. (2012) conclusions that positive older generation workers' experiences with their younger colleagues validates employees' tenure on the job. Older generations, according to Johnson & Ng (2016), are more dedicated to an organization and less likely to leave.

There was limited support found for the generational cohort by career motivation interaction in predicting turnover intention, which was the focus of RQ2. This finding aligned with the results of the Bureau of Labor Statistics (2018) and Ertas (2015). In addition, Abate (2016) discovered no significant link between generational membership and turnover intentions. The studies of Lyons and Kuron (2013) and Parry and Urwin (2011) found small significance in the differentiation between generations suggesting millennials and Generation Z work values will change while developing work experience. Although there was a statistically significant difference in turnover intentions between millennials and Generation Z, the difference was based on the weight of responses

provided by the millennials. Generation Z had a slighter higher career motivation interaction to predict organizational commitment than millennials. Future research could concentrate on the individual generational cohorts rather than combining cohorts, which can lead to inaccurate information.

As a result of the findings, the career motivation was a predictor of organizational commitment and turnover intention among millennials and Generation Z. The data was statistically analyzed, which back up the points made in Chapter 2. Locmele-Lunova and Cirjevskis (2017) found that work values of different generations motivate employees to remain or leave an organization. Ozkan and Solmaz (2015) and Kuron et al. (2015) posited millennials and Generation Z have changing career motivation and attitudes which impact work outcomes including turnover intention and employee work performance. Kuron et al. also suggested a connection between motivation, turnover intention, and organizational commitment. This study aligned with other research by indicating there are varying factors that affect organizational commitment and turnover intention beyond generational cohorts. Furthermore, the current study findings supported Galla (2018) and the U.S. Bureau of Labor Statistics (2018) survey study, which indicated a negative relationship between organizational commitment and turnover intention among millennials. For the first hypothesis in RQ1, the results indicated that generational cohort was not statistically significant in predicting organizational commitment when it was added to a model that already contained career motivation.

Limitations of the Study

There were limitations to this study because the questionnaire data depended on human participation, which were presented in Chapter 1. One limitation was that there may not have been a large enough number of individuals willing to participate in the study. This limitation was removed since Qualtrics was able to offer more than the survey's minimum number of qualified respondents. With the barrier of limited participants removed, a narrower approach was taken to generalize the population more effectively. Another limitation was the type of demographic data gathered. More female and white participants from various industries with mostly a two-year tenure on the job responded to the survey. Understanding whether the career motivation, organizational commitment, and turnover intention for varying gender and race/ethnicity differ could be the basis for developing programs that target retaining employees for diversity, equity, and inclusion. Based on the findings from future studies, organizations may create programs aimed at employees with different tenures to retain organizational commitment and minimize turnover intention.

The use of a quantitative approach with survey instruments was also a limitation. The survey method allows participants to reply to questions quickly and without giving them much thought. As stated in Chapter 1, the study's findings are limited by the participants' honesty in their responses. Valid survey question responses are contingent on a participant's ability to correctly read each item and do not allow the participant to seek for clarification. Participants from different generational cohorts' career motivation, organizational commitment, and turnover intention might be better understood using a

mixed methods approach. A survey and structured interviews could be used by a researcher employing a mixed methods approach to obtain data. The reliability of the study may be enhanced by the responses supplied by participants in interviews.

A final limitation of this study was that when existing validated survey instruments were used to create the study questionnaire, validity of the survey was preserved, which means researchers must acquire permission from the instruments' authors before any questions may be changed, which could be difficult to obtain. To minimize this limitation, permissions from each of the authors were obtained for the three surveys, and the questions and answer choices remained intact to ensure the study's reliability. Lastly, adding all the items from the three validated instruments may have given the participants too many questions, limiting the number of completed surveys obtained. Although potential participants were given an anticipated 15 minutes to complete the survey, the average time spend on the survey for all qualifying questions from the three validated surveys and demographic questions was only five minutes, minimizing this limitation.

Recommendations

As more employees from the younger generational cohort enter the workforce, millennials and Generation Z are suggested as research topics. It could be useful to see if their career motivation is a predictor of turnover intention and organizational commitment based on certain demographics. Knowing what motivates employees from the younger generational cohorts based on demographics to stay or consider leaving the company would be a DEI benefit to leaders. Exploring gender, race/ethnicity, and

different industries might all be investigated further. Researchers could determine whether there are differences in career motivation, organizational commitment, and turnover intention between generational cohorts by identifying employees' gender, race/ethnicity, and different industries with high turnover intention. Also, the relationship between intrinsic and extrinsic motivation among the younger generational cohorts could be the subject of future research. Research could provide a better knowledge of what factors influence millennials and Generation Z's career motivation, both positively and negatively.

Human resource managers, supervisors, and leaders could take proactive measures to ensure the understanding of the career motivation of millennials and Generation Z as predictors of turnover intention and organizational commitment. According to the Society for Human Resources Management (2019), human resource practices, as they pertain to commitment and retention, are said to have a direct impact on organizational aspects such as mission, vision, and strategic planning. As a result, a better understanding of how to approach each generation and what works best for each cohort could help retention initiatives and prevent future workplace problems. As seen from the findings in RQ1 and RQ2, the career motivation interaction provided justification for the employee to willingly stay in their position and commit to the organization.

This research can be used to build a model that will detect millennials and Generation Zs career motivation, organizational commitment, and turnover intentions. According to Hoffman (2018), millennials start looking for a new job before they have been with an organization for three years, 24% stay with an organization for six months

before starting their job search, and 30% start looking for a new job between 12 and 18 months of hire. Based on the findings of this study accounting for 60% of the U.S. Millennial employees who are employed at least two years with a company, this study should be replicated with additional variables such as working remotely, and job pay satisfaction to determine if there will be any changes in the statistical significance of factors contributing to the organizational commitment and turnover intention of millennial employees. Generation Z, on the other hand, is less likely than previous generations to get a formal education. YouTube and other technical tools are used to educate Generation Z (Wiedmer, 2015). Additional research exploring education could help to determine if specific industries would increase the statistical significance of factors contributing to the organizational commitment and turnover intention of Generation Z employees.

Future studies could employ a mixed methods approach to learn more about the factors that influence career motivation, organizational commitment, and turnover intentions among younger generations, considering gender. Based on the findings in this study, men were more likely to have turnover intentions and higher degrees of organizational commitment. In addition, the researchers could gain a better understanding of how participants interpret organizational commitment and turnover intention through semi-structured interviews. A qualitative study could be conducted within specific industries to gain a deeper knowledge of career motivations and organizational commitment to address retention efforts within businesses of the same industry is another recommendation for future research.

Implications for Positive Social Change

The findings of this research can provide valuable insight into employees' voluntary turnover intention and organizational commitment. By minimizing employee turnover and improving organizational commitment, organizational leaders can save company resources and decrease costs associated with recruitment and hiring new personnel. Due to limited resources, it is crucial to understand the elements that lead to employee turnover intentions and inhibit organizational commitment. In a multigenerational workforce, it is essential to understand how factors that contribute to turnover intention and a lack of organizational commitment affect each generational cohort of employees. The results of this study in answering RQ1 indicated there are differences in organizational commitment between millennials and Generation Z. However, the career motivation interaction provided modest support for the generational cohorts, millennials and Generation Z, in predicting turnover intention, which answered RQ2. Collectively, the results also indicated the career motivation was a predictor of organizational commitment and turnover intention among millennials and Generation Z.

The findings of this study could be applied to professional practice, with a variety of implications on society. The analysis of the results of RQ1 and RQ2 revealed that the career motivation of millennials and Generation Z was found to be a predictor of organizational commitment and turnover intention which can be a positive change in U.S. organizations. To retain qualified personnel, promoting a safe and healthy work culture adds significantly to a pleasant environment in which employees feel supported in their careers. Supporting behavior that promotes the value and goodness of employees and

provides a stable work culture could improve employees' attitudes, morale, and job satisfaction, leading to higher levels of retention and organizational commitment (Hackman & Oldham, 1976; Herzberg et al., 1959). Identifying, encouraging, and providing advancement opportunities in the workplace for millennials and Generation Z models an ideal work environment where both the employees and organizations can succeed.

The findings of the research questions of the study also indicated that career motivation and organizational commitment including the interaction of generational cohort (RQ1) impacts a variety of job outcomes, such as the likelihood of turnover and employee performance. Individuals who work values align with organization's values are more likely to stay and less likely to leave on purpose as noted in RQ2 (Bretz & Judge, 1994; Hetland et.al, 2020). Given the emphasis of the relationship that career motivation had on employees' intent to leave or apply organizational commitment in the study for RQ1 and RQ2, organizational policies should be in place to monitor employee behaviors, and correct unfavorable tendencies. Knowing that increasing organizational commitment and minimizing turnover intention is vital for business sustainability (Schlechter et al., 2016; Cloutier et al., 2015) and adds to the economic stability of the local community, promoting positive support while endorsing the retainment of skilled employees and diminished employee turnover intentions (Hegarty, 2018).

As shown in the findings of RQ1, the inclusion of the interaction effect of the generational cohort by career motivation predicts organizational commitment. Considering the generational cohort by career motivation explains variance for

organizational commitment. Based on these findings, other possibilities for encouraging organizational commitment within their respective industry might be researched by management and leadership within organizations. Other possibilities such as policies and training programs could aid in the development of working relationships, resulting in a positive environment in which everyone can stay committed and succeed. As a result of RQ2, the variance in turnover intention for the millennial cohort, the lower requirements there could be on human resource managers to rehire and retrain new employees to fill the gap of millennial turnover. While the variance in turnover intention for the Generation Z cohort would allow the managers of organizations to feel more secure about having the correct amount of skilled personnel on board to ensure a company's long term success.

Conclusions

As older generational cohorts depart the workforce, millennials and Generation Z will make up more than half the U.S. labor force in the next couple of years. The surge of younger generations makes it difficult for businesses to retain and inspire skilled staff, resulting in a toxic workplace (Paulin & Griffin, 2016). Researchers question the ability of millennial and Generation to stay and be committed to an organization (Deloitte Millennial Survey, 2016; Mallory, 2012 & Renfro, 2012). As a consequence, employee retention issues such as organizational commitment and voluntary turnover, can put a strain on businesses, affecting productivity and performance (Hayes, 2015). Career motivation is a strong indicator of organizational commitment and the likelihood of turnover intention (Rodriguez et al., 2018), so it is essential to analyze its influence in

millennials and Generation Z employees. When companies go above and beyond an employee's career motivation to support career growth, training, and development, it may reflect a long-term commitment to the company and a sense of value (Jung & Takeuchi, 2018). The purpose of this quantitative correlational study was to examine if the career motivation of millennials and Generation Z moderate the predictive relationship between organizational commitment and turnover intention. A survey comprised of questions from three instruments with a Likert scale was used in this study.

To test the six hypotheses and answer the two research questions, a moderated linear regression analysis with an F test was used. Responses from 235 surveys completed by millennial and Generation Z employees who have a job tenure of at least two years were the basis of this research. The findings revealed that career motivation was a predictor of organizational commitment and turnover intention among millennials and Generation Z. The results were a statistically significant difference in influencing organizational commitment when added to a model that already had the interaction effect of the generation cohort by career motivation as a predictor variable. Although the generational cohort did not predict organizational commitment, career motivation was positively related to organizational commitment. The findings also revealed that the generational cohort did not predict turnover intention and the interaction effect provided limited support for the generational cohorts, millennials and Generation Z, in predicting turnover intention. Thus, confirming career motivation is not related to turnover intention.

The results of the current study demonstrated support of the earlier findings about career motivation in millennials and Generation Z as a predictor organizational commitment and turnover intention. For example, millennials and Generation Z have different levels of organizational commitment. Millennials showed a stronger career motivation interaction to predict organizational commitment than Generation Z, which is consistent with Parmalee (2018), Kaifi et al. (2012) results suggesting generational differences influenced by organizational commitment. The research of Lu and Gursoy (2016) revealed generational association may influence organizational commitment. Further, the generational cohort by career motivation interaction in predicting turnover intention provided partial support. The research of Bureau of Labor Statistics (2018), Ertas (2015), and Abate (2016) yielded no significant link between generational affiliation and turnover intentions. The analyses of Lyons and Kuron (2013) and Parry and Urwin (2011) found modest significance in the difference between generations implying millennials and Generation Z work values will be altered while developing work experience. Consistent findings in studies conducted across several industries have increased trust in this study's conclusion.

The Herzberg (1959) motivation theory, Meyer and Allen's revised three-component model of commitment (1993), and the Karl Manneheim's generational theory served as the theoretical framework in the study. The Herzberg's motivation theory was a guide to understanding the characteristics of career motivation based on the perspective of the individual. Meyer and Allen's revised three-component model of commitment measured an individual's assurance to stay with a task or organization. While the

Mannheim's generational theory categorized the generational cohorts' work attributes. Devoted employees wish to continue with their organizations, which explains links of organizational commitment and turnover intention (King, 2016). In the current research, these theories can contribute to a better understanding of employees' needs being met and motivation to remain with an organization.

To retain millennials and Generation Z, managers and leaders must gain the knowledge to understand their career motivation and work to address the issues. Managers and executives should analyze the findings of this study and focus on meeting the needs of their employees. Human resource departments can create and enforce organizational policies and training programs that promote collaboration, teamwork, and diversity for millennials and Generation Z. Understanding the career motivation of a multigenerational workforce is imperative to keeping skilled employees, maintaining a positive work environment, strengthening productivity, and reducing costly employee turnover.

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Appendix A: Survey Instrument

Please answer the following questions:

1. What is your age? _____
2. How many years have you worked for your company? _____

Please select the industry you work in. If your industry is not listed, please select, "Other" and type in your industry:

1. What industry do you work in?
 - a. Healthcare
 - b. Real Estate
 - c. Information Technology
 - d. Banking or Finance
 - e. Manufacturing
 - f. Government
 - g. Retail
 - h. Construction
 - i. Utilities
 - j. Education
 - k. Other _____

Please read each of the following statements about your work preferences and select one answer that closest describe how motivated you are about your career growth.

2. I enjoy tackling problems that are completely new to me.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree

3. I want my work to provide me with opportunities for increasing my knowledge and skills.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree

4. Curiosity is the driving force behind much of what I do.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree

5. I prefer to find out to figure out things for myself.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree

6. What matters most to me is enjoying what I do.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree

7. No matter the outcome of a project, I am satisfied if I feel I gained a new experience.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree

8. I am more comfortable when I set my own goals.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
9. It is important to me to be able to do what I most enjoy.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
10. I am strongly motivated by the money I earn.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
11. I am keenly aware of the career goals I have for myself.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree

Please read each of the following statements and select one answer that closest describe your intention to either stay or leave the organization.

12. I sometimes feel compelled to quit my job in my current workplace.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
13. I am currently seriously considering leaving my current job to work at another company.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
14. I will quit this company if the given condition gets even a little worse than now.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
15. I will probably look for a new job in the next year.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree

Please read each of the following statements and select one answer that closest describe how emotionally attached you are to the organization.

16. I would be very happy to spend the rest of my career with this organization.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly Disagree

19. I really feel as if this organization's problems are my own.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly Disagree

20. I feel like "part of the family" at my organization.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly Disagree

21. I feel "emotionally attached" to this organization.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly Disagree

Please read each of the following statements and select one answer that closest describe your perceived cost of leaving your organization.

22. Right now, staying with my organization is a matter of necessity as much as desire.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly Disagree

23. It would be very hard for me to leave my organization right now, even if I wanted to.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly Disagree

24. One of the negative consequences of leaving this organization would be the scarcity of available alternatives.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly Disagree

25. For me, this is the best of all possible organizations for which to work.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly Disagree

Please read each of the following statements and select one answer that closest describe your perceived obligation to your organization.

26. Even if it were for my advantage, I do not feel it would be right to leave my organization.

- f. Strongly agree
- g. Agree
- h. Undecided
- i. Disagree
- j. Strongly Disagree

27. I would not leave my organization right now because I have a sense of obligations to the people in it.

- f. Strongly agree
- g. Agree
- h. Undecided
- i. Disagree
- j. Strongly Disagree

28. I owe a great deal to my organization.

- 26. Strongly agree
- 27. Agree
- 28. Undecided
- 29. Disagree
- 30. Strongly Disagree

29. I would feel guilty if I left my organization.

- f. Strongly agree
- g. Agree
- h. Undecided
- i. Disagree
- j. Strongly Disagree

Thank you for taking this survey.

Appendix B: Demographic Survey

AGE

_____ 18-29

_____ 30-44

_____ 45-60

_____ > 60

GENDER

_____ Female

_____ Male

HOUSEHOLD INCOME

_____ \$0 - \$9,999

_____ \$10,000 - \$24,999

_____ \$25,000 - \$49,999

_____ \$50,000 - \$74,999

_____ \$75,000 - \$99,999

_____ \$100,000 - \$124,999

_____ \$125,000 - \$149,999

_____ \$150,000 +

_____ Prefer not to answer

Appendix C: Permission to Use MOAG and WPI

From: Valamere Mikler
Sent: Tuesday, January 19, 2021 4:44 PM
To: Mark Fichman
Subject: MOAQ Permission Request from PhD student
Importance: High

Hello Dr. Fichman,

I hope this email finds you well.

I am a PhD student at Walden University conducting dissertation research. I will be collecting data from Millennial and Generation Z employees to understand the moderating effect of career motivation to the predictive relationship between organizational commitment and turnover intention. I would like to use the Michigan Organizational Assessment Questionnaire (MOAQ) that you authored.

Can I have permission to use the MOAQ in my study, please?

Thank you for your consideration,

Valamere Mikler, M.A., LSSYB
 PhD in Industrial / Organizational Psychology candidate

Vice President, Women in Technology Interest Group (WWIT), Walden University
 Graduate Student Affiliate, Society of Industrial Organizational Psychology (SIOP)
 Psychology Student Leader Network, American Psychological Association for Graduate Students (APAGS)
 Student Member, American Association of University Women (AAUW)
 Member, National Society of Leadership and Success (NSLS)
 Leadership Development Fellow, American Psychological Association (APALDF)

From: Mark Fichman
Sent: Wednesday, January 20, 2021 9:18 AM
To: Valamere Mikler
Subject: RE: MOAQ Permission Request from PhD student

Dear Mr. Mikler,

You have my permission to use the MOAQ. Below, I attach a link to the chapter describing the questionnaire for your information. If this results in a published piece of research, can you please send me the paper and/or the citation.

Best of luck in your work.

Mark

I'm using Adobe Acrobat.
 You can view "Ch4 Assessing Organizational Change_ocr_version.pdf" at: <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:6a9c149b-c598-4495-86d8-1e694ee6b260>

Mark Fichman
 Emeritus Associate Professor of Business
 Tepper School of Business
 Carnegie Mellon University

From: Valamere Mikler
Sent: Tuesday, January 19, 2021 4:44 PM
To: Amabile, Teresa
Subject: Work Preference Inventory (WPI) Permission Request from PhD student
Importance: High

Hello Dr. Amabile,

I hope this email finds you well.

I am a PhD student at Walden University conducting dissertation research. I will be collecting data from Millennial and Generation Z employees to understand the moderating effect of career motivation to the predictive relationship between organizational commitment and turnover intention. I would like to use the Work Preference Inventory (WPI) that you authored.

Can I have permission to use the WPI in my study, please?

Thank you for your consideration,

Valamere Mikler, M.A., LSSYB
PhD in Industrial/ Organizational Psychology candidate

Vice President, Women in Technology Interest Group (WWIT), Walden University
Graduate Student Affiliate, Society of Industrial Organizational Psychology (SIOP)
Psychology Student Leader Network, American Psychological Association for Graduate Students (APAGS)
Student Member, American Association of University Women (AAUW)
Member, National Society of Leadership and Success (NSLS)
Leadership Development Fellow, American Psychological Association (APALDF)

RE: Work Preference Inventory (WPI) Permission Request from PhD student

Knox, Gabriella
Wed 1/20/2021 2:29 PM
To: Valamere Mikler
Cc: Amabile, Teresa

 2 attachments (1 MB)

Amabile et al 1994_WPI_JPSP.pdf; WPI and SCORING GUIDE revised [2012.pdf](#).

Hello,

Teresa Amabile appreciates your interest in the WPI. You have permission to use it, for research only. The relevant documents are attached. Please refer to the attached JPSP (1994) article reporting the original research on the WPI, because it corrects two serious typos that appeared in a table in the originally published version.

Best wishes,
Gabriella
Knox