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Exploring Generation Y Leaders' Motivation and Retention Within the Service Industry

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Walden University
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Abstract

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MBA, City University, 2004

BA, Washington State University, 2001

Dissertation Submitted in Partial Fulfillment

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Doctor of Philosophy

Applied Management and Decision Sciences

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Abstract

The retention of millennial leaders continues to be a concern for executive leadership. The problem addressed in this study was the gap in research regarding how the motivation of Generation Y leaders affects employee satisfaction and retention factors. The purpose of this phenomenological inquiry was to explore the retention rate for 20 Generation Y service leaders in the southwestern United States to illuminate patterns of satisfied millennial leaders by drawing from employers' role in motivating and retaining millennial leaders in the service industry. Herzberg's 2-factor theory, Vroom's expectancy theory, Adams's equity theory, and Maslow's hierarchy of needs comprised the conceptual framework. Data analysis involved coding semistructured interviews, which helped with the development of themes through content analysis by implementing Moustakas's modified Van Kaam method. The results indicated a disparity among the millennial leaders and other generations in terms of how the different generations viewed motivational factors of millennial leaders in the workplace. The results of this study could contribute to positive change by providing human resource personnel and executive stakeholders with insight to enhance retention methods among millennial leaders in the service industry.

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Dedication

This dissertation is dedicated to my wife, Luciana Wiggins, who has been an emotional and supportive force throughout this journey. I would also like to acknowledge my parents, friends, and family who believed I could accomplish finishing a doctoral degree. I feel privileged to have been the first individual in my family to earn a graduate degree and now a doctoral degree. The dedication of this dissertation also goes out to my son, Hunter Wiggins. I would like him to know that anything in life is possible if you give something your all until it is finished.

I also dedicate this doctoral study to my family. To my mom, Karla Pierce, who had to endure endless discussions on when I would finally complete this dissertation journey. Thank you to my dad, Robert Wiggins, for always believing in me. I would like to thank the countless people who have been a part of my life and have been directly or indirectly involved in my journey. I could not possibly thank them all for their contributions for who I am today. I am fortunate to have had wonderful support and encouragement to accomplish this doctorate degree. I am thankful to God for helping me through this journey and providing me guidance through my prayers.

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Second, I would like to thank each of my dissertation committee members for their patience, guidance, valuable comments, and suggestions: Dr. David Gould, my second committee member, and Dr. David Banner, my university research reviewer.

I would also like to acknowledge a group of students who have made a significant impact on my journey with their feedback and perseverance throughout the dissertation process. The key members of this cohort have been instrumental with their comments, suggestions, and support. I look forward to staying in touch, not only as my academic peers, but forever as friends.

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Chapter 1: Introduction to the Study

In this study, I examined the relationship between motivation, satisfaction, and retention of Generation Y leaders. Generation Y members are individuals born between 1980 and 2000 (Bhave, Jain, & Roy, 2013; Kilber, Barclay, & Ohmer, 2014). This qualitative phenomenological study involved exploring how motivation strategies increased satisfaction and led to improved retention for Generation Y leaders in the workforce. This chapter includes the background, problem statement, and the purpose statement. The research questions, conceptual framework, and nature of the study precede the operational definitions, assumptions, limitations, scope and delimitations, significance of the study, and impact on social change.

For this study, leaders referred to individuals in any leadership role within a service organization who had at least five subordinates reporting to them. The service industry is an industry comprised of companies that primarily earn revenue through providing intangible products and services. Service industry companies include transport, distribution, and food services, among other service-dominated businesses that provide services to a customer base.

Understanding retention and motivation was critical in the development of this research. Motivation is the force that makes individuals act negatively or positively (Islam & Ali, 2013). The theoretical definition for work motivation is inducing actions in employees while explaining the direction, duration, and intensity of their behavior (Acar, 2014; Dwivedula, Bredillet, & Müller, 2015). With a focus on the ability to achieve results through corporate demands, it has become more important to provide methods to motivate the leadership ranks with regard to employee satisfaction in the workplace.

With this study, I added to the body of knowledge regarding how employing motivation strategies can increase satisfaction and decrease attrition of Generation Y or millennial leaders. The terms *Generation Y* and *millennial* are interchangeable throughout this study. Aruna and Anitha (2015) noted that common motivators such as career development, job satisfaction, style of management, nature of working style, and work environment play a role in the retention of Generation Y members. Knowledge about Generation Y leaders is lacking. A Deloitte survey from 2016 indicated that 57% of millennial leaders are likely to leave their current position by 2020 (The 2016 Denoitte, 2016). This statement may be a concern for executive team members who manage Generation Y leaders due to the high cost of attrition in the service industry.

The findings of the study encapsulated the mission of social change by providing ways to decrease Generation Y leaders' attrition rate through motivation strategies that increase satisfaction. Losing Generation Y leaders is a concern due to the cost associated with attrition and the ways retention can improve in a service organization. Using motivation strategies to increase satisfaction will likely decrease attrition for Generation Y leaders. Motivation strategies will benefit social change by decreasing attrition in Generation Y while improving executive leadership's awareness of this concern.

Background of the Study

Researchers have a variety of views on work motivation that are pertinent in the workplace. According to Herzberg (1974), the problem of work motivation is the matter of people not desiring to work. Motivators are factors that meet the needs of individuals for psychological growth, recognition, achievement, opportunity, and career advancements (Sterling & Boxall, 2013). A positive correlation often exists through work motivation between people who feel satisfied and a high employee retention rate.

The gap in research indicated that information about the effects of motivation on Generation Y leaders and the unique effects of the rate of attrition among Generation Y leaders is inadequate. The predominant focus of my study is to help identify key attributes of Generation Y leaders. The qualitative phenomenological study served to close the gap in the research and develop a better understanding about how corporate leaders might employ motivation strategies to increase the satisfaction of Generation Y leaders and therefore decrease their attrition.

The understanding among concerned organizational leaders is that high attrition among Generation Y members will be a significant burden on corporations' human capital expenses. In the next few years, the Generation Y cohort will become the largest group since the baby boom generation, as baby boomers continue to leaver the workforce (Eversole, Venneberg, & Crowder, 2012; Thompson & Gregory, 2012). By 2020, the members of Generation Y will comprise 46% of the workforce (Kalman, 2012). By 2030, 75% of the employees in the United States will be part of the Generation Y cohort (Meister, 2012b). Due to the workforce incorporating a high percentage of millennials, there will be a larger concern for the attrition of millennial leaders. The cost associated with Generation Y leaders leaving their respective organizations will be high.

There are many differences in managing a Generation Y leader compared to managing leaders from different generations. Expectations have changed regarding the quality and frequency of communication (Twenge, Campbell, & Freeman, 2012). In this study, I identified the difference between the motivation and the satisfaction of Generation Y leaders because such information is inadequate, as members of Generation Y have not yet been leaders for an extended period. Millennial leaders have faced challenges different from previous generations, as highlighted throughout the research that included the use of technology that has influenced the growth process from early childhood into adulthood.

Service Industry

Understanding the concept of the term *service organization* was important for this research study. Services are economic activities provided to people. Services are intangible or tangible actions performed for people that include rental, labor, or expertise of services, in which customers pay for desired outcomes (Onat, Anitsal, & Anitsal, 2014). Service organizations can exist in a variety of environments, from health care services to fast food.

The cost of recruiting and retaining employees is high, and there is no exception for Generation Y employees. The cost of losing a Generation Y employee is between $15,000 and $25,000 (Schawbel, 2013). Forty-five percent of companies will experience high turnover among Generation Y employees (Meister, 2012a). Sixty percent of millennials search for work while employed with an organization (Hamori, Koyuncu, Cao, & Graf, 2015; Ware, 2014). The cost of retention will continue to rise when millennials leave for other job opportunities. Fifty-seven percent of millennial leaders will leave their current organization by 2020 (The 2016 Denoitte, 2016) , as I previously noted.

Researchers have studied how individuals demonstrate the characteristics of Generation Y cohorts and their deficiencies and strengths in the workplace. Nikravan (2014) posited that Generation Y members would like new jobs or assignments every 12 to 24 months. Recent work associated with Generation Y members demonstrated that Generation Y members leave their employers sooner than members of other generation cohorts did, including baby boomers and Generation X members (Schawbel, 2013). Generation Y members are looking for work balance, flexibility, and ongoing learning while having high expectations for employers (Bristow, Amyx, Castleberry, & Cochran, 2011; M. Johnson, 2015). Tulgan (2009) noted,

> Generation Y will be harder to recruit, retain, motivate, and manage than any other new generation to enter the workforce. However, this will also be the most high-performing workforce in history for those who know how to lead them properly. (p. 4)

Motivation concepts have a significant role in the ability to engage Generation Y leaders in cultivating and leading effectively by understanding their organizational culture. Having the capacity to facilitate and motivate this group through a variety of motivational tools will likely equate to having fun at work (Choi, Kwon, & Kim, 2013; Kilber et al., 2014). The value of motivation is critical to an organization within the Generation Y community (Kian & Yusoff, 2012). Generation Y leaders are looking for opportunities to increase their involvement through understanding their organizational culture.

Generation Y

Besides being known as Generation Y and millennials, other names for Generation Y members include nexters, Generation www, Generation E, and echo boomers (Dimitriou & Blum, 2015; Friedell, Puskala, & Villa, 2011; Zopiatis, Kapardis, & Varnavas, 2012). The universally recognizable names are Generation Y and millennials. Terms used to describe Generation Y members include lazy, impatient, self-entitled, and wanting to be a part of something meaningful (Deepthi & Baral, 2013; Zopiatis et al., 2012). Other terms used to categorize members of Generation Y are team players, ambitious, tech-savvy, and multitaskers (Beekman, 2011). There is evidence that Generation Y is different from past generations regarding their values, economies of scale, and ways they meet the work demands of their employer (Helms, 2014). Generation Y members possess qualities that can be beneficial or detrimental depending on the organizational setting.

To understand Generation Y characteristics and their application, it is important to understand past generations. Four generations are in the workforce. Members of the four generations are the silent generation, baby boomers, Generation X, and Generation Y.

Generation Theory

Researchers have used generation theory to help explain the era of which each birth year is a part. The birth years of the silent generation members are between 1925 and 1945. Also known as traditionalists (Kapoor & Solomon, 2011), the group includes those born later in the generation who were too old to participate in World War II. (Hansen & Leuty, 2012). Due to age of the members in the silent generation, few remain in the workforce.

The birth years of the baby boomers are between 1946 and 1965. Members of this group are heirs to the era of optimism and had experiences that included going against their parents' wishes during their early rebellious years with events such as sexual and drug experimentation. Baby boomers have a weak instinct for social discipline and a desire to infuse new values for changes (Hansen & Leuty, 2012). There was typically more resistance from baby boomers when change was occurring within organizations.

The birth years of Generation X are between 1965 and 1979, and members of Generation X experienced the early years of the technology revolution. Many Generation X members were latchkey children because they were the children of parents who divorced or lived in poverty (Gibson, Greenwood, & Murphy, 2011; Hansen & Leuty, 2012). Many members of this generation had minimal parental guidance because their parents split up during their adolescent years.

The birth years of the members of Generation Y or millennials were between 1980 and 2000. Researchers have targeted members of this generation as being smarter, better behaving, and more civic-minded compared to previous generations (Beekman, 2011; Gibson et al., 2011; Howe & Strauss, 1992). Millennials are willing to seek other employment opportunities if organizational leaders do not meet their preferred work conditions (E. A. Brown, Thomas, & Bosselman, 2015). Due to the size of the generation, millennials have become a forgotten cohort because they are between the

Generation X and baby boomers, but will soon be larger than the baby boom generation. Figure 1 includes the specifics for comparing the four generations.

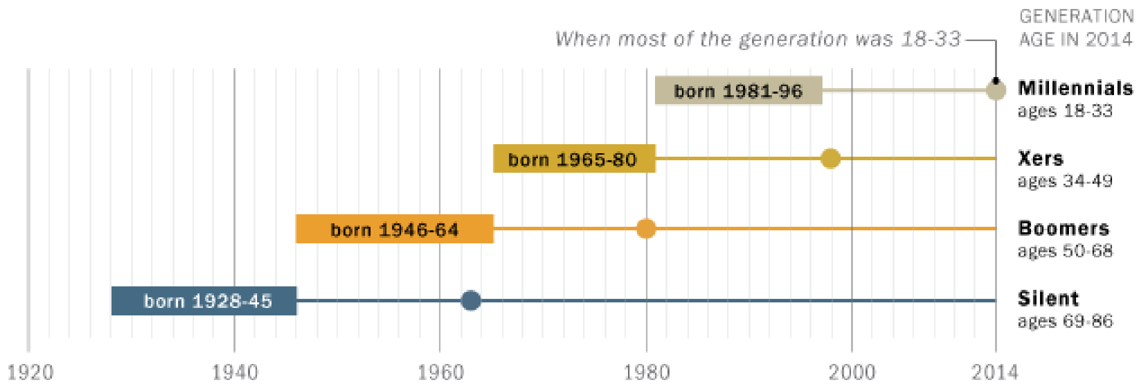

Figure 1. Comparing millennials to other generations. From "Comparing Millennials to Other Generations," by Pew Research Center, March 2015, retrieved from http://www.pewsocialtrends.org/2015/03/19/comparing-millennials-to-other-generations/. Copyright 2015 by Pew Research Center. Reprinted with permission.

Generation theory is a concept researchers use to understand the different generations in the workforce. According to generation theory, individuals' birth year affects the evolution of their cohort's view of the world (Howe & Strauss, 1992). The workforce includes a combination of age-related beliefs, work behaviors, and values as older employees prepare to exit the labor force while younger workers are planning on new careers (Combes, 2013). There has been a continuous change in the workforce from baby boomers' work ethic to the independence of Generation X and to members of Generation Y entering the workforce.

This study helps close the gap in understanding Generation Y leaders by focusing on motivational strategies that will satisfy their needs and reduce attrition. Some key factors attributed to the retention factors of the Generation Y community are the social and historical differences from their predecessors. Millennials may expect to change employers as they discover ways to increase their skill levels, and they view 1 year of employment as a long-term position (Laird, Harvey, & Lancaster, 2015; Luscombe, Lewis, & Biggs, 2013). The phenomenological interview process revealed the alignment between motivational factors and employee retention.

Knowing whether retention of the Generation Y cohort relates to motivation and having an effective means for organizational leaders to retain and motivate Generation Y leaders were essential elements in this research. Motivating employees in the workforce by enhancing human performance has continued to be a point of emphasis for employers (Okoro & Washington, 2012). Seventy-three percent of the managers surveyed in one study expressed concern about losing millennial employees (Ferri-Reed, 2014b). The inability to motivate and retain Generation Y leaders may result in loss of profits, along with the loss of valued employees.

Problem Statement

The attrition of millennial leaders is a concern for executive leadership. Sixty percent of millennials leave their organization within 3 years, compared to the national average of 4.5 years for employees of all generations (Schawbel, 2013). On average, millennials will have approximately 50% fewer years of tenure than their counterparts in other generations. The general problem is the high rate of current and projected attrition of future Generation Y leaders in the service sector. The specific problem addressed in this study was the lack of knowledge and understanding in scholarly research regarding how the motivation of Generation Y leaders affects employee satisfaction while increasing employee retention factors (Luscombe et al., 2013). In this qualitative phenomenological study, I addressed motivation and satisfaction as factors used to retain millennial leaders because of the potential to decrease the cost and effort of replacing them in the service sector (Hokanson, Sosa-Fey, & Vinaja, 2011).

Purpose of the Study

The purpose of this qualitative phenomenological study was to explore the retention rate for 20 Generation Y service leaders in the southwestern United States to illuminate patterns of satisfied millennial leaders by drawing from employers' role in motivating and retaining millennial leaders in the service industry. More specifically, I determined the association between the motivation, satisfaction, and retention of Generation Y leaders with a research framework described in Maslow's hierarchy of needs, Vroom's expectancy theory, Adams's equity theory, and Herzberg's two-factor theory. Moustakas's modified Van Kaam method was suitable for analyzing phenomenological data. Leaders of corporations will have a difficult time increasing profit margins and growing the business if they continue to lose millennial leaders and must continue to hire and train new leaders.

The rationale for conducting a qualitative phenomenological study was to capture the lived experiences of current Generation Y leaders, to identify unique challenges with motivating Generation Y leaders, and to determine how motivating them affects their satisfaction and can impact retention rates. Researchers have demonstrated through extensive research that Generation Y members have different values and are more likely to switch organizations if they do not perceive that leaders within their current organization consider them valuable (Kuron, Lyons, Schweitzer, & Ng, 2015). However, little information was available about the motivation and satisfaction of Generation Y leadership.

Research Questions

In this study, I explored how unique motivation strategies increased satisfaction while increasing retention among Generation Y leaders. I used a qualitative transcendental phenomenological approach to capture the participants' lived experiences. I used the results of this study to understand the experiences of 20 millennial leaders in the service industry.

Research Question 1: What are Generation Y leaders' lived experiences and reactions when the leaders of service organizations try to motivate the teams to which they belong in the southwestern United States?

Research Question 2: What factors are causing Generation Y leaders to leave service organizations?

Research Question 3: What role does employer motivation play in the retention of Generation Y leaders in the service industry?

As a result of the qualitative phenomenological research, I help developed research to provide a better understanding about how corporate leaders might employ motivation strategies to increase the satisfaction of Generation Y leaders and therefore decrease their attrition.

Conceptual Framework

The conceptual framework for this study consisted of four theories: Herzberg's two-factor theory, Vroom's expectancy theory, Adams's equity theory, and Maslow's hierarchy of needs. Maslow's hierarchy of needs concerns motivation and employee job satisfaction. Adams's equity theory involves determining the balance between employee input and output. Vroom's expectancy theory pertains to why individuals choose one behavior over another. Herzberg's two-factor theory pertains to motivation and job satisfaction. Herzberg's academic concepts helped determine what factors are present in studies that are either satisfaction or hygiene factors (Herzberg, 1974). The Herzberg approach provides an understanding of important factors that motivate Generation Y leaders.

Herzberg's Motivation–Hygiene Theory

Herzberg's and Maslow's theories have a connection with job satisfaction and motivation for individual growth with the ability to retain employees. When employees feel satisfied and enriched within their job capabilities, they are more likely to continue working for the same organization. Herzberg (1974) posited that satisfaction and dissatisfaction are isolated issues and acknowledged that motivation factors, if delivered correctly, increase satisfaction, but their absence does not lead to dissatisfaction (Herzberg, 1974). Herzberg described orthodox job enrichment, which includes personal growth as the key to the health of an organization and is the approach that most often results in happier employees and higher productivity (p. 71). Researchers have used Maslow's and Herzberg's theories to measure job satisfaction and motivation when observing Generation Y members. I applied Herzberg's motivation–hygiene theory on Generation Y leaders to identify the types of events that cause job satisfaction or dissatisfaction that affect the retention of this cohort.

Maslow's Hierarchy of Needs

Within the conceptual framework in this study, Maslow's hierarchy of needs included two primary motives serving as the conceptual lens to examine work motivation from basic needs to self-actualization. Maslow's hierarchy of needs displays lower order needs (physiological and safety) linked to an organization's culture. Maslow's hierarchy of needs has served as a baseline to determine employee motivation (Gupta & Tayal, 2013; Jerome, 2013). I used the link between employee productivity and employee motivation for improving employee retention. The framework led to motivational factors that increased the motivation of Generation Y leaders while leading to job satisfaction and increased employee retention.

The discussion encompassed the processes of how Maslow's hierarchy of needs is applicable to the ways members of organizations that employ Generation Y leaders can lead those leaders to the highest level of Maslow's hierarchy, which is achieving self-actualization. When self-actualization occurs, employee needs have been met, which means the retention of the employee through proper motivation has occurred. According to Jerome (2013), the role of organizational culture is to create norms and values for employee relations in certain areas to help attain self-esteem and self-actualization needs. Essential aspects of organizational benefits improve the ability to retain and motivate millennial leaders through feedback and performance reviews. This framework served as a structure to analyze millennial leaders' life experiences and the way organizational leaders can motivate and retain millennial leaders.

Adams's Equity Theory

Within the conceptual framework, the equity theory incorporates the idea that fairness in the workplace motivates individuals. When individuals perceive their workplace is unfair, they will become unmotivated (Adams, 1965; Armache, 2012). According to Adams and Jacobsen (1964), inequality exists when the perception to ratio of the outcomes is unsatisfactory compared to the amount of effort input. The motivation for the perceived input should match the output and the reward from that specific action of input (Adams, 1965). When individuals' perception of their equity status increases, their motivation will increase.

The basis of Adams's equity theory is the difference between inequality and equality and the perceived value of the input put forth. Adams and Jacobsen (1964) explained that whenever two individuals exchange anything, there is always a possibility that either party will deem the exchange inequitable. Individuals consider inequality to exist when the ratio of input to the ratio of output is unequal compared to others who work in different organizations involved with the same level of ratio of input to level of output. Individuals are less likely to feel concern when their efforts are rewarded compared to the similar efforts of others.

Adams's equity theory was applicable in my research through the involvement of millennial leaders who developed their motivation and job satisfaction through their efforts and outputs. When comparing others who work in similar positions within their organization or outside their organization, individuals want fair compensation regardless of the organization. When inequality occurs, there is a decrease in motivation and effort (Adams & Jacobsen, 1964). The outcome of how much effort millennial leaders put forth will determine what equity in return will be satisfactory.

Vroom's Expectancy Theory

Vroom's expectancy theory affects the wants and desires of individuals through outcomes. Researchers have used expectancy theory to explain work phenomena that include job satisfaction, work behavior, and occupational preferences (Chou & Pearson, 2012; Vroom, 1964). According to the expectancy theory, the amount of effort put into a performance will translate to obtaining positive outcomes or rewards (Hema Malini & Washington, 2014; Malik, Butt, & Choi, 2015). The effect of expectancy theory includes acting as a predictor of how someone will react after they have acknowledged the outcome (Malik et al., 2015; Vroom, 1964). The expectancy theory can help with determining how people can feel motivated to claim the rewards desired.

The discussion of the expectancy theory was applicable to how an outcome can satisfy and motivate millennial leaders through the outcome. Expectancy theory identifies valence as a requirement for any reward to have an effect on others (Malik et al., 2015). Valence refers to how an individual perceives the value of expected rewards. The expected rewards can be different for millennial leaders, depending on the outcome desired. This framework helped illustrate how to retain millennial leaders by finding the desired rewards to improve their satisfaction and motivation.

Nature of the Study

I incorporated specific research findings while conducting a thorough analysis of phenomenological interviews to address how motivation and how motivational techniques were uniquely suitable to Generation Y leaders by affecting their satisfaction and retention rates. The method of inquiry to obtain information was a phenomenological study. This study was different from previous studies because information about why millennial leaders are leaving career opportunities early is inadequate.

Qualitative studies typically involve fieldwork, where researchers make firsthand observations of interactions and activities while speaking to individuals about their experiences and perceptions (Courtney, 2013). Van Manen (2007) noted, “Phenomenology that is sensitive to the life world (subjective experiences) explores how our everyday involvements with our world are enriched by knowing as in being” (p. 13). I recognized the role of the research participants as keepers of valuable shared knowledge and as important in this study. Therefore, a phenomenological design was appropriate because the focus was on the collaboration of millennial leaders and their lived experiences specifically related to their own motivation, satisfaction, and retention.

Neither a quantitative research design nor mixed methods were suitable for this study due to the need for real-time data provided through in-depth interviews with qualified participants. Quantitative researchers test hypotheses to answer questions and to determine the results obtained from testing through statistical analysis. However, the requirements for this research were to monitor lived experiences rather than to check past data that identified with the research questions. According to Moustakas (1994), studies of human experiences are approachable through qualitative research. In contrast, a quantitative design will limit the inquiry of lived experiences by using only specific measurements (Bevin, 2014). Qualitative research tends to provide more depth and understanding than quantitative research.

Qualitative research is suitable for a deeper understanding about the lived experiences of participants rather than for testing some broad hypothesis about a real-world phenomenon. Therefore, the data desired came from interviews with current Generation Y leaders to develop an understanding of how the Generation Y cohort viewed organizations and their career progression. The phenomenological study revealed opportunities to retain millennial leaders in the service industry.

Moustakas's modified Van Kaam method was suitable for analyzing data. The seven steps started with grouping and listing the experiences and ended with textural-structural descriptions (Moustakas, 1994). This process led to identifying themes and findings based on the analyzed data. The information for all the steps involved appears in Chapter 3.

Employers who employ Generation Y members will benefit from understanding how to retain and motivate millennial leaders. Exploring the depth of generational challenges will support organizational owners and managers by communicating approaches that will improve the motivation, attraction, and retention of Generation Y leaders (Olckers & Plessis, 2012). The information obtained from the study may support human resources and management staff members finding new ways to gratify the needs of millennial leaders. According to Kleiman (2004), millennial leaders feel unsatisfied and leave their companies earlier than members of former generations did, which means it is necessary to find additional solutions to conserve talent at the Generation Y leadership level. Organizational leaders may use the results of the investigation to retain and motivate millennial leaders, which may prepare the organizational leaders to guide future generations while effecting positive social change.

The phenomenology approach aligned with the choice of a conceptual framework that consisted of Maslow's hierarchy of needs, Vroom's expectancy theory, Adams's equity theory, and Herzberg's two-factory theory. The phenomenology study involved delving into the lived experiences of the participants who indicated their needs and satisfaction, which helped determine the motivation techniques required and the potential to increase the retention of Generation Y leaders. The definitions below articulate the specifics of key words used in this study.

Operational Definitions

Bracketing: A methodological device of phenomenological inquiry in which researchers put aside their own beliefs about a phenomenon under investigation or what they already know about the subject prior to and throughout phenomenological research (Moustakas, 1994).

Epoché: Setting aside prejudgments and beginning an interview with an unbiased, receptive presence (Moustakas, 1994).

Generational theory: Explains that the era in which a person is born affects the development of that person's view of the world. A generation tends to last 20 years (Howe & Strauss, 1992).

Hermeneutics: The art of reading text or experiences in such a way that readers understand the intention and meaning behind the appearance (Moustakas, 1994).

Leadership: Effective leadership occurs when the changes observed in one or more agents (i.e., leadership) lead to increased fitness for systems in its environment (Volckmann, 2012).

Noema: That which is experienced. It is perceptual meaning or is perceived as such (Moustakas, 1994).

Noesis: The act of perceiving, feeling, thinking, remembering, or judging, where an individual conceals or hides embedded meanings from consciousness (Moustakas, 1994).

Phenomenology: Aims at gaining a deeper understanding of the nature or meaning of everyday experiences (Patton, 2002).

Assumptions

The phenomenology method relies on the lived experiences of participants. Assumptions in a study can be partially out of a researcher's control, but the study would be pointless without them (Simon, 2011). The first assumption was Generation Y leader participants would respond honestly during the interviews. The expectation was the interview process would yield data that provided significant insight into the thoughts and attitudes of Generation Y leaders. The participants included individuals willing to participate with the option to withdraw at any time. The guidelines of the Walden University Institutional Review Board (IRB) served to protect the participants.

The second assumption was that the Generation Y leaders would be working full-time for their organization while completing the interview process. Through the second assumption, I was able to acknowledge that the participants were full-time employees and that they completed the interview process. As mentioned before, the participants had the ability to opt out at any time and for any reason.

The last assumption was that a phenomenological approach was the most appropriate approach. The phenomenological study included the ability to understand the real-life experiences of the participants as millennial leaders. This approach likely helped yield data from the participants' lived experiences while extracting information to develop relevant themes that best identified the phenomenon studied.

I used purposive sampling to select participants who represented a variety of women and men while determining the different ethnicities via the demographic questionnaire for reporting purposes. I purposely sampled millennial leaders in the service industry who had at least five subordinates reporting to them. Participant recruitment included networking via LinkedIn and finding respondents via the Walden University Participant Pool.

Scope and Delimitations

The scope of the research included millennial leaders who worked in the service industry, purposefully sampled within the southwestern United States. According to Simon (2011), delimitations refer to characteristics that limit the scope and define the boundaries of a study. A delimitation of my research was that there would be no fewer than 20 individuals participating who were members of Generation Y and had a minimum of five subordinates reporting to them.

The results of this study are generalizable to millennial leaders who (a) work in the service industry, (b) work in the southwestern United States, and (c) have at least five subordinates reporting to them. Another outcome was that there is less concern about blue-collar or temporary employees than about white-collar employees due to the focus of the study on Generation Y leaders.

Limitations

Limitations are weaknesses within research that are outside a researcher's control. The study involved exploring the lived experiences of participants with a focus on motivation, retention, and generation theory. The study included four limitations. The first limitation was the possibility of incomplete interviews because of the use of Skype interviews instead of face-to-face interviews due to geographic separation. Physical presence enables researchers to observe participants' body language while also maintaining the same atmosphere for each participant during the semistructured interview process. Using Skype allowed for a broader range of study participants because it removed the barrier that the interviewer had to be physically present during the interview.

The second limitation included sample size. The sample size was small, as is frequent in a qualitative study. In phenomenological research, using probing questions and bracketing assists researchers in reaching data saturation. Levels of data saturation will differ from one study design to another (Fusch & Ness, 2015). According to Henriques (2014), researchers should define the sample size in an open way that allows for the size to decrease and increase. Researchers do not know how many interviews to conduct until redundancy and repetition become evident (Henriques, 2014). Therefore, when I arrived at the point in the research that I was no longer identifying new data and themes, then I had reached the point of data saturation and the sample size was correct.

The third limitation of the research was the possibility of incomplete responses or standard answers, as I was not physically present at the interviewee's location for the Skype interviews. A cause for concern was respondents producing standard answers rather than deeper responses. Generalizing answers could be detrimental to the attempt to obtain lived experiences. My focus included creating a comfortable atmosphere during the semistructured interview process where participants were able to speak openly and honestly. The final limitation was the possibility of bias within the study because I was the sole data collector and data transcriber in the data collection process. The type of analysis procedures and data collection methods accessible during my research limited the opportunity for researcher bias.

Significance of the Study

Significance to Practice

Employers who employ members of Generation Y may benefit from understanding the outcome of applying unique motivation strategies to increase satisfaction and improve retention of millennial leaders. Exploring the depth of generational challenges will help organizational owners and managers communicate approaches that will help improve the motivation, satisfaction, and retention of Generation Y leaders (Olckers & Plessis, 2012). The information obtained from the study may help human resources and management staff find ways to fulfill the needs of millennial leaders. According to Kleiman (2004), millennial leaders feel unsatisfied and leave their companies earlier than former generations did, which means it is necessary to find additional solutions to conserve talent at the Generation Y leadership level. Organizational leaders may use the results of the investigation to retain and motivate millennial leaders, which may prepare the organizational leaders to guide future generations while affecting positive social change.

I documented the lived experience of Generation Y leaders regarding how motivation has a direct correlation with retention in organizations in the United States. The research about Generation Y leaders was unique because there was a lack of information about why members of this group are leaving their career positions early. Therefore, members of organizations that employ Generation Y leadership may benefit from understanding the underlying specifics of retaining and motivating this cohort.

The information provided may serve to encourage individuals in management and human resource personnel to cater to the needs of millennial leaders and reduce attrition within their organizations. Researchers investigating generational challenges may inform management personnel about ways to help motivate, retain, and attract millennial leaders (Olckers & Plessis, 2012). According to Tulgan (2009), it is imperative to find alternative solutions to keep talent at the Generation Y leadership level because these leaders are leaving organizations earlier than past generations did. I sought to help organizational leaders retain and motivate Generation Y leaders through this study to prepare Generation Y leaders to lead future generations while making positive social change.

Significance to Positive Social Change

I sought to discover unique motivation strategies that improve satisfaction while also improving retention among millennial leaders. Specifically, senior leaders have found it difficult to motivate and improve retention with the current methods. Therefore, leaders must have an effective strategic plan for improving motivation techniques, increasing satisfaction, and improving retention rates for millennial leaders.

Human resource practitioners and educators may benefit from these findings to understand what motivates millennials leaders and what strategies are suitable to recruit and prevent unnecessary turnover. RecruitiFi (2014), a crowdsourced talent acquisition platform, indicated that 83% of millennials understand that job-hopping on the resume has the potential to reflect poorly on applicants; however, 86% indicated that the potential of a poor reflection would not prevent them from pursuing other opportunities. The research findings are likely to improve social change for senior leaders, educators, and human resources practitioners by using motivation techniques to recruit, motivate, and improve retention.

Summary

Understanding the problems of the Generation Y cohort and finding possible solutions to retain and motivate a group within the cohort is important in promoting employee retention and job satisfaction among millennials. Evidence exists that the Generation Y cohort is much different from previous generations. A key determination includes how leadership and motivation affect the experiences of Generation Y leaders with regard to their satisfaction and retention. Organizational leaders are aware of the financial implications that millennial turnover can cause to their organizations. The cost to employers is the loss of valuable information when employees leave, as well as the cost of replacing employees.

Discussions in Chapter 1 included the important characteristics of the generation cohort and the significant role in the workforce. The structure of Chapter 1 included the foundation of the research study, problem statement, purpose, background, research questions, nature of the study, assumptions, significance of the study, limitations, scope, and delimitations of the study. The conceptual framework consisted of Herzberg's two-factor theory and Maslow's hierarchy of needs.

Phenomenology is the essences of one's consciousness regarding others' perceptions and experiences of the world around them. The evaluation of phenomenological studies occurs after data collection is complete and the interviews are over. Interviews with willing participants were essential to the research and to coding the data. The phenomenological approach had a central role in assessing the participants' reaction to the semistructured interview questions. The contributions of this study encompass the expansion of the literature and themes from the participants' experience as millennial leaders. This study may lead to significant change based on employers understanding how millennial leaders view employment and how to motivate and retain millennial leaders in the workforce.

Chapter 2 consists of a detailed review of the literature surrounding the conceptual framework and a discussion of millennial retention, the motivation of Generation Y leaders, and the way phenomenology relates to this study. I emphasize current and past literature and theoretical concepts to become better acquainted with the foundation of the literature. Chapter 3 includes a discussion of the research design while including sample size, coding, and research questions. Chapter 4 consists of the data analyses and the results of the study including the evidence of trustworthiness, and the conclusions from the research study. Chapter 5 includes a discussion of the recommendations and results for further study, along with implications for social change.

Chapter 2: Literature Review

The purpose of the current qualitative phenomenological study was to uncover the influences of motivation on satisfaction and retention within millennial leadership by exploring the lived experiences and perception of 20 millennial leaders in the service industry across the southwestern United States. The dialogue from 20 millennial leaders was useful for identifying patterns regarding employee motivation and retention. A phenomenological design was appropriate because the participants provided feedback about their lived experiences through the semistructured interview process. The conceptual framework of this research was incorporated to help examine what motivation traits and competencies motivate millennials to engage at work and satisfy millennials' needs.

To understand the influence of motivation and retention on Generation Y leaders, I explored the literature for information related to generational differences, retention, and motivation. A significant amount of information exists about different motivational concepts, but researchers have not produced adequate documentation to demonstrate the impact of motivation and its effect on the retention of Generation Y employees. The focus of the information presented included how to retain and motivate members of the Generation Y leadership cohort.

Identifying the costs of retaining Generation Y leaders and their individual talents is vital in understanding how organizations can succeed. There is a need to understand this generation, which will soon be the largest generational group in U.S. history as baby boomers leave the workforce, with approximately 80 million members (Goudreau, 2013).

This qualitative phenomenological study included the motivational influences that affect the retention of millennial leaders within the southwestern United States.

Generational differences in the workplace comprise the entire history on how individuals in leadership positions motivate, train, and recruit their employees. Demographics regarding work ethics, values, and ways to motivate others have changed. For the first time, four generations are working together, so it is essential to understand each generation and the ways members of Generation Y affect how organizations may operate in the future (Hansen & Leuty, 2012; Putre, 2013). For example, many organizational leaders have created favorable working conditions by incorporating technology and open workspaces that are conducive to informal meetings (Kilber et al., 2014). The change in workload and job status for members of Generation X and millennials is significant, as members of the second largest cohort, baby boomers, continue to retire in large numbers, and these two groups will succeed them in leadership positions.

Literature Search Strategy

The literature review included scholarly articles that contributed to the understanding of how motivating millennials affects retention rates. The search for literature led to an exploration of theories that were pertinent to this study. To enhance my knowledge of millennial leaders, I examined a wide range of journals and documents. I collected information for a thorough literature review from extensive research published in academic resources available online and at a physical library.

The review of the literature comprised a search of commonly used sources and online databases. The Internet search engine sources included PsycArticles, ProQuest Central, ABI/INFORM Complete, Academic Search Complete Premier, Emerald, Business Source Complete, and PsycINFO. Additional sources included scholarly research books from San Diego State University. Information on the Generation Y cohort, motivation, retention, job satisfaction, and generational differences came from library sources available through Walden University and San Diego State University.

An important aspect of this literature review was identifying keywords to find relevant resources that would form the backbone of the research. Useful search terms and phrases included *millennials, Generation Y, career motivation, retention,* and *generational differences.* The literature review primarily included sources from 2011 to 2016, except for older sources used to provide earlier perspectives. The following sections include current findings, gaps in the literature regarding the motivation and retention of millennials, and a historical overview. A significant amount of information was available on the key topics presented throughout the literature review. I was able to amass a significant amount of literature resources while attempting to exhaust the search for primary resources. However, it was not possible to obtain all the electronic data available for the literature subjects involved in the literature review due to all the information available from the Internet.

Conceptual Framework

Generation Y is a label that includes individuals born between 1980 and 2000. Millennials are the offspring of baby boomers and early members of Generation X, and many members of Generation X were guilty of nepotism with their millennial children. Millennials' parents, who are participation oriented and communicative, nurtured their children (Dimitriou & Blum, 2015). Generation Y is the largest cohort, at close to 80 million members (Cahill & Sedrak, 2012). There are approximately 76 million baby boomers and nearly 60 million members of Generation X in the workforce (Cahill & Sedrak, 2012). The generational tension among employees is real because of the different values experienced in the workplace, so it is difficult to determine the best way to manage the Generation Y workforce.

As baby boomers continue to exit the workforce at a constant rate, members of Generation X and millennials are continuing to advance in the workforce. Millennials will comprise approximately 75% of the global workforce by 2020, and then 50% of the labor pool by 2030 (Ismail & Lu, 2014; Kuhl, 2014). According to Meister (2012a), 91% of millennials will stay with a company less than 3 years. However, in a survey of postsecondary students, 50% of millennial respondents indicated they would prefer to spend their career with one organization (Schweitzer & Lyons, 2010). Millennials have intentions to stay employed with one organization, but leadership's inability to retain them is a concern.

Experts who study Generation Y have labeled the members of this generation as job hoppers. They are more racially and ethnically diverse than older adults and willing to take more chances than older generations (Stowe, 2013). The members of the millennial generation do not mind leaving a job if they are not gaining the skills needed to move ahead in their career (Hamori et al., 2015). Members of the Generation Y cohort have taken a unique path with their employment endeavors, as data have shown that compensation is not the primary driver for this new working generation.

Millennials are looking for fulfilling opportunities to make a difference in society. They are optimistic, hardworking, and civic-minded, unable to handle criticism, and known for being self-absorbed (Dimitriou & Blum, 2015; Korzynski, 2013). Millennials are the most civic-minded group since the silent generation, and while members of other generations tended to be more individualistic, millennials are less individualistic (Twenge et al., 2012). However, they live with their parents longer in comparison to previous generations, and moves away from their parents' house prior to the age of 27 were not permanent for more than half of the millennial population, as 54.6% moved back to their parents' home at some point before reaching age 27 (Dey & Pierret, 2014). Forty-four percent of millennials who returned home did not have a job, 25% of millennials who lived at home worked, while the remaining 31% had yet to enter the workforce (Goodman, 2015). Generation X parents exemplified children for their accomplishments and participation in their prime adolescent years because of the differences in how their parents raised them.

Members of Generation Y have experienced many things for the first time, including being the first generation to have access to the Internet during their early youth. The millennials grew up during a time of economic prosperity and built strong bonds with their parents (Holt, Marques, & Way, 2012). The millennial generation is the first generation to adopt social media as the primary way to connect and acquire information from others, which changed the dynamics of communication (Paulin, Ferguson, Jost, &

Fallu, 2014). The constructs of social media have presented new challenges that no previous generation members have faced while affecting their social well-being.

The millennials are also the inaugural generation for adapting to the use of computers on a consistent basis, which provided them with confidence to communicate using technology on a social media platform (Kapoor & Solomon, 2011). Millennials' relationship with technology is the most conspicuous difference between millennials and the previous generations (Eastman, Lyer, Liao-Troth, Williams, & Griffin, 2014; Farrell & Hurt, 2014). Prior to Generation Y, people communicated face-to-face rather than electronically. Members of the millennial generation have views that are different from past generations because of the advancements made in technology and the widespread incorporation of technology into their daily lives.

The considerable amount of diversity between the four current generation cohorts is likely to continue in the future, although very few members of the silent generation remain in the workforce. The terms Generation Y and millennials are interchangeable throughout this research. This generation has experienced a different upbringing than their predecessors due to the many technological advancements (Eastman et al., 2014; Festing & Schafer, 2014). The years following millennials' birth were a technological revolution, unlike what members of Generation X experienced in their early adolescent years.

The Generation Y cohort has demonstrated competitive tendencies among peers. Millennials desire achievement, happiness, and fulfillment, and they believe they can achieve these in the workplace (Farrell & Hurt, 2014). They are a self-confident group and are sure of their competence because they have grown up in a structured environment (Goudreau, 2013). Millennials' confidence, which comes from their upbringing in an everyone-wins culture, can cause some social concerns when nothing goes according to plan.

Millennials understand the difference in finding value in the workplace compared to previous generations. Cross-generational survey data supported a description of millennials as increasingly materialistic and extrinsic while placing a high value on image and money (Paulin et al., 2014). Strauss and Howe predicted that millennials would become a more socially conservative, community-involved group compared to previous generations (as cited in Taylor, 2014). Millennials tend to respect authority without questioning their leadership (Lancaster & Stillman, 2002). With the family being such a large part of millennial children's growth, they have a significant amount of respect. In many cases, families continue to protect millennials from failure by providing constant support, which can be a concern when millennials first face challenging situations.

The members of the Generation Y cohort have mastered the ability to multitask, and many of them believe they can handle more than one job at once. Millennials posited that by continuing to job hop, they will not remain static in their career progression. They believe they will continue to acquire different skills for advancement while having 15 to 20 jobs during their professional life span (Meister, 2012a). According to research from the Bureau of Labor Statistics, millennials change jobs every 1.8 years (Ware, 2014). In many cases, millennials do not feel that they need to pay their societal dues, as they expect others to hand them status rather than having to achieve the status within an organization (Meister, 2012a). Not all the data collected indicated that millennials do not need to work their way up with an organization, but the majority of the data searched had similar suggestions.

Members of the Generation Y cohort find transparency in an organization and positive attributes when they share information about the organization through ensuring open communication, providing feedback, and involving employees in the decision-making process when applicable. Members of Generation Y need flexibility and constant feedback (Kauri, 2013; Solnet & Kralj, 2011). If millennials are learning new skills, regardless of the tenure of the job, they will likely continue to demand additional promotions and increased compensation because of their work experiences and newfound knowledge. Members of the millennial generation grew up with protective parents who helped enforce their confidence by creating self-confidence and urging them to pursue their dreams (Rikleen, 2014). Therefore, if millennials see their organization as transparent and leadership as significant resources for advancement, then they will likely see the value of staying with the organization for a prolonged period.

Retaining employees within the Generation Y community will be difficult due to their dissatisfaction with their organization and their supervisors. With Generation X members starting a tradition of job-hopping, there is now little loyalty to organizations among members of Generation Y (Ghovwen, Balogun, & Olowokere, 2014). Organizational leaders encourage managers to find enthusiastic, young, promising employees who challenge the inflexibility of the standard workday, dress codes, and employee–supervisor relationships (Dimitriou & Blum, 2015). Members of Generation X and millennials have lost their faith in the organizations that employ them and have put their trust in their individual bosses.

Dissatisfaction with their bosses is the top reason members of the younger generations terminate their employment prematurely. Generation Y employees desire to work for the right leader or they will change jobs (Marston, 2007). Millennials' values have changed compared to the generations before them, and they are not willing to persevere with an employer if they are not able to the way to success. Employers need to be aware of workers' preferences and the ability to accommodate work arrangements when possible (Arms & Bercik, 2015). Members of the millennial generation are not going to wait for advancement opportunities if there are other ways to overcome obstacles to achieve their goal. Millennials will try to escalate their career in whatever manner is appropriate, which causes concerns for the leadership ranks.

Generation Y members entering the workforce present different opportunities and challenges to organizations. Members of the Generation Y cohort want to be part of an energetic and innovative organization that values their opinion (Lowe, Levitt, & Wilson, 2011). The baby boomers believed in rising to the top of their respective organization and climbing the corporate ladder. Promotional opportunities were important to the members of the baby boom generation, as their plan was to develop employment stability, settle down, and raise a family. This idea is contrary to millennials' beliefs, as they take nothing for granted (Meister, 2012a). Members of the millennial cohort demand opportunities from their work environment and will leave their organization if they do not feel satisfied with their career progression within the organization.

Generation Y members want to learn new skills and need regular feedback, which is critical to their personal and professional development. Members of Generation Y are quick learners and have the capability to acclimate to modern technology improvements while incorporating them into their daily lives (Dimitriou & Blum, 2015). They are willing to sacrifice a long-term position to learn valuable skills that will enhance their career opportunities. To succeed, millennials need to know that the organization supports their goals.

An indicator for the success of an organization is the ability to retain valuable employees. With Generation X leading the way in job transfers, the millennials have begun to follow. Unlike the baby boomers, who would spend a career with the same employer, Generation Y members want to know how they can advance and how organizational leaders decide salaries. Millennials value mission-driven organizations whose leaders appreciate their contributions (Saratovsky & Feldmann, 2013). A significant obstacle for organizational leaders to overcome is what methods will result in the positive retention of Generation Y members.

Employee turnover is a cause of lost production for management personnel, as expenses for hiring and training new recruits increase, and inexperienced workers must perform essential jobs, which leads to a reduction in productivity. Employee turnover is an expensive and time-consuming endeavor. A cautious estimation of the cost of turnover is 30% of a yearly salary, and as high as 250% for hard-to-replace positions (Hester, 2013). As companies are responsible for 50% of all turnover, organizational leaders must look at the competence and expertise leaving the organization (Lancaster & Stillman, 2002). As mentioned previously, employees leave their direct supervisor, not the organization, for other opportunities.

Supervisors must have outstanding skills to be able to communicate and connect with the Generation Y talent. Improving supervisory skills will reduce the cost of training, improve productivity, and retain talented employees within an organization. Figure 2 shows the differences between the generations and the ways employees terminated their employment in 2008 and 2009, which showed a significant difference between the millennial generation and the previous three generations.

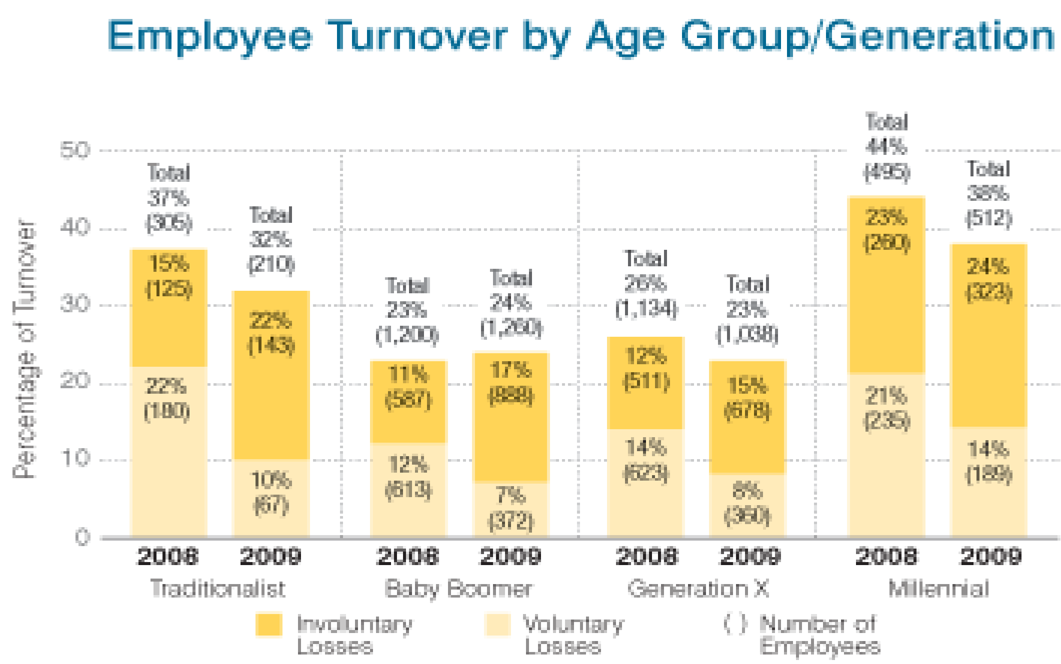

Figure 2. Employee turnover by age group/generation. From *Reducing Millennial Employee Turnover Within Your Business*. Retrieved from http://www.abacusnyc.com/blog/post/reducing-millennial-employee-turnover-within-your-business. Copyright 2012 by http://abacusnyc.com. Reprinted with permission.

A critical skill for retaining Generation Y members is the ability to help engagement between the organization, supervision, and employee. Human resource personnel and traditional media outlets have criticized this generation because of how parents raised their Generation Y children (Kellison, Yu Kyoum, & Magnusen, 2013). Generation Y members hold values that are similar to those held by traditionalists, such as being patriotic, valuing home and family, and having a sense of morality. Millennials desire a high level of pay and status while putting forth minimal effort, which has led to characterizing them as high maintenance or needy.

Millennials dislike micromanagement and desire immediate feedback on their performance. Millennials respond well to a coaching management style while they develop skills to keep them up-to-date (Lowe et al., 2011). They demand freedom and flexibility that allow them to act as equals to their supervisors while valuing organizations that offer less restrictive schedules and flextime (Kellison et al., 2013). Increasing millennials' skills is not the same as providing them an increased workload that they do not find challenging.

The influencers in millennials' lives who have a can-do attitude have driven the millennials to succeed. Generation Y members prefer their leaders to treat them as partners in the organization through a flat hierarchy (Kellison et al., 2013; Lowe et al., 2011). With the right mentoring, millennials can possess the ability and attitude to succeed at a high level. To engage Generation Y members properly, managers will need to forego the boss mentality to practice mentoring and coaching. Organizational leaders motivate millennials by providing the tools to help them become more productive and creative. According to NAS Recruitment Innovation (2014), Generation Y members look for organizations to provide several tools for engagement: (a) clearly stated goals, (b) frequent contact with supervision, (c) challenges, (d) regular feedback, (e) opportunities to work in teams, (f) seeing work make a difference, and (g) receiving pay for what they do and not for how long it takes them.

Many Generation Y members see challenges as motivation for increased performance. Millennials also hope to have a positive influence on the organization and make a positive change in the world (Holt et al., 2012). Millennials have grown up achieving awards for participation, and they enjoying being part of a group that is successful. The millennial cohort requires a certain amount of collaboration that is imperative for the team, as they have experienced a team atmosphere since their early childhood years, and this is vital to their success.

Generation Y members are different from members of previous cohorts, as various incentives motivate them. According to Hewlett, Sumberg, and Sherbin (2009), the best types of rewards and compensation include (a) working with great employees, (b) accommodating work arrangements, (c) achieving advancement opportunities, (d) receiving recognition from senior management within the organization, and (e) having opportunities for new experiences and challenges. Millennials want to work for a company that has values similar to their own. In addition to what is listed above, employers must listen to their employees and provide them the chance to contribute and communicate the company's mission and values (Kilber et al., 2014). The key to millennializing an organization's workforce is to inspire employees to deliver their best while being innovative (Ferri-Reed, 2014b). Researchers have discovered that members of Generation Y want to be part of the decision-making process as much as possible. Millennials always worked together in teams growing up, so they believe that they are good collaborators and can contribute to an organization's success.

Literature Review

Motivational Theories

Many motivational theories affect individuals through their emotional intelligence. The two primary types of motivators that Herzberg theorized about were intrinsic and extrinsic motivation. Intrinsic motivation is an experience in self-motivation, while extrinsic motivation is about how outside influences affect a person's well-being. In addition to the internal and external motivation types, other academic experts focused on work motivation, including McGinley, Weese, Thompson, and Leahy (2011), who studied millennials and other generation cohorts. Another theorist who affected job enrichment is McGregor, who made a substantial impact on, and influenced, attitudes at work. However, organizational leaders have embraced Maslow's hierarchy of needs and Herzberg's two-factor theory.

Motivation is a crucial indicator for getting individuals excited and committed to performing their work at a high level. Managements' commitment to the employee is finding opportunities to expose their talents. Goal setting is a procedural method that serves to encourage employees to help them understand their responsibilities (Sultan, 2012). The goal-setting theory consists of work motivation that connects the core characteristic of objectives with outcomes such as individual performance while offering goal commitment, self-efficacy, and feedback (Berson, Halevy, Shamir, & Erez, 2015). Specific goals lead to an increasing level of commitment and a more individual focus (Berson et al., 2015). The aspects of job enrichment and goal setting noted above are necessary for a discussion on the Generation Y cohort.

Maslow wrote an article titled "A Theory of Human Motivation" in 1943, in which he covered the idea of human beings needing more than one act of motivation while having the drive of an animal. Motivation theory is not interchangeable with behavior theory. Types of behavior are usually motivated and revolve around cultural, biological, and situational aspects (Maslow, 1943). Maslow was an expert in the field of motivation and one of the key figures in the concept of motivation. Effective leaders who can identify motivational traits in employees will have more success than individuals who have difficulty understanding emotions. Maslow's hierarchy of needs is a process that can help leaders become more transparent and achieving the respect of the workforce.

Maslow's Hierarchy of Needs

Maslow's hierarchy of needs is one of the most identified theories relating to how employees see their own life cycle. Maslow's work on self-actualization, which appears at the top of the needs pyramid, stemmed from work by Jung, who described the process toward achieving self-realization (Rozuel, 2011). Maslow noted individuals' conscious and unconscious combine to form their personality, but a lack of education or experience can interrupt the formation process (Ivtzan, Gardner, Bernard, Sekhon, & Hart, 2013). Researchers have integrated and amended Maslow's hierarchy for practical applications while covering diverse topics. Maslow's five-level hierarchy comprises the highest level need to the lowest level need, which are self-actualization, esteem, love, safety, and physiological.

Maslow's hierarchy of needs is helpful for understanding individuals' needs at work for determining how to satisfy them. Maslow warned that depriving needs would possibly influence negative behaviors and attitudes (Ozguner & Ozguner, 2014). Maslow aimed to explain employees' personal development needs and human motivation. Other factors involved can interrupt internal and external motivation and stifle the development process. Maslow (1943) noted that approximately 85% of physiological needs, 70% of safety requirements, 50% of love needs, 40% of self-esteem needs, and 10% self-actualization needs satisfy the average individual. These percentages are what an average individual would consider the minimum satisfaction within the hierarchy of needs scale. Maslow's hierarchy of needs in Figure 3 includes the needs and what they entail.

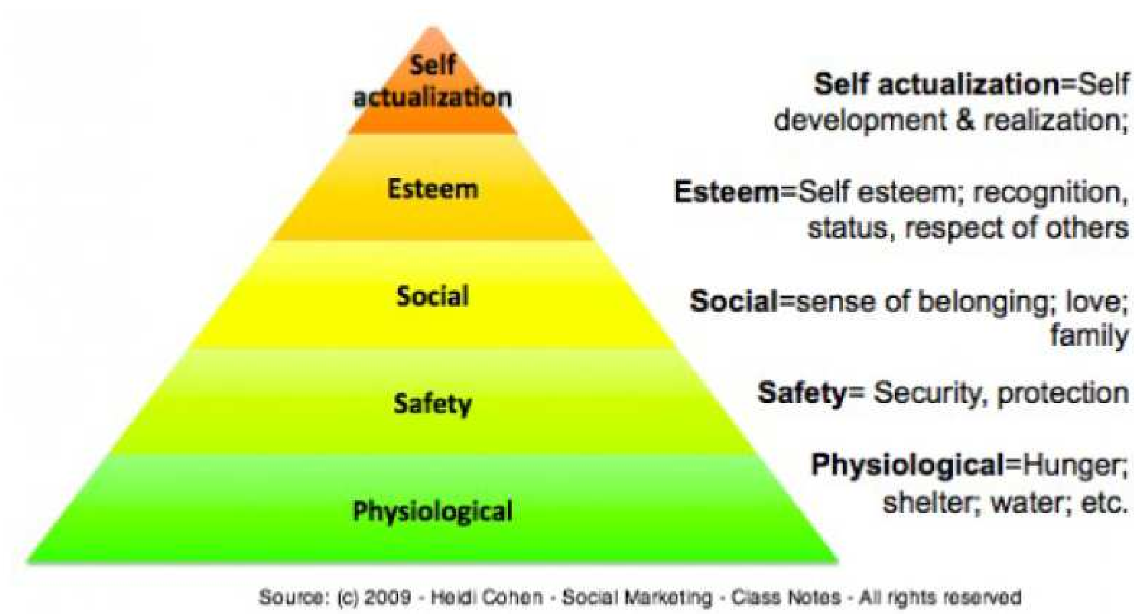

Figure 3. Maslow's hierarchy of needs. Retrieved from http://heidicohen.com/. Copyright 2009 by Heidi Cohen. Reprinted with permission.

The steps in Maslow's hierarchy consist of having basic needs met, such as food, water, and oxygen. Maslow noted that physiological needs are nutrients, chemicals, and the internal or environment circumstances required for the human body to persevere; a prolonged absence of these needs could lead to psychological stress or physical death (Sundriyal & Kumar, 2014; Taormina & Gao, 2013). Maslow's hierarchy consists of steps that lead to the highest degree of self-actualization after the satisfaction of those needs has occurred. The satisfaction of all the psychological, safety, love, and esteem needs must occur in order to achieve self-actualization. However, if individuals have satisfied all their needs, then restlessness and discontent will soon develop unless they are doing the type of activity they enjoy (Maslow, 1943). Individuals who have satisfied needs are likely happy and have a positive emotional state.

The desired state of being is to achieve self-actualization when an individual achieves success. Self-actualization is a mental awareness that a goal or an achievement has been successful. However, individuals must meet other objectives and needs before they reach self-actualization. Maslow (1970) noted that if all the needs remain unsatisfied, and physiological needs overcome the individual, the other requirements will be unimportant. Regardless of any other needs in the hierarchy, an individual will seek food above all. The urge to do anything else will subside if hunger and thirst remain unsatisfied (Maslow, 1970). Humans have the desire to improve, which is why after individuals achieve success, they continue to move forward to complete the next quest. However, the satisfaction of basic needs must occur first.

Physiological needs are the essential elements required first because they are necessary for survival. It is difficult to move up Maslow's hierarchy of needs when there is a lack of access to basic needs such as food and water. Maslow indicated physiological needs take precedence because they must be relatively satisfied or the other level of needs will not stimulate the behavior within the hierarchy of needs (Noltemeyer, Bush, Patton, & Bergen, 2012; Ozguner & Ozguner, 2014). One approach to shroud the higher motivations and have a nonlevel playing field is to make an individual exceedingly thirsty or hungry. After a person overcomes the hunger and thirst obstacles, other needs arise and so on (Maslow, 1943). The focus is on fulfilling the physiological needs first to enable an individual to advance to other requirements that include security, social, esteem, and self-actualizing needs. After the physiological needs are satisfied, an individual no longer concentrates on the basic needs. That individual will then focus on satisfying other needs within the hierarchy.

Physiological needs are the needs that are vital for living, including air, sleep, food, and water; other requirements will follow in each level of importance. Unfulfilled lower needs dominate behavior and thinking until an individual satisfies those needs (Noltemeyer et al., 2012). Maslow indicated these are the best basic requirements in the hierarchy. Security requirements include basic safety and security, such as shelter, safe neighborhood, health care, and steady employment (Wenling, 2012). Maslow noted that one level may take priority at any one time, and it is likely that multiple needs motivate an individual concurrently (Noltemeyer et al., 2012). After individuals have satisfied their security and physiological needs, they can move up the hierarchy of needs, depending on the precedence at the time.

Fulfilling security and physiological needs is imperative to move up Maslow's triangle. Social needs include love, affection, and belonging (Milheim, 2012). Maslow noted these needs are less basic than physiological and security needs. Social needs consist of romantic and friend relationships, along with participation in social, religious, and community groups. Esteem needs are those in which individuals reflect on their self-esteem, personal worth, recognition, and personal accomplishment.

The fundamental principle of the hierarchy of needs appears as a triangle and contains different steps. Maslow (1970) admitted that the triangle might not be as rigid as first thought, as some individuals believe love and belonging are not significant and will not be satisfied. When individuals believe love and belonging are not significant, they are overcompensating for the lack of love and belonging (Maslow, 1970). Individuals may have different aspirations in life that do not correlate with Maslow's hierarchy of needs. Millennials who aspire to be successful are more likely looking to attain self-actualization.

Attaining self-actualization can be the aspect that motivates individuals to succeed because of internal motivation or external motivation. Self-actualization encompasses the involvement of individuals realizing their personal growth who want to fulfill their potential but do not focus on what others think about them (Maslow, 1970). The intent to reach self-actualization involves striving to achieve goals by incorporating the lower levels of Maslow's hierarchy of needs theory (H. Liu & Han, 2013). Many theorists have challenged the validity and different perspectives of Maslow's hierarchy of needs, and a compelling argument is that individuals do not need to complete each step before they attain a higher status. Maslow indicated in subsequent research that individuals could meet needs simultaneously.

Individuals may satisfy the need for esteem even if they have not completely fulfilled safety, although this is an ongoing topic of debate. The validity and use of Maslow's hierarchy remains debatable, with critics arguing that Maslow's hierarchy is nontestable and lacks empirical validation (Dye, Mills, & Weatherbee, 2005). For example, Maslow's hierarchy of needs theory has received criticism for gender bias while others have stated that it is for both sexes (Taormina and Gao, 2013). Maslow's research is some of the most studied, in part because of the controversial material about which scholars have different opinions. The emergence of new information extended the original pyramid to include an additional level.

Prior to his death, Maslow identified a sixth level of need, above self-actualization, that leads to an aspiration for personal success at all costs. The majority of individuals do not know as much about this addition to the hierarchy as about the other levels. Self-transcendence is the sixth level of human motivation located above self-actualization, at which point people aspire to foster a purpose beyond the self and to experience a communion beyond the confines of an individual through great achievements (Guess, 2014; Koltko-Rivera, 2006). According to Venter (2012), self-transcendence goes beyond individual needs, as an all-encompassing mind-set, common objective, and concerted accountability for their organization represented leaders.

Maslow created the sixth part of the pyramid because he realized that the transcendence of opinion by others, not an egotistical presence, represents a completely established individual (Venter, 2012). The self-transcendence level became an important concept that expanded Maslow's original experiences.

After Maslow's death, self-transcendence began to be more than a favorite buzzword that emphasized high status. However, issues of corruption and turmoil started to occur when the leaders of organizations began to abuse their leadership and became self-serving, such as Ken Lay at Enron and former stockbroker Bernie Madoff (Venter, 2012). Organizational leaders became conscious of how leaders are running their business beyond profits (Niaz, 2011). After the corporate corruptions that occurred, key members of organizations began to focus on the ethical and moral values needed to run a successful organization within the guidelines of corporate responsibility.

Maslow felt the need to make a difference in society, and he described the hierarchy as a pathway to educate both males and females. Moreover, Maslow felt that organizational leaders needed to generate opportunities within the organization that were conducive to employees achieving self-actualization (Dye et al., 2005). After employees achieve self-actualization, they feel inspired by needs not yet fulfilled, and after they have satisfied those needs, the needs no longer serve as motivators (Taormina & Gao, 2013). Maslow envisioned a society that encouraged the growth and self-actualization of all individuals. Encouraging growth is likely to help eradicate inadequate services and faulty products.

Maslow indicated that individuals must demand basic needs within the hierarchy before they can reach success within the hierarchy. Maslow’s greatest concern appeared to be a valueless society conceptualized when adults underestimate the importance of values within society (Taormina & Gao, 2013). Maslow asserted that an individual requires meaningful work to self-actualize (Taormina & Gao, 2013). Maslow supported individuals being able to recognize success through motivation and self-perspective so they can achieve self-actualization if they invest the time. Herzberg’s two-factor theory serves as a different way to look at satisfying needs, as well as to review the importance of dissatisfied needs.

Herzberg’s Two-Factor Theory

The essential understanding of Herzberg’s two-factor theory is the distinct correlation between individuals in the workplace feeling satisfied or unsatisfied and the ways the two are synonymous with the terms hygiene and motivation factors. The terms two-factor theory, motivation–hygiene theory, and Herzberg’s motivation theory are interchangeable. Herzberg developed the theory that work motivation entails two elements, intrinsic and extrinsic motivation, that affect employees’ productivity because of their satisfaction (Damij, Levnajic, Rejec, & Sukland, 2015). The following job aspects can lead to dissatisfaction: job security, the status of an employee, procedures, regulations, salary, and working conditions (Kulchmanov & Kaliannan, 2014). The hygiene factors are imperative to the viability of the job and to an individual’s perception.

The second factor is intrinsic motivation, which will help satisfy employees when their job meets needs such as achievement, advancement, responsibility, and work and growth opportunities (Kulchmanov & Kaliannan, 2014). When these motivation factors are present, then employees experience motivation and encouragement to exceed production requirements, which leads to personal self-development (Kulchmanov & Kaliannan, 2014). The underlying success in motivation is inducing people to perform things that they may not do without extra incentive. Organizational leaders need to be aware of job dissatisfaction that can alienate employees and need to find ways to help with job satisfaction and to know how motivation is essential to the organization's success.

Herzberg incorporated the motivation to work and ways such motivation affected employees in the workforce. In *The Motivation to Work*, Herzberg solicited 203 managers and other professionals to answer a series of questions about when they felt satisfied and dissatisfied with their jobs (Smith & Shields, 2013). Interviewers identified two major factors affecting dissatisfaction and satisfaction: motivation and hygiene. The factors served to elevate the idea that each factor is a key determinant in how any employee views work.

Researchers have supported the idea that motivation factors closely relate to job satisfaction. Herzberg noted that a work-related role and the competence to achieve one's need for self-actualization would impact job satisfaction (Smith & Shields, 2013). The definition of satisfaction is "a positive emotional state resulting from the appraisal of one's job or job experience" (D. Liu, Mitchell, Lee, Holtom, & Hinkin, 2012, p. 1362). Herzberg urged organizational leaders to enrich employees' jobs to enhance their satisfaction in their job (Islam & Ali, 2013). Herzberg was a pioneer in understanding employee satisfaction.

Psychological growth is an integral part of individuals learning and creating the ability to succeed in their chosen professions. Herzberg (1974) posited there are two types of achievement: satisfaction with motivator forces and satisfaction with hygiene factors. Herzberg also documented that all motivator factors involve psychological growth and hygiene factors include psychological and physical pain avoidance. The six stages of psychological growth are (a) knowing more, (b) understanding, (c) effectiveness in ambiguity, (d) real growth, and (e) creativity (Herzberg, 1974). Herzberg had valid points that generated interest and additional studies to investigate job satisfaction and job dissatisfaction that may be advantageous to millennials as they enter the workforce.

The ensuing argument is that it is counterproductive to use hygiene factors as a motivator. Herzberg initially developed the theory to explain sources of dissatisfaction and satisfaction in the workplace in a variety of fields (R. Lacey, Kennett-Hensel, & Manolis, 2015). Ngima and Kyongo (2013) noted leaders should not use hygiene factors to motivate employees and then expect them not to feel bored with their work. If leaders cannot make a job enjoyable through job enrichment, then it is reasonable to use bonuses, bribes, and reward contingencies to motivate employees (Ngima & Kyongo, 2013). According to R. Lacey et al. (2015), when hygiene factors are sufficient, they may appease employees but not satisfy them. However, when hygiene factors are inadequate, employees feel dissatisfied.

There are better ways to motivate employees than monetarily. Managers should not attempt to motivate employees by offering a bonus, better pay, or benefits when they can offer interesting work, better training, and more responsibility (Herzberg, 1974). The important distinction is that hygiene factors contribute to dissatisfaction, not satisfaction, whereas motivator factors contribute to satisfaction, not dissatisfaction (Tuch & Hornbaek, 2015). The motivational factors listed below can help employees to have a positive work experience and a positive attitude to be successful in their organization. Hygiene and motivation have a distinct relationship that can be mutually beneficial when understood.

There are many commonalities between Maslow's hierarchy of needs and Herzberg's two-factor theory. Maslow suggested that managers should assign particular needs to various levels of achievement, which drives behaviors associated with work attitudes, whereas Herzberg asserted that an individual's desires that affect work attitudes can be extrinsically and intrinsically motivated (Udechukwu, 2009). Unlike Maslow's theory, Herzberg's motivation–hygiene theory indicated that job dissatisfaction and job satisfaction are the results of different causes. Dissatisfaction is the outcome of hygiene factors, and happiness depends on the motivator (Damij et al., 2015). When hygiene factors are absent or inadequate, then employee satisfaction is likely low.

The two-factor hygiene–motivation theory consists of characteristics that lead to dissatisfaction and willingness to withdraw from an employer. Therefore, when pay is not satisfactory, employees are likely to find different work (J. M. Johnson & Ng, 2015; Kultalahti & Viitala, 2014). When salary increases, then millennials are less likely to terminate employment with their current organization, and they are not likely to leave if the organizations continue to invest into the employee. According to the two-factor theory, millennials are highly sensitive about pay, so if the pay seems comparable to their peers, they are likely to stay (J. M. Johnson & Ng, 2015). Maslow's hierarchy of needs and Herzberg's two-factor theory comprise the motivation aspects for millennials.

However, the generational theory includes the ability to understand and explain the differences in each generation. Figure 4 includes the important difference between hygiene factors and motivation factors. The figure represents the difference between being satisfied, not being satisfied, and how that coincides with the hygiene and motivation factors.

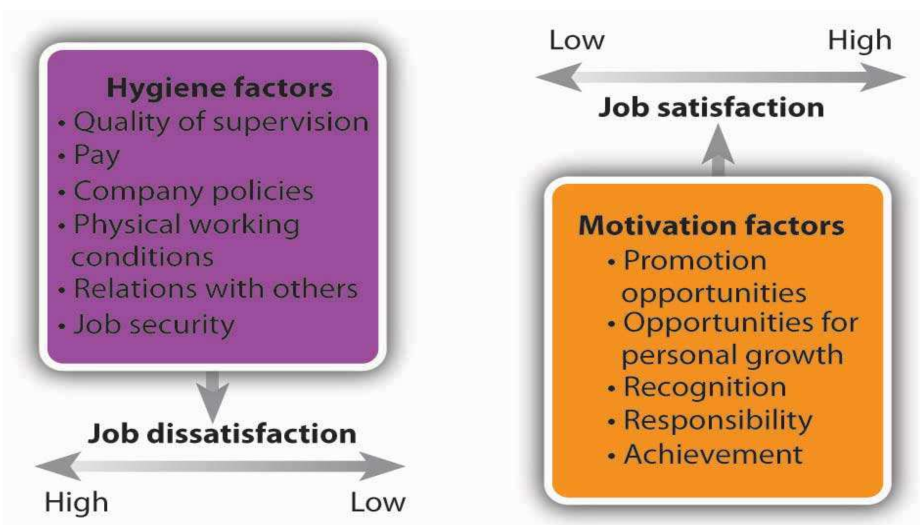

Figure 4. Commitment: Maslow's hierarchy of needs and Herzberg's theory of hygiene motivation in business. From http://chebri.com/commitment-maslows-hierarchy-of-needs-and-herzberg-theory-of-hygiene-motivation-in-business/. Copyright 2013 by Raouf Chebri. Reprinted with permission.

Adams's Equity Theory

The equity theory has a few characteristics that are applicable to Herzberg's and to Vroom's theories with regard to input. Adams's equity theory relates to how much input a person puts forth versus the outputs the person receives in return for the individual's effort (Adams & Jacobsen, 1964). People possess knowledge of what a fair balance is between inputs and outputs, where fairness motivates individuals (Adams, 1965). Inputs are the individual efforts applied within our work while outputs are the rewards received from that work in return (Armache, 2012). The determination of equality links to the satisfaction of reducing the inequalities within a given situation (Adams & Jacobsen, 1964). The greater an individual's perception of equity, the more motivated that person will be (Hartmann & Slapničar, 2012). Fairness is a measure of one's own belief about the input versus output and how they align with the regards to the ratio of input versus output (Armache, 2012). Millennial leaders who feel others are receiving different treatment or have more resources available are likely to feel more dissatisfied with the outcome.

Regardless of the inequality that millennial leaders experience, they have the ability to change that inequality. The inequality they feel is a negative tension they can release by (a) changing input (not so much effort), (b) determining a different partner to compare outcomes, (c) changing their outcome, (d) changing their self-perception, (e) changing their perception of others, or (f) quitting their job (Adams, 1965). By reducing the negative tension of the inequality experienced, a person feels motivated to do something to alleviate tension through the above actions.

A need exists to understand the differences between input and output within the equity theory. Inputs for work involvement include loyalty, hard work, ability, skill, commitment, trustworthy leadership, and enthusiasm (Adams & Jacobsen, 1964). Rewards are what millennial leaders gain from their output and include financial gains such as pay, benefits, and pension. Nonfinancial gains from outputs consist of recognition, travel, achievement, and promotional opportunities (Hartmann & Slapničar, 2012). According to the equity theory, the outputs of work conditions and pay are not enough to determine motivation. The comparison of ratios for others who experience the same input and similar outputs ultimately determines motivation (Hartmann & Slapničar, 2012). The balance of the ratio of inputs and outputs is important to the motivation experienced through financial and nonfinancial gains.

Vroom’s Expectancy Theory

Millennial leaders, as well aspiring individuals, want to see their efforts rewarded. The basis of expectancy theory is the premise that a person believes that exerting a given amount of effort will lead to high performance (Blotnicky, Mann, & Joy, 2015; Hema Malini & Washington, 2014; Vroom, 1964). The central theme of expectancy theory is the level of attainment of the outcome defines the behavior of an individual (Ramli & Jusoh, 2015). The concept of expectancy is dependent not only on the choices that individuals make, but also on the events beyond their control (Vroom, 1964). Millennial leaders are similar to other individuals who expect rewards when achieving desired results. Executive leaders in organizations that employ millennial leaders will likely need to recognize millennials when their effort is relevant to the accomplishment.

The art of motivation includes various methods on how to support people to accomplish goals and can be subjective in the process. Individuals feel motivated when a goal is attainable and they have a belief they can achieve (Renko, Kroeck, & Bullough, 2012; Vroom, 1964). Expectancy theory encompasses the relationship between an individual's performance and the outcomes of that individual's efforts, which means humans are psychological beings who gain motivation and inspiration through achieving personal goals and organizational objectives (Berson et al., 2015; Vroom, 1964). A person is likely to act in a certain way when the expectation is that effort will lead to the given outcome (Ramli & Jusoh, 2015). Individuals possess the motivation to achieve their goals due to the relationship between the outcome and the individual's performance.

There are two different expectancy levels within the expectancy theory. The expectancy theory encompasses the belief that individuals believe that their efforts will lead to a specific performance (Expectancy 1), which will then lead to a performance worthy of a reward (Expectancy 2; Hayyat, 2012). Expectancy 2 is the understanding that an individual's level of performance creates extrinsic rewards, such as promotion, recognition, security, and pay (Hayyat, 2012). The two expectancy levels merge to include the input characteristics associated with the event, along with the reaction of the outputs.

The components of the expectancy theory include expectancy, instrumentality, and valence. Expectancy consists of the given amount of effort that will lead to the desired performance. Instrumentality refers to an individual receiving a reward based on performance (Lazaroiu, 2015; Renko et al., 2012). Valence is the actual value an individual places on the reward (Renko et al., 2012; Vroom, 1964). An example of valence is a reward that has to be attractive for someone to want or that person may feel unmotivated or unsatisfied.

Millennial leaders need to feel appreciated for their efforts,which could include, but may not be limited to, pay, promotion, and job security. These individuals also want their employers to understand their psychological well-being through communicating how the members of the organization value their input and career goals. The expectancy theory refers to many variables of managing millennial leaders by establishing the relationship between effort, performance, rewards, and personal goals (Parijat & Bagga, 2014). Millennial leaders are likely to understand that the inputs or actionable steps toward the desired rewards will translate into the expected results.

Generational Theory

The current workplace includes one of the most diverse populations, and for the first time, four generational cohorts are working together. Generational differences did not receive recognition until baby boomers and members of Generation X started working together, which led to the emergence of new research. A group of individuals who share experiences and birth years comprises a generation cohort (Kowske, Rasch, & Wiley, 2010). Economic, political, or cultural texts that evolve and the historical events that shape values influence individuals in each generation (Soulez & Soulez, 2014). Members in each generation proceed through a time that includes critical factors that influence their generation (M. Brown, 2012). Specifically, the need for research emerged from the differences in behaviors, attitudes, habits, and expectations of each generation in the workplace (Young, Sturts, Ross, & Kim, 2013). Each generational cohort possesses values that emerged from the traditions passed down from previous generations.

Each generation has a distinct perspective on employment based on the innate characteristics for that generation. These generational views can include challenges for employers of each generation and how they support the generation cohorts currently in the workforce (Kapoor & Solomon, 2011). Multigenerational symbiosis is a major topic of interest due to longer life expectancies and to delays in retirement due to economic hardships (Zopiatis et al., 2012). Each generation is a particular length of time that usually includes 20 to 25 years (Zopiatis et al., 2012). There is a long history of different generations and the experiences that made each generation unique, as described by Strauss and Howe.

Comprehending the attributes of generational differences is essential to recognize how researchers should proceed in their research. The approach for developing generations is worthy to note for this research because of the emergence of new generations and older generations coupled with historic social change (Kowske et al., 2010). Strauss and Howe, who are pioneers in generational theory, published the book *Generations: The History of America's Future 1584 to 2069*, which many researchers consider the baseline for generational theory.

Researchers have employed generational theory to distinguish four different generations that are currently working together in the workforce. The generation groups consist of the silent generation, also known as traditionalists (1925-1945); baby boomers (1946-1964); Generation X (1965-1979); and the millennials (1980-2000; Schullery, 2013). According to Acar (2014), the term generation means groups that are recognizable based on their age, location, birth, and important events that make individuals who they are. Millennials are better prepared than previous generation in the workforce due to the evolution of systematic changes from one generation to the next.

Life experiences influence individuals' value system and shape personalities that help them identify what is right and wrong. The definition of generation includes individual attributes that share common situations, habits, and culture (Acar, 2014; Zopiatis et al., 2012). Only 22% of millennials believe their peers are ethical, whereas 58% believe that their own cohort is ethical (VanMeter, Grisaffe, Chonko, & Roberts, 2013). Generation Y members are skeptical about the other generational cohorts, as well as their own. As each generation is different from the previous one, it is interesting to see how some generations seem to have many of the same comparisons. Generational differences are a point of emphasis due to the emergence of the different characteristics discussed previously that need addressing to achieve harmony among employees and leadership.

To increase organizational effectiveness and leadership, managers need to be able to identify generational differences. Growing up during a given period helped popularize the notion that individuals in a specific time of life tend to share similar attitudes, behavior, values, and beliefs (Costanza, Badger, Fraser, Severt, & Gade, 2012). According to Costanza et al. (2012), age exemplifies the variations between individuals associated with particular groups caused by maturation, current life span, and other age-related components. Other factors include events that transpired during the life cycle of each generation that affected attitudes and shaped behaviors, such as World War II, the Great Depression, the civil rights movement, and the terrorist attacks that occurred on September 11, 2001 (Costanza et al., 2012). Strauss and Howe described 18 generations since 1585, which included the baby boom (16th), Generation X (17th), and Generation Y (18th).

Mannheim (1952) noted the basis of sociological phenomena is the biological tempo of birth and death within a generation. Mannheim also noted that individuals belong to the same generation or age group with which they share a common place in social and historical movements. This process predisposes a generation to a characteristic mode of experience and thought (Mannheim, 1952). Generational theory initially seemed like an insignificant revelation but became popular among researchers because of its effects on harmony and productivity in the workplace.

There is significant interest in the generation theory concept because of the need to manage individuals from different generations. According to Saba (2013), the results of studies have not supported the generational theory concept. Researchers have raised questions about the empirical evidence that supports differences in the generation theory, along with the methodological challenges associated with studying them (Costanza et al., 2012). Despite the disagreements, there is enough interest and documentation to justify the need for additional studies and the importance of generational theory. The theory is popular because of the four distinct generation cohorts in the workforce and because millennials are seemingly the most difficult generation to manage.

Theoretical frameworks have not supported the existence of systematic differences between the expectations regarding working conditions, generational values, attitudes, and behavior about work. The basis of the differences in needs, values, and beliefs could be opinions and shaky findings (Saba, 2013). Well-known articles have included claims on how generational differences affect specific occupational outcomes such as risk-taking, satisfaction, commitment, motivation, and leadership style (Costanza et al., 2012). The difference with the general findings of the generation cohorts may become more apparent as employees work into their later years.

As employees are working later in life, and may leave jobs to take advantage of bigger opportunities, organizational leaders need to attract and retain talent more than ever. Millennials require proper working conditions that lead to positive behaviors and retention in the workforce (Campione, 2014; Gilbert, 2011; Saba, 2013). Due to the current and long-term economic situation, baby boomers may continue working into their golden years.

How a cohort cooperates in a particular situation and the events that ensue help define each generation. Mannheim’s (1952) revelations about the social phenomenon of generations represented a certain category for generation location. Mannheim was precise about each group’s economic and social conditions. Generation location comprises certain patterns of thought and experiences brought into existence by data from one generation to the next (Mannheim, 1952). Generational differences in the past created an us-versus-them mentality and a need to overcome differences where coworkers affect the relationship significantly (Kralj, Kandampully, & Sonet, 2012). The objectives of the generation cohorts determine these generational differences.

Research about a new generation originates with an instinct that a new generation has developed, which occurs in view of historical settings that include macro changes that affect institutions and individuals. Mannheim (1952) noted that political, economic, and sociocultural orientations distinguish new generations from new cohorts. The use of the word *generation* to denote a cohort refers to individuals proceeding through age groups, where the younger workers replace older workers in the workplace, and everyday events influence the changes that occur (Festing & Schafer, 2014; Kulik, Ryan, Harper, & George, 2014). As individuals identify with particular generations, organizational leaders and experts help determine specific trends in developing future generations.

Specific progressions take place before a new generation receives recognition. Certain changes need to transpire, and then those experts for identifying generations must detail these macro changes before applying them to research and denoting a generation. For example, the macro changes include the cultural revolution of the 1960s and early 1970s, the economic recession of the late 1970s and early 1980s, and World War II. A generation must accommodate three criteria: (a) behavior of individuals in cohorts will identify with the effects on generations during their formative years and then 10 years after, (b) explanations of the behavior of people in groups must demonstrate differences when comparing generations, and (c) generations need to show a form of institutionalization (Parry & Urwin, 2011). It can be difficult to locate the exact beginning and end of a generation date, and many theorists have slight differences according to the appropriate beginning and ending of generation time periods.

Every birth cohort experiences a different youth and childhood compared to its predecessors, but this does not make every new cohort a new generation. Historical events have distinguished different generations since 1584 (Roberts, 2012). With each generational cohort having a variety of experiences, occupational beliefs, and values, scholars try to determine the similarities and differences (Parry & Urwin, 2011). A multitude of factors ranging from life events to significant changes in lifestyle are attributed to differences in the generational gap.

Life experiences are the parts of each generation that have been influential in society and the workforce and comprise key attitudes and behaviors of specific members. According to Shragay and Tziner (2011), the *generational effect* is a phenomenon where information is gathered with regards to life experiences by contributing to a historical aspect of time during the time they have lived. Not everyone agreed that the term generational effect is appropriate due to overlapping of the age groups. The overlaps in age are a common issue that has plagued studies of various sociology measurements and generational theory as a whole.

As researchers continue to explore the overlapping age phenomenon, they should replicate studies to show a comparable amount of research for the significance of the generation effect and the ways leaders can better motivate and manage the different levels of personalities. Additional studies are likely to demonstrate the impact of new knowledge in the field. The additional studies may include the newest generation, known as Generation Z, but members of Generation Z have yet to enter the workforce. Researchers will likely have an interest in the commonalities of Generation Z and their relationships to past generations.

The gap in the generational shift consists of leadership responsibility and the impact on employment in each generation cohort. Kralj et al. (2012) reviewed the differences in work values from generation to generation and discussed the importance of understanding generational shifts. With the retirements of baby boomers, and one third of the baby boom employees expected to exit the workforce between 2015 and 2025, their replacements will be Generation X members and millennials (M. Y. Lacey & Groves, 2014). Researchers have accused members of Generation X and millennials of having a weaker work ethic than baby boomers and traditionalists (Moore, Grunberg, & Krause, 2014). The evolving research indicates members of Generation X and millennials value their time off and their social life, which likely means they are less willing to put in long days to finish projects. The literature on generational differences is diverse and requires careful consideration because of the potential risk for survey bias. Baby boomers were influential in the workforce, as they felt dedicated to the organization and their work duties.

Baby Boomers: Born Between 1946 and 1964

The baby boom generation started in Western Europe and North America in the mid-1940s. Baby boomers claimed it was more important to position the company first than to put their individualistic needs first (Kapoor & Solomon, 2011). Baby boomers are the first generation in human history to reach significant wealth compared to past generations, as they earned more at every age compared to previous generations (Chand & Tung, 2014). The baby boomers experienced significant changes in culture and in the workforce. The term baby boom refers to the growth in the birthrate for newborns when troops returned home after World War II (Gentry, Griggs, Deal, Mondore, & Cox, 2011). The group was a privileged cohort because its members grew up in a healthy economy (Roberts, 2012). The labor markets were full of employment opportunities, as middle-class jobs increased significantly in the early years (Roberts, 2012). The baby boomers were respectful of authority and felt that hard work was the way to succeed in life.

Baby boomers established a foundation of success through perseverance and hard work by being part of a population of 80 million. The members of this generation worked long hours and did not spend time with the family as a result (Schoch, 2012). The millennials and members of Generation X acknowledged baby boomers worked hard only to be let go or laid off during difficult economic periods (Roberts, 2012). Baby boomers' long work hours led to members of the following generations valuing time off.

Advancing human knowledge changed from a simplistic lifestyle to a more advanced lifestyle with the addition of household necessities that were not common prior to the 1950s. The baby boomers were the beneficiaries of increased living standards that included car and home ownership, foreign travel, television, computers, and Internet technologies (Roberts, 2012). Common characteristics of baby boomers include being materialistic and feeling stressed to achieve their goals, along with their financial status (Costanza et al., 2012). The advent of television shaped baby boomers. In 1950, only 12% of households had a television, but by 1958, 83% had at least one (Schullery, 2013).

The baby boomers experienced extreme changes in technology and the ability to travel and developed an appetite for what life has to offer.

The baby boomers grew up in the 1950s and 1960s. As they were the largest generation in history until the millennials, and they had to be competitive due to so many people vying for the same positions. There is a consensus that baby boomers are known for the following: workaholics, self-motivated, self-centered, and not appreciative of what they accomplished (Coulter & Faulkner, 2014; Verschoor, 2013). Baby boomers want it all and were willing to grow and change as needed to expand their talents, which meant working long hours and being ruthless to obtain success, including material success.

Baby boomers do not like change, and were likely to be complacent with the way they conducted business. Baby boomers typically prefer hands-on experiences and are detailed oriented (Dimitriou & Blum, 2015). Baby boomers are the last generation that thought it was a good idea to stay with the same organization for an entire career (Schullery, 2013). While baby boomers continued to show a high work ethic within their jobs, families began to change and divorce rates increased. Higher divorce rates led to members of Generation X becoming latchkey kids in the 1980s and 1990s.

Baby boomers were the last generation that grew up with two full-time working parents. However, baby boomers began to experience single-parent households as divorces became more common. The baby boomers experienced a significant amount of social change during their youth, so they learned to embrace growth and change (Gibson et al., 2011). Baby boomers have had to work longer than expected because, as of 2014, almost 60% of the labor pool over age 55 had amassed less than $100,000 for retirement, while 24% had secured less than $1,000. Two thirds of baby boomers did not plan to retire or planned to work past age 65 (Irving, 2015). Baby boomers not retiring is a concern that also prevents members of Generation X from opportunities for advancements. The inability to withdraw from the workforce will affect both generations negatively. Generation X is the smallest generation when compared to the baby boomers and the millennials.

Generation X: Born Between 1965 and 1979

Members of Generation X grew up in a volatile environment due to the large number of single-parent households and having to defend themselves, which influenced their actions in the workplace. Many Generation X members were latchkey children, as they were the first generation to have parents living separately (Gibson et al., 2011). Generation X is also the smallest generation in terms of the population and represented only 27% of the adult population in 2014 (Pew Research Center, 2014). Common characteristics among members of Generation X are loyalty, independence, being a slouch, and feeling inspired primarily by monetary rewards in the workplace. Generation X was also the first generation whose members believed in having fun in the workplace (Gibson et al., 2011; Young et al., 2013). Members of Generation X began to have fun because they saw their parents having only serious attitudes while sacrificing their family for work.

Generation X members value a good work–life balance that enables them to enjoy nonwork activities. Members of Generation X value a good work–life balance because many of their parents were let go from organizations after years of service (Kapoor & Solomon, 2011). Generation X members are the children of workaholic baby boomers and saw their parents spend their lives with one organization (Tang, Cunningham, Frauman, & Perry, 2012). Members of Generation X also experienced a high parental divorce rate and lived in single-parent homes (Thomas, 2011) Members of this group are self-sufficient in many ways because they had to fend for themselves. Growing up as latchkey adolescents is one of the main reasons that Generation X members have become such a large part of their millennial children's lives, as they did not receive a lot of support growing up. The differences between baby boomers and Generation X members is that Generation X members live to work while baby boomers work to live (Lai, Chang, & Hsu, 2012). The significant differences between baby boomers and members of Generation X can strain relationships between the generations.

Members of Generation X spent their early years in daycare and their later years being at home alone in single-parent households, so the focus for this cohort was to value freedom and individualism. Generation X members are not willing to overwork at the expense of sacrificing quality of life; therefore, they prefer a good balance (Lai et al., 2012). Members of Generation X do not want to allow work to be their only focus. Generation X members have a strong opinion on their work ethic and on how they view their leisure time, and they are not willing to sacrifice their free time.

Members of Generation X grew up with a significant amount of autonomy, as it was common to be at home alone at an early age. Not having the proper supervision during key adolescent years caused some problems. Members of Generation X are also self-disciplinarians, as they had to decide to do homework rather than watch cable television while their working parents were away (Schoch, 2012). Besides the influence of the separation of their parents during their growth years, members of Generation X also endured world crisis. Global competition, AIDS, and new technological advancements occurred during their growth years.

Generation X was the first generation actively involved in technological advancements that included having an Internet provider and being able to surf the web, which became a revolutionary part of society. Members of Generation X value life options, flexibility, and the ability to balance work (O'Bannon, 2001). Generation X members are also loyal to their career, skills, and themselves (Lai et al., 2012). Similar to Generation Y members, members of Generation X lost their faith in work institutions as they saw their parents laid off or terminated after investing their life in one company (Marston, 2007). Generation X members have some common themes that are important to baby boomers and millennials, who are team driven, but Generation X members became independent and self-sufficient because of their lack of parental supervision during their growth years.

The retirement of baby boomers will create further opportunities for Generation X members and millennials. Baby boomers embracing their jobs for such a long period minimized the amount of executive leadership responsibility available for Generation X members and affects millennials' career progression. After waiting decades because baby boomers held onto their senior leadership roles for an extended time, members of Generation X will be in charge of key leadership positions around 2019 (Schultz &

Schwepker, 2012). There will be significant changes due to the workforce they will be leading, which will include millennials who need different managing styles to ensure success.

One significant change will be a more collaborative decision-making process that will involve teams around the world. Generation X employees will be in a precarious position when they take on the top leadership positions because they will be taking care of the elderly (baby boomers) while managing a workforce they may have difficulty managing, which includes millennials, due to the different values each group possesses. Open-minded leaders with the ability to satisfy the talent they have on board will be more successful than others (Hong, Hao, Kumar, Ramendran, & Kadiresan, 2012). Strategic awareness encompasses using new methods that include millennials in the decision-making process. The new methods are likely to make a significant difference in satisfying the needs of talented employees through job satisfaction.

Job Satisfaction

The research in the literature included key indicators such as job satisfaction, which is instrumental in the success of individuals being happy within their current workplace, which helps elevate employee retention. Herzberg noted the importance of satisfaction and dissatisfaction among employees and the ways they affect employee morale (Hofmans, Gieter, & Pepermans, 2013). I will discuss the dynamics of how satisfaction acts as a predictor of why an individual is likely to continue with the same job for a greater length of time compared to the results of job dissatisfaction.

The discussion of job satisfaction was important at the turn of the 20th century. In 1919, Eberle mentioned job satisfaction when discussing a person capable of performing a particular job but not content to do so due to the specific activity or work environment. According to Eberle, it was common for the job to become more satisfactory, and baby boomers would stay with the same company until they permanently left the workforce. However, millennials and members of Generation X witnessed layoffs and the mistreatment of baby boomers who dedicated their life to their company.

Having more choices over a career may increase the level of happiness and satisfaction toward work. Individual workers who have increased volition and fewer constraints are likely to have higher work-related well-being (Duffy, Autin, & Bott, 2015). Work volition is likely to play a vital role in life satisfaction and employee retention, which is a measurement of a subjective experience of freedom to make career choices from an individual's sense of self-conception (Vroom, 1964). Employees leaving an organization sacrifice a perceived level of material and psychological benefits (Kraimer, Shaffer, Harrison, & Ren, 2012). The negative correlation between career barriers and work volition refers to job dissatisfaction (Duffy et al., 2015). The more volition an individual accumulates, the more likely that individual will experience success and retention in the workplace. The ability to ensure success in a person's career is likely to be an indicator of how an individual performs on the job.

Job satisfaction can signify different outcomes for different individuals or have a variety of meanings for different generations. Therefore, satisfaction for baby boomers can vary from job satisfaction for millennials because of their disparate backgrounds. For example, baby boomers entered the workforce around 1963, and computer technology was not common within the corporate foundation because baby boomers did not believe technology would be an integral part of society. However, millennials grew up in the age of computer technology and are more likely adaptable to rapid technological changes (Elias, Smith, & Barney, 2012). Job satisfaction for baby boomers may be the importance of doing a job well regardless of how many hours they need to spend.

Work imbalance for millennials can be a cause for lower job satisfaction. M. Brown (2012) noted that intense working conditions hurt job satisfaction. There are notable differences in the perceptions of a work balance between millennials and baby boomers. Millennials' perception of work balance includes hours worked, the work intensification involved, and the negative reaction toward work balance.

In addition to the external elements associated with job satisfaction, there are internal aspects regarding personalities and attitudes that can either skew or promote job satisfaction. Self-esteem has a positive correlation to job satisfaction. Identity theory can help clarify how a transition at work can alter or enhance an individual's self-esteem (Kraimer et al., 2012). Self-esteem can predict changes in job satisfaction (Orth, Robins, & Widaman, 2012). Job satisfaction increases as individuals age, because individuals can better match their skill level with the right job as they mature in the job market.

The staff at *Fortune* magazine ranked Google the best company to work for in the United States in 2012. A noteworthy reason is that Google engineers receive a minimum of 1 day per week to work on whatever project they would like, which encourages employees to solve problems, explore new ideas, and learn new skills (McIntyre, Mattingly, Lewandowski, & Simpson, 2014). This type of job satisfaction is congruent with research that shows individuals with self-expanding collaboration within their organization experience self-growth that will lead to greater job satisfaction and commitment (McIntyre et al., 2014). Job satisfaction is comparable with longevity in the workplace, especially when the opportunity for self-growth is available.

Individuals in workplaces that include self-expansion have unique, challenging tasks and should experience a higher degree of self-growth that leads to increased job satisfaction. A career is a big part of the make-up of an individual, along with whether the workplace consists of opportunities for self-expansion versus having a mundane work environment (Kraimer et al., 2012). I have observed a parallel between organizations whose leaders demonstrate commitment to employee growth through creativity versus assigning tasks to complete. Companies appear to have a renewed commitment to identifying methods to increase retention by finding ways to improve job satisfaction.

Employee Motivation

Individuals who have a proper understanding of employee motivation can secure relationships within the workforce. Employee motivation first appeared in the 4th century B.C., when hedonism was a driving force for behavior (Korzynski, 2013). Motivation alludes to the inner motivation coming from within a person with characteristics such as intensity, persistence, and proper direction to achieve explicit goals that are not due to natural ability (Purohit & Bandyopadhyay, 2014). According to Vroom (1964), the further motivated individuals are, the more likely their performance is to improve. Work is a psychological process that maintains, energizes, and directs action toward a particular work function (Purohit & Bandyopadhyay, 2014). Elias et al. (2012) noted, "Work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration" (p. 456). Individuals have different trigger points that assist in determining level of motivation. Motivational tools will be successful if a person is willing to listen.

Understanding human motivation has been a formidable problem for centuries, as some of the most influential thinkers, such as Adam Smith, Aristotle, Abraham Maslow, and Sigmund Freud, have struggled to understand it (Nohria, Groysberg, & Lee, 2008). In the early 1900s, Frederick Taylor founded scientific management, which played a role in the experimental process of breaking down simple tasks to enhance productivity (Nohria et al., 2008). The idea behind scientific management was to motivate employees by establishing simpler tasks that would generate work motivation. The system of motivation involves a connection between rewarding employees and production achieved, which includes a subjective evaluation of the employee by measuring the productivity evaluation of the performance reward (Muscalu & Muntean, 2013). However, further research demonstrated a disconnection exists between early work motivation literature and later knowledge.

Mayo managed the experimental process at the Hawthorne plant of the Western Electric Company. The reason for the experiment was to observe the lighting and its effect on employee productivity. The results of the research were perplexing because production went up in the experimental room as well as the control room when the lighting increased. The Hawthorne experiment was notable as being a part of the most remarkable paradigm shift in history due to the relationship with scientific management and human relations. The opposite also occurred: when the lighting decreased, the production of the employees still increased (Hassard, 2012). The researchers concluded that the increased attention toward the workers at the Hawthorne plant affected workers' progress, regardless of the elements.

Mayo understood that two concerns occurred during the initial experiment: the experimenter effect and the social effect. The experimenter effect was a perception that management cared about the employees by making changes to enhance the employees' well-being (Hassard, 2012). The outcome of the Hawthorne study was the Hawthorne effect, which indicated that social relations, not the physical environment, shaped organizational outcomes while influencing the social relations movement in the workforce (Zhong & House, 2012). The social effect developed due to separation from others that allowed individuals to advance camaraderie among peers to improve work performance. The Hawthorne effect was responsible for ushering in human relations among employees, which was a significant breakthrough because the employees at the Hawthorne plant worked together and felt the bosses were looking after their interests.

Over time with psychological and management ideology, many job enrichment programs have added to the value of employee motivation or had an adverse effect. Human resource personnel have embraced and adopted philosophies targeting and creating learning organizations (Casad, 2012). Ongoing systematic attempts to motivate employees by manipulating the motivation factors have been unsuccessful. When employees become bored or disengaged, something is lacking in their job (Van der Heijden, Schepers, & Nijssen, 2012). One of the best opportunities to improve jobs and make them more appealing is to distribute or add duties to employees to energize them by focusing on their strengths (Levoy, 2014). It is important to provide capable individuals a chance to grow.

Managers have learned through trial and error that they have to manage the Generation Y cohort differently. Tulgan (2013) noted that management needs to plug into the enthusiasm and excitement that millennials bring on the first day of work or they are at risk of turning a good hire into a bad one. This practice will assist in promoting individuals to continue with the same motivation when they were initially hired. It is imperative to turn every demand and request into opportunities to earn performance-based rewards and to go the extra mile (Tulgan, 2013). Outstanding employees operate at peak performance, demonstrate engagement, and possess significant energy levels (Levoy, 2014). Employees who satisfy these elements experience the essence of job enrichment.

The availability of motivational concepts has expanded over the years. Most motivational employee concepts emerged in the 20th century and affected the way leaders manage their employees. Nohria et al. (2008) illustrated a reproduction of employee motivation that included specifics for motivation. The model of employee motivation consists of four components: commitment, satisfaction, engagement, and intention to quit or stay with the organization. The morale of an employee is an imperative criterion associated with motivation that links the employee’s perception concerning the job and the organization (Islam & Ali, 2013). To increase motivation, organizational leaders need to satisfy all four drivers by developing an organizational culture to provide best practices for mutual collaboration, sharing, and reliance.

With members of the new millennial generation in key leadership positions, numerous changes are occurring. These changes are materializing because this generation is so different from previous generations. A direct manager is necessary to foster a highly motivating environment by offering recognition, praise, and encouragement of teamwork (Korzynski, 2013). Leaders will need to adjust how they manage and lead the new technological generation. The key to managing is to understand that individuals comprehend the world differently according to their perceptions (Kilber et al., 2014). It is imperative to pay particular attention to the preferred communication requirements to communicate and motivate employees through creative tools to retain them.

The need for employee motivation has increased with millennials entering the workforce. Organizational leaders are paying attention to the managers managing this group because peers see millennials as disloyal, needy, casual, and having a sense of entitlement (Moss & Martins, 2014; C. Thompson & Gregory, 2012). Comprehension is the answer for managers to be able to motivate and retain the millennial workforce through all the challenges that the millennials present. Millennials' commitment and retention relate to a healthy relationship with their immediate managers (C. Thompson & Gregory, 2012). If leaders plan for their companies to flourish in the future, managers will need to implement new leadership and management styles that relate to young employees' work capabilities, beginning with timely feedback.

Emotional intelligence is an aspect of the human persona that enables individuals to make rational decisions. Effective leaders can capitalize on emotional intelligence to motivate others by controlling their emotions and using this power to motivate employees (Sand, Cangemi, & Ingram, 2011). According to a survey in 1996, employees have a different perception of what is important to employees versus what employers believe (Sand et al., 2011). Researchers ranked items between 1 and 10 for importance, where a full appreciation of work was rated first for millennial employees and eighth for management.

Supervisors concluded good wages were the most important criterion for employees, but the employees ranked good wages fifth. Employees rated being sympathetic to understanding personal problems as third, and employers thought employees would rate it ninth (Sand et al., 2011). A disconnect existed between what company leaders viewed as important and what made employees happy. Leaders should understand that money is not a key motivator for individuals to excel in their career. The measurement helped facilitate the notion that generations’ perceptions have changed.

Finding common ground to inspire others to fulfill their goals by desiring to accomplish them capitalizes on the power of motivation. Effective leaders and motivators can use these talents to motivate and retain others. Leaders have the responsibility to attain goals for the viability of the organization by meeting or exceeding the competition. The leaders must create a culture that promotes motivation and will help individuals to feel inspired to help accomplish the goals set forth (Sand et al., 2011). Developing a culture will assist in promoting an environment that offers inspiration and motivation.

Creating a harmonious work atmosphere can be more important than compensation through motivation, optimism while hoping to engage millennial employees in exceeding their capabilities. The lack of emotional awareness by a person in leadership can cause unnecessary conflict and be a de-motivator (Sand et al., 2011). Effective leadership is vital to lead an organization through difficult times while motivating others to achieve the objectives needed for success. Leaders are likely to be more successful when they can promote a balanced culture while being able to manage emotions.

There is no shortage of quotations or ideas for motivation. President Dwight D. Eisenhower stated, “Motivation is the art of getting people to do what you want them to do because they want to do it” (Hauser, 2014, p. 246). The concept of motivation is necessary and evokes individuals to carry out a series of activities to appease them (Achim, Dragolea, & Balan, 2013). Tulgan (2009) posited that the self-esteem movement and Generation Y’s vulnerability to new ventures have chipped away the motivation for millennials. Generation Y members enjoy being in a safe environment where someone is keeping track of their accomplishments and they enjoy receiving credit for their achievements.

Millennials want to negotiate small rewards that continue to provide them with the motivation to win because they want more of everything. Researchers have noted the greatest motivators are not monetary rewards. However, the perception of achievement, recognition, responsibility, fame, and pleasure from challenges and social interactions are important (Dimitriou & Blum, 2015). Part of employee motivation that Tulgan (2009) discussed is a point system that motivates Generation Y members to finish projects while meeting high-quality standards to receive rewards according to the total points they accrue. Leaders of organizations understand that it requires more resources to motivate the members of Generation Y. Growing up in a different era that consistently promoted positive inspiration to succeed puts organization leaders in a precarious position when reviewing the millennial generation because the members of Generation Y have rarely experienced loss or faced punishment for their failures.

Employee Retention

With the business climate continuously changing, and to provide exceptional service and run their business efficiently, organizational leaders must promote internal and external motivation within the work environment. Achieving this goal requires employee appreciation, ongoing communication with employees, high employee morale, proper motivation, feedback from employees, and low employee turnover (Dumitrescu, Cetina, & Pentescu, 2012). Managers have detected generational differences such as salary expectation management techniques, workplace styles, work–life balance, education, and autonomy; the essential aspect for organizational success is accepting the new generation (Kilber et al., 2014). Employers may need to focus on employee retention problems moving forward.

Members of management ought to focus on keeping their top employees if they are fulfilling their requirements. According to a recent benefits study on the forces that affect attitudes, employee benefits, and trends, the feedback received indicated almost half of all the workers surveyed were looking for a new job in 2012 (Tillman, 2013).

According to Tillman (2013), the war for talent accelerates when the economy improves, so it becomes increasingly important to retain high-quality employees by understanding why they are leaving the organization. Tillman (2013) demonstrated the need to understand the feedback employees are providing. Business leaders are looking to reduce the dissatisfaction level while increasing the retention rate among employees.

Retaining good employees is difficult, but leaders can take some steps to demonstrate approaches to increase job satisfaction and reduce the negative barriers between employers and employees. Tillman (2013) indicated that the majority of workers who were probably going to depart from their current position described themselves as the kind of worker that company leaders should attempt to retain. The principal reasons that employees were contemplating leaving their current role included (a) they felt their employers were not taking care of them, (b) they felt financially or physically stressed, (c) they felt dissatisfied with their jobs, and (d) they did not believe their company had a good reputation (Oladapo, 2014; Tillman, 2013). After identifying the reason, employers need to make the appropriate changes.

Knowing why employees are looking to leave creates an opportunity to offer assistance or benefits to staying versus leaving. Retention improves when employers provide a supportive work culture; can develop and advance; and offer compensation, benefits, and a work–life balance (Oladapo, 2014). Organization leaders are beginning to understand that there is a war for talent, so they must provide strong incentives to promote employee retention if they are going to stay competitive.

Employee turnover can be an expensive obstacle for many organization leaders. According to Akila (2012), it is important to retain employees by helping them feel valued in the organization. Employee turnover costs organizations over $25 billion each year in the United States due to the cost of hiring and training new employees (McKeown, 2010). Leadership within an organization will likely classify the cost of lost production indirectly or directly as acquisition, learning, or separation costs.

A limited amount of turnover can be healthy for bringing in innovative perspectives. However, scholars view turnover as mostly negative because it is costly to replace individuals and can give the impression an organization is a bad employer (Kellison et al., 2013; D. Liu et al., 2012). It is imperative to locate cost-effective measures to retain good employees within the workforce to save time and money for employers by reducing the number of valued employees leaving their organizations.

Most business-savvy individuals are likely to agree that turnover rates must improve. The problem is many organization leaders fail to recognize a turnover problem (Hartmann & Rutherford, 2015). For those individuals who endured pay cuts, bonus losses, and corporate restructuring during the recent economic turmoil in the United States, organizational leaders must come up with strategic plans so employees do not continue to leave their positions (McKeown, 2010). A relationship exists between employee retention and a benefit to the organization that includes the following (Akila, 2012):

1. Loss of company knowledge: Employee takes valuable knowledge about the organization when leaving.

2. Interruption of customer service: This includes the potential loss of clients due to the relationships developed with the employee.
3. Turnover leads to more turnover: There is a negative feeling among the remaining employees when employees terminate their employment.
4. Goodwill of the company: Strong retention rates encourage potential employees to join organizations because it shows organizational consistency.
5. Regaining efficiency: Due to the loss of knowledge in a department, employees increase the time spent training a new employee.

It is easy to identify why employees leave their organizations, but it is a challenge to find ways to improve retention. According to Tillman (2013), offering programs that help with work–life balance, continuing education, psychological assistance, debt management, and benefits options to protect families can help improve retention. Tillman discovered that employees who felt satisfied or extremely satisfied were six times more likely to stay than those who felt dissatisfied with benefits.

It is crucial when companies have benefits packages that leaders communicate the value of that package. A comprehensive benefits package can have a significant effect on retaining employees (Tillman, 2013). According to Oladapo (2014), poor hiring practices increase turnover because current staff can feel disappointed with the revolving door of employees due to the time and demand new employees put on them. New employees mismatched for a job will exit an organization quickly when there is no alignment.

There was less concern about retaining baby boomers as employees because many in this generation would stay with one organization their whole career. Organization leaders have had a difficult time retaining millennials; specifically, managers have found it difficult to manage younger people. Millennials acknowledge the world in their own way compared to previous generations, so the processes used to handle them must be different (Holm, 2012). Trefalt (2013) conducted an in-depth study of how employees bargain between work and nonwork, known as boundary work. Organization leaders and managers who set aside their biases about the millennial generation will have greater success attracting and retaining members of this generation (C. Thompson & Gregory, 2012). The millennials could be the most entrepreneurial generation in the United States, which could cause challenges (Ferri-Reed, 2014a). If this is the case, concern among organization leaders will increase in the future.

If employees experience satisfaction with their current employer, they are likely to recognize leaving as riskier. Holt et al.’s (2012) study about what drives job satisfaction included the following placed in order of importance: (a) challenge, (b) personal growth, (c) and making a positive impact. Holt et al. also demonstrated that the driving force behind millennials is the support of their parents. The strong parental support is no surprise, as millennials’ parents sheltered them during their early years.

If a high number of millennials leave the corporate workforce to manage their own companies, organizational leaders will find it challenging to locate additional talent. According to a study of approximately 6,500 managers across six different organizations, the most significant engagement stimulus was the relationships with immediate supervisors who are responsible for managing career development and performance (Gilbert, 2011). Leaders within organizations must create an environment in which millennials can provide resources back to the community to satisfy their generosity and their goal of giving back.

Retention and engagement are greater for individuals involved in corporate responsibility programs. According to Moritz (2014), Pricewaterhouse Coopers leadership has increased retention with those involved in corporate responsibility programs by over 1 year; many employees move on to large firms or receive promotions to higher positions. Pricewaterhouse Coopers leaders have been able to work with their management team to help modify the opinions of the millennial cohort by engaging in teamwork, allowing for flexible scheduling, and encouraging education to understand the needs of the millennials. The flexibility and adaptability of leadership personnel have helped extend opportunities for millennial employees through corporate responsibility.

Members of Generation X and baby boomers who struggle to understand millennials because of misconceptions of entitlement and behavior could learn through continuous education. Communication standards will be necessary, as millennials must be able to communicate successfully across multiple generations and multiple cultures (Hartman & McCambridge, 2011). Attempts to retain the millennial cohort will incorporate the ideas of teamwork, corporate responsibility, and understanding a new generation while accommodating their thought processes.

Gap in the Research

The gap in the research was findings pertaining to millennial leadership in the southwestern United States within the service industry. No studies served as reliable indicators to determine the effect of motivation on the attrition of millennial leadership.

Researchers have provided a significant amount of information about millennials as a cohort, but little to no information has surfaced about Generation Y leaders and the ways to motivate and retain them in the workforce. The findings from study will not apply to all millennial leaders, but it will fill in the gap on employers understanding Generation Y leaders and their motivation and retention factors.

The phenomenological approach was helpful in facilitating the lived experiences of the participants in determining the effects of motivation, and it is relevant to the retention of Generation Y leaders. The completed research included information that can help organizational leaders retain good employees by satisfying and motivating their employees. The findings of this study are available for use by employers and academia members via ProQuest to help further the research with regards to millennial leadership.

Summary

The review of the literature indicated that there are differences between the generational cohort members and what they value and that the literature categorized the importance of retention and motivation in the workforce. My expectation was to offer information about the specificities of retention, motivation, and job satisfaction and about the theoretical concepts that would help in moving forward with the interviews. The ability to generate improvements for retention and motivation while ensuring job satisfaction for millennial leadership helped to determine how to retain them within their current organizations. The literature review included information on employee retention, generation breakdown, employee motivation, generation theory, and job satisfaction.

Various theorists and researchers underwent examination. An examination of studies of Maslow’s hierarchy of needs, Vroom’s expectancy theory, Adams’s equity theory, and Herzberg’s two-factor theory led to a general understanding and foundation for motivation. The findings of the study add to the body of knowledge for the millennial generation and specifically for ways to understand millennial leadership using the theoretical concepts of Maslow and Herzberg. The gap in the literature was the lack of information available on the effects of motivation on millennial leaders and the reasons attrition for millennial leaders is higher than for other cohorts.

This qualitative transcendental phenomenological study included individual interviews to investigate millennial leadership and ways to retain and motivate this group. The ability to motivate and retain millennials leaders is crucial to the success of corporate America as many baby boomers retire. The generational differences in the workplace are causing managers to act and think differently due to the culture change from previous generations to the millennial cohort. Millennials have different work values and work ethics highlighted through unprecedented corporate responsibility and work–life balance. New information from this study may demonstrate how to decrease the turnover rate of millennial leaders by fulfilling their work requirements, which may provide a better chance to retain them for an extended period. Chapter 3 includes discussions of the methodolog1y, data collection, data analysis, instrumentation, and validity and reliability. As Chapter 1 includes a projection of Chapters 4 and 5

Chapter 3: Research Method

This chapter encapsulates the research design and the approach to the study and the justification of each. The discussions entail a brief summary of the problem statement, sample size, sampling method, eligibility criteria, and characteristics of the sample. I collected data using semistructured interviews from a purposive sample of 20 millennial leaders who oversaw five or more employees in the service industry in the southwestern United States.

This chapter includes details on data collection and analysis, including the methods used to collect data, to code the data, and to analyze the data. The chapter concludes with the ethical considerations to ensure the safety of all the participants. This chapter includes the research design, my role as the researcher, participant selection, and instrumentation used for the study. The chapter also includes vital information of what information was necessary to prepare for the phenomenological interview process.

The general problem is the high rate of current and projected attrition among Generation Y leaders. The aging workforce and the retirement of baby boomers need addressing, which means leaders need to attract and retain members of younger generations because it is not easy to replace or recover lost knowledge (Hokanson et al., 2011). The specific problem addressed in this study is a lack of knowledge and understanding as captured in the scholarly research regarding how the motivation of Generation Y leaders affects employee satisfaction while increasing employee retention factors (Luscombe et al., 2013). The basis of the study converged on this problem of retaining millennial leaders through motivating and satisfying them.

The purpose of this phenomenological study was to investigate the retention rate for 20 Generation Y service leaders in the southwestern United States to illuminate patterns of satisfied millennial leaders by drawing from employers' role in motivating and retaining millennial leaders in the service industry. More specifically, the study involved determining if Maslow's hierarchy of needs, Vroom's expectancy theory, Adams's equity theory, or Herzberg's two-factor theory affect the lived experiences of Generation Y leaders. The qualitative phenomenological study helps further the research of millennial leaders and includes a better understanding about how business leaders might employ motivation strategies to increase the satisfaction of Generation Y leaders and therefore decrease their attrition.

Research Design and Rationale

Research Questions

This section includes the questions used in this qualitative study and for developing the semistructured interview questions. The phenomenological approach was suitable for this study because the purpose of this approach was to emphasize the lived experiences of the participants. I used three questions to guide my research based on millennial leaders who oversee five or more employees in the service sector within the southwestern United States.

Research Question 1: What are Generation Y leaders' lived experiences and reactions when the leaders of service organizations try to motivate the teams to which they belong in the southwestern United States?

Research Question 2: What factors are causing Generation Y leaders to leave service organizations?

Research Question 3: What role does employer motivation play in the retention of Generation Y leaders in the service industry?

Design and Rationale

The qualitative methodology was suitable for exploring millennial leadership experiences and perspectives. The exploration included how motivation influences the participants' experiences and perspectives and leads to employee satisfaction and increased retention in the workplace. The research design selected to integrate the specifics of the study was the phenomenological design.

The phenomenological design encompasses descriptive and interpretive approaches. Descriptive (Husserlian) and interpretive (hermeneutic) are two classical approaches that comprise a large part of phenomenological research (Chan, Fung, & Chien, 2013). The eight phenomenological approaches are as follows: (a) transcendental phenomenology, (b) descriptive, (c) generative historicist phenomenology, (d) naturalistic constitutive phenomenology, (e) realistic phenomenology, (f) existential, (g) genetic phenomenology, and (h) hermeneutic phenomenology (Chan et al., 2013). Two types of transcendental phenomenology are Giorgi's descriptive phenomenological method and Sanders's phenomenology (Gill, 2014). The variations between these two descriptive methods are minor, depending on the discipline under study, which includes organizational studies and psychology.

I sought to investigate and describe the participants' lived experiences using a transcendental phenomenological approach. Therefore, I chose a phenomenological design to produce a better understanding of millennial leaders' motivation and retention in the workplace. Other qualitative research designs considered included grounded theory, case study, ethnography, and mixed methods. The phenomenology approach was preferable for this research because of its ability to obtain comprehensive descriptions through analysis that captured the essence of the experiences (Moustakas, 1994). This approach was suitable because it led to firsthand knowledge of how the participants experienced the phenomenon.

Phenomenology has been relevant for several centuries while being pushed forward by Husserl. Phenomenology roots go as far back as 1765 in philosophy through Kant's writing, but later extrapolated through Wilhelm and Hegel (Moustakas, 1994). To Hegel, phenomenology referred to knowledge through consciousness and the perception of knowledge, senses, and one's awareness and experiences (as cited in Moustakas, 1994). A study conducted from a phenomenological perspective is suitable for evaluating the participants' lived experiences (Finlay, 2012). Phenomenology is a reflection of the lived experience of human existence, as the reflection on the experience should be free of prejudice, free of outside influences, theoretical, and thoughtful (Van Manen, 2007). Researchers have questioned the research subjectivity of phenomenology because of the perceived legitimacy of this qualitative methodology.

Research has indicated the general acceptance of research subjectivity by phenomenologists. Without subjectivity, researchers cannot accomplish anything, so eradicating subjectiveness is not a viable solution. How researchers present topics and how objectivity is a subjective achievement are important (Finlay, 2012). Moustakas (1994) noted that any phenomenon represents a relevant starting point for a research investigation. Phenomenology is a rigorous science that involves investigating specific knowledge and clarifying that researchers ground all understanding for human research (Anosike et al., 2012). The starting point is comparable to the beginning of life.

The Van Kaam approach is a widely known tool available for phenomenology purposes used in this study. Moustakas (1994) recommended using a modified Van Kaam approach to determine themes and meanings to participants. The seven steps mentioned by Moustakas (1994) are as follows: (a) listing all data relevant to the experience, (b) eliminating and reducing to develop invariant constituents, (c) clustering and thematizing the invariant components, (d) validating and checking constant themes, (e) developing individual textural descriptions from the transcribed interviews, (f) validating the description of each participant's interview experiences, and (g) developing a personal description of the essence of the experience, along with the meanings. I followed these steps to gain a deeper understanding of the participants during the data analysis while also employing NVivo 11 to aid in discovering themes.

Hermeneutic phenomenology is an important part of the development of other qualitative tools that are impactful in studying lived experiences. Hermeneutic phenomenology is a research methodology that produces rich descriptions of the individuals experiencing a phenomenon as a collective group (Ajjawi & Higgs, 2007). Van Manen considered phenomenology a response to how an individual responds to questions about the way the individual experiences the world (as cited in Kafle, 2011). Phenomenology has three variations: existential, transcendental, and hermeneutics. I used transcendental phenomenology, where the participants provided the descriptions and I divided them into statements and then gathered those meanings for processing (Moustakas, 1994). Problems occur when researchers try to mix different variations, such as combining the hermeneutic approach with bracketing. Bracketing is a part Husserl's transcendental phenomenology approach.

Transcendental Phenomenology

Transcendental phenomenology is a descriptive method that involves studying individuals who have experienced a phenomenon. The terms noesis, noema, and intentionality are central concepts of transcendental phenomenology. The phenomenological approach consists of attempting to suspend presuppositions and looking at the world in a new way while using a reflective stance to suspend any preunderstandings (Thomson, Dykes, & Downe, 2011). Gill (2014) referred to this suspension as a reduction that requires phenomenological bracketing or epoché, where phenomenologists suspend their presuppositions and assumptions about a phenomenon. Bracketing justifies the research because it restricts bias or preconceived notions.

Husserl (2011) incorporated transcendental phenomenology due to a growing concern that science was failing to take into account the consciousness and connections between the experienced person and the objects that exist in a modern world. Moustakas (1994) noted,

> Because all knowledge and experience are connected to phenomena, things in consciousness that appear in the surrounding world, inevitably a unity must exist between ourselves as knowers and the things or objects that we come to know and depend upon. (p. 44)

The research available for Husserl's phenomenology method is significant due to the preciseness of his research. Phenomenology is a rigorous scientific approach because the goal is to gain an in-depth understanding of the lived experiences of the participants (Husserl, 2011). Husserl maintained that the external world could collapse into an illusion at any time. However, with transcendental consciousness, divine power exceeds physical and social destruction.

Heidegger (1982) continued to remain a prisoner of Husserl's transcendental perspective, as Heidegger tried to get free from the framework of transcendental phenomenology. The foundation of the complete transcendental ambiguity of Husserl's research underlines the skepticism about the existence of the world because of the perception of those experiences (Romano, 2011). There are notable differences between the descriptive and the interpretive methods involved in phenomenology.

Throughout the phenomenology process, it would also be prudent to compare transcendental phenomenology with existential phenomenology. According to Nagel (2012), existential phenomenology is a catalyst for the direct understanding of the psyche where the upper and lower elements would be the reflected ego and the body of the object. Husserl (2011) understood the involvement of transcendental phenomenology through the body as the organ of consciousness. The difference is the focus of transcendental phenomenology is the consciousness, and the concern of existential phenomenology is incarnate being (Nagel, 2012). Each type of phenomenology has advantages that can meet a researcher's need, depending on the direction of research. Transcendental phenomenology incorporates several methods that lend to the success of identifying and bracketing, as noted in the next several paragraphs.

Intentionality. Intentionality is an essential concept within the transcendental approach. Transcendental phenomenology entails the notion of intentionality. The primary characteristic of psychic phenomena is intentionality, which Moustakas (1994) noted builds the framework for a descriptive transcendental philosophy of consciousness. Knowledge of intentionality requires recognition that the world and its components are inseparable and brings it into consciousness (Freistadt, 2011). The application of oneself and the research may lead to openness and the dissemination of information.

Epoché. Epoché is another imperative aspect in securing the foundation of transcendental phenomenology. Husserl contended that it was important to ensure the proper foundation to return to the things themselves by bracketing or suspending the researcher's natural attitude (as cited in Freistadt, 2011). According to Moustakas (1994), phenomenology incorporates everyday judgments, understanding, and phenomena for maximum results. The core process of phenomenological reduction involves epoché, which means to refrain from judgment. Moustakas noted placing the world in the bracket involves removing the current thinking and being present as a phenomenon to look at and to review with no potential biases. Bracketing does not eliminate all biases, but a researcher who brackets can study human science with a clear conscience.

Transcendental-phenomenological reduction. Transcendental phenomenology encompasses a variety of steps when researchers incorporate Husserl's methodology effectively. The first step is for epoché to embody specifics without preconceptions and prejudgments. The second step in transcendental phenomenology is determining the textual language where reality of an external object in the human consciousness is understood (Moustakas, 1994). Additional steps involve bracketing information, also known as reduction.

The phrase transcendental phenomenological reduction has three words: transcendental is the ability to uncover the ego when there is meaning, phenomenological is where the world transforms into a phenomenon, and reduction involves relying on people's experiences that lead them to their current state (Moustakas, 1994). Phenomenological reduction requires a person to bracket all bias associated with research. Phenomenological reduction is essential in setting personal feelings aside to reach the actual outcome of the exploration.

Phenomenological reduction involves two factors: the eidetic reduction and the noema. In the eidetic reduction, the research moves from consciousness or facts toward natural essences and universal consciousness. Noema involves capturing the meaning of the object of an investigation (Anosike, Ehrich, & Ahmed, 2012). Together, noema and eidetic reduction form the core of transcendental phenomenology.

Imaginative variation. The third step in the phenomenological process is imaginative variation. The task of imaginative variation is to seek meaning through using various terms, including (a) varying the frames of reference, (b) using imagination, (c) employing reversal and polarities, (d) looking from divergent perspectives, and (e) applying different functions and roles. The main goal is to find out how the experience of the phenomenon came to be what it is (Moustakas, 1994). Researchers use imaginative variation to represent structure from the textural descriptions provided through phenomenological reduction. Through imaginative variation, researchers frequently understand there is no single way to the truth, but numerous possibilities connected with the experience observed (Moustakas, 1994). A few steps in imaginative variation help researchers with the process.

Intuitive integration. The concluding step in the phenomenological research process is intuitive integration. According to Moustakas (1994), direct integration is the process of combining the fundamental textual and structural descriptions into a statement that identifies parts of the experience of the phenomenon as a whole. The essence means what is universal or common, or if one thing did not exist, then the perception would not be what it is (Moustakas, 1994). These steps are significant in the phenomenology approach.

The phenomenological approach encompasses a multitude of measures that include field testing, data collection, and analysis throughout the interview process. It is important to listen to interview tapes before transcription, as listening is also an opportunity for data analysis (Maxwell, 2013). The study included coding techniques categorized in qualitative research after reviewing the interview transcripts where themes and patterns were developed. The analysis began by identifying segments of data that appeared relevant. Research endorsed by a critical analysis of data includes verification that the following steps have occurred: (a) detailed and concrete information acquired from the participants, (b) phenomenological reduction, (c) important meanings discovered, (d) identification of a structure, and (d) verified results through the accumulation of data (Kleiman, 2004).

I analyzed the data to discover why millennial leaders were considering leaving their present organization or had already departed. The phenomenological approach involves collecting data concerning a phenomenon under study (Miles & Huberman, 1994). The study involved a phenomenological approach to determine patterns to indicate why millennial leaders are leaving their organizations and how Herzberg's two-factor theory relates to the motivation and demotivation of Generation Y leaders.

Role of the Researcher

Throughout the qualitative study, I conducted all the interviews. The researcher is the primary data collector in qualitative research (Pietkiewicz & Smith, 2014). The quality of information acquired throughout the interview process depends on the interviewer (Patton, 2002). A researcher's experience, confidence, and training determine the strength of the qualitative method. I am a management professional with more than 15 years of employment with logistics companies in the United States, and I have experience managing millennials. The study included interviews with participants at their chosen locations, via Skype, using Facebook video, or on the telephone.

To be accountable for any potential biases, it was necessary to put aside any preconceived notions about the research through epoché or bracketing. Researchers rarely master epoché, but time involved in reflection and self-dialogue can significantly reduce preconceived thoughts and biases (Moustakas, 1994). In this phenomenology study, I incorporated bracketing. Bracketing involves researchers putting aside their beliefs during the discovery process (Chan et al., 2013). Moustakas (1994) discussed several steps for conducting a phenomenological study:

1. Discover a topic that involves social meaning and significance.
2. Conduct an extensive review of the research literature.
3. Construct a criterion to locate possible coresearchers.
4. Provide any coresearchers with instructions on the purpose and nature of the exploration, along with an agreement that constitutes all the elements to pull information from the participants.
5. Develop interview questions.
6. Conduct and record lengthy interviews while bracketing the topic.
7. Organize and analyze the data to push forward specific meanings and assets.

Due to my involvement with this generation in and outside of work, I have experienced differences in behavior from the Generation Y cohort. I have no biases toward millennials or about what motivates them in the workforce, but I was curious about what motivates them, about how to retain them, and about what members of an organization can do to help facilitate growth within this cohort. I played an active role in ensuring I followed the research design and made myself responsible for implementing and executing all the elements included in the design.

I have managed individuals within the baby boom generation, Generation X, and Generation Y, and I have seen different tendencies and responses from each cohort during their employment. Members of each cohort have displayed fundamental tendencies among all cohorts and at times within their own cohort. However, there is no essential determination from the millennials. Because I have not managed millennial leadership specifically, I was able to minimize any potential biases during the study because I bracketed my personal beliefs.

An important part of my role as an active researcher was to demonstrate to the participants that I had good listening skills. I provided the participants enough time to answer the questions. The strength of my semistructured interview inquiries was to facilitate participants' comfort and confidence while obtaining suitable responses from the participants in the in-depth semistructured interview process. I emphasized to the participants that during the study, I would uphold all the ethical responsibilities established by the Walden University IRB and the Natural Commission for the Protection of Human Subjects. In addition, I recorded relevant information about the participants' behavior, tone of voice, and level of engagement in answering the semistructured interview questions.

Throughout the analysis process, I was open to multiple themes and patterns that emerged from the data. Bias management and instrumentation rigor are significant challenges for qualitative researchers who conduct interviews as their data generation method (Chenail, 2011). Researchers must be transparent when discussing potential bias. When researchers serve as the instrument, it is important to restrict all possible biases.

Research Methodology

The methodology section includes the details of the criteria for the participants. In addition, the section consists of the justification and description for the sampling strategy, along with participant selection. The section also includes a description of the relationship between saturation and sample size, as well the instrumentation involved in the data collection.

Participant Selection Logic

Researchers select participants who have lived the experience that is the focus of a phenomenological study. Selecting subjects for phenomenological research involves ensuring potential participants have the experience the researcher desires through purposive sampling. Researchers cannot evaluate the results of a purposive sample by using a random sampling method (Englander, 2012). The first task is to find and select participants who have specific and meaningful experiences of a phenomenon (Yuksel & Yildirim, 2015). The desired population for this research was millennial leaders. I selected individuals who met the criteria for overseeing a minimum of five employees, living in the southwestern United States, and working in the service industry while being available and willing to answer questions openly and honestly. The following sections include a brief description of the components of the methodologies chosen: sampling techniques, the setting and sample size, saturation, instrumentation, and field test.

Sampling Strategy and Setting

The sampling strategy yielded 20 Generation Y leaders born between 1980 and 1995. These years satisfied a consistent sampling design for a study conducted in 2016, so those who met the criteria were at least 21 years of age. The sample size of 20 participants was suitable because I suspected that I would reach saturation by identifying common themes. Guetterman (2015) posited that some researchers asserted the sample size can depend on the research questions, data collection, data analysis, and availability of resources. Sampling is not just a matter of determining a number, but a matter of reaching information richness (Guetterman, 2015). The determination for the appropriate sample size is contingent on many elements, which means a researcher must find rich information while attempting to reach participant saturation.

Purposive sampling was essential to the present study because the information gathered further illuminated the phenomenon of interest (Miles & Huberman, 1994; Patton, 2002). Walden University Participant Pool was set up for possible candidates to contact me if they had an interest in responding to my study and the social media site LinkedIn was available for recruiting qualified participants. I specified the requirements for participation in the study, along with a description of who would meet the criteria from various service organizations. I initiated contact with the participants via e-mail for clarity and permission, including ethical considerations. Fulfilling the needed requirements for participation provided a purposive sample that met the objective criteria for the investigation.

The participants fulfilled the criteria for the study because I was able to identify the criteria prior to addressing the objectives of purposive sampling to identify individuals who are millennial leaders with more than five direct reports. Sampling originates from the concept that a sample can statistically relate to a population and be representative of the population (Englander, 2012). Researchers want to select information-rich cases that will extrapolate the questions during research (Patton, 2002). I screened all participants to ensure they fit the criteria of the purposive study.

I selected participants from various service organizations using LinkedIn and the Walden University Participant Pool. I provided the potential participants with an introductory e-mail that explained the research process and what they could expect if they choose to participate. The e-mail included two attachments: the criteria questionnaire and a demographic questionnaire to determine if the individual could move forward as a participant. After determining that they met the criteria for purposive sampling, then I scheduled an interview at the participants' convenience.

The e-mail included an introduction to the study, pertinent information, and instructions on how to consent to the interview. The e-mail indicated that the potential participants must have at least five subordinates reporting to them. If they chose to participate, they needed to send back the introductory letter and the completed criteria questionnaire and demographic questionnaire. I asked potential participants to state yes or no on the return e-mail regarding whether they wished to consent and participate in the interview. I confirmed the information in the introductory letter prior to setting up a Skype video, Facebook video, or a telephone interview.

Prior to the semistructured interview, I instructed the participants that I would keep their personal information classified within the research. The interviews lasted between 12 and 52 minutes. I recorded all the semistructured interviews in their entirety and took notes as well. The participants received a verbal thank you for their participation, along with a $20 Starbucks or Amazon gift certificate for contributing their time to the study. I protected the participants from any harm, and their identity remained confidential. The participants should not worry about or feel any ill effects from any dangers or concerns regarding participating in the study. Participants were free to leave the study at any time without any repercussions or questions asked.

The qualitative method and phenomenological research design were appropriate for attempting to understand the motivation and retention of millennial leaders. Twenty qualified participants located in the southwestern United States, including New Mexico, Arizona, Texas, Nevada, California, Utah, and Colorado, received the interview questionnaire.

Saturation

Because the research was specific to the service industry, I expected to reach saturation through semistructured interviews with 20 participants who met the criteria for the research. Saturation criteria included when the data collected becomes redundant and no new data were available (Baker & Edwards, 2012). I identified commonalities between types of data when evidence became repetitive and there was no need for additional research. Reaching saturation is important when researchers are trying to ensure research transferability and credibility, which is important for other researchers attempting to replicate the research.

During the semistructured interviews and transcribing of those interviews, I began to notice commonalities within the participants' statements that would later represent emergent themes. I began to notice similar dialogue from the participants between the

12th and 13th semistructured interview. After this point on, it became evident that the information processed was consistent with early statements from participants. Throughout the transcribing and analysis of the data, my assumptions were verified from the rich descriptions of the lived experiences of the participants that I had reached data saturation within the 20 participants interviewed.

Instrumentation

The data instrument was the interview protocol. The questions for this study were semistructured and open-ended to obtain the most information with no restrictions. Instrumentation for qualitative research is just as important as for quantitative studies. The credibility of the research and the participants helps provide positive results to research. Researchers must be able to write qualifying open-ended questions and be careful not to transform them into closed-ended questions (Chenail, 2011). I created an atmosphere where the participants could be truthful and accurate on the subject matter.

I designed the questions to explore and identify the lived experience of millennial leadership. The interview process was semistructured with a series of predetermined questions. Researchers can interpret semistructured interviews in different ways, which can be confusing. Responses to interview questions can include reactions to directing participants rather than leading them (Englander, 2012). The phenomenological interview process included personal interactions between the interviewees and me through an in depth semistructured interview process.

Open-ended questions work well because of the limited time allotted for a semistructured interview. According to Patton (2002), there are four primary reasons for using standard open-ended semistructured interviews. The four reasons are (a) the exact instrument used for the evaluation is available to those who use the findings, (b) the variations within the interviewers will be minimal if a study includes a number of interviewers, (c) interviewee time is efficient when the interview is highly focused, and (d) responses are easy to compare and find. The main weakness, according to Patton, is the limited flexibility of questions, but standardization helps promote consistency across all participants.

Field Test

Field testing is necessary when a researcher develops qualitative instruments. As this study included a phenomenological interview method, a field study was necessary to test the validity of the questions and the content for appropriateness. Field testing is complex, collaborative, and resource intensive and draws on the skills, knowledge, and data of content and design specialists to optimize the design of a questionnaire to ensure it is pertinent to the research (Esposito, 2010). It is necessary to preface the discussion of field methodology with a brief overview of the questionnaire design and the evaluation process (Esposito, 2010). Successful field testing helps the design of an interview approach by working out any issues that surface during field testing.

As mentioned earlier, researchers serve as the instrumentation in qualitative research. Researchers who serve as the qualitative instrument can be a credible threat to the research if the researchers do not spend time in the field or if the researchers have poor reflexivity (Chenail, 2011). A field study helps in evaluating research questions to find out if the questions pose a threat to the answers received. I was aware of the risk of forcing specific responses that conflict with expectations. The expectation was to have open responses regarding the lived experiences of the participants.

The validity and reliability of research instruments are a concern when performing a qualitative interview approach in a phenomenological design. Validity was critical to the credibility of the research. Findings are reliable when researchers use the same strategies and identify the same results. The reliability of the collected and analyzed data was sufficient for the integrity of the research.

The external aspect of reliability depends on whether the study process is dependable and stable over time and across methods and researchers. The reliability method within research should include relevant queries to reflect appropriate information for validity and reliability (Miles & Huberman, 1994). Ensuring the validity of research should include questioning, checking, and theorizing about the data collected as a strategy for establishing rules between the real world and a researcher's finding (Miles & Huberman, 1994). Semistructured interviews were the primary source for data collection.

A field test took place to ensure content validity. Prior to conducting interviews, I initiated a field test for an interview protocol that consisted of the first iterations of standard interview questions used in previous research. The interview instrument used in the study came from an instrument used by Mallory (Mallory, 2015) in their completed dissertation. I obtained permission to use and slightly modify the questions so they pertained to my research.

I selected two participants who were Generation Y leaders and would be able to help decipher the pertinence of the questions asked. The purpose of the field test was to obtain feedback from participants to determine the appropriateness of the questions as interview questions. The feedback was valuable for introducing the questions with clarity and purpose. Skype was the primary method used to collect information from the participants. Both participants agreed the interview questions and the research questions aligned and no further changes were necessary to conduct the research. The success of this study included the collaborative participation of millennial leaders and the fact that it will serve as a primary reference. The millennial leaders who met the conditions to participate received all the relevant information to understand that the information they would provide in the interviews would help generate conclusions regarding the phenomenon under study.

Procedures for Recruitment, Participation, and Data Collection

The recruitment of participants included all of the candidates were obtained from the social media site LinkedIn that connects professionals to other professionals. I attempted to use the Walden University Participant Pool where individuals would respond to the study board and e-mail the researcher if interested. The participant pool serves to connect researchers with willing participants. Potential participants can view the studies to see the ones in which they would like to participate in. However, I only had one participant inquire from the Walden University Participant Pool, but I had already identified all the participants' prior through the use of LinkedIn. The biggest challenge was finding participants who met the specific criteria and determining if they were willing to move forward in the interview process.

I used a questionnaire with some closed-ended questions. Examples of the closed-ended questions are as follows:

1. Were you born between 1980 and 1995?
2. Do you have at least five subordinates reporting to you?
3. Do you live in the southwestern United States, which includes New Mexico, Arizona, Texas, Nevada, California, Utah, and Colorado?
4. Do you work in the service sector?

These questions were pertinent to determining if potential participants met the required criteria for participation.

I assembled data gathered through semistructured interviews conducted via Skype video, Facebook video, and telephone with the longest interview lasting 52 minutes. The two instruments for collecting data included a standardized open-ended semistructured interview and me as the sole researcher. The semistructured interview process included an outline with questions for the participants.

I audio recorded the semistructured interviews and took notes as I intensely listened to each participant respond. I audio recorded all data to ensure authenticity and accuracy while safe-guarding against loss, accidental erasure, or other problems. Using at least two recording devices helped mitigate any loss of data in case of the failure of one device.

If any participants had chosen to leave the interview process early for any reason, I would have moved to the next participant. However, all participants completed the interview process without any issues. If I determined during the analysis stage that the participant did not meet the predetermine qualifications, I would have kindly let the participant know that I would be unable to move forward because the participant did not meet the research requirements. If I determined during the research process that the number of participants was insufficient to assess commonalities in themes, I would have found additional participants via LinkedIn. I advised the participants that I might contact them after I transcribed the information to verify the accuracy of the information through member checking.

Informed Consent

Research participants for this study were 20 millennial leaders. The millennial leaders had at least five subordinates who reported to them and were in the age range needed to explore the phenomenon. It was not likely that participants did not understand the informed consent form due to the education and professional backgrounds of the participants.

Informed consent is a process researchers use to locate information and disseminate data in a voluntary relationship between a researcher and participants. The definition typically includes respect for autonomy and the right for self-determination of the participantd (Miller & Boulton, 2007). An agreement to participate is only valid if the participant understands the benefits, purpose, general procedures, and risk, along with how the researcher will store and disseminate the data (Lakes et al., 2012). I explained the study in detail in the introductory e-mail and established the criteria needed to move forward.

Consent forms include various elements that are essential to research. According to Shahnazarian, Hageman, Aburto, and Rose (2015), informed consent should include the following information:

- Purpose of the research.
- Alternatives to participation.
- Procedures involved in the research.
- All foreseeable risks and discomforts to the participants.
- Length of time.
- Statement indicating that involvement is voluntary and that refusing to participate will not result in any consequences.
- Statement of the rights to confidentiality and to leave the study for any reason with no repercussions.
- Benefits of the research to society and possibly to other individuals.

The primary purpose of informed consent was to secure the safety of participants from any emotional or physical damage at the time of the research and after the research. An important part of the IRB is to ensure a study moves ahead without any ethical dilemmas, which is why the design and methodology need to be precise. I abided by all the ethical standards, and the informed consent form was necessary to ensure due diligence for this study. The consent form included a discussion of the study procedures, purpose, risks, and other facts that needed sharing with the participants.

The introductory letter sent to the potential participants consisted of all the requirements expected in a consent form, as stated in the information above. The introductory letter included a description of the involvement of participants who chose to participate in the research. The potential participants agreed to consent to an interview by replying yes or no to the introductory e-mail. Besides responding to the introductory e-mail, potential participants interested in participating sent back as attachments the completed criteria questionnaire and demographic questionnaire.

Data Collection

I collected and transcribed the data from digitally recorded in-depth semistructured interviews. I recorded the semistructured interview using a laptop and two audio sources, which included Call Graph and Audacity to capture all the elements of the dialogue. The semistructured interview process consisted of standardized open-ended questions intended to elicit accounts of the Generation Y participants' perspective. The semistructured interviews lasted 12-52 minutes and took place via Skype video, Facebook video, or telephone due to geographic constraints.

I sent each identified leader an informational letter that served the purpose of introducing the research and extending an invitation to participate. The letter also indicated my appreciation for the millennial leaders' willingness to participate and their ability to terminate their participation at any time. It was important to send a questionnaire to determine if the participant met the criteria needed for this phenomenological study. The qualifications were as follows: (a) must be born between

1980 and 1995, (b) must work in the service sector, (c) must have at least five subordinates who report to them, and (d) must live in the southwestern United States.

I engaged with the participants, so they were comfortable throughout the study. The collection process included a series of open- and closed-ended questions to elicit truthful and transparent answers. Participants responded to open-ended questions to express their experiences with millennial leadership and with how motivation has affected them within their career. Closed-ended questions related to demographic information, including gender, ethnicity, highest level of education, years of leading a service team, and what service sector the participant worked in.

Data collected consisted of the participants' responses, along with other key indicators of the semistructured interview, such as evaluating the participants' comfort level through nonverbal skills and voice projection. During this process, I observed and made field notes of all the relevant physical and nonphysical information provided to me. Observations included body language and other related information that was helpful through the transcription and coding process.

I asked the participants if there were any time constraints and if the participant had any questions or concerns that needed addressing during the session. After making the participant feel comfortable, I asked a series of questions to elicit information. After the semistructured interview sessions were complete, I checked for the accuracy of information from the participant through member checking. The characteristics of the semistructured interview process included the following: (a) open-ended questions, (b) semistructured interview, (c) active notation of interview process by the researcher, (d) individual interview versus group, and (e) recorded interviews.

I provided information about my education and work background to validate my experience to participating millennial leaders to improve communication during the interview process. With the potential for follow-up interviews, I used e-mail for communication purposes with the participants when applicable. If interested in participating in the study, I asked the millennial leaders to send back the introductory letter with a completed criteria questionnaire and demographic questionnaire. Upon returning the questionnaires, I had the potential participants indicate their willingness to participate in an interview and indicate that they understand the nature of this research and that their participation would be voluntary. They responded with a yes or no to the e-mail to consent to an interview. To determine a schedule, I asked the participants to identify a potential interview day and time, as well as alternatives.

Data Analysis

Data analysis involved converting data into themes through a system of coding encompassing open, axial, and selective techniques using Nvivo 11 software. According to Patton (2002), the integrity of qualitative analysis depends on three distinct and related inquiry elements: (a) the researcher's credibility, (b) rigorous methods, and (c) a profound belief in the significance of the qualitative inquiry. The intent of the qualitative analysis is to prepare the data and resulting themes and to facilitate the phenomenon under study (Sargeant, 2012). I used qualitative software to help organize the data to ensure proper coding to help identify possible themes.

Qualitative Software

After the participants answered the interview questions, I transcribed the information and entered it into NVivo 11 to develop themes through the coding process. NVivo 11 software was suitable for identifying and examining trends, combining analysis, and coding responses to each question to manage the data throughout the study. Data will remain on a password-protected computer to which only I have access for no less than 5 years. The information collected remained in the NVivo software application to keep track of, and manage, the data. NVivo is a qualitative software package capable of handling unstructured data. Software users arrange and batch data, examine the relationships in the data, and combine other analytical tools (Kleiman, 2004).

The design involved a qualitative approach that consists of a systematic and detailed study of individuals in natural settings (Kaplan & Maxwell, 2005). I used a qualitative approach to investigate the phenomenon of understanding the everyday lived experiences of Generation Y leaders. I extracted and condensed the interview data to identify themes. The extracted data were suitable for determining which common themes were relevant to each participant. After I had analyzed the emergent themes and patterns, I identified key points that each participant deemed important and found commonalities.

I used the themes to answer the research questions. I identified the differences and similarities between participants' responses while developing a set of general findings based on the population sampled. The basis of the questions was the primary research questions highlighted to find common themes that would answer the research questions. The qualitative analysis consisted of codes, phrases, or words that served as labels in

NVivo, which allowed for a deeper appreciation of the content, as I derived the main themes from the coding.

Issues of Trustworthiness

In the past, researchers thought qualitative research lacked the scientific rigor they expected. Positivists often question the trustworthiness in qualitative research because reliability and validity are unable to address the research with precise measurements compared to quantitative studies (Shenton, 2004). Qualitative research is not secondary research, but a research method in which researchers explore individual experiences that help develop theories while describing phenomena as they occur (Cope, 2014). Maxwell (2013) noted that lack of attention to validity threats is a common reason why dissertation boards reject research proposals. Hence, I detailed the areas that needed addressing to ensure validity while ensuring the essential components of the plan demonstrated scholarly rigor and data integrity. The purpose in this section is to improve the transferability, credibility, dependability, and confirmability of the data collection instrument and processes in the study.

Credibility

I used Maxwell's (2013) validity checklist throughout this study. The checklist did not guarantee validity, but helped with increasing the credibility of the conclusions and with ruling out validity threats (Maxwell, 2013). Credibility is a significant part of the data collection process within a qualitative study. It is more common to see words such as dependability, rigor, and trustworthiness in qualitative studies than to see words such as reliability and validity, which are more common in quantitative research (Simon, 2011). Credibility corresponds to the internal validity of data collected.

The credibility of a qualitative study involving the human experience is immediately identifiable by others who can collaborate with the same experiences. For a researcher to support the credibility of research, there should be engagement, audit trails, and observation (Maxwell, 2013). Shenton (2004) noted that credibility includes tactics to ensure honesty with the participants who are contributing data, which means each person approached to participate should have the opportunity to refuse to participate in a project. Credibility is important for the qualifications and the background of a researcher. Researchers' credibility plays a key role in monitoring researchers' projects as they move forward (Shenton, 2004). The notion of trustworthiness is important in research, as it reflects the accuracy and quality of the data.

Two methods were necessary to gain and support trustworthiness in the study. The methods were member checking and thick description, as discussed later in transferability. Member checking is primarily for qualitative research and is a positive process that serves to improve the ethical portions of research, including the credibility, validity, and accuracy of transcribed and recorded data (Harper & Cole, 2012). According to Simon (2011), researchers use member checking to provide participants the chance to correct any errors of interpretation by establishing the accuracy of the recorded interviews. After I had transcribed the interviews, I offered the participants the opportunity to confirm the information collected during the interview process. Member checking is an important quality control process, as the participants have the chance to review their statements for accuracy, validity, and credibility.

Member checking can be a tool to help researchers integrate their thoughts when they receive the participants' input. Member checking involves distributing all the findings to those who participated so they can analyze the results (Harper & Cole, 2012). Maxwell (2013) asserted that member checking is the best way to rule out the possibility of misinterpreting the participants' perspective during the interview process. The data that I collected demonstrated how millennial leaders react to the ability to feel motivated while determining how they viewed retention in the workplace.

I sought insight into the lived experiences of millennial leaders. My desire was to understand common themes through exploring participants' lived experiences that will highlight employee retention and the motivational factors that are necessary for them to remain in their current position. I attempted to avoid collecting any data that included personal data or opinions. I focused on the reflections of the participants' experiences.

Dependability

The study was dependable because the research was consistent and included auditable. Research should indicate that a study is repeatable, and potential researchers reviewing a study should understand the variations of the research (Petty, Thomson, & Stew, 2012). Dependable qualitative research includes an audit trail to show the processes involved in the research. Hence, a researcher can attempt to repeat a study or find additional information regarding a study. The results may indicate the possibility of repeating a study.

Confirmability

The basis of my research included field studies in which the participants' answers and themes that developed shaped the findings from the semistructured interviews. There was no known researcher bias, as I was looking to determine what motivation, if any, indicated the level of retention of millennial leaders. Throughout this process, I was open to alternative possibilities to help limit any biases that could affect the collection of data.

Transferability

Transferability was a key component in demonstrating that this study was applicable to aid in additional research. Patton (2002) asserted that credibility is an analog to internal validity. Transferability is contingent on credibility, which is contingent on dependability and confirmability. Thick description primarily includes a high level of detail and reflects a contextualized, rich description of an event that includes the truth and transferability of the findings (Freeman, 2014). I generated the data from the phenomenological study through a semistructured interview process. The information was authentic and was not generalizable due to the focus on a particular group. Future researchers interested in this research and looking to expand on the knowledge should be able to repeat the research.

Ethical Considerations

In accordance with the Walden University standards, I submitted the proposal to the IRB for approval due to the participation of humans in the research. Researchers at Walden University must receive permission to conduct research from the IRB. The IRB approved the study prior to research (Approval No. 06-30-16-0102885).

All participants acknowledged consent by returning the introductory e-mail and stating yes to indicate that they consented to the interview, along with a completed criteria test and demographic questionnaire. The information in the introductory e-mail consisted of the study purpose and benefits, nature of voluntary participation, procedures involved, and confidentiality. The final study did not include any names or company identifiers that would potentially jeopardize any individuals or organizations involved.

The research ethics of individuals and the ethical treatment of people receive protection by agencies similar to the IRB that share the fundamental rights of protection, safety, human rights, respect for the individual, and other key aspects that could minimize human violations within research (Markham & Buchanan, 2012). All informational data used for the research will remain locked in my office. I will be the only individual with access to the data for 5 years through a password-protected computer and a flash drive. After the 5 years have passed, I will scrub the computer and flash drive.

In addition to requiring consent from all participants, Walden University IRB also requires researchers to advise participants that they can leave the interview process at any time by instructing the researcher that they no longer have any interest in the research study. I protected the anonymity of all participants in the study. I did not have any prior exposure to the participants until I found individuals who matched the criteria for the study. I prescreened potential participants by determining the authenticity of their participation and if they met the criteria to move forward.

Summary

In Chapter 3, I outlined the specific details of the methodology used for this study. The study was a qualitative phenomenological study with semistructured interviews conducted to explore participants' lived experiences of a phenomenon through engaging millennial leaders. The participants included millennials born between 1980 and 1995 who were full-time employees of corporations across the southwestern United States and in charge of supervising five or more employees.

Data collection for this study consisted of one-on-one interviews. These interviews took place through Skype video, Facebook video, and the telephone. The interviews were audio recorded and I wrote notes throughout to capture the phenomenon under study. I transcribed the data and used NVivo 11 software to help organize and analyze the data. The study involved collecting, transcribing, and analyzing qualitative data to understand the participants' experiences. An in-depth interview was the best way to become familiar with millennial leaders and to learn what role motivation plays in retaining these leaders, which may impact positive social change for organizational leaders who employ millennial leaders.

This chapter includes a discussion on the research design and rationale, trustworthiness and validity, ethical concerns, population, data collection, and data analysis to help prepare for the interview process. Chapter 4 includes the processes used to collect and analyze data, the results, evidence of trustworthiness, and the conclusions from the research study. Chapter 5 includes a discussion of the recommendations and results for further study, along with implications for social change.

Chapter 4: Results

The purpose of this qualitative phenomenological study was to explore the retention rate for 20 Generation Y service leaders in the southwestern United States to illuminate patterns of satisfied millennial leaders by drawing from employers' role in motivating and retaining millennial leaders in the service industry. Based on the responses, I suggest how individuals who employ Generation Y leaders through a variety of opportunities could satisfy and retain Generation Y leaders through direct or indirect motivation. The first part of the chapter includes the purpose statement and a description of the implementation of the research. The remainder of the chapter includes the processes for the field study, data collection, and data coding, as well as a thorough review of the research findings. In addition, I examine how I determined that I executed the study in a trustworthy manner by embodying credibility, transferability, dependability, and confirmability.

The research questions addressed within the research were as follows:

Research Question 1: What are Generation Y leaders' lived experiences and reactions when the leaders of service organizations try to motivate the teams to which they belong in the southwestern United States?

Research Question 2: What factors are causing Generation Y leaders to leave service organizations?

Research Question 3: What role does employer motivation play in the retention of Generation Y leaders in the service industry?

Field Test

The phenomenological study involved conducting a field test prior to beginning the final research study. The purpose of the field test was to confirm that the methods and approaches were appropriate for the larger scale research. The intended consequence of the research was an evaluation of important aspects of the research, such as the interview procedures, interview questions, and time allotment for the participants. The primary purpose was to have the participants provide feedback about the appropriateness of the interview questions and their alignment with the research questions. As the questions asked were part of an instrument previously used in a study conducted by Mallory (2015), my concern was that the tool would fit my particular study. Before the final study, I sent the research questions and interview questions to two millennial leaders who had experiences leading individuals in the service industry.

The feedback I received from the two participants was that the research questions and the interview questions aligned properly and that there was no need for further changes. There were no further recommendations requested by the field-test participants for my research study to move forward. Both participants agreed I should proceed with no changes, as it seemed the research was aligned to capture rich information from 20 millennial leader participants.

Setting

The final sample size for the study was 20 millennial leaders in the service industry. Participants included seven men and 13 women with different backgrounds, education, and years of experience in a variety of different service sectors. The sample size represented seven southwestern states.

The education levels varied, with five individuals possessing high school diplomas, 14 participants possessing bachelor's degrees, and one having a master's degree. Fifteen interviews took place using Skype or Facebook video and five took place on the telephone. Interview duration times ranged from 12 minutes to 52 minutes. The 12-minute interview was considered short in terms of the time of the interview compared to the other participants' interviews. However, the participant spoke quickly and answered all the interview questions. Therefore, there was the appropriate qualified content to analyze. Ethnicities included four Hispanics, four African Americans, and 12 Caucasians.

Demographics

The study involved exploring millennial leaders in the service industry. Participants in the study were millennial leaders who oversaw at least five individuals in the southwestern United States. Twenty qualified participants participated in the research. The respondents from the participation pool were diverse with respect to age, location, service experience, and years leading a team within the service industry. The participants represented multiple service industries within the service sector.

The research setting chosen was the southwestern region of the United States that included California, New Mexico, Arizona, Texas, Colorado, Utah, and Nevada. The study included individuals who worked in the service industry within these states and had at least five individuals under their purview. At the time of the study, the region that I researched consisted of a diversified group of people living and working in the states mentioned above. Due to the broad scope of the participants, I was able to capture the participants' experiences throughout the semistructured interviews. Participants' demographics appear in Table 1.

Table 1

Demographics of Study Participants

Participant	State	**Gender**	**Race**	**Service years**	**Service**
P1	Nevada	Female	Caucasian	10	Financial
P2	Colorado	Male	African American	5	Financial
P3	Arizona	Male	Caucasian	3	Legal
P4	Colorado	Female	Caucasian	2	Security
P5	New Mexico	Male	Caucasian	9	Financial
P6	California	Female	Caucasian	5	Legal
P7	Arizona	Male	African American	6	Recruiting
P8	New Mexico	Female	Hispanic	10	Medical
P9	Colorado	Female	Caucasian	2	Marketing
P10	California	Female	Hispanic	3	Beauty
P11	Colorado	Female	Caucasian	1	Financial
P12	California	Male	Hispanic	12	Retail
P13	Texas	Female	African American	4	Fitness
P14	Colorado	Female	Caucasian	3	Retail
P15	Colorado	Male	African American	4	Fitness
P16	California	Female	Caucasian	6	Hospitality
P17	New Mexico	Male	Hispanic	2	Marketing
1P8	Arizona	Female	Caucasian	4	Marketing
P19	California	Female	Caucasian	6	Airlines
P20	Utah	Female	Caucasian	10	Telephone

Data Collection

Prior to data collection, I sought and obtained IRB approval and implemented a plan to recruit participants through the social media site LinkedIn and via the Walden University Participant Pool. The plan encompassed several steps to identify and recruit participants. Step 1 consisted of setting up the Walden University Participation Pool with the relevant information needed for study participants to inquire. I received approval to use the participant pool soon after the university research review. Step 2 involved posting on LinkedIn to find qualified millennial leaders to participate in the study. The second part of Step 2 included a search on LinkedIn for millennial leaders who lived in the seven states that make up the southwestern United States.

I attempted to connect with approximately 9,000 people to join my LinkedIn network, with nearly 5,000 accepting my connection invite, which provided more opportunities for them to view my post looking for millennial leaders who met the criteria. Step 3 included joining LinkedIn groups that included millennial leaders, in which I posted invitations to be a candidate if they met the criteria. I generated all 20 individuals via networking through the LinkedIn post. I also shared my LinkedIn posts on Facebook and asked others to share the posts to identify potential candidates. I only received one inquiry from the Walden University Participant Pool and that was after I had already acquired all 20 participants.

Interview Process

Semistructured interviews were the method selected to collect the data. I was able to use core questions and follow-up or clarifying questions to gain greater insights. The interview consisted of 20 interview questions, four inclusion criteria questions, and five demographic questions. The intent was to derive more information from the experiences of each millennial leader to determine satisfaction, motivation, and best practices in the service industry. The initial plan was to use Skype video for all the interviews, but I also used Facebook video, as some of the participants had never used Skype video. I also conducted telephone interviews due to either the time constraints of the participants or because participants did not want to use videoconferencing for reasons of personal preference or comfort. Telephone interviews were no different as a platform for collecting data than Skype or Facebook video and served as a complementary data collection option for eliciting rich information from participants.

I scheduled all the interviews and concluded within a 3-week timeframe, with most of the interviews occurring during the final 2 weeks. One interview occurred in the first week, and the second week involved conducting seven interviews. Within the final week, I completed the final 12 interviews. For all interviews, I used two software audio devices, Call Graph and Audacity, to capture the audio. I transcribed the information from the interviews verbatim using these software devices.

Interviews lasted an average of 25 minutes, with the longest interview lasting 52 minutes and the shortest interview lasting 12 minutes. Each participant received and responded to a series of 20 open-ended interview questions. One issue that arose was the constant follow-up with some participants, as they would say they would be available for an interview, but then frequent communication was necessary to connect at an agreed meeting time. I was open to dates and times, but it was sometimes difficult to find a time that was convenient for the participants. The participants seemed to be busy or distracted.

Bracketing

I was the sole researcher directly involved in all aspects of data collection, data analysis, and making conclusions from the research findings, so there was a potential for researcher bias. To attempt to remain unbiased regarding what I was consciously aware of, I used bracketing to make every effort to put aside any prior knowledge, values, or beliefs I possessed while seeking knowledge through the experience and the reflection period. I used Van Kaam's method of analysis to apply bracketing through reducing and eliminating presuppositions while using a reflective stance to suspend any preexisting understandings from the literature about millennials or about generations. Bracketing also helps facilitate reaching deeper levels of reflection across all the steps of the qualitative process (Tufford & Newman, 2012). The bracketing helped restrict preconceived notions for my research to be valid.

Limiting biases and preconceived notions included using a previously used research instrument to conduct the phenomenological interviews. This form of bracketing helped minimize the possibility of bias while developing the research questions. I asked questions to clarify any answers from the participants, so I was able to capture the essence of the participants' lived experiences with rich detail without any concern about preconceived subconscious or conscious ideas.

Data Analysis

The purpose of this qualitative phenomenological study was to explore the retention rate for 20 Generation Y service leaders in the southwestern United States to illuminate patterns of satisfied millennial leaders by drawing from employers' role in motivating and retaining millennial leaders in the service industry. Through the phenomenology process, I derived themes from the transcribed interviews that led to deeper insights into the motivations of millennial leaders and the ways they viewed their employment and potential job opportunities. The coding strategy used in the analysis of the data was intuitive and logical, as I used deductive and inductive reasoning strategies throughout.

The initial phase was open coding, which involved coding data line by line to develop descriptive themes and included NVivo coding or selecting precise words and phrases from the contents. The second phase was axial coding, which involved evaluating emerging themes and patterns. In this phase, I merged, clustered, retitled, and eliminated categories. The third and final phase, selective coding, involved the deepest level of analysis to interpret and synthesize the meanings from the data. I compared and contrasted the coded content where new themes emerged while merging, clustering, and the eliminating data. The analysis consisted of using inductive and deductive reasoning to conduct further axial and selective coding, editing titles, and merging subcategories into broader categories. Documents

I transcribed 20 interviews that encompassed approximately 170 pages and imported them into NVivo 11. From the interview questions, I created 21 parent nodes and an additional 196 subcategories. I then sorted and organized the data using NVivo and then coded the content into specific reports. I coded the information into different themes and patterns gathered from the 20 interview questions and answers from each participant. I manually read and coded each line to 21 parent nodes. I added one additional node, "Overview millennials in general," to capture general comments about millennials. The coding consisted of inclusion data (state, gender, service industry, education, and years of service).

The study involved a few different coding methods due to the variety of data gathered. For example, I needed to code mutually exclusive comments to one or another subcategory node under the same parent node that included demographic information and closed-ended questions. I used multiple coding to code responses from a single interview when having meaning in more than one category. I counted the interview document only once within the node. Many participants may have provided a variety of responses to a single question. I could code the same content or a different selection of that text from a single interview document to multiple nodes, as multiple coding occurred throughout the study. An example of the frequency table for multiple coding within the 20 parent nodes included a variety of responses exceeding the 20 parent nodes, as they appear in Table 2. Multiple coding occurred when the subcategories exceeded the response of the 20 participants, which appears in Table 2.

Table 2

Results From Interview Question 20

Parent node and codings	Documents	%
Yes		
Working with millennials	9	45
Stereotypes—millennials	3	15
Compensation	1	5
High-roller club	1	5
Misogyny	1	5
Recognition	1	5
Technology	1	5
No	8	40
Total	25	125%

Note. *N* = 20.

As demonstrated in Table 2, I conducted multiple coding for "anything else." The respondents provided comments about "anything else" more than once, as 20 participants provided their lived experiences in relation to the three research questions. The study consisted of multiple coding reports (21 parent nodes with 196 subcategories) that included coded responses from 20 interview documents. I derived the themes from the interviews that I coded and analyzed. I tried to identify common constructs throughout the analysis process by inducing themes from the text.

Themes

I analyzed the participants' responses and generated seven themes from all the interview data.

Theme 1: Work and Life Balance Are Important

Participants were cognizant of their work and life balance and were confident that they had a work–life balance or they were working to achieve one. The responses about work and life balance demonstrated the desire and importance to reach that balance if the participant did not currently have it or continual attempts to achieve balance. Participant 3 stated,

> You know in the past I have definitely buried myself in my work. I have also definitely been negligent at worst sometimes. I have worked for the same company for 5 years and that happens. There have been ups and downs. But right now, I would have to say I have an excellent work and life balance. I show up for work on time; I work for eight hours.

Participant 17 stated,

> I tend to get more wrapped around in working so much that my social life kind of falls off, but somehow I'm still able to keep a good balance between friends and family, but still able to work at the same time.

Participant 12 asserted,

> That is something that I have struggled with regularly, and I have struggled with that for years. I do kind of let work get the best of me, even outside of the hours of work. That is something that I'm still learning to try to fix, organize, or whatever. It's hard because of course, you need to work. You need to work to survive; priority, and I personally feel like I need to learn to make that my number two priority; my second priority again is my personal or my home life. It's just a job, but it's yours.

Some participants were specific about the importance of work and life balance, along with how it was instrumental for them to stay with their current organization. For example, Participant 6 acknowledged, “This is the one thing that does keep me at this company.” Participant 2 stated,

> I’d say this is the best job I’ve ever had. I work 4 days a week. Next month, I’ll be working 1 day from home, and I will be required to go work 3 days a week. So work–family balance; this is the best I’ve ever seen.

Some participants that felt they achieved work balance seemed to feel less sure about balance as a whole due to concerns about the lack of balance in their personal or home life. Participant 10 stated the following with regard to work–life balance: “I would say I do. I really can’t give too much of insight on that just because I have school as well.” The participants all agreed that work and life were important and an integral part of their life.

Theme 2: Recognition of Work Can Be Helpful

Participants indicated the importance of recognition and of how they were recognized. They identified the different types of recognition that included verbal, public recognition, monetary awards, certificates, client recognition, e-mails, and advancement opportunities. The influence of recognition indicated its importance among the participants. For example, Participant 17 stated,

> I would say it’s periodical. I’m not always looking for the pat on the back, but when you get rewarded, or just having someone give you a good comment or a good review about the work you’ve been doing, it’s pretty gratifying.

It was also noted that recognition could be internally driven. Participant 4 replied, “I really feel like I am more of a servant, and that is what I feed off: making sure my guys are okay." Participant 5 stated, "I do like money, but that is not what incentivizes me. It's being successful in my own right. I like to accomplish something. It's what motivates me."

Eight respondents agreed that verbal recognition was the most likely source of recognition. Participant 16 stated, "My general manager is on the floor. He's active. He's talking to people. I feel that I am recognized." Participant 12 mentioned, "I am recognized at least on a monthly basis in our shop and on conference calls and through our upper management." Out of the six participants who stated that they were not recognized, half stated they didn't mind not being recognized and they have to be self-motivated. Participant 8 stated,

> Sometimes, I have to be self-motivated because the company, itself, does not motivate their employees. That's something I try to bring across to them, and we've lost a lot of employees because of that, including myself. Sometimes it's disappointing because the employers are not motivated. I love my job and that's why I self-motivate myself.

The consensus was that recognition is beneficial, but not necessary. When leaders do not provide recognition, the participants acknowledged they would look for sources within themselves without too much concern about not being recognized. They appreciated recognition from any outlet.

Theme 3: Welcome High Level of Responsibility

The participants believed that they had a high level of responsibility. Eighteen out 20 participants thought they either had a high degree of responsibility or were overwhelmed with their current level of responsibilities. Participant 6 stated,

> I feel that I have a pretty high level of responsibility; a lot of it is a self-assigned responsibility as well that I just take on because I know I can figure things out. I think for my age I have a pretty high level of responsibility. I don't think I expected to be in this position at this age when I was in college or anything like that, so I think I have a good level, but a lot of it like I said is self-assigned, like I take responsibility for things that maybe aren't technically in my realm, but I can assist with them, and I can provide that, so I do.

Participant 12 responded,

> In my opinion on my level of responsibility is I love being part of the management crew. I love working with the team, directing the team. Felt like I have a good skill for it. I feel like I'm good with working under pressure. It is just like if you want something done right, you got to do it yourself.

Participated 11 asserted,

> I've always been given a great deal of responsibility because I try to take on so much. I don't like to just sit by and not do anything, so I've always been handed off quite a bit of work, and I really enjoy having it.

As seen above, participants noted that they had a significant amount of responsibility. However, several individuals noted they took additional responsibilities on themselves because they felt they were the most capable of accomplishing the task correctly. The most frequent response was the responsibility was necessary and welcomed; however, there were times when the respondents noted they took on too much. For example, Participant 5 mentioned,

> My responsibility was way larger than my actual role entailed. I actually learned a lot from that. I was eager to take on that much stuff and probably would have responsibility, and it's been better to limit myself on how much I'm taking on. Suddenly now I've got too much responsibility, and it became hard to delegate out. My responsibility was gigantic; it was big.

The respondents acknowledged that responsibility was a positive factor, even when responsibly was more than they could handle.

Theme 4: Lack of Future Growth Impacts Motivation

Questions 7 and 9 were influential in understanding the respondents' status regarding advancement opportunities, as well as understanding if there were possibilities for further growth. Sixteen of 20 participants responded that they had opportunities for advancement since they were hired. Some participants had tremendous growth within their organization. For example, participant 6 stated, "So I have worked there for 6 years now and this is the fifth position I have held." Participate 12 stated, "I have already moved up three positions in the past 2 and a half years." Participant 5 mentioned, "The position I came into, I was three notches below where I ended up when I left."

The participants indicated concern about future opportunities for advancement. Ninety percent of the participants indicated that the possibility for further growth affects motivation either positively or negatively. As mentioned previously, most had already received advancement opportunities; however, participants reported that some of them felt that they had reached their ceiling for advancing within the organization. Forty-five percent of the participants indicated that the lack of advancement opportunities had affected their motivation negatively. Participant 18 stated,

> Well I've noticed recently I think it lowered my motivation because I know I'm already at the top level, and there's nowhere else to go from here. I'm one of those people that like to work hard to get to the top.

Participant 6 responded,

> We were actually just acquired by another company about the same size, just more of a merger, but they acquired us. And now with their structure, they have less levels than we do so it's kind of on their side. They have a two-level gap missing compared to my company, so I don't see there is any way to go, and I'm not going to be an owner.

Participant 8 asserted, "I've actually looked into swapping careers or working for another company. I haven't gotten to that point yet. I've been there 13 years, so I'm afraid of losing seniority."

The possibility for further growth affected motivation in a positive way. A few of the participants expressed excitement for growth.

Participant 11 stated,

> They are always wanting us to learn more, to keep changing our methods, to be more outside the box to bring in new business. So there's always new positions for loan officers and for higher management.

Participant 9 mentioned,

> The ability for growth, I could potentially get more territories underneath. I could possibly be in charge of more territories in my region and that is my goal for next year.

Some participants expressed the possibility for further growth with possible exceptions, meaning they are either not looking to grow with the current organization, they may be seeking to leave to another organization, or they may stay for a few more years.

Theme 5: Disconnect in Generational Gap

All 20 participants noted there is a disconnect within the generation gap between the millennial generation and the other the generations, including a disconnect between younger millennials and older millennials. First, I am going to illustrate the concern for the gap between millennials and other generations. I will discuss the findings with regard to the differences in younger and older millennials in greater detail in Chapter 5.

Participant 7 posited,

> I hear a lot about discussions generally the lack of motivation maybe among millennials. Actually, the conversations yesterday discussing the fact that sometimes some of the younger employees don't necessarily want to put in the same amount of work it takes to get to a certain level, meaning they kind of walk into the role, expecting a promotion or expecting instant gratification without

> having to put in the work to build their reputation and move up in the organization.

Participant 4 asserted,

> I noticed that millennials don’t like to plan ahead, so it’s hard to see how you can motivate other millennials. I think they just think they’re all about themselves and my generation is very selfish and very entitled.

Participant 16 mentioned,

> I feel that I’m not a millennial. I’m not a typical millennial. I definitely have worked really hard to get where I’m at. But, I have had people work under me that the code word would be entitled.

Participant 6 stated,

> I actually read books on how to manage millennials, even know I am a millennial, so I actually feel that I identify more as the generation before me somehow which is kind of weird. It seems my boss was born 1980 or 1981, so he barely made the millennial cut too. I actually have a hard time managing them and feel that people outside of the millennial generation can actually relate to me just fine or better. I feel like it is odd because I’m 5 years into the millennial generation.

Participant 19 posited,

> It’s funny because I was a coach previously in college. Those girls were really close to my generation. I think as far as now as the millennials are coming up, I think a lot of it is an entitlement. A lot of them think they’re entitled. It’s going to be harder and harder I think to actually manage and supervise this millennial

> group of people coming up, because of the sense of entitlement. I feel like I'm a different generation of millennials.

The participants indicated there seems to be a disconnect between the millennial generation. According to the participants, there was a unanimous feeling of disconnection between other generations and the millennials. Participant 10 stated,

> I don't think they quite understand our generation and they think that the same motivating factors that contributed to their success are the same factors that motivate us. It's actually quite different now.

Participant 19 mentioned,

> I think that they think we are a bit lazier than their own generation. The biggest difference is the way we use technology in the workplace versus the way they come up in the workplace. Participant 4 stated, "I'm not really sure if they know what motivates us other than thinking that greed or profit."

Participant 2 asserted,

> Baby boomers, they are more resistant to change, and I think it's based on the era in which they grew up. Participant 17 responded, "They're kind of still stuck in their times. A lot of them don't want to conform to using email, but there are some that definitely try to get the grasp of it."

Participant 13 mentioned,

> Some of the generations think we're inherently lazy or don't like the approach we take to things. I feel they are set in their ways. Participant 20 responded, "I think that with the millennial generation, it's more about praise and being positive and

giving feedback real time. Whereas with other generation, it was just solely a business model."

The consensus from the respondents was not only the fact that there was a disconnect from other generations when compared to the millennial generation, but the disconnect was also concerning between younger and older millennials.

Theme 6: The Aspect of Work is Important

Millennials had a positive outlook on work and received high remarks for work in general. Ninety percent of the participants viewed work in a positive light and responded with their opinions about the importance of. Participant 9 stated**,** "As far as my job, I love it. I love helping clean the environment and helping other people; also being able to give back and helping people that work underneath me to reach their goals." Participant 19 responded, "I think it's just part of life's natural path is working. You go to work to go home and provide for the things that you want in life." Participant 11 stated,

> I really enjoy working, and I like to try to just do the best job that I can. I think it's really important, even if it's a job you don't really like doing very well, that you give it your all. Participant 15 responded, I think that work is the oxygen of success. you cannot achieve success without work. I think it's critical and there's no way around it, period.

The participants noted in a show of emotion that work was important to them and they connected work to being a positive part of life.

Theme 7: Importance of Achievement

All 20 participants provided an in-depth dialogue of their achievements. The accomplishments range from achieving personal goals, including advancement opportunities, exceeding company standards, helping clients, and giving back to the community. Forty percent of the participants achieved self-actualization, while others emphasized sales, marketing, customer service, and community involvement as being an essential part of achievement. Participant 6 stated,

> I have changed and shaped our corporate culture as I have traveled through multiple departments. I help shaped the company culture. Participant 7 responded, “I hold the record for sales in the company. I have implemented all kind of processes that have improved, increased revenue and improved customer interaction.”

According to Participant 17,

> I’ve sealed some pretty good deals, like at least $10,000 projects, and those are key relationships that you like to establish for years to come. Participant 15 responded, “I am a business leader in the industry, in the community, so a lot of my accomplishments have ranged from helping people with their business goals.”

Each participant was asked to identify adjectives to describe themselves as a millennial leader. Approximately 35% of the adjectives provided by the participants focused on moving forward and progressing with goals. The words included driven, focused, ambitious, hard-working, determined, competitive, go-getter, and goal-oriented. Close to 25% of respondents mentioned the ability to have personal values that matter in their achievement, including understanding, honest, compassionate, friendly, a communicator, loyal, and a listener.

Participant 1 stated,

> I would say aggressive career wise. You could probably say that ambitious is a little different. I would like to think of it as aggressive as I'm going to go get the job that I want rather than wait for the job to come to me.

Participant 18 noted,

> Being a leader, I like to help people reach their goals be it large or small, means them exceeding in the company that they work for or whether it is more of a personal goal for them. I like to get everyone to succeed in what they do. Unfortunately, not one of us likes to fire people but sometimes it is a better use of their time in another space.

Participant 2 replied,

> I consider myself to be a go-getter. I like to set the pace; I am not a follower. I move it. In that respect, you try to go outside of the box and to put myself in a situation where I would be taking more of a leadership role and enhancing and enforcing that work with me or my subordinates.

Participant 14 mentioned,

> The first thing that comes to mind is to lead by example. I'm not an authoritarian, and I think that's pretty common among my generation. It's no more a lead decree. It's much more of a collaborative, "let me take you under my wing," "let me take you on as a mentor," "let me see what you think." It's not so

> authoritarian, like I was saying. That is the biggest thing with me. I like to lead people.

The seven themes demonstrated the core commonalities shared by the participants and the ways they viewed the traits that were important to them as millennial leaders. The data accumulated from the themes helped provide a comprehensive framework to answer the research questions. The results of the research questions indicated the respondents answered honestly, and I analyzed the data in an attempt to ensure credibility and trustworthiness.

Evidence of Trustworthiness

Credibility

To ensure credibility within the research while adhering to the ethical principles to protect all participants, I obtained IRB approval on June 29, 2016, and followed the IRB guidelines. According to Cope (2014), credibility refers to the believability of the data or the participants' view, along with the interpretation of the researcher. A study is credible when others who shared the same experience validate those experiences (Cope, 2014). I detailed the use of Maxwell's validity checklist in Chapter 3.

I also used member checking to ensure the data conveyed the correct experiences of the participants. I reached out to each participant to confirm that the data was represent correctly throughout the interview process. During member checking, participants confirmed that my interpretations of the information was recorded and transcribed accurately. There were only two instances where the information was misinterpreted, but this was corrected at the time of member checking. No new additional information was retrieved from the member checking, as the corrections were minimal. Moreover, member checking ensures the credibility from the results of my data.

According to Maxwell (2013), the best way to make sure that there was no misunderstanding during the data collection process was to rule out the possibility of errors. During the member checking, there were only a few occurrences of misinterpretations that the participants quickly fixed. To ensure credibility and adherence to the ethical delimitations of the participants, I obtained IRB approval on June 30, 2016, while adhering to the guidelines of the IRB throughout the dissertation process.

Transferability

The key to transferability is the ability to transfer the findings from this study to other similar research projects. A qualitative study has met this criterion if the results have meaning to individuals not involved in the study (Cope, 2014). Hence, the transferability is up to the reader to decide to decide if the information is relevant. The reader then will decide if they should utilize the research to embark on their own study.

I described the data collection process that consisted of all the data collection procedures, as well as the importance of the comprehensive use of NVivo 11 to help determine the patterns and the themes generated from the detailed experiences of the participants. I also discussed the importance of detailing the assumptions and limitations applied to this study. I was able to use the rich data collected by using verbatim transcripts of the interviews. The interviews were descriptive in nature, which included interviews via Facebook video, Skype video and phone conversations, along with making notes on my observations. The process of testing for validity is to look for evidence that will challenge the conclusion, along with the occurrence of potential biases. It was important to use semistructured interviews so the participants could reflect on their experience in as much detail as they cared to share.

It will be up to the readers to decide if the information is transferable to other research studies. Moreover, I chose to only sample 20 participants that met the criteria of the study. This is considered a small sample size. However, the conclusions and finding of the study are not expected to be transferred due to the limited sample size involved. It also wouldn't be prudent of me to make claims that suggest my findings from a limited sample would be transferable to a larger sample size in a larger demographic population.

However, I do expect the themes derived from the conceptual framework to be utilized in a larger scale sample size involving a quantitative study. Moreover, due to lack of research data involving millennials leaders, this information will help provide a starting point for other researchers to expand on the lived experiences and the themes derived from the semistructured interviews. The emergent themes represented the lived experiences of 20 millennial leaders that shared commonalities among the participants. Since it is difficult to provide transferability with a sample size of only 20 participants, it would be prudent for further research to utilize a quantitative sample size to reflect a larger population of millennial leaders.

Dependability

Dependability is another method to help ensure validity. The underlying issue of research is that it needs to be consistent and reliable over time (Miles & Huberman, 1994). I followed the research plan that was detailed in Chapter 3. The interview process from start to finish took place in approximately 3 weeks, which allowed me to maintain data integrity by eliminating inconsistency during the interview process. Along with member checking, I used field notes to ensure dependability.

Confirmability

Confirmability is important for capturing participants' experiences rather than a researcher's biases. Researchers can establish confirmability by validating that they derived the research findings from the data only (Cope, 2014). Field testing ensures confirmability by establishing the foundation of the research. During field testing, two participants received the criteria and demographic questionnaires, as well as the research and interview questions to review. They responded with minor changes that had no impact on the interview questions or the research questions. Both participants indicated the research and interview questions aligned properly. I maintained an open mind with the view that any conclusion is possible during the collection process.

Results

Using NVivo 11, I transcribed and coded 20 interviews that encompassed 20 research questions. Multiple coding reports (21 parent nodes with 196 subcategories) provided the coded responses from the 20 interview documents. The 21 parent nodes and subcategories appear in Appendix E.

Research Question 1

Research Question 1 was as follows: What are Generation Y leaders' lived experiences and reactions when the leaders of service organizations try to motivate the teams to which they belong in the southwestern United States? The respondents categorized millennials leading other millennials as different because the feedback demonstrated that a variation exists between millennials born earlier and millennials born later in the generation time frame. Further discussion on this topic appears in the findings in Chapter 5. Participant 4 mentioned, “I noticed that millennials don’t like to plan ahead, so it is hard to see how you can motivate other millennials.”

Other reactions from the participants included the responses for being ambitious and focused in their careers, along with being empathetic. The participants understood that other generations such as baby boomers are not technically savvy in many ways. Participant 19 posited,

> The biggest difference is the way we use technology in the workplace versus the way they come up in the workplace, especially for people who’ve been working at my job for years. Participant 16 responded, “I know I’ve had to help my older generational managers understand where the millennials are coming from.”

The participants were quick to note their personally accomplishments, along with what they had achieved together with their teams. The teams included members of other generation in many cases. The millennials understood that they were aggressive in their careers, but they wanted help progress change and aid others. Participant 9 mentioned,

> I personally like to see change I can make in the world, whether it be with one person or on a larger scale helping a child how to swim, helping a person advance in their career. I like to see the change and be the change. Participant 18 responded, “I like to be able to know how to motivate people and get them going, and what they’re doing.”

Millennials also recognized the importance of having fun, developing friendships, and being part of a community to focus on the processes and duties of the job. Participant 6 stated,

> I do recognize the concerns of millennials and I get it because I like it as well, focusing on activities or forming a community in the workplace as opposed to just being the boss. It's your job; you get a paycheck that should be sufficient. I guess that would be a fun atmosphere or whatever I guess you want to call it.

Participant 5 replied,

> I'm not an authoritarian, and I think that's common among my generation. It's no more a lead decree. It's much more of a collaborative, "let me take you under my wing," "let me take you on as a mentor," "let me show you how to do this," and "let me get your input," "let me see what you think." It's not so authoritarian, like I was saying. That is the biggest thing with me. I like to lead by example.

Participant 9 asserted,

> Being a leader, I like to help people reach their goals, be it large or small means them exceeding in the company that they work for, either with me or whether it is more of a personal goal for them. I like to get everyone succeeding in what they do.

Millennials also noted having to prove themselves as hard-working individuals because of the negative traits displayed by others who act lazy and entitled. The respondents described the negative connotations referenced regarding millennials. Participant 12 mentioned,

> As a millennial leader, I feel that I'm trying to obviously prove something to myself as well as to others. Especially outside of the millennials because to an extent I feel like we have a rep or others feels like we were given a lot I should say. I feel like I have to always prove to every generation.

Research Question 2

Research Question 2 was as follows: What factors are causing Generation Y leaders to leave service organizations? Responses indicated that three elements were apparent in leaving their current service organization that included compensation, Lack of growth, and Work-life balance. A good compensation package seemed to be a prerequisite for feeling adequately paid within their job. Lack of growth opportunities appeared to accompany leaving an organization. Finally, the lack of work and life balance was a cause for thinking about leaving an organization.

Over one third of the participants (35%) acknowledged that they did not feel fairly compensated. A few of the participants thought their age was a contributing factor for having a lower wage than their counterparts had. For example, Participant 8 stated, "The only turnaround there is I also know what others get paid. Like I said, sometimes it's unfair. I think it's due to my age and my gender [female]." Participant 10 stated, "I think my age contributes a lot to why I'm making what I make. All my 'equal counterparts' make at least 25% to 30% more than I do."

Almost 45% of the participants who did not feel satisfied with their compensation were looking to leave their current position. Participant 19 stated,

> It affects me a lot because I want to move up to that point where I feel like, the work I'm doing, I'm being financially compensated for. At this point, when we're not being compensated the way we are, I sign up for overtime or I pick up extra shifts to make sure I'm getting to the financial point that I need to be at.

The opportunity for growth was a significant concern among the respondents, as 45% believed they had reached the high point at their current job or they perceived there were no opportunities and would likely leave their companies sooner rather than later. Twenty-five percent of participants perceived there was no further opportunity for growth, and 35% of the participants perceived there were growth opportunities with exceptions. For example, Participant 18 stated, "I'm already at the top level, and there is nowhere else to go from there. I'm one of those people that like to work hard and get to the top." Participant 6 stated,

> So I was kind of sticking around, waiting for that opportunity. I don't know. I am going to be stuck now and you know I don't have any big jobs to look forward to, so that is something I am looking at and considering.

The lack of opportunities for growth including those respondents that articulated that 45% believed that this impacted their motivation negatively, while an additional 15% of respondents had mixed emotions and were not sure of the impact, but were concern there could be negative impact.

The ability to manage a work and life balance was a concern. Thirty percent of the participants indicated that they had too much to do and were unable to have that balance or they had yet to find out how to manage. Participant 19 stated,

> I fairly struggle with that one a little bit. I probably work a lot more than I should. Where I am in my life right now, my husband and I both work so many hours. It's just crazy that we don't spend enough time together outside the work. We're still young.

Participant 16 replied,

> It's actually a conversation I planned on having with my boss, because I literally talked to my boyfriend yesterday, I said, "Whatever it was that happened last week, nothing specifically that triggered it, it just made me think. Okay, in the next 2 to 3 years, if we plan on getting married, it will happen around then. Another year from then or so, I have a kid. Can I still be working these hours? And do what I do?" Participant 8 mentioned, "It's difficult sometimes because they also interfere with your personal life. After 13 years of serving them, in those 13 years, I have not gone on vacation and not taken my laptop with me. I leave on vacation and I take my laptop from wherever I'm at."

Research Question 3

Research Question 3: What role does employer motivation play in the retention of Generation Y leaders in the service industry? The role of employer motivation included a positive or negative outcome in several areas according to the participants. Participants noted in the interviews that they were recognized in a variety of ways that included their boss verbally communicating or communicating via e-mail or by providing monetary compensation. Participant 12 stated, "I am actually, yes. I am recognized a least on a monthly basis in our shop and on conference calls and through our upper management."

Participant 5 responded, “I would say, number one, people will tell me that, ‘Hey you’re really great at this,’ ‘Hey you’re real great at that.’ ‘We’re glad to have you on because since you have come on, we did this and that.’”

However, employers who do not recognize their employees can act as de-motivators according to participants or they have used their inner motivation to fill the void. Participant 7 posited,

> I would like to add people don’t recognize how far acknowledgment goes, even more than compensation. I think that just knowing that you’re a valued employee, knowing that what you’re doing is noticed by your peers and by your manager is really important. I hear time and again from my employees and I know I feel that way myself, so that is one thing I would like to add.

Participant 3 replied,

> It does somewhat impact my motivation when I’m not recognized as you expect that to be sort of the, not to say the main focus, but one of the focuses of my employers to actually acknowledge the work that I have put into my job. In the same time, I would expect my employer to let me know when I’m not fulfilling my obligations, as they certainly do that. So, clearly I would expect them to acknowledge me when I am fulfilling my obligations or exceeding them.

Participant 7 responded,

> It can be frustrating sometimes and there are days that I could really use that. But what I have found is that I need to find motivation in myself rather than trying to find external validation. That is how I deal with it.

Participant 8 stated,

> Sometimes I have to be self-motivated because the company, itself, does not motivate their employees. That's something that I try to bring across to them and we've lost a lot of employees because of that. Including myself, sometimes it's disappointing because the employers are not motivated. I love my job and that's why I self-motivate myself, but coming from the employer, it doesn't come quite often.

In addition to acknowledgment being an important factor that millennial leaders identified, they also mentioned the generation gap because the same motivation factors that contributed to others' success in previous generations are not the same factors for the millennial generation. Participant 10 stated,

> No. I don't they quite understand our generation and they think that the same motivating factors that contributed to their success are the same factors that motivate us. It's actually quite different now.

Participant 5 replied,

> No. Yes. This is kind of an interesting topic. My uncle actually runs the consulting firm focusing on generational gaps on what motivates each generation, what each generation likes, and I think that is not only towards my generation but towards every generation. They believe they think they know what motivates the generation, and they kind of believe in it that way. Number one, it's hard to really, it's a stigma for the people. Number two, it's often wrong, even where there is a good generalization that could be accurately placed. It's often wrong. So yes.

When the respondents stated that there was a belief that members of other generations understood what factors motivated millennial leaders, it was more that they were making an effort more than acknowledging outright. For example, Participant 12 stated,

> I guess yes to an extent. I feel like any other generation other than mine, other than the millennial generation that I work with, understand, at least me personally, where I'm coming from and what I'm trying to achieve, but I don't think that they really know to its fullest extent because of their generation. It's obviously completely different in what they have grown from than we have in my generation.

Summary

This section included a detailed analysis of the lived experiences of 20 millennial leaders who oversee subordinates in the service industry. The participants provided in-depth answers that contained their rich experiences. The participants provided insight into how others view millennials, along with how they view their career progression and their experiences as millennial leaders. The specific experiences of the participants and their perceptions emerged via the transcripts and provided an innovative perspective about the lived experiences of the 20 millennial leaders. The following themes emerged from the transcribed data and related to the research questions: work and life balance are important, recognition of work can be helpful, welcome high level of responsibility, lack of future growth impacts motivation, disconnect in generational gap, the aspect of work is important, and importance of achievement. In summary, the millennial leaders were eager to share their experiences about their journey in their career progression.

Chapter 5: Discussion, Conclusion, and Recommendations

The purpose of this qualitative phenomenological study was to explore the retention rate for 20 Generation Y service leaders in the southwestern United States to illuminate patterns of satisfied millennial leaders by drawing from employers' role in motivating and retaining millennial leaders in the service industry. Exploring the lived experience of millennial leaders through three research questions led to insights about how employers motivate and retain millennial leaders in the workforce. However, the lack of research conducted on this generation of leaders has led to a lack of knowledge about this group. The examination of factors that motivate millennial leadership demonstrated the lack of knowledge within the current literature while exploring the lived experiences of the participants using transcendental phenomenology. Other types of studies considered within the qualitative approach were case study and ground theory. However, the phenomenological approach was the most suitable due to the opportunity to explore lived experiences.

I applied qualitative transcendental phenomenology to capture the lived experiences of millennial leaders. The sample size limited the study. The findings indicate what is important to millennial leaders that can be helpful to employers, millennials, and the other generations.

Interpretation of the Findings

The phenomenological research was necessary was to address the gap in the literature on millennial leaders in the workforce. A few of the participants were anxious to see the details of final research because there was little information available about the understanding of millennial leaders as a whole. Respondents indicated there seemed to be a lack of understanding about their generation. Some participants took offense to that fact that the media and the literature have presented negative connotations about millennials in general.

The discussions in the literature pointed to millennials taking more chances to leave their current employment for new job opportunities, and my research confirmed that millennials leaders are looking for advancement opportunities. If the possibilities for advancement are not available in their present organization, then the millennial leaders would look elsewhere. My research indicated that millennial leaders focus on and feel driven to achieve personal goals. If the goals of a company do not align with the goals of millennial leaders, then the millennial leaders will pursue other ways to achieve their goals. Employee turnover is a significant concern for millennial leaders. Some of the findings from the interview illuminated the concerns that millennials leaders have and why they would decide to leave their current organization.

The information in the literature review encompassed key points, including that millennials desire to receive recognition as partners rather than in the top-down hierarchy of management. The findings confirmed this, as millennial leaders desired to have good relationships with their bosses and expected to be treated as an equal when they achieved at a high level within the organization. The findings also indicated that the majority of the participants appreciated having more responsibilities, which is synonymous with the desire to advance via promotions.

The results of the study confirmed the importance of job satisfaction for millennial leaders in their current position, which was also noted in the literature review. A critical area of concern to millennial leaders was work and life balance. Seventy percent of the participants acknowledged they had a good work and life balance, and 10% of the participants admitted part of the problem was they attempted to take on too much responsibility because they believed they were capable.

The research indicated that work imbalance could cause dissatisfaction among millennial leaders due to intense working conditions. However, millennial leaders seemed to feel more satisfied when they had increased responsibilities. The general response was the extra responsibilities encompassed job fulfillment through the idea that increased responsibility meant they felt accomplished in their occupational role. Ninety percent of the respondents indicated they felt satisfied with the work they did.

The literature review reflected the concern that millennials were difficult to retain in the workforce. The problem demonstrated in the literature was that millennials had received the label of job hoppers, especially if they were not gaining the skills needed to increase their growth opportunities in their career. The study findings included the same responses about the need to advance and learn new skills. The majority of the participants had at least experienced one promotion at their current job. Even though the participants had received advancement opportunities, 50% of the participants acknowledged they still had potential for further advancement. The information in the research indicated that 90% of respondents agreed that the possibility for further growth is a concern, and 50% of those respondents stated the lack of future growth opportunities affects them negatively.

The findings confirmed that millennial leaders, like millennials in general, need the chance to grow in their skills or at their current place of employment. It will be difficult to retain millennial leaders if they do not feel that their organization considers their best interests with regard to career advancements. The consensus of the study was the participants felt driven to succeed and were go-getters who would find what they were looking forward if the company leaders were unwilling to offer it.

Several participants mentioned the words entitled and entitlement during the interviews as either a misconception by other generations or a concern for millennials, which confirmed the concerns noted in Chapter 2. Generations outside of millennials have labeled members of the millennial generation as entitled. However, the findings from the study indicated that some millennial leaders agreed that entitlement is a concern. Participant 4 mentioned, "I think they're all about themselves and my generation is very selfish and very entitled." Participate 15 posited,

> I think when it comes to seeing the differences between generations and getting that experiences Such as the changes in social media, the changes in trends about what millennials are really motivated to do. I guess kind of understanding what people refer to as a sense of entitlement.

Participant 1 replied,

> They just want to jump to that promotion and they think that they just do a little bit more than what was required by their job and therefore they are now entitled to another promotion.

The factors that motivated millennial leaders seemed to align with Maslow's hierarchy of needs, Herzberg's two-factor theory, Vroom's expectancy theory, and Adams's equity theory. I will highlight comparisons to the findings from the participants' responses. There were only a few differences in regards to the conceptual framework outlined in Chapter 3.

Concerning Maslow's hierarchy of needs, 40% of the participants responded that their work had encompassed self-actualization because they felt personal satisfaction. To reach the status of self-actualization, participants would have felt they had achieved success, which means self-actualization is a benefit to society because it leads to more solidarity, care, problem solving, altruism, and compassion (Gurin & D'Souza, 2016). Most of the participants indicated that if they had more responsibility, they could do more. Self-actualization for the respondents did not seem to resonate with having a large salary, bigger or better offices, or more job security. For example, all participants indicated their working conditions were either fair or good or they were not a concern. Few participants indicated they had concerns about Maslow's lower level needs; they believed they had accomplished significant goals or were going to do so soon. Many of the participants also asserted that they do want to do more or want more in their current employment positions.

Herzberg's two-factory theory encompassed the hygiene or dissatisfaction of employees or the motivation that included the satisfaction of the employee. The elements of dissatisfaction, according to Herzberg (1974), include job security, procedures, salary, and working conditions. None of the respondents indicated that job security was a concern. There were some concerns regarding the administration of policies, but nothing indicated dissatisfaction by the participants. Salary was not a significant concern to the millennial leaders. Thirty-five percent of the respondents indicated that they did not receive fair pay, while 25% stated pay affects their motivation. Participant 10 reported, “There are times when I feel like it’s not worth staying but, but I have a really good relationship with the president.” Only one participant reported leaving an employer due to compensation: “For me, I’m headed towards better money. That is another reason I’m leaving the company and going back to the financial industry where I feel like my work will be compensated a lot better than my current position.” (Participant 12).

The respondent’s answers throughout were more indicative of the motivation part of Herzberg’s two-factor theory. The factors that were of concern to the participants were achievement, advancement, responsibility, and growth opportunities. These predominant factors influenced whether they would stay with their current organization or look for new employment. Ninety percent of the participants indicated that future growth affected their motivation in either a positive or a negative direction. Growing with the organization influenced participants’ motivation in a positive way. However, if the participant either was not progressing or had reached a progression plateau, the effect was negative. Participant 11 stated,

> They are always wanting us to learn more, to keep changing our methods, to be more think outside the box to bring in new business, so there are new positions. So there are other advancements I can do in my field currently.

Herzberg's motivation aspects of the two-factor theory compared to Maslow's hierarchy of needs, specifically in accordance to a level of high achievement. The ability to achieve and accomplish is an important part of self-recognizing. Participants asserted they had achieved many goals and believed they were an important asset to the organization because of what they had accomplished. The accomplishments included self-satisfaction for helping others, increasing profitability, transforming the company's culture, and identifying different improvement programs for their organization. Herzberg 1974) noted the importance of responsibility as an important aspect of motivation. Ninety percent of the participants believed they had a high level of responsibility that was within their capabilities, while 17% of that same group asserted their responsibility level was overwhelming.

Advancement opportunities were a significant part of the participants' motivation to stay with their organization, along with being a large part of their job satisfaction. Eighty percent of the participants stated that they had received at least one advancement at their current organization. However, even though they had received a promotion, participants indicated concern that if they did not continue to receive additional advancement opportunities, they might pursue other options. Participant 20 stated,

> I am always wanting to do more, learn more, be better and continue to grow and exceed my own goals and expectations. There is nowhere for me to continue to go. I get stuck and I feel like I need to look for something else.

The perception of the interviews as part of Herzberg's two-factor theory was significant concerning the satisfaction displayed by participants for achievement, advancement, responsibility, and growth opportunities, which demonstrated the essential traits that resonated with their response. The hygiene factor or sense of dissatisfaction if the participants were lacking was not a concern. According to Herzberg's theory, the participants did not show concern because they did not have a sense of dissatisfaction. The factors that motivated millennial leaders aligned with Herzberg's two-factor theory.

Millennial leaders, as well as other aspiring individuals, want to see their efforts rewarded, as demonstrated by the outliers of Vroom's expectancy theory. The basis of the expectancy theory is the groundwork that a person believes the perceived probability of exerting a given amount of effort will lead to achieving high performance. Thus, the participants expected to receive a reward when they met their goals. The findings of the research were consistent with the expectancy theory in many ways, although a few respondents mentioned that they do not always receive recognition, but intrinsic motivation or recognition beyond their immediate supervisor was important for overcoming any lack of appreciation.

Adams's equity theory had many of the same characteristics as Herzberg's two-factory theory and Vroom's expectancy theory. Adams's equity theory acknowledges many of the same factors that affect the working relationship between employers and employees. When people receive fair treatment, they are likely to feel more motivated. The premise of the equity theory is to maintain a balance between the inputs within a job and the outputs received. The concern is an employee can feel de-motivated if the inputs outweigh the outputs. The equity theory was consistent with the participants' acknowledgment of their efforts, advancement opportunities, and growth within the organization.

Millennial leaders' descriptions through identifiers revolved around adjectives that described themselves through relative input terms like honest, hardworking, loyal, effort, adaptability. The same descriptive adjectives resonated with the inputs characterized by the terms of Adams's equity theory. The participants described the outputs achieved due to the inputs asserted, which included recognition and praise, increased responsibility, and advancement and growth opportunities, along with virtually no concern for job security.

The results demonstrated a disconnect between millennial leaders and other generations. All the participants asserted that there was a disconnect between millennials and other generations. I included more information about the generation disconnect with regard to the generation theories in Chapter 3, along with identifying the differences in the older and younger millennials according to responses from the participants. Many of the concerns about what other generation cohorts thought about the millennials were consistent with information presented in Chapter 3. The research findings indicated that many millennials believe a generation difference exists between younger and older millennials.

Besides the generation gap between other generation cohorts, the research findings indicated that 25% of the respondents posited that there were also differences between millennials born closer to 2000 compared to those born in the early 1980s. Participant 6 stated,

> Even know I am a millennial, I feel that I identify more like the generation before me somehow, which is kind of weird. It seems my boss was born in 1980 or 1981, so he barely made the millennial cut too. I actually have a hard time managing them and feel that people outside of the millennial generation can relate to me just fine or better. I feel it is odd because I'm 5 years into the millennials generation.

Participant 16 responded,

> I feel the older generation of millennials are a different breed than some of the new younger ones. Perfect example: My boss hired this one guy that was 23-ish. He got his first paycheck and legitimately cried as to how much taxes were taken out and turned to my boss, as I sit right next to him, "Can you create a position like hers and pay me the same?" I wanted to punch him in the face.

Participant 20 mentioned,

> I feel the term millennial is a little too widespread. I was born in 1981 and I feel like that cutoff may be 1980, 1981; 1982 is really pushing it. I feel like there's people that were born a little bit after me that I really look at them and say, "I really hate to hire these people." They are millennials, and I have to tell them, "Thank you for coming to work," because it's their job. I think maybe the range that has been set there for the millennials is maybe not accurate.

Participant 10 asserted,

> It's a stereotype of millennial children. I think kids and teens born at the end of the 90s, early 2000, with the sudden and boom of the wave of technology. I think

> that would fit more in that generalization than those born early 1980s, or even up to 1995.

There seemed to be a firm belief by those millennial leaders not directed by a specific questioning that there were differences between millennials born in the early 1980s and millennials born in the late 1990s. At least 25% of the participants did not necessarily agree with the specific year guidelines in accordance with the generation theory, as noted in the answers to the interview questions. More participants may have agreed there was a difference if the interview included specific questions about the possible generational differences of older versus younger millennials.

Limitations of the Study

The scope of the research included 20 participants located in seven southwestern states within the United States. Part of the concern was the lack of anonymity among the participants. As the research consisted of a methodology determined by semistructured interviews and one-on-one interviews, there was no structure to allow anonymous partnership in a phenomenological research. However, as the sole researcher, I ensured the confidentiality of the participants by assigning personal identifiers to each participant so their identity remained anonymous.

The sample size was a concern because there were only 20 participants in the study. This small population may not have represented the entire population in the United States. There are no predetermined sample sizes that researchers conducting phenomenological studies should abide by; however, the consensus is that somewhere between six and 10 participants would lead to rich descriptions of their experiences

(Marshall, Cardon, Poddar, & Fontenot, 2013). As my research required 20 participants, I was able to reach saturation and find multiple themes shared by the participants.

A third limitation of the study was the opportunity for biases because there was only one researcher and data transcriber. The data collection and analyses process helped mitigate potential bias by collecting rich details through the interviews and then analyzing the data via NVivo 11. A fourth limitation was the inability of the research to represent all service industries that are applicable to the study. I was only able to obtain participants through heavy networking via LinkedIn and by sharing the LinkedIn post on Facebook to find other potential candidates who met the criteria. A final limitation was the use of Skype and Facebook video platforms for the semistructured interviews rather than being physically at the location of the interviews. Researchers who conduct interviews in person can monitor participants' reactions live and have a physical connection.

Recommendations

The rich experiences shared by the participants in the qualitative transcendental phenomenological study led to a better understanding of millennial leaders in the service sector within a particular region of the United States. I chose a qualitative study to enhance the ability to understand the personal reactions of individuals who were millennial leaders born between 1980 and 1995. For this study, a quantitative survey approach would not have been beneficial because the focus of the research was to describe the lived experiences of the millennial leaders.

If I had employed a quantitative survey to capture the essence of the participants through surveys, the surveys would not have yielded sufficient data to further the research. However, due to the qualitative approach, I was limited in the number of respondents that I could effectively interview and the number of interviews that I could transcribe, analyze, and evaluate for research purposes. The data collected from the semistructured interviews may be suitable for other researchers to follow up with a quantitative tool to expand on the findings within a larger geographic territory. Therefore, my first recommendation is to expand my study with a quantitative research tool designed to develop a further understanding of millennial leaders' motivation, satisfaction, and retention.

The second recommendation is to locate participants from different industries that might have different results than those who work in the service industry. A third recommendation is to extend from millennial leaders to determine how members of other generations feel about millennial leaders in general and to see how baby boomers and members of Generation X view millennial leaders.

The following theorists grounded the research: Maslow's hierarchy of needs, Vroom's expectancy theory, Adams's equity theory, and Herzberg's two-factor theory influenced by motivation and satisfaction. The conceptual framework included the aspects of motivation and satisfaction. Motivation included hygiene and motivation factors about how employees feel satisfied or unsatisfied. The research questions centered on what satisfies millennial leaders and the ways millennial leaders felt like they have reached self-actualization with their achievements. The conceptual framework included

Adams's equity theory, which was consistent with the participants' responses about their achievement and potential possibilities of promotion because of their efforts, while Vroom's expectancy theory was synonymous with the participants' expectations that they would reach their particular goals. A final recommendation is to change the foundation of the conceptual framework to help facilitate new ideas and thoughts about millennial leaders. As this research study offered limited exposure to what millennial leaders think, this research can serve as useful groundwork for millennial leaders in the service industry, as well as applied to other industries.

Implications

The results of the study impact social change through the rich textured experiences detailed within the interviews. The data acquired from the millennial leaders may improve the ability to understand and improve the experiences of millennial leaders in the service area. The significance and the results of the research contribute to the knowledge base about millennial leaders and their motivation factors. The study may be significant to large and small business employers, managers, and millennial leaders with regard to satisfaction, motivation, and retention. The participants in this study described what was important to them, how they can feel satisfied and retained in the workforce, and how employers can help them meet their goals and ambitions.

With millennial leaders becoming the dominant generation that will likely lead the majority of corporations in the near future, it is important to understand these leaders. It will be important to all business owners to find out what satisfies and motivates millennial leadership. The research findings in my research study were a clear indication of what is necessary to retain top millennial talent. An improved understanding from employers and corporations that employ millennial leaders, along with those who interact with millennial leaders will benefit by understanding what is important to millennial leaders via this study. The results of the study indicated there was a disconnect with other generations, as well as within the millennial generation, so it is important that members of the different generations have the ability to understand what makes the millennial generation feel satisfied and what defines success.

Conclusion

The millennial generation is a generation that has different needs and an intrinsic drive to succeed. Millennial leaders, to some degree, are an extension of the millennials as a whole. However, there were notable differences in the answers provided by the respondents and in the information presented in the literature about the millennial generation. The focus of the research was to explore the effect of motivation on employee retention for 20 Generation Y cohort leaders in the service industry in the southwestern United States. Through the rich details of the interviews, the respondents provided valuable information that helped identify themes and answered research questions.

The results indicated that millennials valued advancement and further growth, as well as feeling satisfied with their work. This is different compared to the baby boom generation, in that they would rather work for one employer and experience a sense of job fulfillment and stability versus risking job stability. However, millennials are willing to make decisions that will enhance their advancement and growth opportunities while risking job stability.

The results included concern for how members of other generations do not understand the millennial generation. The finding also indicated that older millennials born in the early 1980s viewed younger millennials born in the mid-to-late 1990s as entitled and much different from themselves with respect to their working habits. At times, the participants acknowledged that the fact that members of other generations view them from a negative perspective causes them some concern. They hear many of the same stigmas that follow the generation as a whole, including being lazy, entitled, and selfish.

Future researchers will be able to explore the rich detailed experiences of millennial leaders and ways to understand them in the workforce. The millennial generation is likely the most unique and misunderstood group in the workforce. I highlighted important areas that illuminate opportunities to engage, motivate, and retain millennial leaders in the workplace by providing advancement opportunities, additional responsibilities, and a proper work–life balance while increasing growth and learning opportunism and recognizing their work. By understanding the generation gap and using key indicators from this research to improve retention, organization leaders can learn how to accommodate and mentor members of the millennial generation to decrease the attrition rate of millennial leaders.

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Appendix A: Introductory Email

Dear potential participant,

Good evening. My name is Jason Earl Wiggins, and I am a doctoral candidate in the College of Management Department at Walden University.

I am a doctoral candidate in the management program specializing in Leadership and Organizational Change at Walden University (www.waldenu.edu). Our research at Walden is focused on achieving positive social change, and with that in mind, I would like to invite you to participate in my research study. I am in the process of writing my doctoral dissertation and am collecting data for that purpose. I am conducting a study of Millennials leaders to determine what motivates and retains them in the service sector by obtaining data from Millennial leaders directly. My work is being supervised by a Dissertation Committee and I have identified you as a potential participant via LinkedIn.com, or you have responded voluntarily via the Walden University Participate Pool.

I will also strictly adhere to specific standards, like your participation will be strictly voluntary and confidential throughout. ***Your participation can be terminated by you at any time without any explanation needed.*** Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as a slight possibility for fatigue and stress associated with an interview format. Being in this study would not pose a risk to your safety or well-being.

The reason why you have been identified as a possible participate via LinkedIn, or you responded to the Walden University Participation Pool study board is because you likely fit the criteria stated below.

1. Were you born between 1980 and 1995? 2. Do you have at least five subordinates reporting to you? 3. Do you live in the southwestern United States, which includes New Mexico, Arizona, Texas, Nevada, California, Utah, and Colorado? 4. Do you work in the service sector?

I would ask that you participate in no more than a 60-minute interview via Skype, which will be audio recorded. After the initial Skype interview, I will listen to the recording and then transcribe thereafter. Once all the information has been transcribed, I will follow-up with you for no more than a 30-minute phone call after the initial interview to go over what I have transcribed from our conversation to verify that I have accurately described your experiences. There will be no further time commitments for the study.

In appreciate of your time and how valuable it is, I will assure you that we will work as quickly as possible through the interview. In appreciation for your participation, you will receive a $20 Starbucks or Amazon gift card of your choice.

The anticipated benefits of this study will likely include discovering unique motivation methods that will help improve satisfaction while also improving retention among millennial leadership in the service sector. It has been difficult to motivate and improve retention among Millennial leaders with the current methods being utilized. Therefore, the research is likely to provide tools for improving motivation techniques, increasing satisfaction and improving retention rates for millennial leaders.

If at any time you feel distressed and would like to conclude the interview or I notice that you are becoming agitated, I will stop the interview to discuss. We can decide whether to continue the interview or not. If the decision to withdraw is made, there will be no repercussion in withdrawing early.

Note: Besides this email, I am also providing you with a short criteria questionnaire and demographic questionnaire that will need to be sent back for eligibility in the study. Upon returning the questionnaires, please include in your email response indicating your willingness to participate in an interview and that you understand the nature of this research and your participation is strictly voluntary. Please respond with a YES or NO to this email to consent to an interview. If your email response is YES, please also include your phone number for the Skype interview. Please keep a copy/print a copy of the consent form for your records.

Once your participation has concluded and the information is no longer needed, all identifying information (name, phone, and email) will be deleted. If you are also interested in receiving a 1-2 page summary of the results of the study, please add that to your response in the email. If you have elected to receive the study results, your email will be retained until the results are sent back, then the email will be deleted.

If you have any questions about the study, please feel free to email me at: XXX@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 800-925-3368, ext. 3121210 or 612-312-1210.

Thank you,

Jason Wiggins
Ph.D. Candidate-Walden University

Appendix B: Criteria Questionnaire

Can you please take a moment to answer the following questions?
Again, I must stress that all information is confidential and for research participation purposes only.

1. Were you born between 1980 and 1995
2. Do you have 5 subordinates that report to you?
3. Do you work in the service industry where you provide a service to a customer?
4. Do you currently live in the southwestern United States that includes New Mexico, Arizona, Texas, Nevada, California, Utah, and Colorado?

Appendix C: Demographic Questionnaire

Can you please take a moment to answer the following questions?
Again, I must stress that all information is confidential and for research participation purposes only.
The answers that you provide will be confidential, as they will only be associated with an identifier such as P1, P2, etc. to provide a demographic base once the study concludes.
Please answer the following questions:

1. What is your highest level of education completed?

2. How many years have you worked leading subordinates in the service sector?

3. What service industry do you work in?

4. What is your gender?

5. What ethnicity group do you belong to?

Appendix D: Interview Protocol

Time of Interview:
Date:
Interviewee:
Code #: (1-20)
Hello, first I would like to thank you for participating in this interview. My name is Jason E. Wiggins, and I am a doctoral candidate at Walden University in the School of Management. The intent of the interview today is to gather data that will inform an academic study based on the motivation and retention of millennial leaders. The information today will help to inform my research study on millennial leaders. The information that you provide today will be coded with no personal identifier that will link you to the study while your participation will be strictly confidential. I will be audio-taping our interview, along with taking notes. All the information will be secured in a locked office that only I will have access. Your information will not be shared with any. Your participation is strictly voluntary and you are welcome to opt out at any time for any reason. No further explanation is needed.
As mentioned previously, the interview will take no longer than 60 minutes. Are you okay with this time frame?
Do you have any questions for me before getting started?

Thank you. We will begin with the questions.

1) Do you feel that other generational cohorts in your workplace have a good understanding of what factors motivate you and your Millennial colleagues?
2) What adjectives would you use to describe yourself as a Millennial public servant?
3) Can you describe your accomplishments in your present position?
4) Are you routinely recognized for your work? If so, how are you recognized?
If not, how does this impact your motivation?
5) What is your opinion about the work itself?
6) What is your opinion about your level of responsibility?
7) Have you had opportunities for advancement since you were hired? If not, does that have any impact on your motivation?
8) Do you feel that you are fairly compensated? Please elaborate
9) Do you feel that there is a possibility for further growth?
10) How would you rate your relationships with your subordinates? Good? Fair? Poor? Please expand.
11) How would you rate your relationship with your superior? Good? Fair? Poor? Please elaborate.
12) How would you rate your relationships with your peers? Good? Fair? Poor? Please elaborate.
13) Do you feel you have the appropriate technical supervision to do your job?
14) Do you have the adequate resources to do your job?

15) Are you fairly satisfied with how existing policies are administered?
16) How are your working conditions? Good? Fair? Poor? Please expand.
17) Do you have work/life balance?
18) Do you feel that you have job security?
19) Is there anything further you would like to add?
20) Are you satisfied with the work you do? If not, or if so, please elaborate?

"Thank you so much for your participation. I would like to provide you with your choice of a Starbucks or Amazon gift card in the amount of $20 in appreciation for your time and feedback. Again, if you are interested in obtaining a copy of the Final Dissertation, I will provide that to you once it has been completed."

Appendix E: Nodes and Subcategories

Interview questions	*n*	%
Q01_ Other gen understand millennial motivation	20	100
Disconnect	20	100
Understanding	10	50
Q02_Adjectives describe yourself as millennial leader	20	100
Driven	4	20
Focused	4	20
Motivate	4	20
Understanding	4	20
Good communicator	3	15
Leader	3	15
Compassionate	2	10
Flexible	2	10
Hard working	2	10
Innovative	2	10
Lead by example	2	10
Proactive	2	10
Team player	2	10
Achiever	1	5
Adapt to change	1	5
Aggressive career-wise	1	5
Ambitious	1	5
Apathetic (probably empathetic)	1	5
Caring	1	5
Change agent	1	5
Charismatic	1	5
Competitive	1	5
Critical	1	5
Cynical	1	5
Decisive	1	5
Dedication	1	5
Determined	1	5
Effort	1	5
Experience	1	5
Fail	1	5
Friendly	1	5
Fun	1	5
Goal-oriented	1	5
Go-getter	1	5
Guide	1	5
Honest	1	5

Hustler	1	5
Inclusive	1	5
Integrity	1	5
Like to learn	1	5
Listener	1	5
Loyal	1	5
Measured – calm	1	5
Multi-tasker	1	5
Outside the box	1	5
Pride	1	5
Prove to others	1	5
Resilient	1	5
Risk taker	1	5
Sharing	1	5
Smart	1	5
Spiritual	1	5
Spontaneous	1	5
Subjective	1	5
Succeed	1	5
Time	1	5
Time management skills	1	5
Trustworthy	1	5
Q03_Accomplishments present position	20	100
Self-actualization	8	40
Marketing	6	30
Sales – ROI	6	30
Customers	5	25
Workplace environment	5	25
Achieving performance goals	4	20
Community involvement	4	20
Technology	4	20
HR role	3	15
Compliance	2	10
Environmentally conscious	2	10
Team building	2	10
Corporate culture	1	5
Pay increase program	1	5
Plant expansion	1	5
Processes & procedures	1	5
Safety and security	1	5
Social culture	1	5
State government processes	1	5
Q04_Recognition for work	20	100

a. Recognition	20	100
Yes	14	70
No	6	30
b. If yes - how and who	20	100
Who recognized	12	60
Manager, boss, superior	6	30
Director	3	15
People, not specified	3	15
CEO	2	10
President	2	10
Customer	1	5
Fellow police officers	1	5
Verbal	8	40
Public recognition	5	25
Monetary awards	4	20
Certificates	2	10
Client recognition	2	10
Email	2	10
Fellow police officers' recognition	2	10
Advancement - promotions	1	5
c. Impact on motivation	16	80
Positive	9	45
Appreciate recognition	7	35
Self-motivation - intrinsic	2	10
Negative	7	35
Q05_Opinion about work itself	20	100
Positive	18	90
Self-actualization - progress	9	45
Perform vital role	6	30
Customer-centered	4	20
Focus on work-life balance	2	10
Maintain standard of living	2	10
Work means success	2	10
Self-sufficient - independent	1	5
Something to do	1	5
Negative	2	10
No comment	1	5
Q06_Opinion about level of responsibility	20	100
High level within capabilities	13	65
Overwhelming at times	5	25
Underemployed current position	3	15
No comment	1	5
Q07_Advancement since hired – impacts motivation	20	100

Current - to date	20	100
Yes	16	80
No	3	15
No comment	1	5
Future opportunities for growth	10	50
Impacts motivation	7	35
Positive	5	25
Appreciate recognition	1	5
Self-motivated - intrinsic	4	20
Negative	2	10
No	7	35
Yes	3	15
Q08_Fairly compensated	20	100
Yes	13	65
Base salary or compensation	12	60
Effect on motivation	10	50
Bonus	5	25
Commission on sales	2	10
Share in profits	1	5
Stock options	1	5
No	7	35
Effect on motivation	5	25
Discrimination age gender	2	10
Industry standard	2	10
Cost of living	1	5
Previous managers made more	1	5
Tech camp	1	5
Union pay	1	5
Q09_Possibility for further growth	20	100
Impacts motivation	18	90
Negative	9	45
Positive	7	35
Mixed emotion	3	15
Yes, with exceptions	8	40
Yes, further growth	7	35
No	5	25
Q10_Subordinates - rate relationships	20	100
Good	15	75
Fair	4	20
Too complex to rate	1	5
Q11_Superiors - rate relationships	20	100
Good	13	65
Fair	6	30

Poor	1	5
Q12_Peers - rate relationships	20	100
Good	11	55
Fair	8	40
Do not have peers	1	5
Q13_Appropriate technical supervision to do job	20	100
Yes	9	45
No	7	35
Depends	4	20
Q14_Adequate resources to do job	20	100
Yes	13	65
Depends	5	25
No	2	10
Q15_Satisfied how existing policies administered	20	100
No	7	35
Depends	6	30
Yes	6	30
New to job - no opinion	1	5
Q16_How are working conditions	20	100
Rating	20	100
Good	16	80
Fair	2	10
No opinion or not asked	2	10
Work environment	20	100
Positive	16	80
Negative	4	20
Q17_Do you have good work-life balance	20	100
Yes	14	70
No	6	30
Q18_Do you have job security	20	100
Yes	15	75
Depends	3	15
No	2	10
Q19_Satisfied with work you do	20	100
Yes	18	90
Other - would like to do	10	50
No	2	10
Q20_Anything else	20	100
Yes	12	60
Working with millennials	9	45
Stereotypes - millennials	3	15
Compensation	1	5
High-roller club	1	5

Misogyny	1	5
Recognition	1	5
Technology	1	5
No	8	40
Overview millennials in general	20	100

NVivo qualitative data analysis Software; QSR International Pty Ltd. Version 11, 2016.

Appendix F: Figure 2. Employee Turnover by Age Group/Generation

Gmail by Google

RE: Request To Talk To A Representative (Los Angeles) sent to joborder@abacusnyc.com
6 messages

Lauren R. McGrath <xxx@abacusnyc.com> Thu, Oct 13, 2016 at 5:34 AM
To: "Jason.Wiggins@waldenu.edu" <xxx@waldenu.edu>

Hi Jason,

I am the author, and yes, you have my permission to use the figure.

However, I cannot take credit for it, and I no longer have the source of the image.

So I ask that you do not credit me.

Thanks,

Lauren

ABACUS GROUP

LAUREN MCGRATH
marketing & communications manager

14 Penn Plaza | 14th Floor | New York, NY 10122

Appendix G: Figure 4. Commitment: Maslow’s Hierarchy of Needs

Gmail by Google

Request for permission for use of figure

4 messages

Jason Wiggins <xxx@waldenu.edu> Mon, Jan 25, 2016 at 8:08 PM
To: raouf@xxx.com

Dear Raouf,

I am a PhD candidate at Walden University. I am writing a dissertation on the attrition of millennial leaders and how the motivation of Generation Y leaders affects the retention factors within the service industry.

I was seeking permission to use the figure Motivation and Hygiene factors from http://chebri.com/wp-content/uploads/2013/08/fwk-collins-fig07_006.jpg. I would of course provide attribution.

I would be happy to provide any information you would like.

Thank you for all your help in advance,

All the Best,

Jason E. Wiggins
PhD student in AMDS/Leadership and Organizational Change
Student ID A00102885

Raouf Chebri <Raouf@xxxi.com>Thu, Jan 28, 2016 at 9:36 PM
To: Jason Wiggins xxx@waldenu.edu

Sorry for the late response.
Sure.

Raouf Chebri

Appendix H: Figure 3. Maslow's hierarchy of needs

Gmail by Google

Re: [Heidi Cohen] Jason Wiggins
2 messages

Heidi Cohen <heidi@xxx.com> Sun, Jan 24, 2016 at 9:00 PM
To: Jason Wiggins <xxx@waldenu.edu>

Jason,

That is fine with me as long as you give it attribution.

BTW--where is Walden University?

Best,
Heidi

Heidi Cohen
On Jan 23, 2016, at 10:52 PM, Jason Wiggins wrote:

From......: Jason Wiggins

January 23, 2016

Dear Heidi:

I am writing to request permission to copy your Maslow's Hierarchy of needs figure (from Social Marketing, 2009) for use in my dissertation about the attrition of millennial leaders and how motivation affects their retention at Walden University.
I would greatly appreciate any help you could provide. Thank you so much for time.
Please let me know if you need additional information and I would be happy to provide.

Appendix I: Figure 1. Pew Research

PewResearch

MATERIALS LICENSE AGREEMENT

DATE: 1-21-16

LICENSEE: Jason Wiggins
@waldenu.edu

LICENSED MATERIALS: "Comparing Millennials to Other Generations" report from March, 2015.

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PREFERRED CITATION: "Comparing Millennials to Other Generations," Pew Research Center, Washington, DC (March, 2015) http: www.pewsocialtrends.org/2015/03 19 comparing-millennials-to-other-generations/

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PewResearch Center

Requested by:

Name:

Signature: Jason E. Wiggins

Date: 01-28-16

Authorized by:

Name:

Title: JAN 28 2016

Signature:

Date:

Appendix J: Permission to Use Questionnaire

Permission to use questionnaire for current research

Letter Seeking Permission to Questionnaire/Interview Tool May 28h 2016 Name: Jason Wiggins Institution: Walden University Department: School of Management Dear Dr. Mallory: I am a Ph.D. candidate from the school of management at Walden University writing my dissertation titled Exploring Generation Y Leaders' Motivation and Retention Within the Service Industry, under the direction of my dissertation committee chaired by Dr. Walter McCollum, who can be reached at xxx@waldenu.edu. I would like your permission to use the interview questionnaire instrument from your dissertation titled: Factors That Motivate Millennial Public Servants in the Workplace in my phenomenological research study. I would like to use and print your questionnaire under the following conditions: · I will use the interview question only for my research study and will not sell or use it with any compensated or curriculum development activities. · I would like to only alter "millennial public servant" to "millennial leader". · I will include the copyright statement on all copies of the instrument. · I will send a copy of my completed research study to your attention upon completion of the study. If these are acceptable terms and conditions or any adjustments are needed to the criteria, please indicate so by replying to me through e-mail: xxx@waldenu.edu Thank you in advance for your consideration. Sincerely, Jason E. Wiggins PhD student in AMDS/Leadership and Organizational Change Student ID Chair: Dr. McCollum Committee Member: URR: Dr. Banner

Lisa Maria

On May 28, Lisa Maria Mallory, PhD said the following:

Jason, permission granted. Best of luck to you.

1:56 PM

Jason