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Strategies to Retain Millennial Employees at Full-Service Restaurants

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Abstract

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MBA, Regis University, 2007

BS, Metropolitan State University of Denver, 2004

Doctoral Study Submitted in Partial Fulfillment

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Doctor of Business Administration

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Abstract

Some supervisors lack effective strategies to retain millennial generation employees. The purpose of this multicase study was to explore effective strategies supervisors use to retain culinary-educated millennial employees in full-service restaurants. Nine millennials and 3 supervisors from 3 full-service restaurants in Denver, Colorado consented to face-to-face semistructured interviews with open-ended interview questions concerning retention strategies. The conceptual framework of Herzberg's two-factor theory served to guide the scope and the data analysis for the multicase study. The interview transcripts were coded and grouped into themes. Explanation building for the data analysis assisted in finding causal links between cases and the unit of analysis, and in assembling a broad explanation to fit each case. Ten subcategories emerged from the 3 themes that aligned with Herzberg's motivation factors, hygiene factors, and millennial values and attitudes. The 10 subcategories were developed, and indicated that effective strategies differ by supervisor. Among the ten subcategories, the most prominent were (a) growth and advancement, (b) positive working conditions, and (c) quality and influence of the supervisor. This study may contribute to social change by providing restaurant supervisors with strategies for millennial retention and keeping young workers in the community to share in the responsibility of social progress and to reach their full potential.

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Dedication

   I dedicate the doctoral study to all the restaurant managers challenged with retaining young workers. I also dedicate this study to my daughters (and all other millennial workers) so young workers can take the information and inform direct reports on effective strategies for retention.

Acknowledgments

I would like to thank Dr. Richard VonForrester, my long-time friend, for his early encouragement and strategies for success. Dr. Carol Miller, mentor and encourager, and willingness to work with my demanding schedule, Dr. Renee Sinclair, colleague, for her proofreading and ideas for improvement. Thank you, Drs. Basil Considine and Christy Fraenza, from the Walden University Writing Center, and the careful editing and encouragement to continue to expand the doctoral study literature review. Most importantly, my doctoral study chair, Dr. Anne Davis for her expertise, encouragement, support, and timeliness.

I want to thank my husband, Felimon, for giving me the time to research, write and read—and for sleeping in on the weekends so I could work! To my daughter, Olivia, and nephew Andrew Tarr, for answering millennial questions, and eldest daughter, Lillian, along with her husband Greg Fenner for the encouragement and support. Special thanks for my sister, Cristin Tarr, for her encouragement and my parents, Art and Joan Cornell for the interest in my research along with educational loan financing.

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Section 1: Foundation of the Study

The purpose of this study was to explore how full-service restaurant supervisors retain culinary-educated millennial generation employees. Within the hospitality industry, employee turnover is a pressing issue (Boella & Goss-Turner, 2013). High turnover from millennial generation employees creates operational instability for restaurant supervisors (Brown, Thomas, & Bosselman, 2015). The millennial generation employees may leave an organization when the work is not fun or interesting, or when they lack a supportive supervisor (Guchait, Cho, & Meurs, 2015; Milman & Dickson, 2014). Turnover of staff at restaurants can reduce productivity, interrupt operations, and decrease profits. Staff turnover damages profits, reduces efficiency, and can result in customer dissatisfaction (Lu, Lu, Gursoy, & Neale, 2016). Thus, some supervisors in the restaurant industry may use innovative strategies for retaining millennial generation employees.

Background of the Problem

Individuals born after 1980 are known as millennials, Generation Y, or Gen Y (Bolton et al., 2013; Smith & Nichols, 2015). By the end of 2012, 33% of the U.S. workforce was under the age of 35 (Toossi, 2013). By 2020, millennials will make up 47% of the workforce, demanding relevant and meaningful work with high pay and a sense of accomplishment as key job factors (Deal, Altman, & Rogelberg, 2010; Schullery, 2013). Millennial employees have values and worldviews different from other generations (Deal et al., 2010; Kultalahti & Viitala, 2015). Millennials' approach to employment is characterized by their technology use and emphasis on developing

relationships (Hershatter & Epstein, 2010), and they want a flat structure of management, freedom in the workplace, and unspecialized work roles (Gialuisi & Coetzer, 2013).

Culinary-educated millennial employees challenge hospitality managers with high turnover (Brown et al., 2015). Chambers (2010) found that the turnover rate of millennial employees was as high as 30% in the first year of a new career, and that the turnover rate increased to 57% by the second year. According to Zopiatis, Constanti, and Theocharous (2014), job involvement led to job satisfaction among hospitality workers. Millennials require an active relationship with managers, an engaging environment as a feature for learning, extrinsic rewards, and free time, making human resource retention practices outdated (Schullery, 2013).

Problem Statement

Millennial hospitality employees leave careers because of long hours, negative work-life balance, and poor compensation (Brown et al., 2015). Millennials make up 62% of hospitality workers and 35% of the U.S. labor force. Turnover costs can be as high as $20,000 per lost employee (Hertzman, Moreo, & Wiener, 2015). The general business problem was that turnover by culinary-educated millennial generation employees reduces the profitability of full-service restaurants. The specific business problem was that some supervisors of full-service restaurants lack effective strategies to retain culinary-educated millennial employees.

Purpose Statement

The purpose of this qualitative multicase study was to explore effective strategies supervisors use to retain culinary-educated millennial employees in full-service

restaurants. The specific population included supervisors of full-service restaurants and culinary-educated millennials working in Denver, Colorado. The findings of this study may influence social change by helping hospitality managers and supervisors identify effective strategies to retain millennial generation employees. Organizations can implement retention strategies for better organizational performance and improved team productivity (Malik et al., 2013).

U.S. millennials have experienced an economic recession with parents laid off from jobs, advancements in technology, and global unrest (Allison, 2013; Hershatter & Epstein, 2010). Having experienced this recession, millennials may desire change. Social change occurs when positive and negative historical events happen within a society and alter human development (Chen, 2015). Improved retention may result in social change by creating a more stable employment outlook for millennials and retaining young workers in the economic circles as contributors to society (James & Mathew, 2012). From a positive social change perspective, young workers in the economic circle, employed, paying taxes, purchasing homes, and contributing as citizens of the community share in the responsibility of social progress and can reach their full potential.

Nature of the Study

I used a qualitative method to collect in-depth data on participants' knowledge and experiences of effective retention practices for millennial generation employees at full-service restaurants. With a qualitative method, a researcher can explore the *how* or *why* of a phenomenon (Erlingsson & Brysiewicz, 2013). A qualitative method is the best option when a researcher is inquiring into human experiences for understanding and

meaning (Bloomberg & Volpe, 2012). A qualitative method of inquiry develops from the data collected, while a quantitative method is used to understand current conditions, relationships, or cause-effect phenomena (Bloomberg & Volpe, 2012). Allwood (2012) observed that researchers use quantitative research as a method for exploring a large population sample with complex relationships among variables. Hoare and Hoe (2013) noted that a quantitative method is not applicable when there is no testing of theory or statistical data. Bevan (2014) stated that quantitative design would limit the exploration of lived experiences with the use of specific measurements. The quantitative method was not appropriate for this study because the population was small and I did not test a theory or statistical data. Mixed methods researchers use both qualitative and quantitative data collection (Archibald, Radil, Zhang, & Hanson, 2015). A mixed methods researcher seeks to solve problems rather than investigate the causes from identified variables (Sparkes, 2015). A mixed methods study was not appropriate because I did not include an analysis of statistical data.

Qualitative researchers use a wide range of research designs to create an understanding of the participants' social knowledge and viewpoints (Chavan & Kemparaj, 2013). Lewis (2015) noted there are five designs for a qualitative study including case study, ethnography, narrative, grounded theory, and phenomenology. An ethnographic design is appropriate for studies of how groups or cultures share experiences, beliefs, and behaviors (Wall, 2015). Ethnographic design was not appropriate because I was not studying cultures and beliefs over a prolonged period. Researchers use narrative design to make links between events of individuals in

chronological order (Huber, Caine, Huber, & Steeves, 2013). The narrative design was not appropriate since participants in my study were not discussing their life stories. Grounded theory researchers use data comparison performed until theoretical saturation (Turner, 2014). Grounded theory design was not appropriate because I did not intend to develop a new theory. Phenomenological researchers examine participants' recent situations and lived experiences, and how participants cope with the experiences (Berglund, 2015). A phenomenological study was not appropriate because I was not studying the lived experiences of the participants. Lewis (2015) suggested that a case study design is appropriate for understanding success stories and demonstrating the effectiveness of strategies. Yin (2013) noted three conditions for a case study method, including (a) the type of research question, (b) the researcher control on behavioral events, and (c) a focus on current versus past events. I selected a case study as the research design to explore how supervisors were retaining millennials generation employees. To gain in-depth knowledge of the phenomenon, I used multiple methods of data collection to achieve triangulation. I conducted interviews with supervisors and millennials at full-service restaurants to explore employee retention strategies from different points of view.

Research Question

The central research question was: How are full-service restaurant supervisors implementing effective strategies to retain culinary-educated millennial generation employees?

Interview Questions

The following interview questions were for supervisors of millennials and reflected the central research question.

1. What have you done in the past 12 months to address the issue of retention of culinary-educated millennials in your restaurant?

2. What factors guide your strategies in motivating culinary-educated millennial employees?

3. What factors guide you in your retention strategies for culinary-educated millennial employees?

4. What are your specific strategies unique to retaining the millennial employees?

5. Is there anything else you would like to add about how you retain millennials at the restaurant?

The following interview questions were for culinary-educated millennial employees and reflected the central research question.

1. What are the top three reasons you remain at your job?

2. How does your supervisor motivate you to remain employed at the restaurant?

3. How does your supervisor encourage and support your decision to remain employed at the restaurant?

4. Can you think of a time when you felt good or a time when you felt bad about your job?

5. Is there anything else you would like to add about why you remain at your

job?

Conceptual Framework

Researchers can use a conceptual framework to organize ideas in a study and

develop its purpose. I used Herzberg's two-factor theory as the basis for the conceptual

framework. The two-factor theory, also known as Herzberg motivation-hygiene theory,

focuses on two types of rewards–motivators and hygiene factors–to explain employee job

satisfaction and dissatisfaction (Herzberg, Mausner, & Snyderman, 1959). Herzberg et

al. researched employee motivation and found salary (hygiene factor) did not contribute

to employee satisfaction, but low salary related to employee job dissatisfaction. Herzberg

et al. proposed that enriching and fulfilling work with a possibility of achievement,

recognition, responsibility, and growth were the most effective employee motivators.

The two-factor theory, as applied to an organizational setting, was appropriate for my

study of management strategies for retaining millennials. Herzberg et al. suggested

hygiene factors need to be present in a job to obtain a reasonable level of employee

satisfaction, and motivation factors contribute to fulfillment in the workplace.

Operational Definitions

Culinary-educated: Denotes individuals who have received culinary education in

a classroom or online, and who may hold a degree or certification (Johnston & Phelan,

2016).

Full-service restaurant: A food establishment categorized as fine dining, providing high-quality food and service, or a moderately-priced family and casual restaurant (Batt, Lee, & Lakhani, 2014).

Manager: An individual holding a job position more senior than a supervisor whose role includes planning for an organization (Cardiff-Hicks, Lafontaine, & Shaw, 2015).

Supervisor: An individual who manages shifts of workers (Cardiff-Hicks et al., 2015).

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Assumptions, Limitations, and Delimitations

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Assumptions

Researchers make assumptions believed to be true but not verifiable (Bloomberg & Volpe, 2012). My assumptions for this study were:

1. That the participants provided sincere information by answering interview questions with truthfulness.

2. That interviewing participants at the place of employment, as individuals, and in a private location allowed participants to respond without restrictions.

Limitations

Limitations are external conditions that restrict or constrain research scope and may affect the outcome (Bloomberg & Volpe, 2012). Since participants were from the Denver, Colorado restaurants, results of this study may not be transferable to other cities or states. I interviewed participants in the workplace with limitations on controlling the meeting room.

Delimitations

Delimitations are the distinctive characteristics that restrict the scope and distinguish the boundaries of the study (Bloomberg & Volpe, 2012). I limited this study to full-service restaurants in Denver, Colorado that had been in operation for at least 3 years and had a minimum of three millennial generation employees. Millennials had a minimum of 2 years of employment at the full-service restaurant. I did not study the retention of Generation X or Baby Boomers employees, but some members of these generations were supervisors at their organizations. The scope of this study was limited to full-service restaurants in the Denver, Colorado area. There were 12 participants including one supervisor and three millennial employees from each of the three full-service restaurants. This study did not include participants working at fast food restaurants.

Significance of the Study

Contributions to Business Practice

When good employees leave, an organization loses human capital investment (James & Mathew, 2012). Exploring strategies full-service restaurant supervisors use to retain millennials allowed me the opportunity generate findings that may inform new managers strategies for implementing effective retention procedures. Milman and Dickson (2014) noted creative retention strategies could help keep employees and recruit new workers. Hospitality employee retention practices can include opportunities for advancement, caring treatment of employees, and a fun and challenging position (Milman & Dickson, 2014). The findings of this study may help other business managers with

knowledge, tools, and skills to retain millennials for long-term employment. The findings also contribute to an existing body of knowledge on effective millennial employee retention strategies at full-service restaurants.

Implications for Social Change

Business managers may use the findings of this study to help retain millennial employees and thereby contribute to social change. Millennials, with continued employment, may choose to invest in the community by buying property, raising a family, and participating in economic development. Managers may examine the data and utilize the results to build an attractive work environment for millennials. Since the average turnover rate for all industries in 2013 was 15% (Bares, 2014), business managers should look for opportunities to improve work environments for millennials to minimize turnover.

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A Review of the Professional and Academic Literature

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The purpose of this qualitative multicase study was to explore effective retention strategies used by supervisors at full-service restaurants in the Denver, Colorado area. I conducted the literature review to determine the most effective conceptual framework, and to better understand the topics of employee retention, hospitality, and milllennials. For the literature review, I examined peer-reviewed journal articles on the topics of employee retention, hospitality employee turnover and retention, the millennial generation, and motivation theories. I collected this literature via databases available from three university libraries: Walden University, Auraria Library, and Regis University.

I conducted the literature search using Google Scholar, EBSCOhost, and ProQuest. I also examined the websites of the Census Bureau and the Bureau of Labor Statistics. Initial search terms included *millennial generation*, *Generation Y*, *millennial workforce*, *employee turnover*, *restaurant employees*, *hospitality turnover*, and *hospitality retention*. The articles I reviewed were not limited to United States publications, and included publications from other countries such as Australia, the United Kingdom, Kenya, Pakistan, Malaysia, and China. This doctoral study includes a total of 266 references, 240 of which have been published since March 2012. I used 10 books and 3 dissertations. In what follows, I review 170 references, 164 of which have been published since March 2012.

Herzberg Two-Factor Theory

I used Herzberg's two-factor theory as the conceptual framework for this doctoral study to explore the factors influencing retention of millennial generation employees. Herzberg, Mausner, and Snyderman (1959) posited that certain factors in a workplace cause job dissatisfaction, while other factors cause job satisfaction. Herzberg's two-factory theory helped me explore key predictors that influence individuals to remain at a job.

Herzberg's theory resonates with Maslow's theory of motivation and can be used to support the mental health and wellbeing of workers in a given industry (Herzberg et al., 1959). In 1959, Herzberg et al. studied worker responses to two factors for job satisfaction—motivation (intrinsic), and hygiene (extrinsic). Putra, Cho, and Liu (2015) found that highly-skilled workers with complicated tasks have intrinsic motivation, while

low-level, unskilled workers have extrinsic motivation. In the two-factor theory, Herzberg et al. suggested certain aspects of work led to job dissatisfaction, and separate features led to job satisfaction (Lumadi, 2014). Herzberg et al. identified features of job satisfaction as motivators, and aspects of job dissatisfaction as hygiene factors. Hygiene factors include (a) policy and administration, (b) quality of supervision, (c) pay or salary, (d) relationship with others, (e) work conditions, and (f) job security (Herzberg et al., 1959; Mitchell, 2013). Motivators include (a) achievement, (b) recognition, (c) responsibility, and (d) growth and advancement (Herzberg et al., 1959; Mitchell, 2013).

Hygiene factors. The two factors of hygiene and motivation are the distinct attributes of Herzberg's theory. Hygiene factors, also known as maintenance factors, are related to the organization or environment and the specifics of the job, and are extrinsic (Smith & Shields, 2013). An increase in hygiene factors will not motivate an employee, but may reduce job dissatisfaction (Mitchell, 2013). Hooi and Leong (2015) found that the hygiene factors of competitive wages and benefits did not help to retain workers. Herzberg et al. (1959) emphasized that the opposite of job dissatisfaction was not the satisfaction of the job, but rather no job dissatisfaction. Herzberg et al. studied 203 accountants and asked participants when they felt good or bad about a project or the job. According to Herzberg et al. (1959, as cited by Dasgupta, Suar, & Singh, 2014), when participants discussed occurrences with bad feelings, the issues were external and aligned with hygiene factors. Job dissatisfactions were extrinsic and included items such as company policies, working conditions, security, and status (Herzberg et al., 1959).

Hygiene factors include the quality of the supervisor or physical work conditions, and when absent can create job dissatisfaction (Dasgupta et al., 2014).

Herzberg et al. (1959) concluded that the presence of hygiene factors does not motivate or create satisfaction. Smith and Shields (2013) found that when employees had job dissatisfaction, the problems were hygiene factors. Intention to leave reduces when employees are not dissatisfied with hygiene factors such as working conditions (Liu, Aungsuroch, & Yunibhand, 2015). Alverén, Andersson, Eriksson, Sandoff, and Wikhamn (2012) found good pay did not lead to job satisfaction, but did prevent job dissatisfaction, while Thomas, Brown, and Thomas (2017) found that poor salary contributed to job dissatisfaction. In contrast, Chen and Wang (2015) found that seasonal workers' hygiene factors of high pay and scenic working environments were satisfiers. Bhatia and Purohit (2014) found the two most preferred hygiene factors were job security and acceptable salary. Employee pay, working conditions, concern for job security, or quality of the supervisor contribute little to job satisfaction, but are contributors of job dissatisfaction (Mitchell, 2013).

Motivating factors. Motivating factors may create job satisfaction and increase the intention to remain in an organization. According to Herzberg et al. (1959, as cited by Dasgupta et al. 2014) in their study of accountants and engineers, intrinsic job satisfactions included opportunities for advancement or growth, interesting work, recognition, and responsibility. Work that is not challenging or meaningful reduces employee motivation and job satisfaction (Herzberg et al., 1959; Putra et al., 2015). Intrinsic motivation originates from within an individual and includes personal views,

religious beliefs, and political factors (Hazra, Sengupta, & Ghosh, 2014). Forces of

motivation include push or pull factors and can energize a worker (Hazra et al., 2014).

Motivational factors such as camaraderie, responsibility, and acknowledgment by

supervisors can compensate for the lack of hygiene factors (Alverén et al., 2012).

McPhail, Patiar, Herington, Creed, and Davidson (2015) found that factors of internal

locus of control, variety in the job duties, and a potential for advancement in a career

contribute to employee intention to stay in the hospitality industry

Research findings using two-factor theory. Researchers have used Herzberg's

two-factor theory as a framework to explore retention practices. For instance, Zhang,

Prammanee, and Chantarathong, (2014) found that the prospect of future job

opportunities, mental and material stimulation such as verbal praise or promotions, and

good working conditions motivated millennial workers in the Chinese hospitality

industry. Tourangeau, Wong, Saari, and Patterson (2015) found supportive relationships

with supervisors can promote retention, and suggested that reward and incentive

programs can be used to retain millennial employees. Jamieson, Kirk, Wright, and

Andrew (2015) applied Herzberg's theory to their study of nurses and confirmed that

Generation Y nurse retention was linked to hygiene rather than motivational factors.

Murphy and Collins (2015) used Herzberg's theory in their study of millennials, and

found managers could do better in retaining young workers with jobs that include high

motivating factors and few hygiene dissatisfiers. Yang, Wan, and Fu (2012) found that

supporting employees with intrinsic motivation such as achievement, recognition,

responsibility, and growth, along with extrinsic motivation such as salary and good work conditions, increased job satisfaction and commitment to remain at an organization.

Contrasting motivation theories. I reviewed two theories before deciding to use Herzberg two-factor theory. Maslow (1943) introduced the hierarchy of needs which comprised of five components: (a) physiological needs, (b) safety needs, (c) social needs, (d) self-esteem needs, and (e) self-actualization needs. Each step must be met to get to the next level and an individual cannot move to the next goal without meeting a lower need. A manager may use Maslow's hierarchy of needs as a roadmap to job fulfillment to retain employees. Lee, Raschke, and Louis (2016) found compensation serves as an organizational lever within Maslow's model to motivate workers.

The hierarchy of needs can help researchers understand an individual's potential for motivation. Maslow (1943) posited that an employee must meet basic physiological needs for water, food, and air before moving to the next level of safety and security. Safety for an individual or employee includes not having a feeling of threats, a positive economic condition, and limited competition (Maslow, 1943). When the physiological and safety needs create satisfaction for an employee, then the social level of the hierarchy of needs (belonging and caring) follows (Maslow, 1943). Individuals may want to feel part of a social group, community, or organization and to create a shared vision. An employee with physiological, safety, and social needs satisfied may look for respect from others at the next level, self-esteem. Individuals with high self-esteem have positive feelings of self-worth and are resilient to psychological threats (Davis, Hicks, Schlegel, Smith, & Vess, 2015). An individual's self-esteem may increase with acknowledgment

and recognition of job performance. The fifth level of Maslow's hierarchy of needs is self-actualization. Maslow described self-actualization as a situation in which an individual discovers the full potential for self-fulfillment and growth. Management strategies for helping employees achieve self-actualization include structured programs of group coaching and employee engagement strategies to help individuals pursue life dreams (Greatwood, 2016).

Başlevent and Kirmanoğlu (2012) noted that Maslow's hierarchy of needs was too simplistic and employees may not move sequentially from one need to another. Employees identified job security as the most important need if wages were the main source of household income or if the employee had recently experienced unemployment (Başlevent & Kirmanoğlu, 2012). I did not choose Maslow's (1943) hierarchy of needs because the theory focused on individual needs, and I sought to explore extrinsic and intrinsic motivation factors and how restaurant supervisors retain millennial generation employees.

Human motivation may require supervisors with specific characteristics. McGregor in 1960 posited that motivation of employees came from two assumptions in management known as theory X and theory Y. Theory X emphasizes strict supervision and punishment for poor performance, while theory Y emphasizes limited control and encourages job satisfaction. Researchers have interpreted theory X as work-focused and directed at employees motivated by money, and theory Y as people-focused and directed at employees with a need to work and who value the satisfaction of a job well done (Buckley et al., 2015). McGregor (1960) contented that a theory X manager needed to

encourage lazy employees because individuals disliked work, and negative feedback of

threats and punishment motivated. In contrast, theory Y managers believed employees

enjoyed work, and that finishing a work project rewarded and fulfilled individuals.

McGregor's motivation theory was similar to Maslow's, as both could motivate

employees to achieve higher levels of need. However, McGregor's theory may be

applicable in situations of close supervision such as manufacturing.

Theories X and Y may limit a multidisciplinary approach to human resource

management and employee retention. McGregor's theories apply to two different

management attitudes towards employee motivation (Behera, 2016). I decided not to use

McGregor's theories X and Y as the conceptual framework for this study because I was

exploring extrinsic and intrinsic motivation factors in how supervisors are retaining

millennial generation employees.

Employee Retention

Employees may remain at an organization for a variety of reasons. Business

success is dependent on experience, knowledge, and skills of the employees within the

organization (Nieves & Haller, 2014). Critical to the success of an organization, business

leaders need to understand how to retain and motivate workers (Alverén et al., 2012).

Employee turnover creates challenges for businesses and without a strategy a firm may

lose skilled workers, profits, and reputation (Bryant & Allen, 2013; Swarnalatha &

Vasantham, 2014). Examples of tactics to retain employees included compensation and

rewards, employee engagement programs, management opportunities, onboarding and

socialization, and training and development (Allen & Bryant, 2012; Anitha, 2014; Ghosh,

Satyawadi, Prasad Joshi, & Shadman, 2013; Sengupta & Dev, 2013). Anitha (2014) found the attributes of employee retention are engagement with a good working environment, inspiring leadership, positive working relationships, relevant training and development, good remuneration of pay and reward, organizational policies, and management's interest in employee well-being.

Compensation and rewards for employee retention. Employees want good wages and rewards. Haider et al. (2015) found employee compensation had a positive relationship with retention. In contrast, Carraher (2011) stated that compensation was for attracting employees and benefits were for retention. Researchers found among U.S. firms, workers remained in an organization when the company offered employee stock options and innovative programs (Chang, Fu, Low, & Zhang, 2015). The employee stock options, ownership options, and retirement plans can be effective long-term strategies for retention (Bryant & Allen, 2013). Hong, Hao, Kumar, Ramendran, and Kadiresan (2012) found competitive compensation, learning new skills and knowledge from training programs, and recognition were significant factors for retention decisions. In 2008, the KEY Group found millennials' top four motivators for attraction and retention, in order of importance, were health benefits, work-life balance, promotion, and salary (Sujansky & Ferri-Reed, 2009).

Employee engagement in support of retention. When employees feel engaged in the work, the individual may decide not to leave an organization. Anitha (2014) defined employee engagement as a connection and collaboration of employees within an organization with the ability of involvement with emotion, intellect, and physical

connection. Shuck and Reio (2014) found employee engagement included one's whole

self towards an outcome for an organization. Tillott, Walsh, and Moxham (2013)

suggested the interaction with one's environment as a reward or threat could affect the

workplace culture. Rewarding work environments such as status, certainty, autonomy,

sense of safety, and fair treatment contributed to better employee engagement and

retention (Tillott et al., 2013). Employee engagement programs must include self-

awareness by each worker and engagement in one's life (Shuck & Reio, 2014).

Employee engagement provided a competitive advantage over businesses seeking skilled

workers (Albrecht, Bakker, Gruman, Macey, & Saks, 2015).

Supervisor influence on employee retention. A worker's supervisor may have

the most influence on employee retention. Supervisors organize, coordinate, implement,

control, and review operations at an organization (Boella & Goss-Turner, 2013).

Supportive supervisors can influence retention of employees (Allen & Bryant, 2012;

Ashar, Ghafoor, Munir, & Hafeez, 2013). Supervisors can embrace work styles of

flexible locations, workspaces, technology, and organization structure as a means to

transfer knowledge through mentoring programs, teamwork, collaboration, and virtual

work (Bennett, Pitt, & Price, 2012). A supervisor's support of training increases an

employee's commitment and intention to remain in the organization (Ashar et al., 2013).

Good communication with supervisors and quality of supervisor relationships supports an

employee's intention to remain at an organization (Hooi & Leong, 2015). Grissom

(2012) found effective management reduces employee turnover when employee

participation in decision-making is high. When supervisors are fair and supportive a worker may intend to remain at a job.

A supervisor's backing for worker socialization may increase the intention to remain in an organization. Socialization with supervisors has a positive influence on the employee's intention to stay at a firm (Mohamed, Nor, & Dahalan, 2014). An organization with high levels of supervisor support for employees, when organizational support is low, helps reduce turnover intention (Tuzun & Kalemci, 2012). A supportive supervisor can help to increase the enthusiasm among employees (Hassan, Razi, Qamar, Jaffir, & Suhail, 2013). Supervisors can use the organizational influence and roles to encourage relationships among the employees and throughout the organization (Madden, Mathias, & Madden, 2015). Approval by supervisors of nonwork chats among workers and supervisors may help to establish comradery.

Managers with transformational leadership skills and the ability to maintain positive relationships with subordinates can promote retention through engagement in work (Jiang et al., 2015). Menguc, Auh, Fisher, and Haddad (2013) found a supervisor's feedback supported employee engagement and performance. The communication with supervisors develops workplace relationships and promotes the development and maintenance of employee engagement (Karanges, Johnston, Beatson, & Lings, 2015).

Onboarding and socialization to support employee retention. Learning a new job can improve retention with onboarding or new employee training. New employees benefit from effective onboarding programs and positive socialization opportunities (Phillips, Esterman, & Kenny, 2015). Onboarding is a process to introduce new

employees to a company's vision, mission, values, and procedures of the firm (Graybill, Carpenter, Offord, Piorun, & Shaffer, 2013). *Personal-identity socialization* is an onboarding approach to encourage new employees to express individual characteristics and strengths for a new job (Cable, Gino, & Staats, 2013). A new restaurant employee who enjoys connecting with others can visit restaurant patrons and make guests feel welcomed at the table (Cable et al., 2013).

When a new employee is socialized through positive organizational and work relationships, their intention to stay increases (Allen & Shanock, 2013). Organizational socialization tactics such as mentoring programs increase employee satisfaction and reduce turnover (Yang et al., 2012). A mentor can help the new employee to understand job expectations and help the employee balance work and family (Yang et al., 2012). Worker celebrations of birthdays, anniversaries, or big events can give employees a chance to get to know one another in an informal setting. Cable and Kay (2012) determined new employees who not only *self-verify* or present to others in an honest and realistic manner, had supervisors consider as better employees, satisfied with the job, and committed to the organization. Organizational socialization tactics increase job satisfaction and work engagement with new employees (Song, Chon, Ding, & Gu, 2015). Business leaders can implement socialization opportunities with formal mentor programs or informal celebrations.

Influence of work-life balance. Employees can feel overtime hours or job demands interfere with family obligations. When employees feel support from the organization individuals have a greater intention to remain at the company (Madden et

al., 2015). An employee's work-life balance includes support for flexible schedules and understanding of needs and requirements to make employees feel valuable for the organizations (Bharwani & Butt, 2012; James & Mathew, 2012). A positive work-life balance and company culture are factors of employee retention (Deery & Jago, 2015; George, 2015). Inadequate compensation and limited socialization during work hours limit the work-life balance of employees (Bharwani & Butt, 2012). A company with a culture of work-life balance increases the job satisfaction of workers and intent to remain (Joyce & Barry, 2016). Without a balance between job demands and after work commitments, an employee may feel job dissatisfaction.

Training and development for employee retention. Training and professional development programs can help with employee retention. Training and development programs aid in employee retention and help employees with problem-solving skills. Employee training can help to define job roles, minimize job stress, and improve performance (Hong et al., 2012). Training specific to the organization and position helps to improve skills and abilities of employees (Ashar et al., 2013). When management does not prioritize retention strategies, employees with unmet expectations of training and development may leave an organization (Yang et al., 2012). Abduli (2013) found an increase in employee training had an increase in expected job skills. Hassan et al. (2013) confirmed employees wanted job training, and employers should provide rewards for training to increases the enthusiasm and motivation of employees. Firm leadership can encourage employees to take advantage of training or development programs to improve job skills, manage stress, or finish a college degree.

Hospitality Employment Environment

Culinary-educated individuals are hospitality employees and face unique working environments. Hospitality employment includes jobs in the service industry of accommodations, restaurants, bars, travel, and tourism (Sobaih, 2015). Hospitality employees are the backbone and assets for the industry (Hong et al., 2012), and make up approximately 8% of all U.S. employment, with two-fifths of the employees in hospitality working part-time (BLS, 2016). Hospitality is a service industry with employees working in high-pressure environments and with high turnover rates (Wang, 2013). Incivility among hospitality employees and from customers can interrupt business operations and sales performance (Torres, Niekerk, & Orlowski, 2016). Hospitality employees use the body to perform duties of cooking, cleaning, and entertainment and experience physical and psychological demands with irregular hours (McIntosh & Harris, 2012). Emotional exhaustion of hospitality workers can lead to low job satisfaction and turnover (Rathi & Lee, 2016).

Wages for the hospitality workforce averaged much lower than other industries in the economy (Sobaih, 2015). Hospitality labor problems mean industries rely on illegal workers and federal skill building programs to perform service work (Pearlman & Schaffer, 2013). Hospitality employees want empathetic managers, perform best when working with repeat customers, and may respond with negative emotions from demanding jobs (McIntosh & Harris, 2012). Employees allowed high autonomy in job positions improved the service and increased customer satisfaction (Wu & Liao, 2016).

In the future, demands for specialized-skills and educated hospitality workers may limit labor resources (Pearlman & Schaffer, 2013).

Restaurant employment. Culinary-educated restaurant workers serve millions of meals each day in the United States. Estimated U.S. restaurant sales for 2016 were $783 billion with more than 1 million locations with 14.4 million employees (National Restaurant Association (NRA), 2016). The U.S. employment estimate for restaurant cooks was 1.1 million with a mean hourly salary of $11.40 (BLS, 2014). The top paying industry for cooks was with travel accommodations such as hotels and casinos with an average hourly salary of $13.81 (BLS, 2014). California ranked as the highest employer of cooks with Colorado among the top five states with the highest concentration of the occupation per one thousand jobs at 10.5 (BLS, 2014).

Restaurants employ workers in upscale fine dining, casual fine dining, moderate-priced family, and fast food (Batt et al., 2014). Two main working areas in restaurants are back of the house (BOH) and front of the house (FOH) (Thomas et al., 2017). FOH workers often have direct customer interaction and include servers, hosts, bartenders, and bussers; BOH workers include chefs, cooks, stewards, and kitchen support staff (Thomas et al., 2017).

Culinary arts education. Formal cooking education for hospitality employees may benefit the restaurant industry through improved employee retention. A culinary arts degree includes education in preparation, cooking, and presentation of food (Boella & Goss-Turner, 2013). Degree programs range from technical trade schools starting in high school to graduate programs (Kocaman & Kocaman, 2016; Shani, Uriely, Reichel,

& Ginsburg, 2014). In addition to cooking skills, many degree programs include courses with integration in food ethics, sustainable practices, communication, leadership, problem solving, and teamwork (Shani et al., 2014; Wang, 2016). Culinary art graduates often start careers in the food service industry in lower level positions and advance to head chef positions over many years (Allen & Iomaire, 2016). Managers implementing job-shadowing programs improve culinary graduate's quality of service (Kocaman & Kocaman, 2016). New chefs agree a culinary certification is a valuable credential for improving careers (Johnston & Phelan, 2016).

Culinary arts education may include internships in food service and increase the likelihood of continuing in the industry for long-term employment (Brown, Bosselman, & Thomas, 2016). Culinary interns have a higher intent to remain in the hospitality industry when internship programs give equal pay for equal work, include recognition, benefits, positive supervisor experience, and job planning and training (Lee & Chao, 2013). Managers of educated hospitality workers can use retention practices including challenging employees and offering novel experiences along with increased responsibilities (Brown et al., 2016). The growth of the food service sector creates competition among restaurants requiring cooks and chefs to gain competitive advantages with unique and creative competencies (Shani et al., 2014).

Restaurant employee challenges. The fast-paced and high demand industry of hospitality has many obstacles to meet service requirements. BOH workers challenge managers with high turnover, substance abuse issues, and no documents for legal employment (Batt et al., 2014). Back of the house workers with organizational

commitment and a sense of a family-orientated culture have a greater tendency to remain in the organization than uncommitted workers (Koutroumanis, Alexakis, & Dastoor, 2015). BOH workers benefit from empathetic relationships during high-stress times with positive and meaningful social interactions (Thomas et al., 2017). The BOH workers may engage in social drinking with coworkers to release tension and build camaraderie (Duke, Ames, Moore, & Cunradi, 2013). One in six restaurant full-time workers participates in illegal drug use and workers may not be familiar with employer-sponsored substance abuse programs (Kitterlin, Moll, & Moreno, 2015). Undocumented cooks and restaurant employees can enter the country by crossing the U.S.-Mexican border (Kiss & Asgari, 2015). By 2014, the undocumented population estimate in the U.S. was almost 11 million with about 180,000 in Colorado (Warren, 2016). Restaurant supervisors who depend on the experience, knowledge, and skill sets of the back of the house workers for service delivery may lose market share, reduce profits, and disrupt operations without addressing employee challenges.

Supervisor influence in hospitality. As in many industries, supervisors in hospitality can create a positive working environment for all employees. Hospitality employees perceive supervisor support indicative of organizational support (Karatepe, 2014). Abusive supervisors can lead employees to believe the company does not care about individual workers with negative opinions about the organization (Shoss, Eisenberger, Restubog, & Zagenczyk, 2013). Supervisors with hostile verbal and aggressive nonverbal behaviors may indicate negative employee attitudes and an intention to leave an organization (Mathieu & Babiak, 2016).

A positive relationship with a supportive supervisor increases the trust of the organization and is key to an employee's intention to stay (Guchait et al., 2015). Hospitality managers can meet organizational goals by investing time getting to know millennial workers (Dimitriou & Blum, 2015). Supervisors engaged in monitoring the work-life balance of hospitality employees can help to intervene before problems occur (Deery & Jago, 2015). Supervisors perceived by employees as ethical and effective help to reduce stress and turnover of employees (Elçi, Şener, Aksoy, & Alpkan, 2012). Hospitality workers have increased intention to remain at a job with socioemotional support from the organization and supervisors more than economic incentives (Guchait et al., 2015). Hospitality employees with supervisor support and the right supplies and tools have the confidence to perform a job well and have the motivation to stay at an organization (Michel, Kavanagh, & Tracey, 2013).

Hospitality employee turnover. Hospitality leaders can struggle with high turnover of employees causing additional expenses and interrupts operations. The hospitality industry has a higher than average turnover of employees (Guilding, Lamminmaki, & McManus, 2014). In 2013, the leisure and hospitality industry segment had a turnover rate of 64.8%, whereas the turnover rate for all industries was 37.2% (BLS, 2013). High employee turnover within a hospitality establishment can disrupt customer expectations and organizational reputation (Putra et al., 2015; Qazi, Khalid, & Shafique, 2015). The cost of employee turnover in the hospitality industry can range between $3,000-$20,000 for each hourly employee lost, and up to $50,000 for managers (Guchait et al., 2015; Guilding et al., 2014; Hertzman et al., 2015). Costs of turnover

from advertising, time for interviews and selections, training, uniforms, testing, and legal costs contribute to profit loss (Guilding et al., 2014)**.**

Employee turnover has signified an economic challenge for businesses (Gialuisi & Coetzer, 2013; Li & Jones, 2013). The stress of physical and mental exhaustion cause turnover of hospitality employees (Jung & Yoon, 2014; Jung, Yoon, & Kim, 2012). Overworked employees in the hospitality industry can have increased depression-related illnesses, reduced service quality, and increases in service breakdowns with the loss of profits (Jung et al., 2012). Job dissatisfaction with poor working conditions, working long hours, low wages, and poor employee training programs can lead a hospitality employee to quit (AlBattat & Som, 2013; Thomas et al., 2017). Turnover reasons in hospitality included abusive supervisors (Mathieu & Babiak, 2016), stress and burnout (Jung et al., 2012), physical demands and hardship (Shani et al., 2014), and lack of formal leadership skills (Perez & Mirabella, 2013).

Hospitality workers with high job stress may leave an organization when job duties are unclear and responsibilities vague (Jung et al., 2012). Lack of leadership training is a significant factor in turnover intention (Perez & Mirabella, 2013). Fifty percent of hospitality employees with no formal leadership training may leave a restaurant position (Perez & Mirabella, 2013). The hospitality industry can be a demanding career with low wages and difficult working conditions. Without a supportive supervisor within a high-pressure and urgent environment, hospitality managers should find innovative ways to retain workers.

Hospitality employee retention. Innovative and inclusion programs, along with

good supervisors, can help with employee retention. Hospitality human resource managers agree retention of employees is the foremost challenge in talent management (Bharwani & Butt, 2012). Wang (2013) found to improve an employee's work quality and personal life, the hospitality employee can participate in training programs for self-management, for learning and problem solving, and to enhance management skills. Good management, incentives, and rewards contribute to retention of employees in the hospitality industry (Vasquez, 2014). Hospitality managers can support fun interactions at work with coworker socialization as an important strategy to promote retention (Becker & Tews, 2016).

A sense of community among hospitality workers has replaced the traditional norm of neighborhoods, towns, churches, and other places of interactions in everyday life (McCole, 2015; Robinson, Kralj, Solnet, Goh, & Callan, 2014). When a hospitality employee feels attached to work during personal life events, the individual may decide to remain (Tews, Stafford, & Michel, 2014). Employees may use a sense of community as a hygiene factor, and contribute to the intention to remain at an organization (McCole, 2015). Karatepe (2014) posited to help employees feel the organization is investing in the worker's career; organizations should use training, rewards, and career opportunities.

The hospitality industry may undertake corporate social responsibility practices to increase employee retention. Socially responsible companies led to better retention of workers (Aguinis & Glavas, 2012). Hospitality organizations benefited from employer-employee corporate social responsibility engagement activity of having fun, feeling pride, developing skills, and team building (Supanti, Butcher, & Fredline, 2015). A positive

relationship exists between a hospitality employee's perception of corporate social responsibility programs and organizational commitment, which reduces turnover intentions (Kim, Song, & Lee, 2016). Business practices of corporate social responsibility are expectations of millennial workers (Kultalahti & Viitala, 2015). Hospitality employees may remain at a job when the employer provides a sense of community, support for professional development, and group activities of community engagement.

Millennial Generation

A generational cohort has shared experiences, similar ages, and live in a specific period of historical time (Acar, 2014; Costanza & Finkelstein, 2015). In the first quarter of 2015, the millennial generation cohort made up the largest working generation and surpassed Generation X as the largest portion of the American workforce (Campione, 2015; Fry, 2015). The millennial generation includes people who were born between 1980-2000 (Bolton et al., 2013; Cekada, 2012; Smith & Nichols, 2015) and make up about 76 million Americans (Laird, Harvey, & Lancaster, 2015). The average tenure for millennials at a job in the U.S. is 3.2 years (Laird et al., 2015). The generation has conditional loyalty and may leave a job for better work at another organization (Altinbasak-Farina & Guleryuz-Turkel, 2015; Gursoy, Chi, & Karadag, 2013). Millennial generation employees are the largest working group to enter the U.S. labor force and represent the future talent pool (Gallicano, Curtin, & Matthews, 2012).

Millennial generation employees differ in communication styles, work habits, attitudes, and motivation (Smith & Nichols, 2015). Millennials are a diverse cohort with

differing expectations and assumptions about work (Fenich, Scott-Halsell, Ogbeide, & Hashimoto, 2014). The generation is technology savvy, has global and cultural awareness, and is educated (Allison, 2013). Millennial generation employees respond well to new experiences including teamwork, global assignments, diverse people, and off-premise assignments for engagement and motivation (Weyland, 2011). Retention and turnover of millennials have become challenges for managers as the millennial generation becomes the dominant group in the workforce (Johnson & Ng, 2015). Retaining millennials at jobs lead to cost savings, knowledge consistency, and economic stability (Hancock, Allen, Bosco, McDaniel, & Pierce, 2013). Millennial employees in the hospitality industry have higher intention to leave than older generations when job conditions do not fit with work preferences (Park & Gursoy, 2012). Job dissatisfaction can lead to intention to leave, lead employees to make job comparisons, and job turnover (AlBattat & Som, 2013). Millennials may be our next leaders in business, industry, and politics. Understanding millennial traits may help our current leaders embrace differences and utilize strengths for employee retention.

Communication preferences of millennials. Unique to millennials is their communication style. Millennials thrive using technology for personal and business communication (Becton, Walker, & Jones-Farmer, 2014; Ferri-Reed, 2014; Hartman, 2014). Millennials prefer working for companies with a social media presence and ones supporting employee social media use (Cho, Park, & Ordonez, 2013). The generation prefers electronic social networks to face-to-face interaction and hesitates with public speaking requirements (Latif, Uçkun, & Demir, 2015). Lu and Gursoy (2013)

determined technology was a tool for communication for millennials and supported a quest for stability at work and personal life. In contrast, Fenich et al. (2014) found the most preferred method of communication for millennials was face-to-face. Millennials have trust in online activity when the navigation is easy and when product reviews are available (Obal & Kunz, 2013). Millennials are frequent online shoppers, want positive online experience with websites features of fun and pleasure, and spend $200 billion per year (Bilgihan, 2016).

Millennials use technology such as texting or email for social interaction and expect an immediate response (Cekada, 2012). Fenich et al. (2014) argued millennials preferred face-to-face, email, and texts for invitations to participate in events. For job satisfaction, millennials want inclusive communication with management or regular, complete feedback, and defined roles (Gallicano et al., 2012). As millennial parents, some preferred emails, texts, and tweets to keep current with the children's school news (Ray, 2013). Allowing millennial employees to use cell phones, post on social media, and have access to the internet may create a preferred work environment with better communication.

Work habits of millennials. Millennials may remain at a job or career when the work fits the preferred lifestyles. The work habits of the millennials are unlike other generations (Dimitriou & Blum, 2015). Millennial generation employees prefer to work to live rather than live to work and want instant appreciation through a title, praise, promotion, salary, and teamwork (Gursoy et al., 2013). Lu and Gursoy (2013) found millennial workers valued leisure and personal time more than careers.

Millennials, in general, want ideas and opinions heard, consider a contribution to an organization valuable, benefit from a detailed career path, desire effective mentoring, and are impatient for promotions (Ferri-Reed, 2012). The millennial generation has the ability to strategize and see the big picture more than other generations (Ferri-Reed, 2013). The millennial generation is proficient at multitasking and can move from one task to another without effort (Cekada, 2012). Millennials are more satisfied with jobs if the workplace is fun (Choi, Kwon, & Kim, 2013). Laird et al. (2015) found millennial attitudes of entitlement and tendency to leave positions within three years may require managers to improve workplace procedures.

Millennials consider the style and approach to work as an investment in a company, not an asset, and want a return on investment with mentoring, career development, and an inclusive style of management (Aruna & Anitha, 2015). Millennials want innovative and collaborative work, customizing jobs as well as training and freedom using technology (Allison, 2013). Differences in generational workplace behavior exist but implementing different practices for millennial may not benefit an organization (Becton et al., 2014).

Millennials want a sense of calling or purpose, and to make a significant impact upon the world (Hammer, 2015). Millennials are more willing to work for the company when a company's philanthropy and volunteerism programs are understood (Ferri-Reed, 2014). The millennials are optimistic with the confidence to replace the Baby Boomer generation (Ferri-Reed, 2013). The generation wants to enjoy work, have fun with opportunities for promotions, and make a difference in the world.

Values and attitudes of millennials. Millennials have values and attitudes unique to the cohort. Individual work values are important predictors of organizational commitment (Froese & Xiao, 2012). Values are beliefs, desirable goals, specific to actions or situations, serve as a standard or criteria, and ordered in importance or priority (Schwartz, 2012). The values and attitudes of millennials differ from other generations and are most similar in countries with shared comparable cultures (Altinbasak-Farina & Guleryuz-Turkel, 2015; Schewe et al., 2013). The values of millennials include: (a) universalism-respect for others, social justice, freedom, peace; (b) conformity – trust of others, empathy, respect, sharing; (c) hedonism – pleasure, enjoy life, indulgence; (d) security – family, health, sense of belonging; (e) success – creative, productive, responsible; (f) power – independent, prestige, freewill; (g) self-respect – self-esteem, well groomed; (h) spirituality – harmony, positive thinking (Altinbasak-Farina & Guleryuz-Turkel, 2015).

Universalism may differ for millennials than other generations. Universalism is the value of protection, understanding, appreciation, tolerance, and welfare of all people (Schwartz, 2012). Millennials have social conscious, concern for the environment, respect for others, and have good morality (Altinbasak-Farina & Guleryuz-Turkel, 2015). The generation considers intrinsic work values of social responsibility and altruism important as a student and later in life as an employee (Kuron, Lyons, Schweitzer, & Ng, 2015). The generation wants to see a better world, embrace diversity, protect the environment, and encourage leaders to do the right thing.

Millennials may feel trust of others, empathy, respect, and sharing can support a better world. Conformity is the value of social expectations or norms, actions, and do not upset others (Schwartz, 2012). Millennials expect empathy from others and a desire to be loved (Altinbasak-Farina & Guleryuz-Turkel, 2015). Millennials tend to accept the diversity of gender, race, or sexual orientation as values of conformity and may not consider diversity a social problem.

Millennials want to have fun and to make work a pleasant experience. Hedonism is the value of pleasure, enjoying life, and self-indulgence (Schwartz, 2012). Millennials incorporate hedonism in all aspects of life, not just for work life (Altinbasak-Farina & Guleryuz-Turkel, 2015). The older millennials value thrift and simplicity while the younger millennials (17-23 years) want to enjoy life as an offset from poor job possibilities (Debevec, Schewe, Madden, & Diamond, 2013). Millennials like to have fun at work and is important for job embeddedness (Tews, Michel, & Stafford, 2013). Schewe et al. (2013) found American millennials valued joy and excitement for living, having fun, and living life to the fullest. The value of hedonism may be one of the key factors in millennial employee job retention.

A millennial may find family support as the most helpful for career success. The value of security includes personal health, social order, sense of belonging, and family health (Schwartz, 2012). The millennials grew up with protective parents who told them achievement was possible but they lack coping and problem-solving skills (Cates, 2014). Family support has shaped the generation's values with strong ties to families for love and support (Altinbasak-Farina & Guleryuz-Turkel, 2015). American millennials value

spending time with family and friends, and want financial security for parents (Schewe et al., 2013). Millennials may make life and career decisions after consulting with parents or siblings and may prefer living with family as an alternative to living alone.

Three values millennials can exhibit are the desire for success, power, and self-respect. Millennials find success in values of working hard, being productive, capable, and responsible (Altinbasak-Farina & Guleryuz-Turkel, 2015). The value of achievement is intrinsic and motivated by the desire to demonstrate competence based on cultural standards (Schwartz, 2012). Power is a value of social status, control of others, authority, prestige, and independence (Schwartz, 2012). Millennials want financial power, or the economic means for their desired lifestyle (Altinbasak-Farina & Guleryuz-Turkel, 2015). The generation considers the intrinsic work value of prestige important as a student and later as an employee (Kuron et al., 2015). In contrast, Papavasileiou and Lyons (2015) found millennials placed less importance on prestige value over intrinsic work values and social work values. Self-respect is a value the millennials feel is important and related to the promotion of *self* (Altinbasak-Farina & Guleryuz-Turkel, 2015). Millennials value being well-groomed and invest in both physical and mental attributes (Altinbasak-Farina & Guleryuz-Turkel, 2015). The three values of the drive for success, the need for power, and self-respect could be attributes employers seek to support retention practices of millennial generation employees.

The Great Recession and the election of an African-American U.S. president were defining moments for millennials (Debevec et al., 2013). Other generations may perceive millennials as having social conscious, are skeptical, and self-absorbed (Susaeta et al.,

2013). However, other researchers found millennials are more tolerant and trustful than other generations (Valentine & Powers, 2013) and place more importance on empathy within interpersonal relationships (Altinbasak-Farina & Guleryuz-Turkel, 2015). The defining moments for millennials may be the reasons for the values and attitudes and are shaping the generation today.

Silva (2014) explained millennial workplace attitudes stem from the lack of steady jobs, lasting family relationships, or a social safety net. Millennials want a fair, reasonable, and manageable career and may leave a job if not fulfilled (Campione, 2015). Susaeta et al. (2013) compared millennials to members of Generation X in a Latin American study, determining a linkage of work attitudes and culture. Susaeta et al. confirmed the hypothesis the membership of a particular generation affects individuals' attitude to work. Branscum and Sciaraffa (2013) found millennials had a negative attitude towards older adults, benefited with a positive attitude from exposure with the elderly, and preferred mentoring as a means to *check-in*. Because millennials may have started careers during hard economic times, many do not feel committed, engaged, or loyal to any one company.

Shaped by the environment, I attribute the attitudes and values of the millennial generation to the technology savvy, economic strife, social unrest, grade school instructions of tolerance and anti-bully training, and environmental concerns. Millennials may not value a job if it is not good, fun, or interesting work. With a safety net for millennials to return home and live with parents, quitting a job may not be a big problem.

With little to no income but a life of interesting or unusual work may be the most important value for a millennial.

Motivation factors of millennials. Millennials may stay motivated and remain at work with a stake in the outcome. Striving for the best motivates millennials in the workplace (Deal et al., 2013). The motivation of millennials is with fulfilling or meaningful work, challenging projects, relationships built on an appreciation of others' skills, recognition for performances well done, and constructive feedback (Sujansky & Ferri-Reed, 2009). Meola (2016) suggested coaching as an approach to motivating and retaining millennials. Laird et al. (2015) found when millennials want to work the motivation is intrinsic. Schullery (2013), in research conducted on three generations, Baby Boomers, Generation X, and millennials, established extrinsic motivation was more significant with millennials. Krahn and Galambos (2014) recognized millennials placed increased value on extrinsic rewards and strong job entitlement beliefs. In contrast, Costanza, Badger, Fraser, Severt, and Gade (2012) found addressing generational differences may not be effective for organizational interventions of motivation. Millennials may stay motivated with favorable supervisors, enjoyment of the work and organization, given opportunities for personal and professional growth, and with continual feedback of work performance.

Supervisor influences with millennial employees. Millennials' supervisors can have an influence on retention, work performance, and motivation. A supervisor can influence how an employee feels about achieving balance with work responsibilities and family priorities (Nolan, 2015). Millennial generation employees require respect from

supervisors and frequent and honest feedback of work performance (Aruna & Anitha, 2015). Campione (2014) showed the millennial generation employees preferred supervisors of the same gender and a perceived an older cohort as more trustworthy and providers for mentorships.

Millennials require supervisors to address inadequacies of skills, abilities, and interpersonal communication (Gallicano et al., 2012). Millennials want personalized development plans, but supervisors proficient with technical skills may lack managerial and training skills (Campione, 2015). Supervisors can benefit from managerial skills training, and working through experiential activities to help employees deal with issues (Campione, 2015).

Millennial generation employees benefit from effective coaching systems with corrective and positive feedback (Sujansky & Ferri-Reed, 2009). In contrast, supervisors can provide mentorship opportunities for reverse knowledge-sharing with older workers in the use of technology and can help to develop leadership skills for millennials (Nolan, 2015). During performance reviews with millennials, a supervisor may want to include questions to understand better what works well and does not work well for a job. Questions called *keeper interviews,* rather than exit interviews, help supervisors emphasize clear expectations of a position and recognition for success to retain millennial workers (Sujansky & Ferri-Reed, 2009). Supervisors can encourage motivated hospitality workers by marketing a career rather than a job to help attract and retain individuals (Kim, Kim, Han, & Holland, 2016).

Supervisors found conventional management practices and performance evaluation outdated for millennial employees (Laird et al., 2015). Zopiatis, Krambia-Kapardis, and Varnavas (2012) suggested a paradigm shift for supervisors by embracing the qualities of the millennial generation employees for individuality and innovation. A supervisor's lack of support and unfavorable management styles for millennials can be a source of dissatisfaction and harmful to an organization (Nolan, 2015). Good relationships with a supervisor help to retain millennials (Nolan, 2015). As suggested in this section of the literature review, supervisors can provide the influences to retain millennial generation employees. A supervisor who is difficult to work with and lacks understanding of millennials' needs, may have poor employee retention. To find a loyal and engaged long-term worker, supervisors can invest time, patience, and understanding with the millennial employee.

Millennials in hospitality. Hospitality is a growing industry for millennials. The U.S. Census Bureau [USCB] (2013) estimated from 2004-2013 millennial employment increased by 20% in the leisure and hospitality sector. Choi et al. (2013) found millennial hospitality employees' emotions of joy or delight an antecedent to job satisfaction. A significant predictor of turnover of millennial generation hospitality employees is not having fun at work (Tews, Michel, & Allen, 2014). Hospitality millennials consider fun as having sociable coworkers and supportive managers who encourage fun at work (Tews, Michel et al., 2014).

Millennials may have a low level of work engagement in hospitality due to the industry's job conditions of low rewards and challenging work (Park & Gursoy, 2012).

When millennial hospitality employees experience a lack of energy, mental challenges from work, loss of purpose, or enthusiasm for the job, then the intention to leave increases (Park & Gursoy, 2012). Zopiatis et al. (2012) found millennial hospitality employees were less loyal to the organization than Baby Boomers or Generation X and perceived as high maintenance, questioned authority, were global thinkers who liked change, and embraced technology. Millennials new to hospitality can explore career paths with internships and determine the best fit for a long-term career (Brown et al., 2015). Millennials want opportunities for gaining experience in hospitality to be successful in careers (Hertzman et al., 2015). By exploring different jobs and careers, the experience could mean the difference between staying in the hospitality industry or leaving for another sector in the economy (Brown et al., 2015). By investing time with hospitality millennials through building relationships and learning how the employee operates, these practices can help to achieve organizational goals (Dimitriou & Blum, 2015). In the hospitality industry, work values among the generations differ with millennials preferring collective action, optimism, challenging authority, and teamwork activities (Gursoy et al., 2013).

For the review of the literature, I considered Herzberg two-factor theory, employee retention, the hospitality employment environment, and the millennial generation. Government sources and scholarly researchers revealed the concern with retention of young workers at businesses, presenting a challenge for business growth and succession planning for managers. Limits on time and funding can challenge human resource professionals to support supervisors with effective retention practices of

millennial workers. Supervisors often have limited knowledge of hiring, turnover, and retention practices.

Transition and Summary

In Section 1, I introduced the business problem and purpose of the study. Included in Section 1 were the definition of terms; assumptions, limitations, delimitations; and a discussion of the significance of the study. I introduced Herzberg's two-factor theory as my conceptual framework, and I provided a detailed review of the literature.

I dedicated Section 2 to the methodology of the doctoral study including participants, research method and design, population and sampling, ethical research requirements, data collection instruments and technique, data analysis, and validity. In Section 3 I presented the findings, defined the application to professional practice, the implication for social change, recommendations for future research, reflections, and conclusions.

Section 2: The Project

Purpose Statement

The purpose of this qualitative multicase study was to explore effective strategies supervisors use to retain culinary-educated millennial employees in full-service restaurants. The specific population included supervisors of full-service restaurants and culinary-educated millennials working in Denver, Colorado. The findings of this study may influence social change by helping hospitality managers and supervisors identify effective strategies to retain millennial generation employees. Organizations can implement retention strategies for better organizational performance and improved team productivity (Malik et al., 2013).

U.S. millennials have experienced an economic recession with parents laid off from jobs, advancements in technology, and global unrest (Allison, 2013; Hershatter & Epstein, 2010). Social change occurs when positive and negative historical events happen within a society and alter human development (Chen, 2015). Improved retention may result in social change by creating a more stable employment outlook for millennials and retaining young workers in the economic circles as contributors to society (James & Mathew, 2012). From a positive social change perspective, young workers in the economic circle, employed, paying taxes, purchasing homes, and contributing as citizens of the community share in the responsibility of social progress and can reach their full potential.

Role of the Researcher

The researcher is the principle tool in the qualitative data collection process and must recognize the influence of preconceived opinions and beliefs on the data (Draper & Swift, 2011). As researcher, I served as an instrument to collect, transform, and interpret the data. Peredaryenko and Krauss (2013) posited that, as human instruments, qualitative researchers should utilize the informant-centered method, and Erlingsson and Brysiewicz (2013) suggested researchers use a semistructured interview technique with open-ended questions. As an informant-centered human instrument, I let the participants lead the inquiry with their knowledge of millennial retention and encouraged them to share experiences.

My experience with full-service restaurants and millennials included being an active member of the National and Denver Mile High Chapter of Society for Human Resource Management, a restaurant patron, and a member of Citizens for a Responsible Economy (CORE) Colorado. I have consulted for the Small Business Development Center in Denver, Colorado, facilitated a course on business plan writing, and done one-on-one mentoring with small business clients. As an educator, I have instructed millennial students writing restaurant business plans for course requirements at the Community College of Denver since 2009. Through my consultancy, I have met millennials, business managers, and employees, and have built relationships through the LinkedIn network (https://www.linkedin.com). To avoid bias, researchers should design studies with transparency, honesty, and with truthfulness (Simundić, 2013). I did not interview any participant for data collection with whom I had an existing relationship.

The U.S. Department of Health and Human Services ([HHS], 1979) published the

Belmont Report outlining researchers' obligations to maintain the ethical principles of

respect of persons, beneficence, and justice. Gibson, Benson, and Brand (2013)

emphasized that researchers must not cross ethical boundaries of inquiry, and must

protect the anonymity of participants. Anonymity is a form of confidentiality whereby

participant identities are kept secret while their data is shared (Saunders, Kitzinger, &

Kitzinger, 2015). To maintain respect for persons, I ensured that each participant took

part in the research as a volunteer and who had sufficient information about the study

(see HHS, 1979). To support the personal welfare of participants, I recognized my moral

requirement of individual independence and did not intend any harm. In the Belmont

Report, justice refers to how each participant should be given equal time, effort, and

contribution (HHS, 1979). In the interest of justice, I gave each participant the

opportunity to respond to the interview questions and share experiences and knowledge

of employee retention, the chance to review the respective themes from summarized data,

and a summary of the research results.

Shepperd (2015) suggested to use a scientific method of inquiry to reduce

researcher bias. Roulston and Shelton (2015) noted that all people have an unintentional

bias, and quick decisions are more vulnerable to unconscious bias. Researchers use

reflective journals to document decisions made, and to uncover biases (Noble & Smith,

2015). I used a reflective journal to reduce bias and document decisions. I remained, as

much as I could, objective during interview sessions, writing, data interpretation, and

analysis. Reflecting on my role as a researcher, I found that some of my biases may stem

from my status as (a) a parent of millennials, (b) a business professor of millennial students, (c) a small business owner, (d) a small business consultant, and (e) a spouse of a kitchen staff employee. I asked open-ended interview questions to support the main research question, and, as recommended by Gioia, Corley, and Hamilton (2013), kept participant identities confidential. Interviewees had the option to answer each interview question openly and without obstruction.

My rationale for the interview approach was to gain an understanding of experiences, opinions, and attitudes of supervisors and millennials regarding retention practices. The interviews allowed me to have private verbal exchanges with millennials and supervisors. In-depth semistructured interviews helped me discover the fundamental strategies and practices effective for keeping millennials at a current place of employment. The interview protocol comprised eight steps: (a) introduction and thank you, (b) confirmation of letter of consent, (c) understanding the research, audio recording, and notation; (d) coded representation of identity, (e) open-ended interview questions, (f) additional thank you, (g) completion of audio recording, and (h) member checking information (Appendix E).

Participants

The research question served as my basis for selecting participants and participants. Participants must have had the experience and knowledge to provide valuable data for the study (see Sargeant, 2012). Yin (2013) stated that, for a multicase study, researchers should screen participants before data collection. The eligibility requirements were that participants must have been millennials (18 years or older) or

supervisors from at least three full-service restaurants in Denver, Colorado. I chose this geographic region because participants with proximity to the researcher can allow for accommodations of short notice changes in schedules for interviews (see Talamo, Mellini, Camilli, Ventura, & Di Lucchio, 2016). For each full-service restaurant, I interviewed one supervisor and three millennials. To be included in the study, the millennial participants must have had full-time status, been culinary-educated, and have worked in the company for at least 2 years. The eligibility requirements for supervisors were that they must have been employees of the same organization as the millennials, and must have been a supervisor for the millennial participants for at least 1 year.

I identified businesses through personal knowledge of full-service restaurants in Denver, Colorado. To gain access to potential participants, I used purposeful sampling to select critical cases, and contacted a manager or supervisor at full-service restaurants in the geographic area. The individuals selected represented the norm, and a typical case sampling (Bloomberg & Volpe, 2012). A formal access agreement is an agreement between the organization and the researcher regarding (a) what data is collected, when, and how; and (b) what the return might be from participating (Talamo et al., 2016). I used a formal access process to gain entrance to the restaurant participants for this study with a letter of cooperation. When I had a potential partner site and an email confirmation, I checked eligibility with the manager or supervisor of the restaurant. Danso (2015) stated a *gatekeeper* may help to obtain the consent of potential study participants in an organization. If a potential site met eligibility, I gained permission from the organization's gatekeeper with a letter of cooperation (Appendix B). The

gatekeeper was from one corporate office with the authority to give permission for the three restaurant sites for data collection. With the encouragement and support of the gatekeeper, the human resource directors cooperated, including the executive chefs. The restaurant business is a demanding industry, and finding the right day and time took consistent requests and reminders to the human resource directors to gain access to employee emails so that I could complete the data collection.

For data collection, the researcher should establish a working relationship with the organization and participants (Danso, 2015). The researcher's interview competence helps to build rapport and success with data collection (Danso, 2015). I presented myself to the participants as a researcher and doctoral student with curiosity about employee retention practices. Talamo et al. (2016) suggested that, to be successful during fieldwork, the researcher should adapt to the norms of the research site. To establish a working relationship for a case study, a researcher should respect the participants' opinions and experiences, and keep communication open to build a successful working relationship (Houghton, Casey, Shaw, & Murphy, 2013). When contacting candidates via email, I sent the invitation along with the letter of consent. Once I receive a reply with consent to participate, I arranged a place and time convenient for the participant. For the convenience of the participants, I contacted the food and beverage manager or HR Director to schedule a time to conduct interviews at each restaurant. I used private rooms to conduct interviews.

Research Method and Design

Method

A qualitative inductive method was appropriate for this management and business study exploring how full-service restaurants supervisors retain millennials. Essential to research is the selection of the right method of inquiry to obtain quality results (Elo et al., 2014). Three primary methods of research are (a) qualitative, (b) quantitative, and (c) mixed methods (Allwood, 2012). Qualitative research is a method researchers use to learn from the personal experiences of the participants (Sergeeva & Andreeva, 2016). In a qualitative study, the words of the participants generate the data (Gale, Heath, Cameron, Rashid, & Redwood, 2013). In management research, qualitative methodology is an accepted process to explore, at length, a specific phenomenon (Thomas & Magilvy, 2011). A qualitative study was the best approach for my study because the purpose was to understand participants' responses to open-ended interview questions on employee retention.

A researcher using a quantitative method determines the *if* for a study, while a qualitative researcher seeks the *how* or *why* of an occurrence (Archibald et al., 2015). A quantitative study is a method used for exploring a large population sample with complex relationships among variables (Allwood, 2012). Hoare and Hoe (2013) noted that a quantitative researcher tests a theory or uses statistical data. The objective of this study was not to test a theory or review statistical data, but rather to explore strategies for millennial employee retention at full-service restaurants. Therefore, I did not select a quantitative method for this study.

Mixed methods researchers use both qualitative and quantitative data (Hayes, Bonner, & Douglas, 2013). While Sparkes (2015) observed that researchers used mixed methods when the focus of the study is an exploration of a problem and solution, Case and Light (2011) argued that mixed methods studies were not only used to bring together qualitative and quantitative methods, but also used in response to the research question. Using mixed methods was not appropriate because I did not analyze quantitative statistical data in addition to qualitative data.

Design

I selected a multicase study design for this research study. With a case study design, the researcher can explore phenomena and facilitates the study of contemporary real-life events (Yin, 2013). The real-life condition occurs within boundaries, and the various viewpoints of participants enable the investigation of complex social issues (Taylor, 2013). Case study researchers may use interviews, observations, archival sources such as documents, charts, and websites, or multiple investigators (Barratt, Choi, & Li, 2011). The study of multicases through fieldwork provided the opportunity to explore strategies full-service restaurant supervisors use to retain millennials.

Yin (2013) suggested an embedded multicase study design with multiple units of analysis. I used an embedded multicase design for this study of how full-service restaurant supervisors are retaining millennial employees. The multicase study included face-to-face interviews with three supervisors and nine millennials from three full-service restaurants located in Denver, Colorado. Semistructured interviews with open-ended interview questions help the researcher guide the study and seek to answer the central

research question (Erlingsson & Brysiewicz, 2013). Each interview represented the unit

of analysis, and I selected all participants from full-service restaurants. The collection of

data from the different sources such as interviews and documentation enable data

triangulation (Barratt et al., 2011; Wilson, 2014; Yin, 2013).

Researchers can use five qualitative designs for studies: (a) ethnography, (b)

grounded theory, (c) phenomenology, (d) narrative, and (e) case study (Lewis, 2015). An

ethnographic study requires the researcher to engage with participants in the field of

activity and sometimes participate (Gordon, 2013). Ethnographers combine interviews

with observations to find the meaning of a phenomenon with participants of a similar

culture (Case & Light, 2011). Observation was not the intent of this study on how

restaurant supervisors were retaining millennials and I did not select an ethnographic

design. Engward (2013) suggested researchers use grounded theory design for a study to

develop new theories. A researcher can use grounded theory for theoretical sampling,

collection and coding of data, with data comparison performed until theoretical saturation

(Turner, 2014). I did not select the grounded theory design because the development of a

new theory was not the intention of this study. Researchers use phenomenology design

to interpret lived experience of participants (Wilson, 2014). Berglund (2015) explained a

phenomenological researcher designs a study to consider a participant's recent situation

and lived experience and how the participant coped. I did not select a phenomenology

design, as the aim was not to understand the lived experience of the participant, but rather

how supervisors retain millennials generation employees at a full-service restaurant.

Researchers use a narrative research design for participants to tell stories of lives or share

life experiences for a single event or series of events (Singh, Corner, & Pavlovich, 2015).

Huber et al. (2013) described narrative research design to make connections between

events, express the impact of the time passed for actions carried forward, and determine

the goals and aims of individuals. The narrative research design was not appropriate for

this study of millennial retention at full-service restaurants because no event or event

connection was taking place.

Yin (2013) suggested researchers use a multicase design to evaluate an in-depth

contemporary phenomenon from the actual experiences of participants. The boundary of

the multicase study was limited to how full-service restaurant supervisors are retaining

millennial employees in Denver, Colorado. A case was one restaurant, and the unit of

analysis was a millennial or a supervisor at each full-service restaurant. A researcher

using case study design seeks to understand a person, process, or system (Houghton et al.,

2013). Yin stated three criteria to choose a case study design: (a) when the research

question is in the form of *how* or *why*, (b) the research does not require the control of a

behavior event, and (c) the study is a contemporary issue.

O'Reilly and Parker (2013) proposed researchers should provide saturation

descriptions and criteria for qualitative research. Saturation occurs when the information

provided by participants becomes redundant and no new concepts emerge (Marshall,

Cardon, Poddar, & Fontenot, 2013). Also suggested by Marshall et al. is to bring new

participants into the study until data replication or redundancy is complete. Fusch and

Ness (2015) noted saturation occurs when no new information, coding, or themes emerge

or another researcher could duplicate the study. Data saturation was reached with nine

participants but I interviewed all 12 at three full-service restaurants. The information was redundant and no new concepts emerged.

Population and Sampling

Suri (2011) posited a well-informed researcher must consider quality sampling when synthesizing research. I used purposeful sampling for the sampling method to select critical cases. Qualitative researchers use purposeful sampling for the discovery and selection of information-rich cases related to the event of interest (Palinkas et al., 2013). I used critical case sampling, a form of purposeful sampling. Critical case sampling means to select cases for the return of the best information and impact for knowledge development of the study (Palinkas et al., 2013). Kisely and Kendall (2011) suggested selecting participants in a qualitative study who add knowledge of the phenomena and to enlighten the theory.

The participants for this study included culinary-educated millennials and the supervisor at full-service restaurants in Denver, Colorado. I interviewed three millennials and one supervisor from each of the restaurants. A researcher determines the sample size of participants to understand all elements of a study phenomenon (Sargeant, 2012). Rowley (2012) stated an acceptable case study interview sample size is between one and 10 participants. Marshall et al. (2013) examined more than 80 qualitative studies for the optimal number of interviews. Marshall recommended the number of interviews to be between four or five for each case. Contributing experts with the National Centre for Research Methods agreed on the number of interviews for a qualitative study depended on the quality of the interviews, time constraints, funding, and scale of the study (Baker

& Edwards, 2012). Thomas (2015) interviewed two participants for a study of employee

retention, Gibbons (2015) interviewed four participants for a study of seasonal small

businesses and community engagement, and Scott (2016) interviewed three participants

for a study of employee retention in the hospitality industry.

Data saturation occurs when no new themes emerge from the data (Kisely &

Kendall, 2011) and when no new results or concepts develop (Sargeant, 2012). Nine

millennials and three supervisor interviews were an adequate sample size to ensure data

saturation. If I did not reach data saturation, I would have conducted more interviews

until I reached data saturation. I reached data saturation after interviewing nine

participants. Marshall et al. (2013) found data saturation with 10 interviews. In contrast,

Morse (2015) mandated data saturation was with thick descriptions of an adequate and

appropriate sample size.

Based on the research question of how full-service restaurant supervisors retain

millennials, I selected appropriate participants and a private interview setting. Kang,

Gatling, and Kim (2015) found managers have a role in employee retention. The criteria

for supervisors was: (a) has worked at the full-service restaurant for at least 1 year as a

supervisor of millennial generation employees, (b) a volunteer willing to join the study

after informed consent, and (c) and was willing to use audio recording and conduct the

interview in English. Millennials are individuals born between 1980 and 2000 (Smith &

Nichols, 2015). The criteria for millennials were employees who were: (a) culinary-

educated, (b) worked for the company for at least 2 years, (c) a volunteer willing to join

the study after informed consent, and (d) willing to use audio recording and conduct the

interview in English. Yin (2013) suggested focused interviews with a participant for a short period to corroborate facts. Interviews were 15 minutes or less and I allowed free input by participants. The interview setting was the place of employment of the supervisor and millennials, one participant per interview, using open-ended interview questions.

Ethical Research

The Walden University Institutional Review Board (IRB) requires informed consent of all participants for doctoral studies. An IRB requires review and approval for all research including human participants (Tsan & Tsan, 2015). After obtaining IRB approval, I began the data collection process. For each participant, I emailed the invitation (Appendix C), a consent form, and requested an email reply of the agreement to participate. The informed consent form included the study's objectives, procedures, voluntary participation, risk and benefits, privacy, and contact information. Once the participant read and returned the consent form, I scheduled an interview on a day and time convenient for the participant, at a location the participant chose to ensure privacy.

Robling et al. (2016) stated participants could withdraw from a study without consequence. Participants could withdraw from the interview process at any time. Both during and after data collection, none of the participants chose to withdraw from this study. Incentives are a method to attract a participant to a study (Singer & Ye, 2013). Inclusion in a study may bring value to a participant over nonparticipation (Singer & Ye, 2013). There was no financial incentive to participate in the study, but I offered each participant a summary of the research results.

The researcher must make personal efforts to uphold standards of ethics, take actions not to harm others, be honest, or not take from others (Vanclay, Baines, & Taylor, 2013). To assure ethical protection of participants, I conducted myself in a professional manner and did not cross ethical boundaries of inquiry. I did not subject participants to situations deemed unethical or dangerous. I did take necessary steps to provide comfortable seating and provide paper and pencil. If a participant needed to leave the interview, I stopped the recording and allowed the participant to address the issue and continue upon return. For one interview, the human resource director interrupted and I stopped the recording until the conversation was complete and the interview room was private. Participants did not have to answer any interview question when the response challenges a job position or was uncomfortable to answer (Bloomberg & Volpe, 2012). Participants answered all the open-ended interview questions I asked during data collection.

Addressed in the ethics section was the consent form process. I completed the National Institutes of Health (NIH) training course Protecting Human Research Participants on May 8, 2013, with no expiration date and the certificate number of 1177946 (Appendix D). The Walden IRB approval number was 08-12-16-0384805 and expires on August 11, 2017.

Confidentiality maximizes protection of participants' identities and preserves the value and integrity of the data (Saunders et al., 2015). I used a computer with password-protected access to store electronic data collected before, during, and after analysis. When this study was complete, I collected all printed material and removed electronic

copies from my computer to a flash-drive, and have stored all the data in a locked

container and will maintain for 5 years to protect rights and confidentiality of

participants. Gioia et al. (2013) suggested that to protect the names of individuals or

organizations, a researcher should promise anonymity and assure confidentiality. I

ensured privacy by not identifying the restaurant and participants during the data

collection, analysis process, or transcription.

Data Collection Instruments

Researchers bring a unique characteristic to qualitative studies as the primary

instrument to collect data (Erlingsson & Brysiewicz, 2013; Pezalla, Pettigrew, & Miller-

Day, 2012). I was the primary data collection instrument using focused semistructured

interviews with open-ended interview questions. For data collection, a qualitative

researcher uses a small sample size and selects participants who have experience with the

phenomenon to answer the research question (Erlingsson & Brysiewicz, 2013). With the

acceptance of the proposal by my committee and Walden University IRB approval to

perform this study, I contacted Colorado full-service restaurants. I contacted a potential

restaurant to find the best contact person and secure the letter of cooperation. To gain

access to participants, I requested a list of potential participants' email addresses

provided by a manager at each study site. To assure confidentiality, facilitate planning

and scheduling of the interviews, and enable the member checking process, I contacted

each participant via email.

Participants with experience and knowledge of the study phenomenon make for

information-rich cases (Milman & Dickson, 2014; Palinkas et al., 2013). Personal

connection and an Internet search helped to identify full-service restaurants in the target

population and the geographic area for the study. I contacted the manager via email, in

person, or via phone to confirm interest in participating in this study and follow up with a

letter of cooperation (Appendix B), including a request for the best dates to conduct

interviews, and request for supporting documents (i.e., business plan, training manual,

employee handbook). A manager can identify potential participants for interviews

(Karatepe, 2013), but to assure confidentiality, I contacted each participant via email.

Following the process in Figure 1, I obtained IRB approval, contacted restaurant

gatekeeper, secured a letter of cooperation from restaurant gatekeepers, contacted

participants and collected documents, obtained the participant's letter of informed

consent, and conducted interviews. Within 5 days of receiving the consent form, I

requested an interview time.
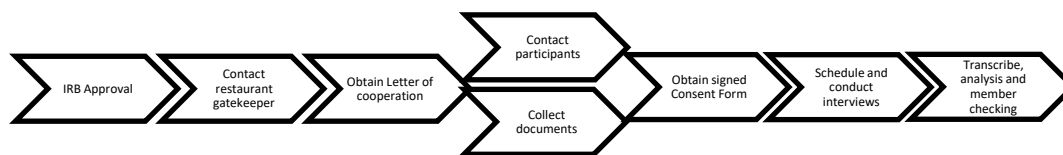
Figure 1. Data collection process.

A semistructured interview technique supports an in-depth inquiry for participants

to convey views (Irvine, Drew, & Sainsbury, 2013). Pezalla et al. (2012) suggested to

have a neutral approach for the data collection in face-to-face interviews. A neutral

approach means I limited commentary back to participants with verbal or nonverbal

affirmation or disapproval. Yin (2013) posited a researcher use focused interviews and

complete an interview within one hour. Each interview lasted less than one hour, with an

average time of about 15 minutes. I developed all interview questions to be sure there

was alignment with the research question, the problem statement, and the purpose

statement. The semistructured interview technique with open-ended interview questions

allowed me to adjust questions during the interview process. To enhance the reliability

and validity, I included member checking by providing each participant a summary of the

interview to verify I understood the intent of their responses. Member checking allows

participants an opportunity to verify the accuracy of the interview interpretation (Morse,

2015).

I designed an interview protocol (Appendix E) to collect the opinion and views of

supervisors and millennials at full-service restaurants in Denver, Colorado on effective

retention strategies. Qualitative researchers use interview questions to encourage

participants to give comprehensive answers for the collection of data (Applebaum, 2012).

To gain an in-depth understanding of the subject and a focus on depth of individual cases,

researchers can use a case study method (Kisely & Kendall, 2011). For each interview, I

used a digital recording device (Olympus Digital Voice Recorder, VN 701PC) and the

Audacity recording software on my password protected laptop. A recording device helps

to preserve data and assists for textual transcription (Gordon, 2013). I ensured to the best

of my abilities the venue was quiet for recording, and as endorsed by Wilson,

Onwuegbuzie, and Manning (2016), took notes during the interviews to make

observations on nonverbal behaviors not captured on the recording. After the data

collection of each participant, I transcribed each interview, word-for-word, including pauses and hesitations.

Data Collection Technique

I performed individual, face-to-face interviews to collect the data. Face-to-face interviews allow a researcher to observe nonverbal communication and may indicate misunderstanding, insecurity, or boredom from participants with a research question (Vogl, 2013). For qualitative studies, interviews are the most common method of data collection (Doody & Noonan, 2013). With a face-to-face interview, participants can speak with a direct connection to the researcher (Anyan, 2013). For the data collection technique, I included primary data captured from the participants using semistructured interviews with open-ended interview questions. Using a semistructured interview technique, the researcher can explore new emergent paths during an interview (Doody & Noonan, 2013). I maintained privacy and conducted the interviews in a private room lighted and quiet where intrusion was minimal and the participants not overheard or observed by others. I recorded all interviews and transcribed the audio to gather different opinions on key retention issues.

Yin (2013) stated related documents such as progress reports, other internal records, and internet searches should be part of the data collection process. I reviewed the business website, employee handbook, training manual, and documents made available to me by the restaurant employees. Spence and Rinaldi (2014) conducted in-depth interviews and reviewed data from annual reports for the exploratory study of decision-makers of sustainable supply chains in the United Kingdom. Houghton et al.

(2013) gathered data from interviews, observations, and documents for an exploratory

multicase study of nursing students preparing for careers.

The advantage of using three sources of data collection is to maintain quality

control, to create a case study database, and to establish a chain of evidence (Yin, 2013).

A disadvantage of the data collection technique could be the failure of the recording

device, lack of experience by the researcher, or a participant's full cooperation to

complete an interview (Erlingsson & Brysiewicz, 2013; Yin, 2013). Coulter, Locock,

Ziebland, and Calabrese (2014) stated tasks such as interviewing, transcribing, and

analyzing data are skilled and time-consuming research techniques.

Morse (2015) posited participants could verify the accuracy of the interview

interpretation through member checking. With member checking, participants may also

gain understanding into the personal experience from the researcher's analysis (Harper &

Cole, 2012). Scott (2016) used member checking to verify accuracy from participants for

the interpretation from interviews. Within 2 weeks of a participant's interview, I wrote a

brief summary and provided an email copy to the participant. I asked the participant if

the summary represented the answers to the interview questions. No participant

suggested additional information and I did not need to repeat the member checking

process to discover new data.

Data Organization Technique

For the reliability and validity of a study, researchers employ data organization

techniques to manage data (Martins & Meyer, 2012). The system I used for data

organization, storage, and retrieval was my responsibility as the researcher, and I adhered

to the requirements of the IRB. A journal helps the researcher stay aware and engaged

throughout a study (Tufford & Newman, 2012). I have a public reflective journal as a

blog stored on the Internet. As suggested by Bloomberg and Volpe (2012), a blog

allowed me to track my experience including emerging ideas, questions, and perceptions.

I did not post confidential information but gave personal insight into the study and

retained the blog for an audit trail.

Yin (2013) suggested one principle of data collection was to have multiple

sources of evidence. I collected data from interviews, website, and business documents

provided by the employees. I organized the data for the study using an electronic filing

system by creating folders for transcribed interviews and documents. The data, files, and

supporting documents included: (a) informed consent agreement for each participant and

company letter of cooperation, (b) audio recording of all interviews and transcripts, and

(c) company documentation. I played the digital recording back and transcribed the voice

words verbatim into Atlas.ti software on my password-protected laptop. Bloomberg and

Volpe (2012) recommended including pauses, laughter, and interruptions with notations

in parenthesis. To support confidentiality as suggested by Gibson et al. (2013), I

assigned each participant an alphanumeric code to hide identities.

Yin (2013) proposed the use of documentation for corroboration and to support

evidence from interviews. Researchers use multiple data sources for qualitative studies

with semistructured interviews as the main source to gain knowledge into a phenomenon

(Gioia et al., 2013). I used transcribed interviews, business websites, employee

handbooks, training manuals, or other documents provided to me to support multiple

perspectives in the research as proposed by Fusch and Ness (2015). The secondary data can help to verify the strategies used by supervisors for retaining millennials at full-service restaurants. I retrieved and reviewed information from the company website, employee and benefit handbooks, orientation packet, and a lodging safety works quiz.

Gibbons (2015), Scott (2016), and Thomas (2015) recommended a master file with audio files, transcripts, journal notes, company documents, and data labeling system. I stored all data on a password-protected computer and hard copies in folders. I kept all data in a locked storage cabinet and will keep for 5 years from graduation date. At the end of the 5 years, I will shred all paper documents and delete all electronic data.

Data Analysis

I selected methodological triangulation as the primary method to qualify the data. Marshall and Rossman (2015) confirmed methodological triangulation ensures validity and uses more than one method to gather data, such as observations, questionnaires, interviews, and documents. Methodological triangulation includes data from semistructured interviews and document collection (Yin & Lee, 2012). As shown in Figure 2, I developed a visual representation of the data analysis process. I used data from the face-to-face interviews, business websites, employee handbooks, training manuals, or other documents provided to me by the restaurant employees. For the data analysis approach, I used e*xplanation building* for the multicase study. Explanation building requires the researcher to find causal links between cases and the unit of analysis and assemble a broad explanation to fit each case (Yin, 2013). The iterative data analysis process is cyclic and requires researchers to return reiteratively to review the data and

coding (Vaismoradi, Jones, Turunen, & Snelgrove, 2016). I used an iterative approach

(repeating processes) as suggested by Vaismoradi et al. (2016) which necessitated an

educated presumption while evaluating the multicase study evidence. I applied

purposeful analysis by withholding judgment, keeping an open mind, and being attentive

to the unexpected (Scales, 2013).

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┌─────────────┐  ┌──────────────────────────────────────┐
│ Preparing,  │  │ •Data Triangulation                  │
│ organizing  │  │   •Interviews                        │
│ and process │  │     •Multicases                      │
│ data        │  │     •Unit of Analysis                │
│             │  │ •Documents                           │
└─────────────┘  └──────────────────────────────────────┘

┌─────────────┐  ┌──────────────────────────────────────┐
│ Reducing    │  │ •Atlas.ti                            │
│ data into   │  │   • Preliminary key words            │
│ themes      │  │ •Coding                              │
│             │  │ •Notice, collect, and think          │
└─────────────┘  └──────────────────────────────────────┘

┌─────────────┐  ┌──────────────────────────────────────┐
│ Presenting  │  │ •Narrative                           │
│ data        │  │ •Graphic                             │
└─────────────┘  └──────────────────────────────────────┘
```
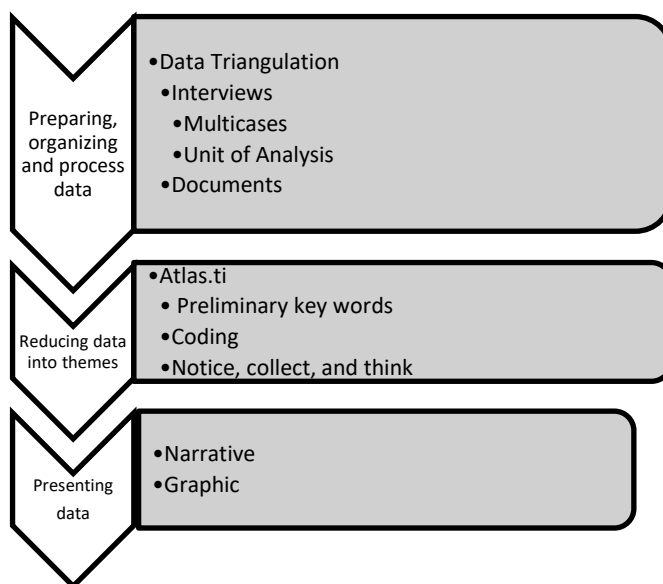
Figure 2. A visual representation of the data analysis process. Adapted from the Walden
University Overview of Qualitative Research Methods (Center for Research Quality, 2015).

The purpose of data analysis is to reduce the data into themes and help to answer

the central research question (Yin, 2013). Based on the literature review, I developed

preliminary key words such as: pay and salary, engagement, leadership, onboarding or

socializing, and training and development. After preparing and organizing the data, I

reduced the data into themes. I used the software ATLAS.ti to code, sort, and analyze the

completed interview transcripts and document data. The Atlas.ti software assists

researchers in a quality interpretation of the data (Scales, 2013). For the qualitative data

analysis, I used the model of notice, collect, and think (NCT). NCT can help a researcher with systematic work of the data (Friese, 2014). Researchers use the NCT model to notice interesting things in the data, and marking with preliminary codes. Collecting refers to reviewing similar codes such as themes, emotions, or values using inductive or deductive approaches (Booth, 2014). I used an inductive approach of observation to prepare a conclusion. Thinking includes how the codes all fit together (Friese, 2014). The thinking stage may also include ATLAS.ti tools such as the query tool, occurrence explorer, and the network view to see the big picture (Friese, 2014). To identify key themes, I first applied the notice concept of the NCT model for data collected from the interviews and documents and developed codes. The codes were a phrase or one word and identify the data collection source. With the codes, patterns develop for analysis and a conclusion for the doctoral study (Friese, 2014).

Reliability and Validity

A qualitative researcher must ensure reliability and validity for explaining and assessing bias and distortion (Bloomberg & Volpe, 2012). Reliability refers to the consistency of the measurement over time including dependability and confirmability while validity addresses the degree of measurement on what it intends to measure with transferability and credibility (Bloomberg & Volpe, 2012). With the qualitative method, to build trustworthiness for a study is to examine the dependability, credibility, transferability, and confirmability (Lincoln & Guba, 1985).

Reliability

Dependability is the ability to track back the process and procedures used to collect and interpret the data (Bloomberg & Volpe, 2012). Dependability is the consistency of the evidence in relation to the contexts (Frambach, van der Vleuten, & Durning, 2013). Ali and Yusof (2012) suggested for dependability, a qualitative researcher documents the series of moves through the phases of data gathering, analysis, and interpretation. I applied the criterion of dependability using an audit trail and offering sufficient data and information on how I collected and analyzed the data. For analysis and interpretation, I kept an online journal and used memos to record details of this study. Frambach et al. (2013) stated dependability is to continue data collection until saturation, and no new themes emerge.

Confirmability includes the neutrality of the evidence with the participants and not the researcher's biases (Frambach et al., 2013). To be open to new information throughout a study a researcher should be aware of personal biases (Thomas & Magilvy, 2011). Confirmability parallels the concept of objectivity in quantitative research (Bloomberg & Volpe, 2012). The implication is the findings are the results of the research, rather than an outcome of the biases and subjectivity of the researcher (Frambach et al., 2013). Similar to dependability, one of the vital elements of effective confirmability is the maintenance of an audit trail (Frambach et al., 2013). A researcher can achieve an audit trail through the utilization of technical memos, field notes, copies of transcripts, and voice recording as part of the data collected (Bloomberg & Volpe, 2012). I kept an audit trail to define motives for steps taken and decisions made.

Validity

Transferability for a study means to what extent the findings apply or transfer in a different setting (Frambach et al., 2013). Fusch and Ness (2015) posited a rich description applies to quality while thick descriptions refer to the quantity of the data. I wrote thick and rich descriptions to allow the reader to make the decision about whether the results of the study were transferable. I described the participants and context in detail, and made this study meaningful for others using depth of descriptions. Future researchers could replicate the study in other regions to understand why millennial remain employed at full-service restaurants beyond 2 years. To support transferability of this study, I used a typical case sampling strategy. Yin (2013) described a typical case is one in which the situation is commonplace or standard. Each case for this study was full-service restaurants, supervisors, and millennials.

Credibility must include truth-value of the evidence, be trustworthy, and be believable to others (Cope, 2014; Frambach et al., 2013). Credibility addresses the criteria of validity, and whether the researcher represented with accuracy what the participants think, feel, or do (Bloomberg & Volpe, 2012). Yin (2013) defended the use of triangulation to strengthen qualitative case studies and use more than one data collection method. To ensure credibility, I used methodological triangulation of the data and collected data until no new themes emerge. I gathered multiple viewpoints from a range of sources so a complete picture represented the phenomena. Participants can verify the accuracy of the interview interpretation through member checking (Morse,

2015). I assured credibility with member checking and asked participants to review a summary of the interview to verify my interpretation of the data.

In qualitative research, researchers should provide saturation descriptions and criteria (O'Reilly & Parker, 2013). Three criteria to obtain data saturation are: (a) sufficient information is available to repeat the study (O'Reilly & Parker, 2013), (b) no new evidence or themes are observed in the data (Kisely & Kendall, 2011), and (c) coding is redundant and and additional participants are not needed (Marshall et al., 2013). For this study of how supervisors retain millennials at full-service restaurants, I ensured data saturation by providing depth of the data. I kept an audit trail to ensure repeatability of the study, continued interviews until no new evidence or themes emerged, and used triangulation for analysis.

Transition and Summary

The purpose of the qualitative multicase study was to explore how supervisors at full-service restaurants retain millennial generation employees in the Denver, Colorado area. In Section 2, I presented the method and research procedures I used in conducting the qualitative multicase study research. Section 2 consisted of the (a) purpose statement, (b) role of the researcher, (c) participants, (d) research method, (e) research design, (f) population and sampling, (g) ethical research, (h) data collection, (i) data organization technique, (j) data analysis, (k) reliability and validity, and (l) summary. In Section 3, I provide results of the research study, recommendations for professional practice and social change, and suggestions for future research.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative multicase study was to explore effective strategies supervisors use to retain culinary-educated millennial employees in full-service restaurants. Millennials value learning, development opportunities, and a work-life balance (Saragih, Widodo, & Prasetyo, 2016). By 2020, millennials will make up 47% of the U.S. workforce, demanding relevant and meaningful work with high pay and a sense of accomplishment as key job factors (Deal et al., 2010; Schullery, 2013). Retention and turnover of millennials have become challenges for managers as the millennial generation becomes the dominant group in the workforce (Johnson & Ng, 2015).

In Section 3, I present the findings of the multicase study in which I explored the effective strategies supervisors used to retain millennial workers. The population sample was comprised of 12 individuals including three supervisors and nine millennials at three full-service restaurants in Denver, Colorado. I will also discuss the study's application to professional practice and implications for social change, recommendations for action, opportunities for further research, and my reflections on the project.

Presentation of the Findings

Using a qualitative research method, I conducted interviews with nine millennials and three supervisors at three full-service restaurants in Denver, Colorado. I used semistructured interviews with open-ended interview questions to gain an in-depth understanding of the strategies supervisors used for millennial employee retention. The

interviews allowed me to explore strategies implemented by supervisors to retain millennial workers.

I conducted all interviews at the location chosen by each participant, which was most convenient to their place of employment. Each interview lasted no more than 15 minutes. After I conducted an interview, I transcribed it in Atlas.ti software, coded the text, and prepared a summary. For each interview, I emailed a summary to the participant (Appendix F) for member checking to verify the accuracy of my interview interpretation. I ensured privacy of the study participants, and replaced the restaurants and participant names with the following codes: R1, R2, R3, S01, S02, S03, M01, M02, M03, M04, M05, M06, M07, M08, and M09. The letter R identified the restaurant, S represented the supervisor, and M represented the millennial. The first case study was of R01 with S01, M01, M02, and M03. The second case study was of R02, S02, M04, M05, and M06. Lastly, the third case was of R03, S03, M07, M08, and M09.

For all interviews, the supervisors and millennials responded to five questions for the data collection. During the interview process, participants contributed experiences, knowledge, and ideas regarding reasons for remaining at their jobs or strategies for millennial employee retention. The semistructured interviews with open-ended interview questions allowed participants the ability to share their experience of retention practices, and helped me answer the research question: How are full-service restaurant supervisors implementing effective strategies to retain culinary-educated millennial generation employees?

To enhance triangulation for this study, I reviewed and collected additional data from (a) the company website, (b) an employee handbook, (c) an employee benefits guide, (d) the Drug and Alcohol Policy, (e) the All Associate Orientation Packet, and (f) a Lodging Safety Works Quiz. From the company website, I garnered data from: (a) the corporate career page, (b) corporate restaurant job advertisements in Colorado, and (c) a corporate job advertisement for a line cook in Denver.

Data saturation occurs when no new information, coding, or themes emerge (Fusch & Ness, 2015). I reached data saturation at nine interviews, but continued to collect data from all 12 participants. I read the transcripts and developed 55 codes from the data based on the literature review and the conceptual framework. I used 51 codes developed inductively from the literature review with codes aligned with Herzberg's two-factor theory of rewards–motivators and hygiene factors to explain employee job satisfaction and dissatisfaction. I used eight codes of values or attitudes of millennials including: (a) universalism – respect of others, social justice, freedom, peace; (b) conformity – trust of others, empathy, respect, sharing; (c) hedonism – pleasure, enjoy life, indulgence; (d) security – family, health, sense of belonging; (e) success – creative, productive, responsible; (f) power – independent, prestige, freewill; (g) self-respect – self-esteem, well-groomed; and (h) spirituality – harmony, positive thinking (see Altinbasak-Farina & Guleryuz-Turkel, 2015).

Friese (2014) suggested a general rule for a study is to have a balance between the frequency of each code and the total number of codes. I grouped the 55 codes (Appendix G) that I developed inductively from the conceptual framework, literature review, and

transcripts, into families aligned with Herzberg two-factor theory and millennial values and attitudes. *A priori* codes of *extrinsic*, *fun*, and *hospitality employee retention* were developed from the literature review, but I did not identify the three codes within the interview transcripts. I coded data gathered from interviews with nine millennials and three supervisors at three full-service restaurants, and from corporate documents.

Atlas.ti Analysis

I used Atlas.ti to organize, code, and analyze the interview transcripts and documents. The Atlas.ti software tool is a computer-aided qualitative data analysis software (CAQDAS) program that helps researchers manage and analyze data (Friese, 2014). Baškarada (2014) recommended that researchers use CAQDAS, but that they must understand the subject to identify and interpret the data. I used the Atlas.ti software program to transcribe the audio interviews, code interviews and documents, query data based on codes, count code frequencies, and create memos for an audit trail. By using Atlas.ti analysis tools, I could review code frequencies, compare cases, explore supervisor retention strategies, and triangulate the multicase study data. After coding, I used the analysis tool, Codes-Primary Documents Table, to identify the frequency of codes between restaurants, supervisors, millennials, and documents. I organized the codes into themes aligned with Herzberg two-factor theory and millennial values and attitudes. I used the output tool of Microsoft Excel to find the frequency of themes and to begin the analysis.

Herzberg Two-Factor Theory

I used Herzberg two-factor theory for the conceptual framework, coding, and to identify themes for the presentation of findings (Figure 3). I coded participant comments and documents with 155 occurrences of Herzberg's hygiene factors, and 81 occurrences of motivation factors. Jamieson et al. (2015) found if millennials perceive their job has poor working conditions and poor salary they are not likely to stay in their profession whereas, Bhatia and Purohit (2014) found job security and adequate salary of high importance and to be motivators.
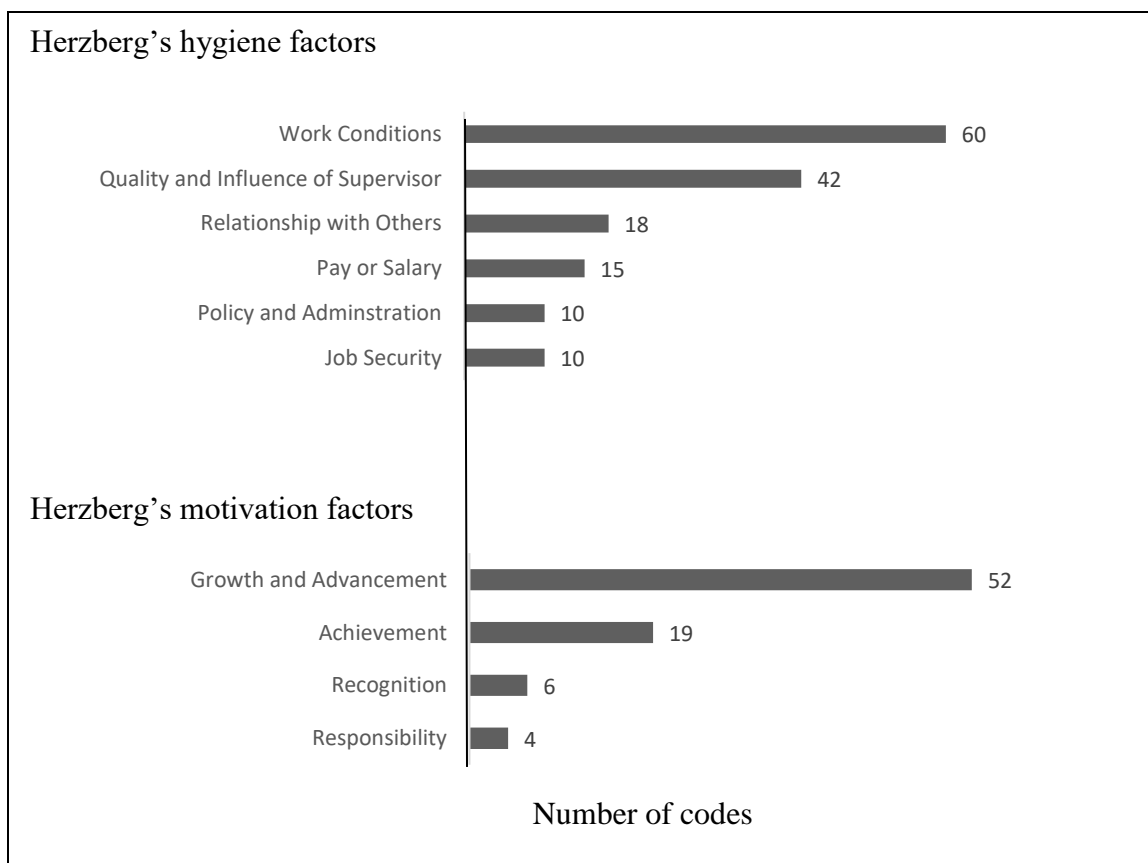

Figure 3. Data codes aligned with Herzberg's two-factor theory.

Theme 1: Hygiene factors

Herzberg et al. (1959) determined when hygiene factors were present the aspects prevented dissatisfaction with a job, were extrinsic, and did not contribute to satisfaction. I used Herzberg's hygiene factors of (a) policy and administration, (b) quality of supervision, (c) pay or salary, (d) relationship with others, (e) work conditions, and (f) job security to identify how full-service restaurant supervisors implemented effective strategies to retain culinary-educated millennial generation employees. From the data, I coded 60 instances of working conditions, 42 for quality or influence of the supervisor, 18 for relationships with others, and 15 regarding pay or salary.

Working conditions. I coded participant responses and documents with 60 occurrences regarding working conditions (Figures 3 and 4). For the document review, I coded one instance of negative work conditions. Herzberg et al. categorized working conditions as a hygiene factor which exists in the workplace, and are extrinsic to the worker. The restaurant industry work conditions can lead to dissatisfaction. Supervisors may understand, to retain millennials the work conditions should not create dissatisfaction but are inherent to the industry.

Figure 4. Frequency of codes by restaurant.
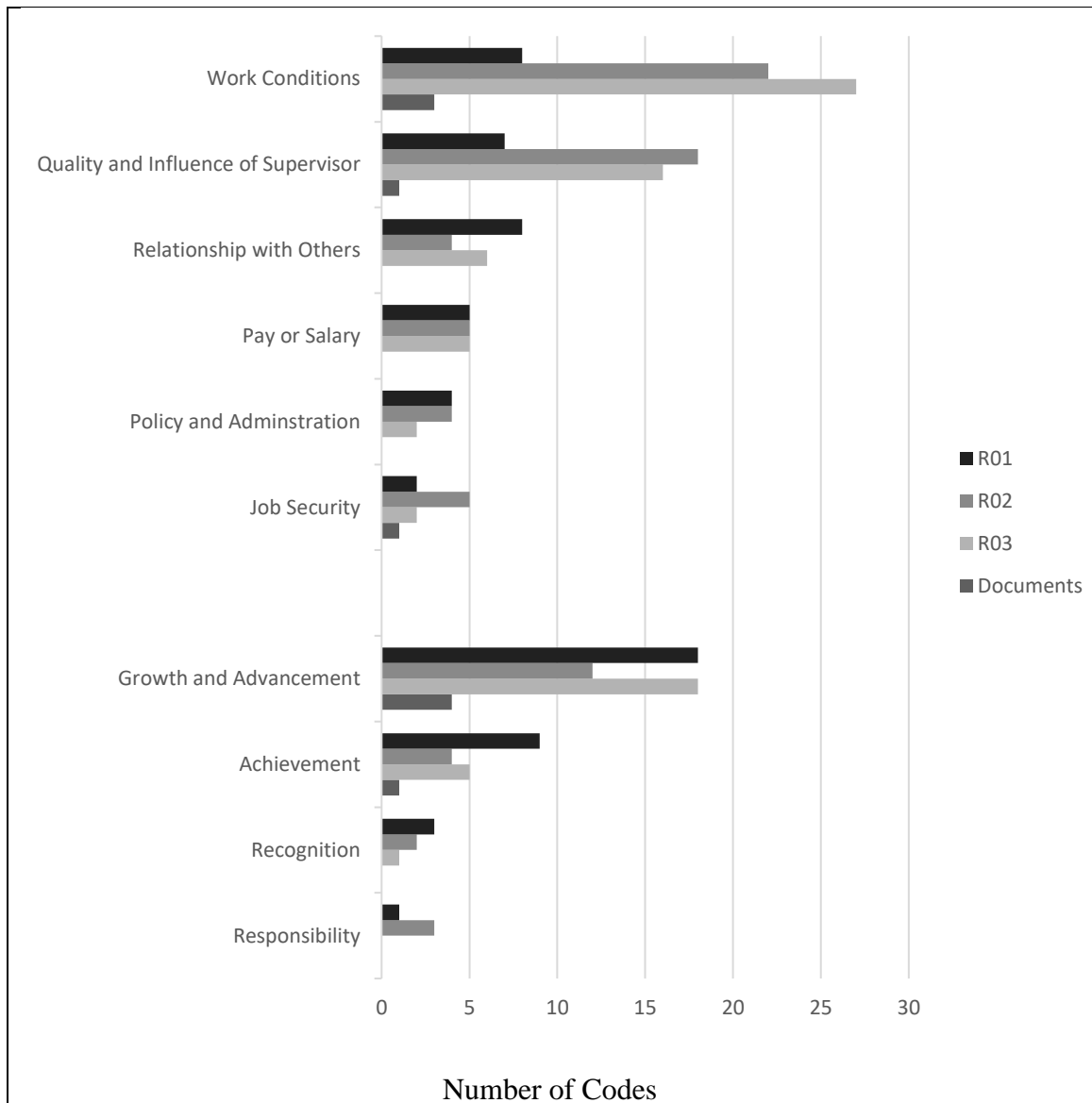
Supervisors can develop effective strategies to retain culinary-educated millennial generation employees by creating positive working conditions and providing awareness of challenges in the restaurant industry. I coded participant interviews with working condition for instances of employee issues, challenges at work, job engagement and enrichment, or comparison to other jobs.

An employee issue occurred in case study R02, where Participant M06 commented that the work conditions were negative but improved and stated:

I used to work here. I'll work here for a couple years, leave, come back, work here for a couple of months, leave, and then I went back again. The first time that I left it was really awful. It was just awful. And then like I kind of changed my mindset, on how to handle. Things that bothered me don't bother me now because I was able to change my mindset. And now it's good, everything is good.

At case study R03, Participant M09 found challenges at work with "broken equipment that doesn't get fixed."

Job enrichment activities motivate workers and create positive work conditions (Smith & Shields, 2013). There were several positive aspects of work conditions noted by millennial participants. For instance, Participant M09 noted, "A good thing is probably being invited to off-sites. Cook all the food here, and then cook some of it at the event and usually it's a lot of fun." Participant M07 expanded with, "We got fresh ingredients, we push out a nice, delicious looking filet, we do a new special, almost every other week, we were running this one Huli Huli ribeye, which is absolutely wonderful." Supervisors can create job enrichment opportunities with catering opportunities and menu creation to create a positive work environment for millennial employees.

Work conditions included a comparison to other professions. From case study R01, Participant S01 confirmed, "In the last couple years, because the culinary industry has blown up as far as celebrity chefs or the Food Network, a lot of younger millennials are interested in learning," and "You have to show how great the industry can be."

Additionally, at case study R02, Participant S02 agreed, "A lot of attention of the celebrity chef focus and the food networks added to the industry." Participant S02 specified work conditions included engagement in the work with, "I think millennials, in general, need more engagement than previous people in this industry, make them feel engaged, feeling part of the system." My findings aligned with Schullery (2013) who noted millennials require engagement for learning. Supervisors can use the positive working conditions and engagement of the restaurant industry as a retention strategy.

The restaurant industry work conditions can lead to dissatisfaction. Supervisors may understand to retain millennials the work conditions should not create dissatisfaction but are inherent to the industry. On-the-job injuries and organizational structure were coded as work conditions. Participant S01 stated, "You get hurt in a kitchen." While Participant S02 considered the restaurant as, ". . . kind of back to blue collar, trade work," and ". . . . the culinary industry tends to be somewhat aligned with the military industry in terms of the rank and file and how things are executed in the kitchen." My findings aligned with Brown et al. (2015), to prevent dissatisfaction in the restaurant industry young workers should have an adequate understanding of a restaurant career.

Job pool shortages create working conditions that can mandate creative solutions. Participant S03 innovated to fill positions and stated, "I am going to have to adjust to make sure I have the tools that I need, the people, the help that I need to get it done." Retention strategies in a shrinking job pool meant for Participant S02:

> We've at least had a position or two open since I've been here for the last two
> years. We're constantly in the need of a gaining people, and of course, your usual

attrition of losing people over the course of the year, getting more to replace the

ones that we lose, is harder and harder than it has been in the past.

In contrast for Participant S03, the lack of workers meant, "There's a lot of restaurants in

a small city and it sucked up a lot of talent. I end up hanging on to staff longer than I'd

like in most cases." Supervisor strategies at two case studies aligned with Boella and

Goss-Turner (2013) in which competitive salaries and positive working conditions may

decrease turnover.

Quality and influence of supervisor. All participants made at least one

comment regarding the quality and influence of supervisors. Guchait et al. (2015) found

a positive relationship with a supportive supervisor increased an employee's intention to

remain at a job. At case study R02, millennials felt the supervisor supported the decision

to remain employed at the restaurant. Participant M04 stated:

> My supervisor listens, he does his best to accommodate, and is there 24/7, he's
>
> always present, he's just a really good supervisor overall, he also does his best as
>
> far as trying to make changes when they need to be changed, or if you come to
>
> him about something, he does his best to try to address the situation. He's always
>
> willing to lend an ear and just get things done.

At case study R03 support, feedback, and acknowledgment motivated millennials.

Participant M07 emphasized, **"**He's always willing to let me try new things" and "Chef

came up to all of us and said, great job tonight." For Participant M08, support for the job

or personal issues created strategies for retention, "They're always supportive like when I

need things" and "I'm moving this month and chef was good to work with me to get some

days off." Participant M09 acknowledged the supervisors ". . . motivate by being involved."

Participant S02's statement supported Mathieu and Babiak (2016) and Thomas et al. (2017) that hostile verbal and aggressive nonverbal behaviors from supervisors create negative employee attitudes and an intention to leave an organization. Participant S02 explained:

A lot of sous chefs, and the people that grow up in this industry, the reason they're in those positions is because they were great cooks. Which doesn't necessarily lead to great leadership especially if they grew up in the industry 20 years ago, like I did, where there were yellers, there were screamers, there was this dictatorship and not a democracy so your voice wasn't heard. And, now being in the industry as a leader those things don't work anymore.

Participant S03 supported Participant S02's statement of reducing stress in the kitchen by, ". . . being nicer, but kind of being nicer, not that I was actually mean, but, they can't handle a lot of pressure that I think stronger minded, total professionals, that know what they're getting into have or had."

Supervisors from two of the three restaurants emphasized the importance of mentoring for retention of millennial workers. A mentor can help the new employee to understand job expectations (Yang et al., 2012). Participant S02 discussed the influence of supervision, "If you can create a culture where you are teaching. I'm working with my sous chefs and teaching [leadership], those types of skillsets." Participant S03 described the supervisor's influence as coach or mentor and created a teaching culture by stating,

"Regardless who's above you, who's below you, what their performance is really, not worry about what everyone else is doing. Just focus on your skills, your growth, just come in and do better than everybody else." Participant S03 worked with the abilities of millennials either as a leader or as support and stated, "If you are hired on grill and it's not working, it's beneficial to me to try and find you somewhere else in the kitchen that you can work rather than just let you go or whatever then try and find another grill cook." Participant S03 worked with motivated millennials and stated, "I find those guys that can, that are really motivated and you think they are going to work out and I really lean on them." Good supervisors with positive influences created effective strategies to retain culinary-educated millennial generation employees. Participant feedback supported Dasgupta et al. (2014) and Thomas et al. (2017) with the confirmation employees leave bosses rather than organizations.

Relationships with others. Millennials may remain at a job because of their relationships with others. Seven participants made 18 comments (Figures 3 and 4) about relationships with others and agreed working with others was a positive experience and a reason to remain at a job. Tense relationships with peers or supervisors create reasons why millennial workers leave an industry or job (Jamieson et al., 2015).

Participant S01 at case study R01 implemented the retention strategy of building relationships with others by listening and taking action. Participant S01 stated:

. . . listening to what they have to say, reacting to what they have to say, and knowing their voice makes a difference. There are certain instances where one of my cooks came to me and he said, 'Hey, I want a certain sauté pan.' I actually

went out there and I bought that certain sauté pan that he wanted. I kept it in my office for two weeks because he was on vacation. But as soon as he comes back, [I said] 'Oh hey, by the way these are the ones you asked for'.

Reasons why millennials remain at a job were stated at case study R01 by Participant M01 as, "I really enjoy a lot of the people I work with…they become friends not just coworkers." Participant M02 concurred the reasons for remaining was because of ". . . the co-workers." At case study R02, Participant M04 stated, "I love the people here, I love the environment, we have a really good team, and other people of the hotel, outside the restaurant, are really nice, they're welcoming and helpful." At case study R03, all participants, M07, M08, and M09 agreed, "The people are absolutely wonderful," "I'm friends with the people I work with," and "I'm just a people person, so I love building relationships with people." Consistent with the findings from the multicase study, supervisors encourage relationships among the employees and throughout the organization (Madden et al., 2015).

Pay or salary. The pay or salary may be a positive influence to retain millennial workers but was not mentioned as frequently as other hygiene factors. Smith and Shields (2013) agreed a paycheck was important for workers but relationships with others led to job satisfaction. At case study R01 the millennials agreed the pay was low compared to other industries and Participant S01 emphasized, "In smaller restaurants employees don't get 401K benefits and paid time off." Participant M02 clarified:

One of the things that make you feel bad about it is how servers make way more. Like we are running around in the heat in the kitchen, making like $12, $13, $14,

like $15 an hour. We'll make like $120 bucks in an eight-hour shift and some of

them will leave with $400 or $500. I know we need servers but technically they

wouldn't have jobs if there wasn't people cooking. I think culinary is way more

technical of a skill. So I feel like they should at least be equal pay, if not more.

Participant M03 concurred saying, "Anyone in the industry will tell you that we

don't do it for the paycheck, because, there's not much there relative to other

opportunities in the workplace." Whereas in case studies R02 and R03, five millennials

specified the pay and salary compared well with other restaurants in the area. At case

study R02, Participant M05 stated, "The raises help," yet M06 contradicted with, "I could

easily go get more money than what I'm making here at any other restaurant." A

retention strategy for millennials was stated by Participant S03 at R03 as, "Money, I end

up paying them more than what they're worth so they don't leave in some cases."

According to participants' feedback at case study R01, pay and salary caused job

dissatisfaction and may not contribute to employee retention. Individuals have diverse

responses to compensation and employees who perceive the pay unfair may have

intentions to leave an organization (Brown et al., 2016). In contrast, at case studies R02

and R03 pay and salary created job satisfaction and intention to remain. My findings

aligned for two cases with Haider et al. (2015) that employee compensation has a positive

relationship with retention.

Theme 2: Motivation factors

Herzberg et al. (1959) identified attributes of job satisfaction as: (a) achievement,

(b) recognition, (c) responsibility, and (d) growth and advancement. The most frequent

code in the data I identified as motivators were *growth and advancement* and *achievement*. Eight out of the nine millennials stated growth and advancement were reasons they remained at their jobs.

Growth and advancement. Supervisors use growth and advancement opportunities as a strategy for retention. Yang et al. (2012) suggested opportunities for growth at work increased job satisfaction and commitment to remain at an organization. I coded 52 instances from participants and documents for the theme of growth and advancement (Figures 3 and 4). The three supervisors I interviewed proposed opportunities for advancement were important for millennial retention at the restaurant. At case study R01, Participant S01 stated, "You have to show them how to grow" and "There's other opportunities within our company because we have, so many restaurants in the area, so many hotels in the area. Yes, there are opportunities as far as you know transferring to the other properties." Participant M01 established growth and advancement within the industry but not the company with, "There really is no ceiling as far as advancement goes, maybe not within the company, but within the industry. There is money to be made in higher management." Participants M01, M02, and M03 agreed the supervisor's strategy for retention was the reminder of opportunities for promotions.

Participant S02 explained, "Their [millennials] attention span tends to be short. If they're not growing, they're not interested." At case study R02 participants shared opportunities. Participant M04 stated the reason to remain was, "Back of the house experience on the line," and ". . . potential because I feel like this company has such great potential to do great thing." Participant M04 explained, "[There is] always need for

higher positions filled so there is always the chance to be moving up if you are doing a good job." At case study R03, Participant S03 viewed growth and advancement as a competition among millennials and stated, "They want to climb the ladder, they want to say, I am a cook 4, look how far I've come." Participant S03 suggested to provide growth and advancement opportunities the supervisor needs to do, ". . . a lot of one-on-one coaching."

Supervisors supported growth and advancement with training and development of millennial employees. The data supported Ashar et al. (2013) findings that training and development specific to the organization and position helps to improve skills and abilities of employees. Additionally, employees with unmet expectations of training and development may leave an organization (Yang et al., 2012). At case study R01, Participant S01 confirmed, "You make it a learning environment" and "I mean really, they're kind young, so you can kind of mold them and frame them to what you need and want them to be." Participant S02 at case study R02 said, "It's training and working with them and having them understand the philosophy." All participants at R03 commented on growth and advancement as training and development. For Participant S03, training and development was working with employees on an individual basis. Participant S03 stated, "This guy can't work sauté, what else, as a management team, where else can we put him?" Participant S03 stated, "I try to make it as educational as I can, as far as retention goes I kind of train them that that is not how it really works. Your performance isn't based on what someone else is or isn't doing." Participant M07 concurred training was an opportunity to grow with, "They always show me how to do different types of

food from all around the world." The training and development were supported by M09 with, "They encourage me by teaching me new things. New recipes, new method." In contrast, Participant M08 mentioned, "I don't get a lot of time with learning new things with the chef or just in general."

Related documents are part of the data collection process (Yin, 2013). I coded two occurrences of growth and advancement from the company website. The website included for hospitality job opportunities, "Great work environment, benefits and opportunity for advancement," and "To ensure proper service from the front line through quality control, training of line cooks and ensure proper sanitation levels." I collected the documents to help triangulate the data. The inclusion of advancement and training in the job description can indicate a company culture of employee retention goals.

Achievement. Restaurant supervisors use strategies of achievement to retain workers. I coded 19 comments from three supervisors and five millennials and one document occurrence for the theme of achievement. Achievement is a motivational factor that reflects team and co-worker relationships, leads employees to take on greater responsibility for shared goals, and visions (Anitha, 2014). Coded as achievement from the corporate website was the statement, "a results-driven company."

Herzberg et al. (1959) found workers report good feelings or satisfaction of a job with success and achievement. At case study R01, Participant M01 expressed achievement as, "Having a successful night." Participant M02 maintained the theme of achievement with, "It feels good when you have a really good service, everything goes really smooth." For emphasis Participant M03 stated:

When you are executing well and you can do it on a consistent basis, and then that

kind of becomes the norm, when you get feedback that this was really an amazing

meal, then it kind of validates your work more so than a paycheck does.

Achievement at case study R01 aligned with Yang et al. (2012) when supporting

employees with intrinsic motivation such as achievement there is an increase in job

satisfaction and commitment to remain at an organization. My findings aligned with

Derby-Davis (2014) who noted with the celebration of success and a supportive

workplace leads to a sense of achievement.

Participant S02 at case study R02 explained achievement as letting millennials

lead, ". . . and having them help drive it." Participant M04 found achievement by what

was stated with, "I'm told that I am a very valued asset of the company and of our team,"

and "[The supervisor] tries to encourage me to do better or help me in areas maybe where

I lack." Participant M05 and M06 at case study R02 did not comment on the theme of

achievement.

At case study R03, Participant S03 recognized motivation techniques for culinary-

educated millennial achievement with, "I definitely have that [achievement] set up back

there as motivation for them to get better…[for] motivational, you're doing good, keep

this up, don't do this, do this, keep doing this." For Participant M08, achievement meant

not failing and shared, "when things are super busy and nothing kind of crashes down it's

always a good feeling. Where you get a lot accomplished and never quite in the weeds

too much." The restaurant supervisors at the three cases agreed achievement is a

motivating factor to retention. At case study R01 millennials felt achievement was a

motivating factor and creates job satisfaction. At case study R03, one millennial felt

achievement was a day without failure.

Theme 3: Values and Attitude

Restaurant supervisors with an understanding of values and attitudes of

millennials may drive retention strategies for long-term employment. From the literature

review, I coded participant responses and documents of values to explore how full-

service restaurant supervisors implemented effective strategies to retain culinary-

educated millennial generation employees. The codes helped me to understand

participant attitudes or the way of thinking for millennial employee retention. I coded 68

occurrences of values with the most frequent codes of hedonism (18), security (16),

conformity (13), and success (11) (Figure 5).

Figure 5. Codes aligned to values and attitudes.

Hedonism. Pleasure, fun, and enjoyment can create positive attitudes for

millennial retention. I coded 18 occurrences of hedonism from interviews and

documents. To triangulate the millennial value, I coded the corporate website document

with hedonism for, "we believe it's not just about the work you do, but it's about who

you are." My findings aligned with Altinbasak-Farina and Guleryuz-Turkel (2015) that millennials value pleasure and fun at work and in life, and as stated by (Choi et al., 2013) that millennials are more satisfied with jobs if the workplace is fun.

At case study R01, Participant S01 determined hedonism supported the millennial employee workforce and stated, "It is intense…it's almost kind of that thrill, it's just really exciting and I think a lot of millennials kind of thrive to that type of environment." Participant S01 added, "They're younger, they're still very passionate…if you really love it, it can be very rewarding." Participants M01, M02, and M03 respectively commented on the value of hedonism with an attitude for work as, ". . . it's a job well done and you feel good about it," ". . . passion for cooking," and ". . . passion for what I do. . . . an appreciation of art." At case study R02, the supervisor did not comment on hedonism. Participants M04, M05, and M06 explained hedonism respectively as, "I get to experiment with a lot of different ingredients," "I get to create specials, do what I want, it is kind of a nice outlet," and "I like the idea that I vanquish hunger."

For millennials at case study R03 hedonism for Participant M07 was, "I can get up every day and be like, okay, it's time to go to work, and not be upset about it. So, it's nice." Participant M09 explained, "I've always been a foodie and I've always liked food and making food better." The supervisor's effective strategy to retain culinary-educated millennial workers for case study R01 was to make the job fun, while millennials at R02 and R03 relied on intrinsic attitudes of hedonism.

Security. Altinbasak-Farina and Guleryuz-Turkel (2015) noted security was the influences of family, health, and a sense of belonging. At case study R01 security was

sustained by the supervisor and the millennials observed a family culture. Participant

S01 stated the role of creating a security culture at the workplace was:

> Your whole shift, your whole eight hours for some of us 10 or 12 hours, literally
>
> right next to those people. Day in and day out and you actually get to know them
>
> like they were, your brother or sister or some father figure. It just really becomes
>
> more of a family environment. . . . it becomes really comfortable I think for
>
> millennials to join an environment like that, it is non-threatening. I think it's
>
> really getting to know them it's really getting to know they're different
>
> personalities and getting to know what they like and what they do in their free
>
> time.

Participant M01 agreed with:

> Spending so many hours…[with] the same people, it becomes a family type thing.
>
> You see these people more than you see your own family I think sometimes. You
>
> have to get close and you do get close with them. And it ends up being a pretty
>
> pleasant thing.

> At case study R01, Participant M02 concurred, "It is almost like a second family.

You are just in the chaos together all day, work weird hours together, so you get to know

each other really well." My findings from case study R01 indicated security was a

strategy for retention as supported by Campione (2014) that getting to know workers as

individuals increased job satisfaction.

> At case study R02 the millennial participants acknowledged feeling part of the

team when Participant M04 stated, "I love the people here, I love the environment, it is a

really good company," and M05 explained, "It makes you feel wanted kind of thing."

Participant S02 stated, "[We] make them feel part of it." My findings from the multicase

study indicated the research alignment with Guillot-Soulez and Soulez (2014) that

members of the millennial generation are diverse. Security, family, and the sense of

belonging were not consistent between case studies.

Conformity. A value and attitude of millennials is conformity and included trust

of others, empathy, respect, and sharing (Altinbasak-Farina & Guleryuz-Turkel, 2015).

At case study R01, Participant S01 engaged with the workers by creating a trusting

environment. The findings for case study R01 supported Dasgupta et al. (2014) that great

leaders create connections and meet emotional needs of workers. Participant S01 stated

he, ". . . [tries] to connect on a very basic level. . . . I think a lot of millennials really like

to be heard and they really like to know that they're being heard." For Participant M01,

"You have to get close and you do get close with them. And it ends up being, you know,

a pretty pleasant thing. Enjoying the people you work with." Participant M01 added

about the supervisor, "He creates a relationship with his employees to help them stay on

the right track." For Participant M02, "The people [are the reason to remain at the job]."

In contrast, at case study R03 participants did not identify the value of conformity. At

case study R02, Participant M04 recognized:

> My supervisor listens, he does his best to accommodate, and is there 24/7, he's
>
> always present. Or if you come to him about something, he does his best to try to
>
> address the situation. Um, he's always willing to lend an ear.

The documents I reviewed included conformity and was a value supported by the company for the line cook positions. Encompassed in the job advertisement was, "Genuinely cares about people; is concerned about their work and nonwork problems; is available and ready to help; is sympathetic to the plight of others not as fortunate; demonstrates real empathy with the joys and pain of others." My finding from the study aligned with Gallicano et al. (2012) that millennials want inclusive communication with management.

Success. The millennial value and attitude of success are intrinsic and include dimensions of creativity, productivity, and responsibility (Altinbasak-Farina & Guleryuz-Turkel, 2015). Employees with the opportunity for creativity feel liberated and less stressed (Bennett et al., 2012). I coded 11 occurrences for the value of success with three occurrences from the documents. The corporate website I reviewed included the value of success with, "looking for independent thinkers with their own entrepreneurial spirit . . . risk takers and creative spirits." From the website, a line cook could have success with:

> Is cool under pressure; does not become defensive or irritated when times are tough; is considered mature; can be counted on to hold things together during tough times; can handle stress; is not knocked off balance by the unexpected; doesn't show frustration when resisted or blocked; is a settling influence in a crisis.

At case study R01, Participant M03 commented, "The guests are why we do it. We are not doing it to make our bosses happy, we are doing it to make amazing food, and make people happy with the product we are creating." At case study R02, Participant M04

stated, "I get to experiment with a lot of different ingredients," with Participant M05 adding, "I get to create specials, do what I want, you know, it is kind of a nice outlet."

My findings aligned with Brown et al. (2016) that employees may perceive new responsibilities similar to a promotion with an intention to remain at a job. At case study R03, Participant M07 stated:

It's learning a lot here. Like the other day, I learned how to debone a whole salmon, learned how to do all sorts of stuff…we help out prep making all the other recipes and stuff like that so I get to work with that and learn new and different things. Which I am always willing to learn something new. Which is very nice. They always show me how to do different types of food from all around the world, like the other day, a couple weeks ago, we made this nice little duck breast where we had to make our own nice little sauce in the pan, all sorts of stuff like that. It's a lot of hands on experience and learning that's what I love.

Values and attitudes of millennial generation employees may be important considerations and drive retention strategies for long-term employment. Millennials value hedonism and want pleasure and fun at work and in life. The value of security was sustained by the supervisors and some millennials appreciated the family culture. Conformity for millennials was an important value and leaders created connections and met emotional needs of workers. Employees appreciated the value of success with the opportunity for creativity.

Effective Strategies for Retention

Through the course of data collection and analysis, several effective strategies for retaining culinary-educated millennial generation employees at full-service restaurant emerged. My findings included millennials required engagement for learning and supervisors can use the positive working conditions as a retention strategy. Good supervisors can encourage good working relationships among the employees. In some cases, employee compensation has a positive relationship with retention. Supervisors support for growth and advancement and reminders of opportunities for promotions improve intentions to remain. Supervisors agreed a sense of achievement increased job satisfaction and is a motivating factor for retention. Supervisors at the three cases study sites agreed achievement is a motivating factor for retention.

Effective strategies for retention include consideration of values and attitudes of millennials. Restaurant supervisors can encourage making the job fun and increase activities to become acquainted with workers as individuals. Increased communication with management can create success for employees by providing new responsibilities and promotions to increase intentions to remain.

Applications to Professional Practice

The purpose of this qualitative multicase study was to explore effective strategies of supervisors to retain culinary-educated millennial employees in a full-service restaurant. The population of this study consisted of nine cooks ages 18-35 and the executive chefs at each restaurant. All cooks had some culinary training either on the job or in formal education at a college or trade school. The population provided information

on how supervisors supported the retention of millennial employees at full-service restaurants.

The findings of this study coincided with the research of Brown et al. (2015) who posited reasons employees remain in hospitality were for the enjoyment, working with others, and the excitement. Millennial employees with a passion for the food industry need supervisors who inspire growth and advancement opportunities (Brown et al., 2015). I found millennial employees stayed at organizations when there were opportunities for growth and advancement, creativity, enjoyable work, and good relationships with supervisors and coworkers. Per case study supervisor participants, a line cook labor shortage in Colorado created challenges for restaurants to adequately staff kitchens for the demand. Supervisors can support millennial retention with training and development, a fun work environment, and with growth and advancement opportunities. Restaurant supervisors can use findings from this research to support the retention of millennial employees for the back of the house positions.

I discovered during the analysis of the findings that supervisors at full-service restaurants are fully aware of the Colorado labor shortage for the back of the house positions. The strategies supervisors use to retain millennial workers differ between each case study. At case study R01, Participant S01 wanted to create a family atmosphere, for case study R02, Participant S02 relied on the sous chefs to support employees, while at case study R03, Participant S03 provided training and development to millennial employees.

Implications for Social Change

Millennial employees and supervisors at three full-service restaurants provided insight of strategies to retain workers for a stable workforce and to serve patrons. Implications of this research study findings to social change are that restaurant supervisors may retain millennial employees by providing opportunities for growth and advancement, regular feedback, training, cultivating relationships, and creating an enjoyable work environment. James and Mathew (2012) supported the findings of the study that supervisors should understand what employees require from the organization and provide those for retention. Chen (2015) recognized negative events, such as an economic recession and positive events of human development factors such as education or supportive relationships create social change. Human development from organizations such as training, advancement, creating a family atmosphere, and enjoyment at work may support millennial generation employee retention. Organizations with a stable workforce can increase profitability, performance, and community engagement (Guchait et al., 2015; Hertzman et al., 2015). The millennial employees with job stability pay taxes, purchase homes, and contribute as citizens in the community.

Recommendations for Action

Millennial workplace attitudes, behaviors, and beliefs may require supervisors of full-service restaurants to update current practices to increase retention. My research findings supported Milman and Dickson (2014) in that opportunities for advancement, caring treatment of employees, and a fun and challenging position support hospitality employee retention practices. My research findings supported Anitha's (2014) findings

that a good working environment, inspiring leadership, positive working relationships, relevant training and development, good remuneration of pay and reward, organizational policies, and management's interest in employee well-being create a supportive work environment and enhance employee retention.

Competition among Colorado restaurants for the back of the house staff, including line cooks, creates challenges for supervisors. The use of strategic thinking enables a business to beat the competition with the understanding the competition is doing the same (Baraibar-Diez, Odriozola, & Fernández Sánchez, 2016). I recommend supervisors of full-service restaurants use strategies and strategic thinking I discussed in the findings and implement with millennial generation employees. Celebrate achievements daily, monthly, and yearly. Make the job fun and include the ability to be creative and use promotions with increased pay based on location salaries.

I will disseminate the results of this multicase study to participants, associations, and publications. The participants, human resource directors, and the gatekeeper at the case study sites will receive a summary of the research results. I will contact the Denver Mile High Chapter of the Society for Human Resource Management and the Colorado Restaurant Association to offer to present my findings. Lastly, I will develop and submit an article for publication for both local newspapers, magazines, and journal articles.

Recommendations for Further Research

The focus of this study was to explore retention strategies to retain millennial workers in full-service restaurant. I used purposeful sampling to select critical cases with nine millennials and three supervisors from three full-service restaurants.

Recommendations for future research exist including the form of supervisor training to support employee retention practices, back of the house strategies for millennial employee retention, and generational differences of employee retention in full-service restaurants. Supervisors from the study did not provide data on all training they received throughout a career to have strategies for retention of millennial employees.

Limitations of this study included participant were from Denver, Colorado restaurants and I could not generalize the results of the study to other cities, states, or nations. The participants were from one corporation with three restaurant locations. A recommendation for further research could include three different corporate restaurants and three different cities or states. One recommendation for further research could be for the researcher to conduct interviews with participants off-site.

Reflections

Completing a Walden University Doctorate of Business Administration program takes focus, persistence, grit, and an interest in the subject. The outcomes from coursework and writing the doctoral study were immediately applied to my work as a business and education consultant and as an online instructor of business and marketing courses. For the process of writing the proposal, interviewing participants, and developing the conclusion of the doctoral study I remained transparent, honest, and truthful to the best of my abilities. I used a scientific method to reduce my bias by using a reflective journal to document decisions I made. I was objective during interview sessions, writing the proposal, data interpretation, analysis, and writing the conclusion.

The data collection began by contacting the human resource director at each of the three restaurants. The human resource directors supplied emails of 21 participants matching the criteria of millennials working in the restaurant for at least 2 years and supervisors working for at least 1 year. The possible effects on the participants were the notion or understanding of their personal beliefs and values to remain at their job. During the interviews, the participants seemed to appreciate the opportunity to share their reasons for remaining, strategies to retain millennials, and a moment to reflect on the work they did. The data collection process was a pleasant experience and I hope the millennial participants appreciated a moment to reflect on why they remain at their jobs and the opportunity to be seated since their jobs required constant standing.

Completing this research study did not change my thinking about millennials. Some millennial generation employees prefer to work for supportive supervisors, want regular feedback on their work, and will leave a job they dislike. Restaurant supervisors with an understanding of the millennial generation needs may create loyal employees for long-term commitments.

Conclusions

The purpose of this qualitative multicase study was to explore effective strategies of supervisors to retain culinary-educated millennial employees in a full-service restaurant. Nine millennial generation employees and three supervisors from a single restaurant corporation with three sites participated in semistructured interviews with open-ended interview questions. I assured credibility with member checking to verify accuracy from participants for the interpretation of the data. I reach data saturation with

nine participants when no new information was added from participants. For supporting

information and methodological triangulation, I collected data from the company website

and job advertisements. The research question that guided this study was: How are full-

service restaurant supervisors implementing effective strategies to retain culinary-

educated millennial generation employees?

The conceptual framework of Herzberg's two-factor theory helped to guide the

scope and data analysis for the study. Three themes with 10 subcategories emerged from

the study findings for strategies of retention: (a) hygiene factors-working conditions,

quality and influence of supervisor, relationship with others, and pay and salary; (b)

motivation factors-growth and advancement, and achievement; and (c) values and

attitudes-hedonism, security, conformity, and success. The themes included the

millennial values and attitudes of work and the strategies supervisors implement to retain

the employees.

Findings from this multicase study revealed that restaurant supervisors use

multiple methods for millennial employee retention. At case studies R01 and R03, the

promise of growth and advancement along with positive working conditions helped to

retain millennial workers. Creating a positive work condition in a challenging

environment was a strategy for retention. For case study R02, supervisors use

engagement and promotion, and stressed days of yelling in the kitchen were over.

Supervisors encouraged positive aspects of the industry, listen and respond, support

workers, and show empathy and caring. Opportunities for off-site catering, mentoring,

and building relationships with millennial employees were positive retention strategies.

The findings from this multicase study may contribute to positive social change by retaining millennials generation employees for long term employment. The young workers contribute as citizens of the community and can share the responsibility of progress.

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Appendix A: Interview Questions

The following interview questions were for supervisors of millennials and reflect the central research question.

1. What have you done in the past 12 months to address the issue of retention of culinary-educated millennials in your restaurant?

2. What factors guide your strategies in motivating culinary-educated millennial employees?

3. What factors guide you in your retention strategies for culinary-educated millennial employees?

4. What are your specific strategies unique to retaining the millennial employees?

5. Is there anything else you would like to add about how you retain millennials at the restaurant?

The following interview questions were for culinary-educated millennial employees and reflect the central research question.

1. What are the top three reasons you remain at your job?

2. How does your supervisor motivate you to remain employed at the restaurant?

3. How does your supervisor encourage and support your decision to remain employed at the restaurant?

4. Can you think of a time when you felt good or a time when you felt bad about your job?

5. Is there anything else you would like to add about why you remain at your

   job?

Appendix B: Letter of Cooperation

Community Research Partner Name
Contact Information

Date

Dear Researcher Name,

Based on my review of your research proposal, I give permission for you to conduct the study entitled Strategies to Retain Millennial Employees at Full-service Restaurants within the Insert Name of Community Partner. As part of the study, I authorize you to interview Millennial Generation Employees and the supervisor. You will follow up with each interviewee for the review of themes after analysis. Individuals' participation will be voluntary and at own discretion.

We understand our organization's responsibilities include at least one hour or less of each participant's time for the interview, a quiet room for the interview and for audio recording. We can provide other documents to support the research such as an employee handbook and training manual. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm I am authorized to approve research in the setting and the plan complies with the organization's policies.

I understand the data collected will remain confidential and may not be provided to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB.

Sincerely,
Authorization Official
Contact Information

Walden University policy on electronic signatures: An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction. Electronic signatures are regulated by the Uniform Electronic Transactions Act. Electronic signatures are only valid when the signer is either (a) the sender of the email, or (b) copied on the email containing the signed document. A legal "electronic signature" can be the person's typed name, the email address, or any other identifying marker. Walden University staff verify any electronic signatures do not originate from a password-protected source (i.e., an official email address on file with Walden).

Appendix C: Invitation to Participate

Subject: ▮▮▮▮ Invitation to participate in research study

Dear -----:

     I am a doctoral student and researcher from Walden University. You are invited to take part in a research study of employee retention at full-service restaurants from the ▮▮▮▮▮▮▮▮ in Denver, Colorado. The researcher is inviting restaurant supervisors (of any age) who have worked at least 1 year in their current position and restaurant. The researcher is also inviting culinary-educated restaurant employees, ages 18-35 (millennials) who have worked at least 2 years at their current restaurant.

     If you would like to participate, <u>please review the consent form below</u>.

I look forward to working with you!

Candace A. Ruiz, MBA
Doctorate in Business Administration Candidate-Walden University

Appendix D: National Institutes of Health (NIH) certificate

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Candace Ruiz** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 05/18/2013

Certification Number: 1177946

Appendix E: Interview Protocol

Interview Title: Exploring how full-service restaurant supervisors are retaining millennial employees.

1. The interview will begin with a greeting, introduction, and a thank you for participation.

2. I will confirm the participant has read and signed the consent form.

3. I confirmed the understanding and I turned on the audio recorder, taking note of the date, time, and location.

4. I start the recording by speaking a coded representation for each participant, e.g. 'Millennial 01', and document the code in my notes.

5. Each participant is asked the open-ended interview questions and allowed enough time to answer. The supervisors will answer the questions designed for the position at the restaurant. The millennials answered questions designed for the positions at the restaurant.

6. When all questions are asked and answered, I expressed thanks again and remind the participant I will email an analysis for review within 2 weeks.

7. I turn off the recording device.

8. I provide information on the final step to the interview for member checking.

Appendix F: Interview Summaries

Participant Code	Interview Summary	Member check completed
M01	M01 you stated the reasons why you remain at the restaurant is because you value relationships with coworkers and consider them like family. Your supervisor is motivating because he has high energy, sets a good example, and has a good attitude towards others. The positive attributes of the job are the achievement you feel when you finished your shift and had a successful night of feeding people, the opportunities for advancement, job security, and your supervisor's motivation. A negative attribute is the pay.	Yes
M02	M02 you stated the reasons why you remain at the restaurant is because you have a passion for the industry, you enjoy your coworkers and supervisor, you like working with food, and have growth and advancement opportunities. You feel your job is almost like a second family. You like the active job and get a sense of achievement with good service. Your supervisor supports your intention to stay by teaching you new skills and recipes. A negative attribute of the job is the low pay in comparison to server positions.	Yes
M03	M03 you stated the reasons why you remain at the restaurant is because you have a passion for the culinary field, hard work gives you a feeling of satisfaction and achievement, and you like the ability to be creative. You are motivated by opportunities for promotions and appreciate health benefits. Your supervisor supports your intention to stay because he is a good leader, inspires loyalty, has a positive attitude, makes the work fun, and encourages advancement within the industry. You appreciate recognition of your cooking by guests to validate your creativity. The paycheck to you is not achievement or recognition.	Yes
M04	M04 you stated the reasons why you remain at the restaurant are because of the experience you are receiving, the job flexibility (schedule), and opportunities for advancement. You like the company benefits, the ability to be creative, and working with a good team. Your supervisor appreciates your work. You feel your supervisors listen, accommodate, and encourage you. The executive chef is not involved in your daily work but he listens to concerns and may implement changes. You have a good working relationship with peers now but struggled when you were first hired. A concern you	Yes

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	have is that your opinions are not always recognized or may be ignored.	
M05	███ you stated the reasons why you remain at the restaurant are because of good pay with growth and advancement opportunities, and the opportunity to be creative with menu specials. You like working for the company because of the core believes and you know there will be opportunities for advancements at new restaurants. You are motivated by new responsibilities and increase in pay. You appreciate feedback from your supervisors and support structure. You feel bad when you have long ticket times but you have overcome the hostility of yelling in the kitchen.	No
M06	M06 you stated the reasons why you remain at the restaurant are because you can get overtime hours, you like the work conditions of chaos, and feeding hungry people. You enjoying working with your supervisor as he makes the work fun. You have internal or intrinsic motivation to work and stay at the job. Although the job is exhausting you like working with people rather than only one or two in other industries. You plan to stay in the industry but believe you can find better pay elsewhere. You do not like that you no longer get sick or holiday pay and feel it is unfair.	Yes
M07	M07 you stated the reasons why you remain at the restaurant are because you are getting good experience and training, you enjoy the people you work with, and the quality of food you prepare. You like the opportunity to be creative, take pleasure in going and being at work, and find everyone is pleasant to work with. Your supervisor motivates you to learn and allows you to taste your creations. The opportunities have created no intention for you to leave. You appreciate positive feedback from supervisors after a good service night.	No
M08	███ you stated that you remain at your job because you like the pay with benefits, enjoy the people you work with and have the opportunity for growth and advancement. You are close with your supervisor and consider her a friend. You have been promoted three times in the last 3 years from cook 1 to cook 4 and have intrinsic motivation. You like the independence of your job and appreciate the supervisor's support to adjust your hours for personal needs. The work can be demanding but you feel achievement when you	Yes

Participant Code	Interview Summary	Member check completed
	complete a task and appreciate the recognition by supervisors. Your current role does not give you much opportunity for training and development.	
M09	M09 you stated that you remain at your job because you like working with the food, your pay, and the relationship you have with your coworkers. Working with food is pleasurable for you and you identify yourself as a foodie. Your supervisor motivates you by checking in to see how things are going and he helps to solve problems. You feel encouraged when you learn new recipes or cooking techniques. You like fun opportunities such as off-site events and enjoy working downtown. You do not like broken equipment that does not get fixed.	No
S01	S01 you stated in the last 12 months you have applied retention strategies for millennial employees by creating a family-like atmosphere in the kitchen, instilling a sense of belonging, and promoting the industry as a pleasurable and fun career. The Food Network Effect, where media influences attraction to the industry, the working conditions of long hours and harm in the kitchen creates retention issues. To motivate employees, you provide training and development, create a fun workplace, and encourage growth and advancement within the company and industry. The factors that guide you in supporting millennial retention are company policies such as yearly reviews, benefits such as discounts, free meals, health insurance, paid holidays, and retirement plans. Company policies help to make the intent to stay possible. Specifically, you instill a sense of family in the kitchen, create positive relationships with your employees, build a trust with others, have empathy, respect, listen, share, and respond.	Yes
S02	S02 you stated the strategies you use to retain millennial workers is driven by the need to adapt to change, competition with other restaurants, praise and recognition, and finding new ways of engagement. You acknowledge that millennial employees need feedback on their work, inclusive communication, engagement in their work, opportunities for growth and advancement, and they want to have a sense of belonging. You've noticed that millennial employees have high expectations and they want to see	No

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	results of their efforts and giving them special projects helps with motivation. Factors that guide you in your retention strategies are because staff shortages create extra work and the realization of the industry change from a Food Network/Celebrity Chef to blue collar work. You work closely with the sous chefs with training and development, leadership skills, and encouraging employee motivation with engagement. The supervisor's influence in hospitality has been hostile in the past but millennials are intolerant of the practice of yelling in the kitchen. You liken the restaurant with the military structure.	
S03	S03 you stated that individual management style and good pay are key to employee motivation and retention. In your opinion, millennials prefer a friendly work environment, training and development, and opportunity for advancement. Your strategy for employee retention are based on a small job pool of qualified employees and retaining every employee is necessary. You work with new hires to provide individual training and allow cross-training to retain employees but will remove problem employees. You've observed millennials are competitive and want to advance to obtain more pay but they sometimes feel hindered by poor performance of colleagues. As a supervisor you must have patience and versatility to accommodate millennial employees.	Yes

Appendix G: Families, Codes, and Frequencies

Code Family	Codes and Frequencies	R01	R02	R03	Documents	Total
Herzberg Hygiene Factors						
Job Security	adapting to change	0	2	1	1	4
	competition	0	3	1	0	4
	job security	2	0	0	0	2
Pay or Salary	compensation and rewards for employee retention	0	0	0	0	0
	pay or salary	5	5	5	0	15
Policy and Administration	policy and administration	4	4	2	0	10
Quality and Influence of Supervisor	communication	0	1	1	1	3
	feedback	0	1	0	0	1
	lack of supervision	0	2	0	0	2
	management style	0	0	4	0	4
	praise	0	1	0	0	1
	quality of supervision	7	7	3	0	17
	strategy for retention	0	1	1	0	2
	supervisor influence	0	4	8	0	12
Relationship with Others	communication preferences of millennials	0	0	0	0	0
	personal life	0	1	1	0	2
	relationship with others	7	3	6	0	16
Work Conditions - Negative	blue collar work	0	1	0	0	1
	emotional exhaustion and harm	1	1	0	0	2
	employee retention	1	0	0	0	1
	high expectations	0	1	0	0	1
	hospitality employee turnover	0	0	3	0	3
	job pool shortage	0	1	5	1	7
	military structure	0	1	0	0	1
	millennials in hospitality	0	0	3	0	3
	restaurant employee challenges	0	0	0	0	2
	results of effort	0	1	2	0	3
	work conditions - Negative	2	7	1	1	11
Work Conditions - Positive	employee engagement in support of retention	0	1	0	0	1
	employee motivation	1	0	1	0	2
	engagement	0	5	0	0	5
	Food Network Effect	2	1	0	0	3
	influence of work-life balance	0	0	1	0	1
	job flexibility	0	0	1	0	1
	work conditions - Positive	1	2	8	1	12
Herzberg Motivation Factors						
Achievement	achievement	9	4	2	1	16
	motivation factors of millennials	0	0	3	0	3
Growth and Advancement	growth and advancement	15	11	11	2	39
	onboarding and socialization to support retention	0	0	0	0	0
	training and development	2	1	8	2	13
Recognition	recognition	3	2	1	0	6
Responsibility	responsibility	1	3	0	0	4
Millennial Values and Attitudes						
Conformity	trust of others, empathy, respect, sharing	9	2	2	0	13
Hedonism	pleasure, enjoy life, indulgence	11	4	1	2	18
Power	independent, prestige, freewill	0	1	2	1	4
Security	family, health, sense of belonging	11	3	1	1	16
Self-respect	self-respect - self-esteem, well groomed	1	0	0	0	1
Spirituality	harmony, positive thinking	0	1	0	0	1
Success	creative, productive, responsible	2	4	2	3	11