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The Effect of Workplace Characteristics on Millennial Worker Organizational Commitment

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This is to certify that the doctoral dissertation by

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Walden University
2018

Abstract

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Commitment

by

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MBA, Keller Graduate School of Management, 2006

BS, University of Wisconsin –Superior, 2003

Dissertation Submitted in Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Psychology

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Abstract

Existing research on the Millennial generation has focused on identifying the workplace

attributions and stereotypes between generations, and the relationship between those

attributions and stereotypes, as related to organizational commitment. However, research

has not addressed which workplace characteristics influence organizational commitment

of the Millennial generation. Herzberg's 2-factor theory was used to investigate the

relationship between workplace characteristics and organizational commitment of the

Millennial generation. The purpose of this quantitative study was to determine whether

workplace characteristics influence organizational commitment in the Millennial

generation. This quantitative study used the Minnesota Satisfaction Questionnaire and the

Organizational Commitment Questionnaire. A convenience sample of 215 individuals

born between 1984 and 1998 were surveyed. The key research questions investigated

which workplace characteristics had the greatest impact on organizational commitment.

The results indicated that self-management of career paths, combined with opportunities

for employee development provided the best predictors for organizational commitment of

the Millennial generation. These 2 variables accounted for 21% of the variance of the

OCQ ($R = .463$, $R^2 = .21$).By understanding which workplace characteristics impact

organizational commitment, organizations will be able to reduce turnover, employees will

become more committed to the organization, which may provide employers with a

greater opportunity to develop future leaders of their organizations and thereby initiate

positive social change at the level of the individual employee and the organization.

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Dedication

This dissertation is dedicated to my cousin, Shannon Marie (Johnson) Snyder,

who lost her battle with alcoholism on February, 27, 2016. I did it, Nan. I finished.

Acknowledgments

I would like to thank, first and foremost, Dr. Medha Talpade for taking a chance on me and my dissertation topic and agreeing to be my Committee Chair. I would not be here without her and I am forever grateful to her and thank her for her patience and guidance during this process (We did it, Dr. Talpade!). I would also like to thank Dr. Peggy Gallaher for her guidance as my Committee Member; her feedback was invaluable during this process. Thank you to Mr. Kevin Hornish, for encouraging me to never give up and to finish my "story". Thank you to my family for supporting me and my decision to pursue my PhD, and for reminding me that I am the first doctor in the family; I hope there are many more to follow. Finally, I would like to thank Kyle Kraft for listening to me talk about the Millennials for the last 2.5 years between sets. I appreciate it more than you know.

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Chapter 1: Introduction to the Study

Introduction

The purpose of this study was to determine which workplace characteristics, such as, opportunities for employee development, self-management of career paths, available advancement opportunities, and on-going workplace challenges influence organizational commitment in the Millennial generation. The goal of the study is to assist organizations with determining the appropriate approach to their workforce planning policies and development of leadership and development programs, to increase organizational commitment of the Millennial generation.

By 2010, 60% of Millennials in the workforce had left their employer within the first 3 years of employment (Pew Research Center, 2015). Ertas (2015) acknowledged that retaining and motivating the next generation of workers has emerged as a critical concern for human resource professionals (p. 401). Generational differences indicate that younger workers leave the organization if characteristics they value in the workplace are not present (Deery & Jago, 2014; Pitts et al., 2011).5. Turnover of the Millennial generation is not without cost to organizations. Although financial impact of turnover varies by organization, cost is incurred by activities such as (a) separation costs, (b) replacement costs, and (c) training costs (Tziner & Birati, 1996). Separation costs include time and resources needed to complete activities such as exit interviews and other administrative activities (Tziner & Birati,1996). Replacement costs are costs associated with the recruitment of new talent (Tziner & Birati, 1996). Training costs are costs incurred during training of a new workforce (Tziner & Birati, 1996). Thus, workplace

characteristics should be noted by organizations to increase long-term organizational commitment by the Millennial generation.

Additionally, the goal of this research study was to increase the understanding of the relationships between workplace characteristics and organizational commitment is expected to initiate positive social change at the level of the individual employee and the employer as well.

Chapter 1 presents background information on the Millennial generation. Chapter 1 also presents the problem this research addressed. The theoretical foundation of this research is introduced along with the research questions and hypotheses. Then, the nature of the study will be introduced. Then, the definition of key terms will be introduced, followed by the introduction of assumptions and scope. Chapter 1 concludes with the introduction of delimitations and limitations of this research

Background

As of 2014, as stated by the Pew Research Center (2015), approximately 36% of the U.S. workforce was identified as members of the Millennial generation, and by 2020, approximately 46% of all U.S workers will be identified as such. In contrast, as of 2014, Generation X (the non-Millennial generation) represented approximately 16% of the workforce (Pew Research Center, 2015). McInerny and Moriarty-Siler (2017) found that 44% percent of Millennials say they are somewhat committed to their employer, compared to 66% of non-Millennial employees who say they are highly committed. The commitment of the Millennial generation is driven primarily by the benefits offered by employers, such as, development opportunities and the opportunity to have a seat at the

decision making table (McInerny and Moriarty-Silver, 2017). The greater availability of these benefits, the more likely a Millennial worker is to make a long term commitment to their organization. As stated by Wong, Gardiner, Lang, and Coulon (2008), Millennials have high expectations regarding career advancement opportunities – they are more ambitious and very likely to seek these advancement opportunities, and with greater urgency than previous generations. Papinczak (2012) commented that perceived obtainable advancement opportunities provided by an organization correlates to increased affective organizational commitment. Additionally, on-going communication of the available advancement opportunities provided by the organization reduces worker disengagement (Papinczak, 2012).

Ng, Schweitzer, and Lyons (2010) noted that Millennials have high expectations of their employers and place the "greatest importance on individual aspects of a job" (p. 281). Millennials place a high value on developing new skills, along with rapid advancement in the workplace (Ng, Schweitzer, and Lyons, 2010). Additionally, Millennials, as noted by Meister and Willyard (2010), have expectations of on-the-job coaching, being able to develop close relationships with not only peers, but with their managers, and except to receive real time performance feedback. Dries, Pepermans, and De Kerpel (2008) commented that the value placed on training and development is by design. Millennials have experienced numerous shifts in the domestic and global economies since entering the workforce, which may lead to low expectations of job stability and a desire to seek out additional opportunities. Additionally, as stated by Dries et al. (2008), due to these events, Millennials view participation in employee

development opportunities as necessary to enhance their employability in the market. In addition to training and development programs and perceived obtainable advancement opportunities, high value is also placed on the opportunity to have on-going workplace challenges (Dries et al., 2008).

Yamamoto (2006) determined that organizational commitment is evidenced when organizations support career exploration and self-nomination for increased job duties while providing challenging work. Millennials disengage more rapidly than other generations when they find themselves in a situation where their work lacks challenges (Ng et al., 2010). While Millennials value the opportunity to advance their careers and develop skills, this generation of workers does not necessarily wish to conduct these activities independently. As stated by Ng et al. (2010), Millennials have spent most of their academic careers in supportive and collaborative group environments and enter the workforce with an expectation that they will continue to be supported and guided by managers and peers. Millennials view their managers as mentors and have high expectations that managers are available and are willing to provide constant guidance and feedback (Ng et al., 2010).

Problem Statement

Research has yet to identify which workplace characteristics significantly impact organizational commitment of the Millennial generation. To date, research has focused on personality characteristics of the Millennial generation and their behaviors in the work place, and less on the characteristics of the organizations in which they work as a factor that influences organizational commitment. Pitts et al. (2011) found that younger

generation workers were more likely to express the intention to leave their organization compared to workers of older generations. Ertas (2015) agreed with these findings and stated that Millennial generation employees were positively and significantly more likely to notify their employer of their intention to leave the organization within one year and act upon that intention (p.401). Deery and Jago's (2014) meta-analyses of retention strategies identified the differences between the generations, and the importance of workplace characteristics for the retention of talented younger staff. As of 2015, Millennials had surpassed Generation X as having the largest number of participants in the workforce (Pew Research Center, 2015). Additionally, as of 2015, one in three participants in the United States workforce is a member of the Millennials generation (Pew Research Center, 2015). More than 50 million workers are members of the Millennial generation, giving employers cause to evaluate policies that may have been appropriate for prior generations but do not align with this generation's expectations in the workplace (Pew Research Center, 2015). Given the gap and the contradictions in the literature, identifying workplace characteristics that positively impact organizational commitment need further evaluation. Increasing the understanding of the potential correlation between these two variables may aid organizations in developing strategies for retaining Millennials in their workforce.

Purpose of the Study

The purpose of this quantitative study was to determine which workplace characteristics, such as opportunities for employee development, self-management of career paths, available advancement opportunities, and on-going workplace challenges

influence organizational commitment in the Millennial generation. This research evaluated the following research questions: To what extent do workplace characteristics have a positive impact on organizational commitment of the millennial generation? To what extent do opportunities for employee development have an impact on organizational commitment? And to what extent do workplace challenges, self-management of career paths, and opportunities for advancement have an impact on organizational commitment? This quantitative survey study utilized the following workplace characteristics as predictors: Opportunities for employee development, workplace challenges, career path self-management, and perceived rapidly obtainable advancement opportunities. Organizational commitment was utilized as the criterion variable.

Research Questions and Hypotheses

Research Question 1: Do opportunities for employee development have a significant relationship to organizational commitment in the Millennial?

$H_0 1$: Opportunities for employees to supervise others, direct the work of others, and be viewed as a leader as measured by the Minnesota Satisfaction Questionnaire will not increase organizational commitment as assessed by the Organizational Commitment Questionnaire.

$H_a 1$: Opportunities for employees to supervise others, direct the work of others, and be viewed as a leader as measured by the Minnesota Satisfaction Questionnaire will be positively associated with organizational commitment as assessed by the Organizational Commitment Questionnaire.

Research Question 2: Does challenging work have a significant relationship to

    organizational commitment of the Millennial generation?

$H_0$2: The opportunity to complete different types of work as measured by the Minnesota

    Satisfaction Questionnaire will not be positively associated with organizational

    commitment as assessed by the Organizational Commitment Questionnaire

H_a2: The opportunity to complete different types of work as measured by the Minnesota

    Satisfaction Questionnaire will be positively associated with organizational

    commitment as assessed by the Organizational Commitment Questionnaire.

Research Question 3: Does self-management of career paths have a significant

    relationship with organizational commitment in the Millennial generation?

$H_0$3: The opportunity to be responsible for planning work, make independent decisions

    and to perform different work/job duties as measured by the Minnesota

    Satisfaction Questionnaire, will not be positively associated to organizational

    commitment as assessed by the Organizational Commitment Questionnaire.

H_a3: The opportunity to be responsible for planning work, make independent decisions,

    and to perform different work/job duties as measured by the Minnesota

    Satisfaction Questionnaire, will be positively associated to organizational

    commitment as assessed by the Organizational Commitment Questionnaire.

Research Question 4: Do advancement opportunities have a significant relationship to

    organizational commitment in the Millennial generation?

$H_0$4: Opportunities for advancement and "getting ahead", as measured by the Minnesota

     Satisfaction Questionnaire, will not be positively associated to organizational

     commitment as assessed by the Organizational Commitment Questionnaire.

H_a4: Opportunities for advancement and "getting ahead", as measured by the Minnesota

     Satisfaction Questionnaire, will be positively associated to organizational

     commitment as assessed by the Organizational Commitment Questionnaire.

Theoretical Foundation

The theoretical base for this study was Herzberg's (1959) two factor theory. As stated by Bassett-Jones and Lloyd (2005), certain factors result in job satisfaction and other factors prevent dissatisfaction. Herzberg classified these job factors into two categories, hygiene factors and motivational factors. Hygiene factors are those job variables that are essential for creating motivation in the workplace (Bassett-Jones & Lloyd, 2005). These variables may include compensation, organization policies, and working relationships between supervisors and employees. If these variables are missing from the workplace environment, job dissatisfaction occurs (Sachau, 2007). Sachau (2007) noted the hygiene factors cannot be regarded as motivators, do not drive long term job satisfaction, and are not intrinsically rewarding. Motivation variables are what lead to positive job satisfaction (p. 25). These variables are intrinsically motivating and drive employees to achieve greater levels of performance, opportunities for advancement and recognition (Sachau, 2007). Application of Herzberg's theory provided support for the linkage between the organizational as a way to mitigate job dissatisfaction, allowing for increased organizational commitment.

Current research provides support for the application of Herzberg's two-factor theory to describe workplace characteristics and their potential influence on organizational commitment. As stated by Alexander and Sysko (2013), the millennial generation workforce is motivated by motivation variables, as defined by Herzberg, such as opportunities for advancement and leadership opportunities, as well as hygiene factors such as compensation, commitment to their manager, and a commitment to corporate mission. Likewise, Hershatter and Epstein (2010) identified that millennials believe that organizations should be built on systems of equity. These systems of equity include hygiene factors such as fair compensation, a reward system for workplace accomplishments, and the organizations ability to adapt to the work preferences of the millennial generation (Hershatter and Epstein, 2010). In addition to these hygiene factors, motivating factors such as job security and supporting and nurturing relationships between employees and managers were also identified as critical factors that influence organizational commitment(Hershatter and Epstein, 2010). When considering what influences commitment, organizations may wish to evaluate which motivation and hygiene factors are lacking in their organizational culture. Understanding where gaps exist may assist organizations in developing strategies to influence long term commitment of Millennial generation workers.

De Hauw and De Vos (2010) identified Millennials as having an "anticipatory psychological contract" as they enter the workforce (p.204). The anticipatory psychology contract contains hygiene and motivation factors that the millennial employee expects an organization to provide once employment has begun ((DeHauw and De Vos, 2010). As

stated by De Hauw and De Vos, Millennials are highly motivated by organizational

policies that encourage collaboration and collective behaviors. This hygiene factor is also

supported by Alexander and Sysco (2013), who stated that Millennials have been

educated in collaborative environments and have similar expectations while entering the

workforce. Additionally, De Hauw and De Vos identified motivation factors such as

career opportunities, employee development, and work-place mentoring and work-life

balance as influencing commitment in the millennial generation.

As stated by Weng et. al (2010), career growth opportunities affect organizational

commitment. Weng et. al determined that when employees have growth opportunities

readily available, are encouraged to take on more complex tasks, and have obtainable

goals in the workplace have an increased level of organizational commitment. When

combining this motivation factor with the organization's policy of rewarding the efforts

of employees to gain new skills as a hygiene factor, affective organizational commitment

increases (Weng et. Al, 2010)Thompson and Gregory (2012) found similar results when

evaluating hygiene and motivational factors and their impact on organizational

commitment of the millennial generation. Thompson and Gregory found that a strong

motivational factor for the millennial generation is the intrinsic rewarding relationship

between themselves and their manager. Millennials have an expectation when entering

the workforce that their relationship with their manager will mirror that of their

relationship with their parents and teachers (Thompson and Gregory, 2012). In

conclusion, organizations should note that Millennials hold a high expectation that their

manager will invest in an meaningful relationship with them, provide positive feedback

and direction, and adapt a managerial style that fits with their own sense of individualism (Thompson and Gregory, 2012).

Papincazk (2012) determined that motivation factors, such as work-life balance (or work hours), on-going skill development, and role attenuation, when combined with hygiene factors such as lack of job security and marginalization of the employee by the employer, impacted organizational commitment. Where there is a lack or break down in the motivational factors, combined with an increase in the hygiene factors, organizational commitment decreases over time (Papincazk, 2012). Ng, et.al (2010) identified that compensation and benefits were the signal most important hygiene factors to the millennial generation. In addition to these hygiene factors, the motivational factors that influence millennials in the workforce are an organization's emphasis on work-life balance, rapid advancement, meaningful work and a nurturing work environment (Ng et. al, 2010).

Herzberg's (1958) two-factor theory served as an appropriate framework for the research questions. The hypotheses were developed based on the theory that if Millennial generation workers are provided with appropriate motivational factors, their organizational commitment will increase.

Nature of the Study

This quantitative survey design utilized a nonexperimental correlational approach. The quantitative method allowed for an analysis of workplace characteristics and their association with organizational commitment and provided descriptive data that may assist organizations in retaining the Millennial generation workforce. This quantitative study

used the following workplace characteristics as predictors: Opportunities for employee development, workplace challenges, career path self-management, and perceived rapidly obtainable advancement opportunities.

This study employed the Minnesota Satisfaction Questionnaire (MSQ) to measure self-management of career paths, on-going workplace challenges, perceived rapidly obtainable advancement opportunities, and opportunities for employee development. Self-management of career paths is defined and assessed by the MSQ as having no organizational direction in determining career advancement opportunities (Wanous, 1973) On-going workplace challenges are defined and assessed by the MSQ as the organizations ability to provide employees with interesting and complex work duties (Wanous, 1973). The developers of the MSQ (1973) defined and assessed rapidly obtainable advancement opportunities as career opportunities within the organization that lead to increased responsibility that are viewed as rapidly obtainable by employees. Additionally, this study employed the Organizational Commitment Questionnaire (OCQ) as the dependent variable to measure organization commitment. Organizational commitment will be measured using the 24-item OCQ.

Questionnaires were administered via Survey Monkey to participants. Millennials were defined as those participants having a birthdate between January 1, 1984 and December 31, 1998. Participants were not required to have worked in any specific industry or job function and were not required to have worked in the same job at the time the survey was completed for any specific amount of time. To achieve .80 power, a Gpower analysis was performed. I used a conservative alpha of .05 and determined that a

sample size of 180 participants was required. Hypotheses were tested using a

correlation/multiple regression analysis to answer the research questions.

Definition of Terms

Advancement opportunities: Advancement opportunities were defined as those

opportunities that directly lead to the progression of a career (Silverman, 2012). The

Millennial generation seeks out training, feedback and the opportunity to practice new

skills to advance their careers as quickly as possible (Silverman, 2012).

Employee development opportunities: Employee development opportunities were

those that provided employees the chance to learn and develop new skills (e.g. leadership,

technical skills) and be able to utilize and practice skills immediately on the job

(MacSweeney, 2012).

Millennial generation: Millennials were defined as those participants having a

birthdate between January 1, 1984 and December 31, 1998 (Pew Research Center, 2015).

Organizational Commitment: Organizational commitment is the extent that

employees are committed to the company in which they work (D'Amato & Herzfeldt,

2008). Commitment may include employee's feelings of belonging, commitment to the

success of the organization and a sense of responsibility to deliver consistent, quality

work (D'Amato & Herzfeldt, 2008)

Self-management of career paths: Self-management of career paths was defined

as the self-directed process of developing and setting professional goals and determining

the strategies for obtaining these goals (Wanous, 1973).

Workplace challenges: Workplace challenges were defined as those activities related to employee development that result in an increase in worker performance, stability and the culture of the organization (Wanous, 1973).

Workplace characteristics: Workplace characteristics were defined as those attributes associated with an organization (Wanous, 1973). This study included the following workplace characteristics: advancement opportunities, on-going workplace challenges, self- management of career paths, and employee development opportunities.

Assumptions

It was assumed that the answers provided to the survey were the responses of the original recipient of the survey. It was also assumed that participants provided their true birthdate which allowed me to only include participants who met the definition of a Millennial. These assumptions were necessary, because, as supported by prior research, generational differences may influence survey responses (Deery & Jago, 2014; Pitts et al., 2011),

I assumed that using the quantitative methodology would be sufficient to answer the research questions of this study. Additionally, it was assumed that the two-factor theory was the proper theoretical foundation for this study. As a researcher using the two-factor theory, I assumed that organizational commitment increases when hygiene and motivation factors are met

Scope and Delimitations

The scope of this research was limited to a small cross-section of participants from a specific point in time in their work experience. This research did not address

variables that may influence responses provided by participants, such as gender, ethnicity, education level, or prior work experience.

This research includes the following delimitations. I limited participation to employees born between 1984 and 1998. Participants from other generational cohorts were excluded and I did not collect and/or compare responses between generational cohorts. This research included potential threats to internal validity. Due to the sampling method use (convenience sampling), there was a potential lack of an equal distribution of participants within the birthdate range. Participants birthdate ranges could potentially have been clustered around a small range of years, which could have influenced responses. Additionally, there was the possibility of unaccounted variables that may have influenced responses. It was also possible that participants may have lost interest or become stressed or overwhelmed during participation. In order to address this threat to internal validity, participants were reminded that participation in the study was voluntary and they were free to exit their survey at any time without consequence if they felt uncomfortable or became disinterested.

This research included potential threats to external validity. The MSQ was developed a decade prior to the first Millennials being born. It may be necessary to update this survey with questions that are more relevant to the younger generation of workers. Additionally, the OCQ was also in use far longer than most Millennials have been in the workforce. The circumstances under which the surveys were completed may impact responses by participants. If participants felt rushed, they may not have answered questions as truthfully as possible, which may have limited the generalizability of the

results. In order to address this threat to external validity, participants were encouraged to complete the survey under circumstances where they could take as much time as needed.

The multiple regression/correlation analysis was used to assess workplace characteristics and organizational commitment. The following workplace characteristics were used in this study: opportunities for employee development, workplace challenges, self-management of career paths, and perceived rapidly obtainable advancement opportunities. A computer-based software program (SPSS) was used to perform the statistical analysis of the data collected.

Limitations

This study included the following limitations. Participants were limited to those organizations in which participants currently work. Information, as it related to industry of organizations that participants were employed at while surveys were completed, was not collected and it may be possible that participants worked in similar industries, which may limit the generalizability of the results across other organizational settings There was no reason to assume that this sample was significantly different that other Millennials from industries that were not represented by the participants Additionally, this study was limited by the survey questions available on the MSQ and OCQ questionnaires. However, in the context of this study, the MSQ and OCQ captured the key variables need to answer the research questions. Additionally, to prevent response fatigue, I selected the MSQ and OCQ as the two surveys. Although this study only used two measurement tools, the MSQ and OCQ, both provided an extensive measure of workplace characteristics and organizational commitment pertinent to the target population. Finally, as stated by

Constanza et. al., (2012), there is little agreement on which birthdate ranges constitute a generational cohort. With little agreement on when a generational cohort begins and ends, there was a lack of consistency with the population that research is being conducted on. I assumed that birthdates between 1984 and 1998 would provide relevant data; however, it may limit the generalizability or the comparison of results to prior research. The generalizability thus will be limited to this specific timeframe.

Due to the scope of this study, it was determined that the survey method was the most efficient procedure for data collection

This method of data collection limited the ability to collect other relevant data points that may have influenced organizational commitment of the Millennial generation. Despite these limitations, there was no reason to assume that this sample of Millennials was unique from the entire population of Millennial workers, and therefore no reason to assume their responses to the survey questions would greatly vary from responses of Millennial's in other organizations

Significance of the Study

Current literature has focused on identifying the workplace attributions and stereotypes between generations and how the relationship between those attributions and stereotypes relate to organizational commitment (Thompson & Gregory, 2012) However, current literature has not addressed which workplace characteristics influence organizational commitment of the Millennial generation. Alexander and Sysco (2013) focused their research on examining the behaviors of the Millennial generation in the

workplace based on their sense of entitlement. There was no examination as to whether the sense of entitlement was driven by workplace characteristics.

Hershatter (2006) found that Millennials enter the workplace with an expectation that their employer will provide them with the necessary tools to promote change. This study did not address whether being provided the necessary tools to influence change positively impacted the tenure of Millennial employees. Thompson and Gregory (2012) evaluated the characteristics of managers and how those characteristics impacted the Millennial generation. I sought to discover which managerial characteristics are likely to positively impact Millennial generation workers but I did not evaluate workplace characteristics or whether managerial characteristics positively influenced organizational commitment.

Finally, Ng et al. (2010) evaluated Millennial generation expectations of their employers. Their findings indicated that Millennials have reasonable salary expectations, but have very high expectations for advancement, skill development and work-life balance (Ng et al., 2010). These findings, however, did not indicate if these expectations, when fulfilled, positively impacted organizational commitment.

My research added to current literature in that it evaluated work-place characteristics that influence organizational commitment in the Millennial generation, addressing a gap in the current literature. As stated in the introduction, an understanding of the relationships between workplace characteristics and organizational commitment was expected to initiate positive social change at the level of the individual employee and the employer as well. As stated by Bersin (2014), most organizations understand the

importance of retaining and supporting this talented generation and the development of

new strategies for this purpose. Millennials believe that organizations have a duty to

address societal challenges, specifically in the areas of availability of resources, climate

change and income inequality (Bersin, 2014). Through technology, such as social media,

online petitions, crowd sourcing, and so on, Millennials believe that one person can have

a positive impact (Bersin, 2014). This attitude follows them into the workplace.

According to Pew Research (2014), 40% of Millennials expect to have an immediate

positive impact on their organizations and expect to be in a leadership role and a

leadership position within the first 2 years of employment. To make this positive impact,

Millennials, after joining an organization, expect to make decisions that have an

immediate impact on organization policies (Pew Research, 2014). Through this increased

understanding of the Millennial generation in the workforce, organizations will be able to

reduce turnover of this generation, employees will become more committed to the

organization and additionally this research may also inform and optimize the

development of future leaders within organizations.

Summary

In this chapter, I presented background information on the Millennial generation.

I have highlighted that current research primarily focuses on characteristics of Millennial

workers and how those characteristics influence organizational commitment. I presented

background information on the expectations Millennials have of their organization, such

as to address social change and social justice issues, as well as their expectation of having

the ability to have an impact within a short period of time once hired by an organization.

In this chapter, I presented a synthesis of the findings of previous research which have not addressed the characteristics of the organizations in which the Millennials work. A synopsis of the quantitative survey design which is guided by Herzberg's two-factor theory, was provided. I discussed how this study filled a gap in the current literature, by examining characteristics of organizations that influence organizational commitment of the Millennial generation.

Chapter 2 will provide an extensive literature review and the theoretical foundation of this research topic, as well as a review of existing research on the millennial generation and organizational commitment.

Chapter 2: Literature Review

Introduction

The purpose of this quantitative study was to determine whether workplace characteristics, such as opportunities for employee development, self-management of career paths, available advancement opportunities, and on-going workplace challenges influenced organizational commitment in the Millennial generation. The goal of the study was to assist organizations with determining the appropriate approach to their workforce planning policies and development of leadership and development programs, in order to increase organizational commitment of the Millennial generation.

Current research is focused on cross-sectional studies, highlighting generational differences in work place attitudes and attributions between the generations. For example, Meyers and Sadaghiani (2010) focused their research on the stereotypes of Millennials in the workplace and the impact on relationships and performance. Stereotypical characteristics associated with Millennials include being unmotivated, individualistic, lacking commitment, and being disrespectful(Meyers & Sadaghiani, 2010). Thompson (2012) identified similar workplace stereotypes as those by Meyers and Sadaghiani. Thompson's research focused on addressing the perception that Millennials lack organizational commitment have an inflated sense of entitlement and treat the workplace in a casual manner. Shragray and Tziner (2010) studied and found generational differences between workplace satisfaction, job involvement, and organizational citizenship behavior. Broadbridge et al. (2007) identified characteristics valued most by Millennials in the workplace included working for personal enjoyment, personal gain,

career advancement, having a supportive organizational culture, and being provided with

opportunities for development. Constructs to date related to the behaviors of Millennials

that have been measured include turn over intentions, career expectations, work-life

balance, feelings towards organizational policies, corporate culture, and work place

behaviors as they relate to task completion(Broadbridge et al, 2007). Meyers and

Sadaghiani and Thompson concluded that organizations should tailor their responses to

Millennial workplace styles instead of expecting this generation to adapt to the existing

workplace culture. Neither indicated whether this approach impacted long term

organizational commitment. Broadridge et al. also found that Millennials have high

expectations for good pay, need supportive workplace cultures, and development

opportunities, but did not evaluate whether or not these variables influenced

organizational commitment. Conversely, Sharagay and Tziner concluded that

generational differences are not significant enough to warrant the effort to tailor

managerial and leadership and development practices specifically to the Millennial

generation. As stated in Chapter 1, organizations should be aware and prepared to address

the high expectations that Millennial's bring to the workplace in order to increase

organizational commitment.

Existing empirical research has not identified which workplace characteristics

significantly impact organizational commitment of this generation. Given the gap and the

contradictions in the literature, identifying workplace characteristics that positively

impact organizational commitment needed further evaluation. My research evaluated the

following research question: Do workplace characteristics have a positive impact on

organizational commitment of the Millennial generation? This research question led to the following additional research questions: Do opportunities for employee development have an impact on organizational commitment and do workplace challenges and career development support have an impact on organizational commitment.

The following review provides the background on the Millennial generation, states the theoretical foundation for the basis of research involving the Millennial generation, and reviews the characteristics of Millennial generation workers and the impact these characteristics have on workplace behaviors, as well as provides a summary and conclusions regarding current research.

Literature Search Strategy

Relevant literature was obtained via the Walden University Library, which included the databases of PsychInfo and ABI/INFORM Complete. The following search terms were utilized during the literature search: *Millennial* (275), *organizational commitment* (2,968), *psychological contract* (823), *self-management of career paths* (81), *workplace training and development programs* (32), *workplace advancement opportunities* (20), *workplace challenges* (70), *two-factor theory* (267), *Millennials and organizational commitment* (2), *Millennials and psychological contract* (2), *Millennials and workplace training and development programs* (0), *Millennials and self-management of career paths* (2), *Millennials and workplace advancement opportunities* (7), *Millennials and workplace challenges* (2), *Millennials and organizational culture* (1), and *Millennials and two-factor theory* (0). The literature search was conducted on peer-

reviewed literature published from 2007-2017 and included literature about Millennial's in the workplace and the comparison between generations in the work place.

Theoretical Foundation

The theoretical base for this study was Herzberg's (1959) two factor theory. As stated by Bassett-Jones and Lloyd (2005), certain factors result in job satisfaction and other factors prevent dissatisfaction. Herzberg classified these job factors into two categories: hygiene factors and motivational factors. Hygiene factors are those job variables that are essential for creating motivation in the workplace (Bassett-Jones & Lloyd, 2005). These variables may include compensation, organization policies and working relationships between supervisors and employees. If these variables are missing from the workplace environment, job dissatisfaction occurs (Sachau, 2007). Sachau (2007) noted the hygiene factors cannot be regarded as motivators, do not drive long term job satisfaction, and are not intrinsically rewarding. Motivation variables are what lead to positive job satisfaction (Sachau, 2007). These variables are intrinsically motivating and drive employees to achieve greater levels of performance, opportunities for advancement and recognition (Sachau, 2007).

Current research provides support for the application of Herzberg's two-factor theory to describe workplace characteristics and their potential influence on organizational commitment. As stated by Alexander and Sysko (2013), the Millennial generation workforce is motivated by motivation variables, as defined by Herzberg, such as opportunities for advancement, and leadership opportunities, as well as hygiene factors, such as compensation, commitment to their manager, and a commitment to

corporate mission. Likewise, Hershatter and Epstein (2010) identified that Millennials

believe that organizations should be built on systems of equity. These systems of equity

include hygiene factors such as fair compensation, a reward system for workplace

accomplishments and the organizations ability to adapt to the work preferences of the

Millennial generation. In addition to these hygiene factors, motivating factors, such as,

job security and supporting and nurturing relationships between employees and managers

were also identified as critical factors that influence organizational commitment. This

study specifically evaluated motivations factors and their influence on organizational

commitment, organizations may wish to identify and evaluate which motivation factors

are most important to their Millennial generation workforce in order to increase retention.

De Hauw and De Vos (2010) identified Millennials as having an "anticipatory

psychological contract" as they enter the workforce (p. 293). The anticipatory psychology

contract contains hygiene and motivation factors that the Millennial employee expects an

organization to provide once employment has begun (De Hauw and De Vos, 2010). As

stated by De Hauw and De Vos, Millennials are highly motivated by organizational

policies that encourage collaboration and collective behaviors. This hygiene factor is also

supported by Alexander and Sysco (2013), who stated that Millennials have been

educated in collaborative environments and have similar expectations while entering the

workforce. Additionally, De Hauw and De Vos identified motivation factors such as

career opportunities, training and development, workplace mentoring, and work-life

balance as influencing commitment in the Millennial generation.

It was also determined that career growth opportunities affect organizational commitment. Weng et. al (2010) determined that when employees have growth opportunities readily available, are encouraged to take on more complex tasks, and have obtainable goals in the workplace, they have an increased level of organizational commitment. When combining this motivation factor with the organization's policy of rewarding the efforts of employees to gain new skills as a hygiene factor, affective organizational commitment increases. Twenge (2010) found that Millennials rated motivation factors, such as more time away from work, higher than previous generations. Twenge also determined that Millennials rated work as less important and exhibit a weaker work ethic than other generations. Hygiene factors, such as salary expectations, are rated more important by Millennials compared to their older generation counterparts (Twenge, 2010).

Thompson and Gregory (2012) found similar results when evaluating hygiene and motivational factors and their impact on organizational commitment of the Millennial generation. Thompson and Gregory found that a strong motivational factor for the Millennial generation is the intrinsic rewarding relationship between themselves and their manager. Millennials have an expectation when entering the workforce that their relationship with their manager will mirror that of their relationship with their parents and teachers(Thompson & Gregory, 2012). Millennials hold a high expectation that their manager will invest in an meaningful relationship with them, provide positive feedback and direction, and adapt a managerial style that fits with their own sense of individualism (Thompson & Gregory, 2012). As previously stated, understanding which factors are

important to the Millennial generation workforce, may assist organizations in developing strategies to increase organizational commitment.

Similarly, Hershatter and Epstein (2010) found that Millennials have a high level of need for achievement, a desire to have impact, and have an expectation that their employers will provide a supportive environment that nurtures and develops their skills. These findings are also like those of Saber (2016), who stated that Millennials have an expectation that they should have the opportunity to have influence on their organizations even while they are in an entry level position. If these motivation factors are not met as stated by Saber, Millennials report greater turnover intentions than older generations.

Millennials desire consistent feedback and recognition, in addition to be given the opportunity to have immediate impact on the organization impacted organizational commitment (Hartman & McCambridge, 2011). Additionally, Hartman and McCambridge (2011) found that Millennials prefer structure and defined responsibilities, well-defined rules, and organizational policies, along with having high expectations that their employers will be committed to social justice issues. Although these organizational characteristics do not fall into the traditional motivation factors as stated by Herzberg (1958), and were not evaluated by this research, organizations may wish to develop policies and specific structures that millennial workers find appeal in order to increase retention.

Motivation factors, such as work-life balance (or work hours), on-going skill development and role attenuation, when combined with hygiene factors such as, lack of job security and marginalization of the employee by the employer, impacted

organizational commitment (Papincazk, 2012). Where there is a lack of or break down in the motivational factors, combined with an increase in the hygiene factors, organizational commitment decreases overtime (Papincazk, 2012). Ng et al. (2010) identified that compensation and benefits were the signal most important hygiene factors to the Millennial generation. In addition to these hygiene factors, the motivational factors that influence Millennials in the workforce are an organization's emphasis on work-life balance, rapid advancement, meaningful work, and a nurturing work environment (Ng et al., 2010).

Organizations may need to consider how their current culture, policies, and procedures may impact their ability to connect with and retain Millennial generation workers. Meyers and Sadaghiani (2010) and Thompson (2012) concluded that organizations should tailor their responses to Millennial workplace styles instead of expecting this generation to adapt to the existing workplace culture. Neither indicated whether this approach impacted long term organizational commitment. Broadridge et al. (2007) also found that Millennials have high expectations for good pay, need supportive workplace cultures and development opportunities, but did not evaluate whether these variables influenced organizational commitment. Conversely, Sharagay and Tziner (2010) indicated that generational differences are not significant enough to warrant the effort to tailor managerial and leadership and development practices specifically to the Millennial generation.

Millennials enter the workforce seeking opportunities for development, variation and challenges in their work, and have expectations of being given a significant amount

responsibility (Lub, 2012). Although this combination of expectations may be perceived as attractive to employers, Lub (2012) also found that Millennial's have significantly lower organizational commitment and lower retention intentions than previous generations. Similarly, Farr-Wharton (2011) found that Millennial generation workers have an expectation that their employers will assist them in feeling empowered. The key to empowerment, as stated by Farr-Wharton, is to encourage strong relationships between managers and Millennial generation employees. Without a strong relationship, the affective commitment of this generation is far less than workers belonging to prior generations (Farr-Wharton, 2011).

Millennial-generation workers bring different attitudes and engage with their organizations differently than previous generations. Millennials enter the workforce with an expectation that employers will communicate openly with them and immediately include them in strategic decisions (Pralong, 2010). Unlike previous generations, Millennials enter the workforce with no expectation that they must "pay their dues" to have immediate impact and take on leadership roles (Pralong, 2010, p. 2).

Millennials are more motivated by job duties and career development and are more motivated by rewards provided by their employer; however, those rewards do not necessarily improve retention or performance (Lub, 2015). Saber (2013) found that in order to feel satisfied with their job duties and employer, Millennials need recognition of their accomplishments. Additionally, as stated by Saber (2013), for Millennials to report job satisfaction, their desire for recognition and a sense of accomplishment must be met. Millennials also desire a team environment and expect that their employers will provide a

positive work environment that encourages cohesion, provides feedback from peers and managers, and provides the opportunity to develop mentoring relationships with their supervisors. Saber determined that Millennials place a higher value on these workplace characteristics than workers from other generational cohorts.

Millennials have an expectation that their employers will have an open communication policy and they expect that managers will provide feedback frequently (Myer, 2010). Myer (2010) also found that Millennials expect to be provided with the opportunity to express ideas, have influence, and be included in strategic discussions regardless of their level of experience or tenure with the organization.

Research findings have demonstrated that workplace characteristics that are viewed as intrinsically rewarding are given a higher value by the Millennial generation than workplace characteristics that are viewed as extrinsically rewarding. Application of Herzberg's theory provided support for the linkage between the workplace characteristics and increased organizational commitment.

Empirical Framework

Organizational Commitment

Organizational commitment is defined as the employee's psychological attachment to the organization (Hassan, 2012). The amount of organizational commitment that an employee has will determine whether the employee will remain with their employer (Hassan, 2012). The amount or organizational commitment also determines whether an employee will be committed to working towards and helping the organization achieve its goals and objectives (Hassan, 2012). Additionally, as suggested

by Becker, Ullrich, and Van Dick (2013), organizational commitment is a function of the

combination of personal investments that include emotional resources, working

relationships, and financial resources. Also Becker et al. stated that employees will

demonstrate larger amounts of commitment to their organization when their efforts

towards the end goal will be rewarded. Additionally, it was determined that

organizational commitment consistent of three separate types of commitment: affective

commitment, continuance commitment and normative commitment (Becker et al., 2013)

Affective commitment is described as the employees emotional attachment to

their organization (Meyer, et al., 2002). If the employee exhibits a large amount of

affective commitment, they are likely to report they have a positive relationship with their

coworkers, managers, and executive leaders and are more likely to remain with the

organization and actively work towards helping the organization meet its goals (Meyer, et

al., 2002). Having a high level of affective commitment towards the organization may

deter an employee from seeking opportunities with other organizations (Meyer, et al.,

2002). For example, the employee may be reluctant to leave their coworkers or manager

due to their attachment to them.

Continuance commitment is the degree the employee feels that leaving their

organization will not result in a positive outcome (Meyer et al., 2002) If the employee has

a high amount of continuance commitment, they will choose to remain with their

organization because they do not feel there is a positive benefit to them seeking

opportunities elsewhere (Meyer et al., 2002). There are a number of reasons that may

deter an employee from choosing to willingly separate from their current employer. For

example, the employee may feel they "starting over" in terms of seniority, they may feel

that other employers will view them as a "job hopper" or they may not be able to remain

"whole" in terms of compensation, benefits, paid time off, remote work options, or other

benefits provided by their current employers (Meyer et al., 2002)

Normative commitment is the degree in which an employee feels obligated to

their organization or the degree in which the employee feels that staying with their

organization is the "right thing to do" (Hassan, 2012). Employees may feel obligated to

stay with their current employer for a number of reasons. For example, their organization

may have provided them with support and flexibility during a difficult personal situation

or the organization may have given the employee a promotion or increased

compensation, leading to feelings of obligation to the organization (Hassan, 2012)..

Lambert, Griffen, Hogan and Kelley (2015) evaluated continuance commitment,

normative commitment and affective commitment and their impact on turnover

intentions. They determined that the three types of commitment played various roles in

determining organizational commitment and turn over intentions.

There are a variety of workplace characteristics that can impact the organizational

commitment of an employee. As determined by Li, et. al (2014), organizational

commitment promotes job satisfaction and positive job outcomes. Li, et. al (2014) also

determined that there are negative outcomes as related to job satisfaction when

employees do not feel supported by their organization. Devece, Palacios-Marques and

Alguacil (2016) found that organizations that encourage commitment by offering change

driven and quality driven cultures, that not only encourage transparent communication,

but also encourage, knowledge management and foster cultures of respect and integrity, retain employees longer and those employee exhibit higher levels of organizational commitment. Additionally, Devece, et al.(2016), concluded that a positive and ethical work place environment strongly impacted an organizations ability to not only attract top talent, but also impacted its ability to retain this talent. The positive and ethical workplace environment was also determined to have a highly significant impact on the development of strong organizational commitment of its employees. As related to affective and normative commitment, Devece, et al.(2016), also concluded that individuals who have had a significant change to their employment status (i.e. reduced hours, pending lay-offs, unemployment, etc), show similar affective and normative commitment behaviors compared to employees who have not had a significant change to their employment status. Devece also determined that the continuance commitment behaviors of employees who have experience a change in their job status increases. These results contradict some previous empirical research on organizational commitment, however, these results provide support for additional theories, suggesting that organizational commitment is driven by the behavior and attitude of the employee, and is not entirely reliant on the culture, status, and objectives of the organization.

The strongest positive influence on organizational commitment was the ability of the organization to provide challenging work assignments and projects, along with on-the-job support from senior leaders (Cao & Hamori, 2015). Cao and Hamori also determined that organizational commitment is weaker when an organization provides challenging work assignments and projects in combination with other organizational

practices when on-the-job support is not provided by senior leaders of the organization. Additionally, Wombachers and Felfe (2017) determined that high levels of organizational commitment also lead to increased organizational citizenship behaviors, specifically, commitment to their team, efficacy beliefs and turnover intentions.

Organizational commitment is "predictive of a number of important outcomes" of employees (Booth-Kewley, Dell'Acqua, & Thomsen, 2017). These outcomes include; turnover intentions, job performance, morale and the employee's perceived ability to successfully complete their job duties. Booth-Kewley et al.(2017) determined that six variables were significant in determining organizational commitment: Employee motivation, positive perception of training, confident that promotions are obtainable, self-management of their job duties, support from leaders and lower reported mental health concerns (i.e. depression). As a result, Booth-Kewley et al.(2017) recommended that organizational leaders take steps to ensure these variables are taken into consideration when developing organizational policies. A clear understanding of these variables may assist organizations with increasing overall commitment of employees.

Similar to Booth-Kewley et al. (2017), Lambert, Keena, May, Haynes, and Buckner (2017), determined that the following variables play a significant role in increasing affective commitment of employees: training, job variety, role clarity, the chance to provide input into decision-making and open communication. It was also determined that these variables had a greater influence on affective commitment than individual behaviors of employees. Similar to Booth-Kewley, et.al (2017), Stritch and Christensen (2016) found that specific workplace characteristics have an impact on

organizational commitment. It was determined that when an organization provides employees with the ability to engage in public service behaviors, such reducing the organizations environmental impact. It was determined that with support from leadership, employees who take advantage of this specific workplace characteristic, have increased positive workplace behaviors, and higher levels of organizational commitment.

Workplace characteristics were found to influence organizational commitment. Maia, Bastos and Solinger (2016) determined that promotion opportunities, challenging work, person-job fit, and workload all influence organizational commitment of employees. These findings mirror prior empirical research results by Meyer et al. (2002), who stated that workplace characteristics explain organizational commitment and do so better than personal characteristics of the employee. Similarly, Maia, et al. (2016), determined that overall work experiences within an organization play a larger role in determining organizational commitment of an employee over time than do personal characteristics, such as age.

In addition to promotion opportunities, challenging work, person-job fit, and workload, Mathieu, Fabi, Lacoursiere and Raymond (2016), determined that the leadership style of supervisors play a key role in job satisfaction and organizational commitment. Person-orientated supervisors provide employees with a positive support and encourage positive feelings about their work and career paths (Mathieu, Fabi, Lacoursiere and Raymond, 2016). In comparison, task-orientated leaders focus on the tasks that employees need to complete in order to complete projects and achieve organizational goals and objectives (Mathieu, Fabi, Lacoursiere and Raymond, 2016).

Mathieu, et al. (2016) determined that person-orientated supervisors have a greater impact on job satisfaction and levels of organizational commitment of employees compared to task-orientated supervisors. Results show that person-oriented leadership behavior affects turnover intentions through job satisfaction and organizational commitment more than task-oriented leadership behavior. Only organizational commitment had a direct effect in explaining turnover intention.

Conversely, job insecurity felt by an employee reduces their organizational commitment and increases their turn over intentions (Lee & Jeong, 2017). This finding is consistent with previous organizational commitment research by Emberland and Rundmo (2010), who found that when an employee is unsure about their future in their organization, their overall level of organizational commitment decreases while their intentions to leave the organization increases.

Organizational commitment was found to have a positive relationship to perceived organizational support. Basak and Vandenberghe (2015) determined that organizational commitment "mediated a positive relationship between perceived organizational support and competence development but not feedback-seeking". In addition to organizational commitment, Basak and Vandenberghe (2015), also determined that employees who proactively sought out feedback about their job performance were found to have higher levels of career orientated commitment.

Workplace characteristics such as, perceived organizational support, job characteristics, supervisor feedback, the ability to have influence in the organization were "strong predictors of organizational commitment" (Johnson, 2012). This mirrors results

obtained by Khan, Talat and Azar (2015), who determined that these workplace

characteristics positively influenced overall organizational commitment of employees.

Additionally, Organizational and job characteristics (workplace characteristics), were

"critical determinants" of employee organizational commitment, specifically their

affective organizational commitment (Sabella, El-far & Eid, 2016). Similarly, Nazir,

Shafi, Qun, Nazir and Tran (2017), also determined that workplace characteristics

positively impacted organizational commitment. They determined that extrinsic

rewards, social rewards and intrinsic rewards significantly influenced affective and

normative organizational commitment of employees. Sabella et al.(2016), found that

employee satisfaction with extrinsic benefits, perceived organizational support,

support provided by coworkers, job autonomy, training opportunities and the

opportunity to participate in the organizational decision making process were

positively associated with affective and normative organizational commitment.

In addition the workplace characteristics previously mentioned, workplace

autonomy was found to have a positive influence on organizational commitment. Von

Bonsdorff et. al (2015) determined that workplace autonomy influences the level of

organizational commitment of employees. It was also determined that workplace

autonomy has both a direct and indirect relationship on organizational performance.

It was also found that job engagement of an employee positively influences

organizational commitment. Job engagement increased organizational commitment while

reducing turnover intentions of employees (Ling & Zhang, 2015). The relationship

between job engagement, organizational commitment and turnover intentions was found

to be significantly related to whether or not the employee and their supervisor had a strong relationship or when the employee and supervisor had a strong "fit".

Meaningful work has a positive relationship with employee job engagement and overall organizational commitment (Jung & Youn, 2015). The authors also determined that the following workplace characteristics also positively impacted overall organizational commitment: workplace relationships, quality of work, salary, and obligation to the organization. Additionally, Jung and Yoon (2015) determined that employee engagement had a positive effect on organizational commitment.

Similar to Jung and Young (2015), Khan, Talat and Azar (2015) found that the specific workplace characteristics increased affective organizational commitment. It was determined that rewards, communication and numerous training opportunities increased overall affective organizational commitment. Khan et al. (2015) specifically determined that older workers affective organizational commitment increased with increase organizational rewards. Younger workers were found to have high levels of affective organizational commitment when communication and training opportunities were available.

Perceived organizational support is another workplace characteristic that leads to higher levels of organizational commitment. Giunchi, Chambel and Ghislieri (2015) determined that perceived organizational support is related to overall affective organizational commitment. Utilizing temporary associates as their subjects, Giunchi et al. (2015) determined that when the associate has a high level of perceived organizational support from both their temporary employment agency and

the organization where they are working, affective organizational commitment to both organizations is higher. It was also determined that full time employees and temporary employees had similar levels of affective commitment to the organization. Similar to Giunchi et al. (2015), Stinglhamber et al. (2015), found that perceived organizational support, along with a strong level of attachment to a supervisor, lead to higher amounts of affective organizational. Conversely, they determined that when the employee lacks an attachment to a supervisor, there was a lack of perceived organizational support and lower levels of overall affective commitment.

Millennials

One common approach thatwas utilized in generational cohort research was making the assumption, as stated by Giambatista, Hoover and Tribble (2017), that each generation of workers, have common expectations of their employers and have commonly shared work values. Additionally, as stated by Giambatista, Hoover and Tribble (2017), and further supported by Buonocore, Russo and Ferrara (2015), each generation, regardless of cohort, have similar work values and workplace expectations because they have "a common view of the world because they share common memories of the historical events in the formative years of life"

There is little agreement on what birth years define the Millennial generation. Date ranges utilized in previous research include birthdates between 1977 and 2000, to 1984 and 2004 (Giambatista, Hoover & Tribble, 2017). In addition to a wide range of birth years associated with the Millennial generation, there are also a number of characteristics associated with this generation of worker. As noted by Twenge &

Campbell (2008), as well as Giambatista, Hoover and Tribble (2017), the Millennial

generation worker is typically defined by researcher's as having, but not limited to,

higher levels of narcissism, higher levels of anxiety, higher self-esteem, higher levels of

depression, a lower need for social approval, a greater desire for external locus of control

and are more assertive than member of previous generations.

In addition to bringing these characteristics into the workplace, as stated by Fry

(2015), the Millennials generation will become the largest living generation in the United

States. Similar to Giambatista et al. (2017), Frey and Tatum (2016), determined that

Millennials are identified as being more confident, more well connected (via technologies

such as social media platforms, social justice causes, "meet-up" groups, etc), are more

flexible, utilize a variety of outlets to express themselves, have close relationships with

their parents and are likely to become the most highly educated generation in the history

of the United States.

In addition to exhibiting the previously mentioned characteristics, Frey and Tatum

(2016), also noted that the relationship that Millennial workers have with their parents,

ultimately affects their workplace behaviors. As stated by White (2015), the parents of

the Millennial generation have spent their children's life span "hovering" or being

"helicopter parents". This parenting style, as noted by Price (2010), has created a bit of a

paradox for Millennial generation workers. Although Millennials exhibit more

confidence than previous generational cohorts, the constant "hovering" by their parents

has, as stated by Price (2010), "delayed the transition from adolescence and delays the

development of independence". This delay from adolescence to adulthood, affects the

Millennial generation as they enter the workforce and may cause additional challenges for their managers and coworkers. As stated by Raphelson (2014), and supported by White (2015), the steady "hovering" of the parents throughout their lives and into their college careers, may impact the perception or the expectation of the relationship the Millennial generation have for their managers. Having their parents involved in nearly every aspect of their coming of age, and involved in nearly every decision they make throughout their college careers, Millennials make seek out a supportive, hands on, mentoring relationship with their managers (Raphelson, 2014). Millennial generation workers do not seek out a relationship with their manager to be "told what to do", they seek out a relationship that mimics the emotionally supportive, conflict resolving, decision making relationship they have with their parents. Millennials are not looking for a "boss" they are looking for a mentoring relationship and have high expectations that their managers will provide them with support and guidance (White, 2015).

Millennials are also unique to other generations in that they are the first generational cohort that has had access to the internet for most of their lives. As stated by Schawbel (2012), Millennials have benefited from several "technological advances". These advances, such as the development of the internet and the essentially unlimited availability of internet access from any number of situations (i.e. WIFI), have produced a generational of workers that seeks out situations where they can achieve instant gratification (Schwabel, 2012). Although there are number of benefits to technological advances, the development of and access to the internet has created an entire generation, as stated by Schawbel (2012), that has grown up expecting "quick fixes" and "easy

access" to solutions, with very little output of effort. Schawbel (2012) also noted that the expectation of instant gratification, "quick fixes" and "easy access" has likely lead to characteristics in the workplace, such as, lack of patience when faced with having to develop a solution to a complex problem, situations that result in delayed gratification and situations that require reflection (such as a performance review process). As stated by Schwabel (2012) and previously by Twenge and Campbell, (2009), these characteristics are a result of Millennial generation workers being in an environment where answers and solutions are "delivered to" them. Millennial generation workers do not necessarily bring an ability or desire to "seek out" answers and solutions. .

The Millennial generation, as previously stated, is frequently compared to previous generational cohorts. There are three generations that are most commonly compared to the Millennial generation in generational cohort research: Traditionalists or the "Greatest Generation", born between 1925 and 1945, the Baby Boomers, born between 1946 and 1965, and Generation X, born between 1965 and 1980. As previously stated, there is little agreement on what date ranges constitute each generation.

Millennial generation employees are unique compared to older generational cohorts in that they bring to their organizational an extensive amount of experience with technology. Their technology experience includes, but is not limited to: navigating the internet, social media presence, text message and instant message communication, smart phones and email (Agan, 2013). In addition to these experiences, Millennial generation workers also bring with them different expectations for their employers than previous generational cohorts. Specifically, due to their experience growing up with almost

unlimited access to the internet and 24 hour news cycles, Millennial generation employees have an expectation that employers will give them access to sensitive organizational information and communicate with them with full transparency (Agan, 2013). Additionally, Millennial generation workers view decision making as "less hierarchical" than previous generations (Agan, 2013). That is, Millennial generation workers have an expectation that their employers will include them in the decision making process for all major or minor decisions. This characteristic is due to Millennials feeling that decision making should be more inclusive, regardless of "how much" experience they have or knowledge they may bring to their organization (Ehrhart, Mayer & Ziegert, 2012)

Although there are a number of differences between the four generational cohorts, as previously stated, generations also share over-lapping life experiences that shape their work values. The Millennials have not been immune to tragic and difficult events during their life time. Older Millennials have a clear memory of the terrorist attacks in the United States on September 11, 2001, they have experience the economic fallout of the mortgage bailouts, they have witnessed tragedies unfold in other countries, and a litany of acts of violence at home and aboard. Additionally, the Millennials have also, alongside the other generational cohorts, witnessed the uprising of social activism aiming to address a variety of issues. As previously stated, shared life events often result in similar values and characteristics being developed, regardless of generational cohort.

The current Millennial generation workers share characteristics with prior generational cohorts, such as, being idealistic and conflict avoiding, much like the Baby

Boomers, and being disloyal and lazy, much like Generation X. In addition to these

shared characteristics with prior generational cohorts there are other criticisms of the

Millennial generation. They are still considered the generation who lack organizational

commitment, who question authority, who are self-absorbed, unmotivated, non-

confrontational, and a generation who lack the ability to effectively communicate in the

workplace (Frey & Tatum, 2016). Due to these characteristics of the Millennial

generation workers, organizations may face challenges when attempting to communicate

with this generation or when trying to attract Millennial workers to their organization.

Millennials also have been found to have "realistic expectations about career and

pay advancement" as it relates to their "first job after graduation" (Ng, Schweitzer &

Lyons, 2010). Millennials place importance on having positive working relationships

with managers and coworkers. They seek out environments similar to those they had

during their undergraduate careers that nurtures them and provides them with work-life

balance (Gully et al., 2013). Organizations have cited that attracting, motivating and

retaining top talent as a top challenge (Gallicano, Curtin & Matthews, 2012).

Millennial generation workers are often unsatisfied with organizations attempts to

attract and retain them. Gallicano, Curtin and Matthews (2012), found that some workers

of this generation had concerns about organizations providing misleading salary

information and the likelihood of raises in order to attract them, Millennial's reject the

notion that salary should be based on title and years of experience and often feel that their

compensation for the amount of work they do is inadequate. Gallicano et al., (2012)

found that some Millennials have an expectation that incentives should be provided if they feel their compensation is inadequate and they are asked to work extra hours.

Millennial generation workers have also posted a number of managerial challenges for organizations. As stated by Thompson and Gregory (2012) and Giambatista et al.(2017), Millennials are labeled as have a lack of organizational commitment, overly casual in the workplace, have a high sense of entitlement and are required a greater amount of attention and accommodations (i.e. high maintenance).

In addition to being "high maintenance, it has been found that Millennials have more commitment to work-life balance compared to previous generations. The Millennial generation, does not, "live to work" (Chen & Lian, 2015). Millennials place higher value on relationships in and out of the workplace, being socially connected by ways of social media sites and the internet and theses social connections may be a kety component in workplace motivation of the Millennial generation. Chatrakul, Ayudhyaa and Smithson 2016), determined that Millennial generation workers may be more difficult to motivate in the workplace, because they view work as "less central in their lives". Although Millennials are often view positively for placing a high value on work-life balance (unlike previous generations), the desire to only put in the "bare minimum" number of hours, or being reluctant to take on additional work, due to their desire to maintain their leisure time, results in a loss of productivity and a lower work-ethic for members of this generation.

Millennial generation workers are "driven and demanding" of their organizations. Millennials are found to seek out collaborative work environments, are more confident,

voice their opinions (and have an expectations that they will be "listened to" more than previous generations (Twenge et. al., 2010 ; Gursov et al., 2013). Similar to Chatrakul et al., (2016), Twenge et al., (2010) also found that Millennials place high levels of importance on work life balance and leisure activities and prefer organizations that offer more paid time off. As previously stated, Millennials also have high expectations for rapid advancement, raises, constant feedback and validation of their work, along expecting their organizations to assist them in developing new skills and providing them with challenging work.

Previous research suggests that Millennials vary in terms of which workplace characteristics are most important to them at various points in their careers. There are five workplace characteristics that are most commonly reported as being "important" to this generation of worker, however, it is unknown how these characteristics influence organizational commitment: opportunities for achievement, interesting work, positive working relationships with co-workers, doing a job that helps other people and salary (Kuron, Lyons, Schweitzer and Ng, 2015). Previous research findings also suggest that Millennials remain stable in terms of which workplace characteristics are important to them at various points in their careers. Kuron et al. (2015), determined that Millennials do not waiver on which workplace characteristics are important to them as they advance in their careers. This particular finding suggests that Millennials are different compared to previous generational cohorts. Prior research by Jin and Rounds (2014) and Krahn and Galambos (2014) found that Generation X and Baby Boomers both shifted away from those workplace characteristics they found important early in their careers as their careers

developed. It is important to note that, as found by Kuran et al. (2015), although the importance of these workplace characteristics does not wavier, the amount of importance that is placed on these characteristics changes as Millennial generation workers advance their careers. Kuran et. al., (2015) found that salary becomes more important, while the importance placed on interesting work, opportunities for achievement, good relationships with coworkers and doing a job that helps other people, decreases.

As previously stated, Millennial generation workers have not been immune to economic and social changes that have impacted how employees feel about their organizations. A strong psychological contract is a critical part to retaining employees. Many of the economic and social changes have, as stated by, Morreale and Staley (2016) 'alternated the traditional psychological contract'. These changes have resulted in organizations being limited in their ability to offer advancement opportunities, gone are the promises of long term employment guarantees; employers are asking employees to work hours that impede their non-working hours, they are able to offer less work-life balance and organizations are no longer providing opportunities for professional development (Rudick & Ellison, 2016).

As the Millennial generation began entering the workforce, they have been the beneficiaries of, in certain career fields, a relatively stable economy. However, Millennial workers are entering into a highly competitive workforce, where an increasing number of workers hold post-secondary degrees (Ng et al., 2010). Previous research has found that Millennial generation workers enter the workforce with expectations to impact their organization immediately, are more mobile with their careers expect variety in their job

duties and are less patient in terms of the speed at which they advance in their

organization (Ng et al., 2010) . Although Millennials are impatient in terms of the career

advancement, they are simultaneously more in favor of work-life balance over career

progression. Previous research has found that Millennials make more job moves and

make less moves that result in upward career growth, more lateral career moves and have

more career changes and organizational changes than previous generations of workers

(Ng et al., 2010; Twenge, et al., 2010; Lyons et al., 2012). Similarly, Becton et al., (2014)

found that Millennial generation workers studied held more jobs in the prior five years

than previous generations and also worked a shorter duration at each job than previous

generations. Becton et al.'s (2014) study of job applicants found that Millennials held

more jobs in the five years prior than did Gen Xers and also worked less time in their

longest held position.

Millennials and Workplace Behaviors

There were a number of stereotypes identified and associated with Millennial

generation workers in the workforce in prior research. Becton, Walker and Jones-Farmer

(2014), examined stereotypes of the three generations currently employed in the

workforce. Participants in this study were job applicants who had completed biodata

questionnaires, which included date of birth. The authors examined the responses

provided by participants to the following scenarios: Workplace behaviors in previously

held jobs, as well as behaviors of the participants in high school and college. The authors

compared the following stereotypes to the responses from survey participants: The Baby

Boomer generation members are thought to be very loyal to organizations, driven to

achieve, and independent. Generation X members are identified as being more

individualistic and distrustful of organizations than the previous generation. Finally,

popular stereotypes of the Millennial generation were identified as the following:

distrustful of organizations, having a desire for meaningful work, and have a desire to be

engaged in lifelong learning and development (Becton, Walker & Jones-Farmer, 2014).

The authors concluded that while generational differences between cohorts exist in some

workplace behaviors, generational stereotypes are not necessarily consistent with

workplace behaviors

Thompson and Gregory (2012), identified similar stereotypes as those by Becton

et al. (2014). These stereotypes included the perception that Millennials are disloyal to

organizations, are excessively needy, and bring a sense of entitlement to the workplace

not seen in prior generational cohorts (Thompson & Gregory, 2012). Leaning on existing

research on transformational leadership, the authors made the following

recommendations for leading, coaching and managing Millennial generation workers.

- Develop genuine and meaningful relationship with Millennial generation
  employees.

- Engaged in behaviors that build trust.

- Approach knowledge sharing and training as a coach, rather than a
  manager.

- Tailor relationships with each employee based on their individual
  characteristics, desires, and work style.

Millennials and workplace characteristics. Similar to defining generational

cohorts, there is little agreement on which workplace characteristics are most attractive to

Millennial generation workers. There is also little agreement on whether or not the

stereotypical personal characteristics of Millennial generation workers or the

characteristics of their organization, such as offering work-life balance, or recognition,

has a greater influence on organizational commitment. Alexander and Sysko (2013)

argued similar points about the Millennial generation as Thompson and Gregory and

Becton, and Walker and Jones-Farmer. The authors identified Millennials as being

disloyal and having expectations of immediate rewards in the workplace. Similar to prior

studies, this research is built upon existing empirical research of the Millennial

generation and examined the affective behaviors that arise from the entitlement mindset.

Data for this research was gathered in two different methods:

- Interviews with 10 focus groups that consisted of five employees each.

- A 50-item survey administered to 272 employees

The authors identified and measured the following constructors in their research study:

achievement, narcissism, commitment, teamwork, independence from parents, technical

skills, and suspicion of peers, work-life balance, challenging work, recognition

expectations, and monetary expectations. Results of this study indicated that Millennials

feel empowered, have a sense of narcissism, and value teamwork. Additionally, there was

marginal support for the construct that Millennial's feel they are experts in technology,

often do not feel independent from their parents and enjoy challenging work. Finally,

little support was found that Millennials believe that they are entitled to raises regardless

of performance. The authors also concluded that there is strong support for the attitude

towards monetary goals, meaning, Millennials are willing to work hard and to seek out

promotions, but only if there is a monetary reward. Additionally it was concluded that

work-life balance and recognition for work was also strongly supported by this study.

Millennials, advancement opportunities, and on-going workplace

challenges. Workplace challenges has been a popular topic in motivation research.

Challenging work is often associated with goal orientation (GO), which refers to the type

of work that employees pursue in the workplace in order to achieve success and

advancement (Celler, et. al, 2011). Challenges in the workplace can be loosely defined as

those that foster the development critical thinking, hard and soft skill development,

negotiation and problem solving skills. Although research on workplace challenges is not

necessarily generational cohort specific, findings suggest that when challenging work is

presented to employees, organizations report high rates of job satisfaction and job

advancement. (Van Dam, et. al, 2013).

Millennials place the highest amount of importance, not on salary, but on their

ability to rapidly advance within the organization and the development of new skills

while simultaneously maintaining work-life balance (Ng, Schweitzer & Lyons, 2010).

Ng, Schweitzer and Lyons (2010) evaluated the career expectations of the Millennial

generation, specifically, work-life balance, good pay and benefits, rapid advancement and

a supportive environment to guide their career and skill development. Data for this study

was obtained via a national survey of employees who were born in or after 1980. The

authors concluded that Millennials place the highest importance on individualistic aspects

of their job choice. Findings also indicated that salary expectations were reasonable, but Millennials have high expectations for rapid advancement, skill development, while retaining a high level of work-life balance. De Hauw and De Vos (2010) identified similar workplace expectations of the Millennial generation as Hershatter and Epstein. The authors concluded that Millennial's have high expectations regarding career development opportunities and have an expectation that organizations will provide them with ongoing learning opportunities, career development and meaningful work.

Millennials and employee development. Organizations may offer a wide range of employee development opportunities to employees via a variety of delivery methods. Opportunities for development may be designed to assist employees with improving soft skills, such as, interpersonal and collaboration skills, leadership and team building skills to enhance relationships between co-workers. Additionally, training and development programs may also be designed to improve hard skills, such as technical computer skills and research skills.

Millennials have high expectations and place a high value on training and development programs within their organizations. Millennials place a high value on training and development opportunities because they see it as an avenue that will provide them on going skill development and keep them attractive in the labor market (Sturges et al., 2002).

Additionally, as stated by Sturges et.al (2002), Millennials expect training and skill and leadership development opportunities that fit their individual needs. Unlike previous generations, Millennials expect to have a mentoring relationship with managers

and have an expectation that development opportunities provided to them are uniquely tailored to the individual and not a "one size fits all" standard training and development program.

Millennials and self-management of career paths. Millennials view managers and supervisors as mentors, rather than managers, and have expectations that managers will provide career advice while participating in this mentoring relationship (Sturges et. al, 2002). Hershatter and Epstein (2010), noted that Millennials desire constant and immediate feedback on performance and expect their organizations to be "malleable to the needs and desires" of their generation (p. 211). Regardless of generational cohort, organizations are increasing the frequency in which they encourage employees to self-manage their career paths As stated by Briscoea, Henagana, Murphy and Burton (2010), "self-directed and boundary-less career attitudes lead to career behaviors that foster positive career outcomes during the economic downturns (as they have been shown to do in stable economic situations)" (p.308). Millennials have an expectation, that organizations will provide them with on-going support to develop their individual plan for career advancement and they will not pursue this endeavor without significant organizational support (Whelan & Carcary, 2011).

Millennials and organizational commitment. Commitment is a fundamental concern for organizations. The dedication that an employee has to their job duties is an important factor in retention and the performance of the organization. As stated by Bakker and Schaufel (2008), workplace characteristics, such as quality and challenging initiatives, open communication policies, effective knowledge management, support for

creativity and change management, are highly conducive to a high level of organizational commitment by employees.

Hershatter and Epstein (2010), identified Millennials as having organizational commitment, but only if the organization is perceived to have an equitable system that rewards accomplishments. Millennials have grown up in environments that have been designed to guide them through their studies and build self-esteem and this expectation has followed the Millennial generation into the workplace. This generation expects that organizations will have a supportive and nurturing environment that will provide them with every possible opportunity to be successful (Hershatter & Epstein, 2010). Similar to Thompson and Gregory (2012), the authors reviewed existing empirical research in order to highlight some of the defining characteristics of Millennial generation employees. The authors concluded that Millennial generation workers enter organizations with the intention of driving change and have an expectation that organizations will provide them with the tools and support in order to accomplish this task.

Mirroring the findings of De Hauw and De Vos, Papinczak (2012) found similar characteristics that influence organizational commitment. The four factors that influence affective organizational commitment as determined by Papinczak were: Job involvement, challenges and responsibilities, and a supportive workplace environment. Papinczak concluded that positive aspects of job duties may play a role in improving overall affective commitment to the organization. The author also indicated the perceived negative aspects of job duties may lead to reduced affective organizational commitment.

Summary and Conclusions

Current research has focused on identifying the stereotypes between generations and the relationship between those stereotypes and workplace behavior and expectations of organizations and/or employers. Although there is value in understanding how individual generational stereotypes may influence organizational commitment, existing research has not addressed which workplace characteristics influence organizational commitment of the Millennial generation. Given the gap and the contradictions in the literature, identifying workplace characteristics that positively impact organizational commitment needed further evaluation. Increasing the understanding of the potential correlation between organizational commitment and leadership and development programs, workplace challenges, self-management of career paths, rapidly obtainable advancement opportunities may aid organizations in developing strategies for retaining Millennials in their workforce.

Chapter 3: Research Method

Introduction

The purpose of this study was to determine whether workplace characteristics, such as training and development programs, self-management of career paths, available advancement opportunities, and on-going workplace challenges influenced organizational commitment in the Millennial generation. The goal of the study is to assist organizations with determining the appropriate approach to their workforce planning policies and development of leadership and development programs, to increase organizational commitment of the Millennial generation.

The literature review in Chapter 2 presented the theoretical framework of Herzberg's two factor theory and a selection of research relevant to the study of Millennials, workplace characteristics, and organizational commitment. This chapter provides information on the research design. Additionally, the design methodology and type of inquiry of this research, as well as ethical procedures will be discussed. Finally, threats to internal and external validity are addressed.

Research Design and Rationale

This study used a quantitative approach. The quantitative method allowed for an analysis of the correlation between workplace characteristics and their influence on organizational commitment and provided descriptive data regarding the Millennial generation. I used the following workplace characteristics as predictors: opportunities for employee development, ongoing workplace challenges, career path self-management, and perceived rapidly obtainable advancement opportunities. The quantitative method was

appropriate for this study as it allowed for responses to be measured and assigned numerical values for analysis, whereas the qualitative method would only have allowed for responses to be gathered in nonnumerical formats, making it difficult to draw conclusions about the relationship between organizational commitment and workplace characteristics.

I gathered data for this quantitative study using the survey method. The survey method allowed for closed-ended questions to be answered to gather quantifiable data for analysis (see Creswell, 2009). A cross-sectional survey design was used to collect data in this study. The cross-sectional survey allowed me to collect data at one specific point in time and did not repeat data collection like the longitudinal study (see Creswell, 2009). As stated by Creswell (2009), surveys can aid data collection by providing the researcher with "a quantitative or numeric description of trends, attitudes, or opinions of a population" (p. 145). The survey method also allowed me to review the data collected, generalize the data, and draw conclusions about which workplace characteristics influence organizational commitment in the Millennial generation.

Methodology

This study used the following participants, sampling strategy, power analysis, and measures.

Population

Millennials were defined as those participants having a birthdate between January 1, 1984 and December 31, 1998. Participants were required to have been in the workforce for at least 2 years prior to the date the survey was received. Participants were not

required to have worked in any particular industry or job function and were not required to be in the same job during the 2-year period.

Sampling Strategy

Participants were recruited from a division of a Fortune 500, publicly-traded organization via an organizational announcement communicated through email. This organization currently employs approximately 500 individuals in the United States. Additional participants were also recruited through social media (Facebook, Twitter) and a professional networking site (LinkedIn) via public postings.

Measures

I used the MSQ and the OCQ as the survey tools to collect data. The MSQ and OCQ have been used by many researchers since 2009 (i.e. Casper, Matthews, & Allen, 2013; Gutierrez, Candela, & Carver, 2012; Huang, You, & Tsai, 2012; Meyer et al., 2012; Meyer, Kam, Goldenberg & Bremner, 2013). Populations who have previously used the MSQ and OCQ include a variety of organizations including, hospitals, public schools, branches of the United States military, and publicly-traded companies based in the United States (Chichy, Cha, & Kim, 2009, Wanous, 1973).

Organizational commitment was measured using the OCQ, which measures affective, continuance and normative commitment and values on a 24-item scale. The OCQ has high test-retest reliability and has an acceptable Cronbach's alpha of .87. See Appendix E for the OCQ. Participants ranked answers on a five-point Likert scale of one (strongly disagree) to five (strongly agree):

The MSQ was used to measure the following constructs: self-management of career paths, on-going workplace challenges, perceived rapidly obtainable advancement opportunities, and opportunities for employee development. Self-management of career paths was defined and assessed by the MSQ as having no organizational direction in determining career advancement opportunities (Wanous, 1973). On-going workplace challenges were defined and assessed by the MSQ as the organization's ability to provide employees with interesting and complex work duties (Wanous, 1973). The MSQ (1973) defined and assessed rapidly obtainable advancement opportunities as career opportunities within the organization that lead to increased responsibility that are viewed as rapidly obtainable by employees. The opportunities for employee developed were defined and measured by the MSQ as the number of opportunities employees are presented with annually to develop new skills. A copy of the MSQ appears in Appendix A. Participants rank answers on a five-point Likert scale from one (not satisfied) to five (extremely satisfied. MSQ scores are added together to create a total score for each participant.

By using the MSQ as a data collection tool I was able to gather specific information on which aspects of their that they find interesting and rewarding. Additionally, the MSQ had shown consistent test and retest reliability and a strong Cronbach's alpha scores between .87 and .91 (Aburge, 2014; Larkin, Brantley-Dias, Lokey-Vega, 2016;). As determined by Maier and Woschee (2002), through the use of a factor analysis, the MSQ constructs also distinguished organizational commitment from other work place attitudes, such as job satisfaction and job involvement.

Power Analysis

To calculate the sample size, a standard power calculator program, G-POWER 3.1.9.2 was used (Introduction to SAS, n.d.). Sample size calculation was based a power of 0.80, a conservative estimate of an effect size of .25 and an alpha of .05. The minimum sample size needed was determined to be 180.

Data Analysis

A multiple regression analysis was used to study the relationship between organizational commitment and the workplace characteristics of (a) employee development opportunities offered, (b) workplace challenges, (c) self-management of career paths, and (d) perceived rapidly-obtainable advancement opportunities. A computer-based software program (SPSS) was used to perform the statistical analysis of the data collected.

In order for the multiple regression analysis to be used, the following assumptions stated by Cohen (1988) were addressed:

- The dependent variable is measured on a continuous scale

- Two or more independent variables are being utilized

- Independence of observations

- A linear relationship between the dependent and independent variables

- Responses should show homoscedasticity

- Responses must not show multicollinearity

- Responses should not have any significant outliers

- Errors should be approximately normally distributed

If these assumptions were not met, the data would have been analyzed using a Kernal

regression analysis. The nonparametric regression test allows for analysis to be

completed even if there are variables not accounted for that may impact the data (Du,

Parmeter, & Racine, 2013).

Threats to Validity

Threats to internal validity of this study were response bias and the chance that

participants may not complete the entire survey. In order to reduce the likelihood of

response bias, participant responses were anonymous, which may have increased the

likelihood of participants feeling comfortable answering all questions honestly (Brewer,

2000). The measures chosen for this study had a limited number of questions and did not

require a large time commitment. It was anticipated that participants would be able to

complete the survey in 30 minutes or less. Prior administration of the MSQ indicates a

completion time of approximately 15 minutes (Wanous, 1973), similarly, prior

administration of the OCQ indicated an average completion time of approximately 10

minutes (Chichy, Cha, & Kim, 2009). According to Brewer (2000), the shorter the

duration of the study, the smaller the risk of drop-out and maturation of participants.

Threats to external validity of this study were identified as selection- interaction

and the use of a convenience sample. Participant responses may be influenced by prior

work experiences or current feelings towards their organization, therefore, the

conservative sample size of 180, along with the adequate power factors, allowed for

determining relationships between variables. The convenience sample may have limited

the ability to make general inferences about the Millennial generation across all

organizations in the United States, although results will be interpreted with caution, the findings of this study may be generalizable.

Ethical Procedures

The purpose of this research project was communicated to participants prior to the survey questions being presented. Questionnaires and informed consent was administered via Survey Monkey to participants**.** There was no required exit procedure for this study and no additional follow up or participation was required of participants once the survey was completed.

Participants were free to decline to participate and withdraw their participation at any point during the survey by simply exiting the survey without saving or submitting responses. There were anticipated consequences expected by the withdrawal of participation once the survey has been started. There were no anticipated harm to participants by participating in this survey. All survey responses were anonymous and only the researcher had access to survey responses. Surveys responses were stored on a password protected laptop kept in a locked location when not in possession of the researcher. Survey responses were destroyed upon final approval of this dissertation.

<div align="center">

Summary

</div>

Chapter 3 described the research methodology for determining which workplace characteristics are associated with organizational commitment of the Millennial generation through the use of the Minnesota Satisfaction Questionnaire and the Organizational Commitment Questionnaire. The survey method was used to collect data and the assumptions and analyses used to test the hypotheses were described. Finally,

chapter 3 established the ethical procedures and considerations of this study, as well as

the threats to internal and external validity, and how those threats will be addressed.

Chapter 4: Results

Introduction

In this quantitative study, the relationship between workplace characteristics and organizational commitment of Millennial generation workers are assessed. Workplace characteristics, such as opportunities for employee development, self-management of career paths, available advancement opportunities, and on-going workplace challenges were measured by the MSQ. Organizational commitment was measured utilizing the OCQ. The following research questions and hypotheses were used to assess the relationship between workplace characteristics and organizational commitment.

Chapter 4 provides a description of the sample utilized, the data analysis for each hypothesis and the results of the analysis. Chapter 4 concludes with a summary of the results of the study.

Study Participants

As stated in Chapter 3, only employees born between 1984 and 1998 were invited to participate in the study. Data collection began on March 18, 2018 and was concluded on May 20, 2018. A total of 323 participants responded to the survey, of which 214 (66.25%) participants met the criteria to participate in the study and completed the survey in its entirety (Table 1). The intent of this study was to use a convenience sample of 180 participants recruited from a publicly-traded Fortune 500 organization. During the recruitment process, it became necessary to use other channels to obtain the required number of participants for the study. In addition to recruiting participants from the Fortune 500 organization, social media channels (Facebook and Twitter), and a

professional networking channel (LinkedIN) were used to attract additional study

participants. The survey link was distributed via public postings and email in order to

attract participants.

Table 1

Survey Respondents by Inclusion Criteria

	Frequency	Percent
Criteria Met	215	66.25
Criteria Not Met	109	33.75

Response Data

In the following table (Table 2), participants responded to whether they were

satisfied with opportunities for employee development.

Table 2

Satisfaction of Participants with Employee Development Opportunities

	Leadership		Directing Work	
	Frequency	Percent	Frequency	Percent
Very Dissatisfied	14	66.25	5	2.34
Dissatisfied	36	33.75	12	5.61
Neither	37	17.29	25	11.68
Satisfied	79	36.92	90	42.06
Very Satisfied	48	22.34	18	37.85

Note. $N = 215$

Table 3 displays the satisfaction of participants with challenging work.

Table 3

Satisfaction of Participants with Challenging Work

| | Challenging Work | |
	Frequency	Percent
Very Dissatisfied	2	0.94
Dissatisfied	28	13.15
Neither	35	16.43
Satisfied	93	43.66
Very Satisfied	55	28.82

Table 4 displays the satisfaction of participants with self-management of their career paths. Participants responded as to whether or not they were satisfied with the opportunity to use independent judgment and to use their own methods to complete their tasks.

Table 4

Satisfaction of Participants with Self-Management of Career Paths

| | Exercise Independent Judgment | | Utilize Own Methods | |
	Frequency	Percent	Frequency	Percent
Very Dissatisfied	6	2.80	11	5.14
Dissatisfied	17	7.94	13	6.07
Neither	34	15.89	39	18.22

Satisfied	99	46.26	97	45.33
Very Satisfied	58	27.10	54	25.23

Responses to satisfaction with advancement opportunities are presented in Table 5.

Table 5

Satisfaction with Advancement Opportunities	Advancement Opportunities	
	Frequency	Percent
Very Dissatisfied	26	12.15
Dissatisfied	41	19.16
Neither	35	16.36
Satisfied	73	34.11
Very Satisfied	39	18.22

Descriptive Statistics of the Minnesota Satisfaction Questionnaire

The MSQ was used to measure job satisfaction. The purpose of the MSQ was to provide participants with the opportunity share their feelings about their current role. Descriptive statistics were calculated to determine the central tendency and dispersion of the MSQ scores. Descriptive statistics were computed on all the total MSQ score for all participants and on the research question specific questions for all participants. Table 6 provides the central tendency and dispersion of the total combined MSQ scores of all participants.

Table 6

Central Tendency and Dispersion of MSQ Scores

N	Mean	Median	Mode	Std. Deviation	Range
215	22.12	23.00	24	5.216	30

Table 7 below provides the central tendency and dispersion of the research question specific MSQ combined scores of all participants.

Table 7

Summary of Central Tendency and Dispersion of MSQ Scores –Responses to Specific Questions

Factor	Question*	N	Mean	Median	Mode	Std. Deviation	Range
Employee Development	34	215	3.90	4.00	4	.981	4
Employee Development	40	215	3.65	4.00	4	1.203	4
Challenging Work	33	215	3.77	4.00	4	1.219	4
Self Mgmt of Career Path	45	215	3.62	4.00	4	1.087	4
Self Mgmt of Career Path	46	215	3.95	4.00	4	1.141	4
Advancement Opportunities	44	215		4.00	4	.975	4

Note. *See Appendix for specific questions from the MSQ

Descriptive Statistics of the Minnesota Satisfaction Questionnaire

The OCQ was used to measure organizational commitment of study participants. The OCQ provides participants with the opportunity to share their current feelings of

organizational commitment in their current role. Descriptive statistics were calculated to determine the central tendency and dispersion of the OCQ scores for all participants. Central tendency and dispersion of OCQ scores are presented in Table 8.

Table 8

Central Tendency and Dispersion of OCQ Scores

N	Mean	Median	Mode	Std. Deviation	Range
215	88.51	86.00	81	14.442	83

Note. *See Appendix for specific questions from the OCQ

Hypothesis Testing

A correlational analysis was used to answer the following hypotheses.

$H_0 1$: Opportunities for employees to supervise others, direct the work of others, and be viewed as a leader as measured by the Minnesota Satisfaction Questionnaire will not increase organizational commitment as assessed by the Organizational Commitment Questionnaire.

$H_a 1$: Opportunities for employees to supervise others, direct the work of others, and be viewed as a leader as measured by the Minnesota Satisfaction Questionnaire will be positively associated with organizational commitment as assessed by the Organizational Commitment Questionnaire.

$H_0 2$: The opportunity to complete different types of work as measured by the Minnesota Satisfaction Questionnaire will not be positively associated with organizational commitment as assessed by the Organizational Commitment Questionnaire

H_a2: The opportunity to complete different types of work as measured by the Minnesota

Satisfaction Questionnaire will be positively associated with organizational

commitment as assessed by the Organizational Commitment Questionnaire.

H_03: The opportunity to be responsible for planning work, make independent decisions

and to perform different work/job duties as measured by the Minnesota

Satisfaction Questionnaire, will not be positively associated to organizational

commitment as assessed by the Organizational Commitment Questionnaire.

H_a3: The opportunity to be responsible for planning work, make independent decisions,

and to perform different work/job duties as measured by the Minnesota

Satisfaction Questionnaire, will be positively associated to organizational

commitment as assessed by the Organizational Commitment Questionnaire.

H_04: Opportunities for advancement and "getting ahead", as measured by the Minnesota

Satisfaction Questionnaire, will not be positively associated to organizational

commitment as assessed by the Organizational Commitment Questionnaire.

H_a4: Opportunities for advancement and "getting ahead", as measured by the Minnesota

Satisfaction Questionnaire, will be positively associated to organizational

commitment as assessed by the Organizational Commitment Questionnaire.

Prior to completing the correlation and regression analysis, assumptions were

checked to determine if the analyses were appropriate for the data. The normal

probability curve indicated data was normally distributed and the scatter plot indicated a

linear relationship, homogeneity of variance with no significant outliers. The Durbin-

Watson coefficient ($d= 1.896$) indicates no concern of serial autocorrelation. Results of

the regression analysis are presented in Table 9. Figure 1 and Figure 2 show the normal

distribution of the data.

Table 9

Regression Analysis

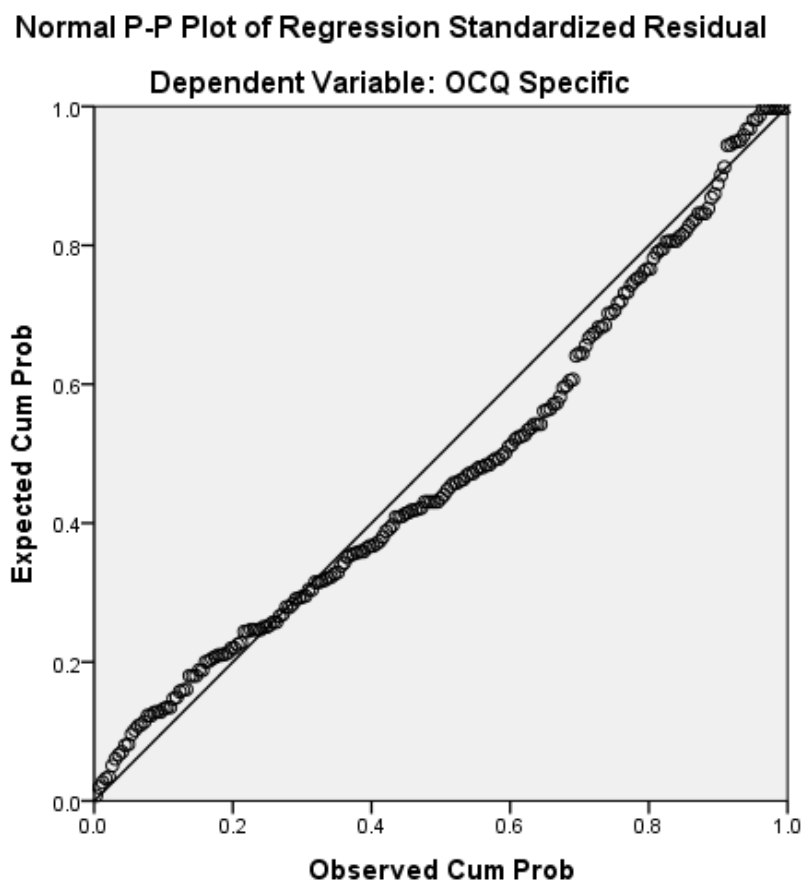| R	R Squre	Adjusted R Square	Std. Error	Durbin-Watson
.462	.213	.209	12.841	1.896

Figure 1. Normal P-plot of regression standardized residual
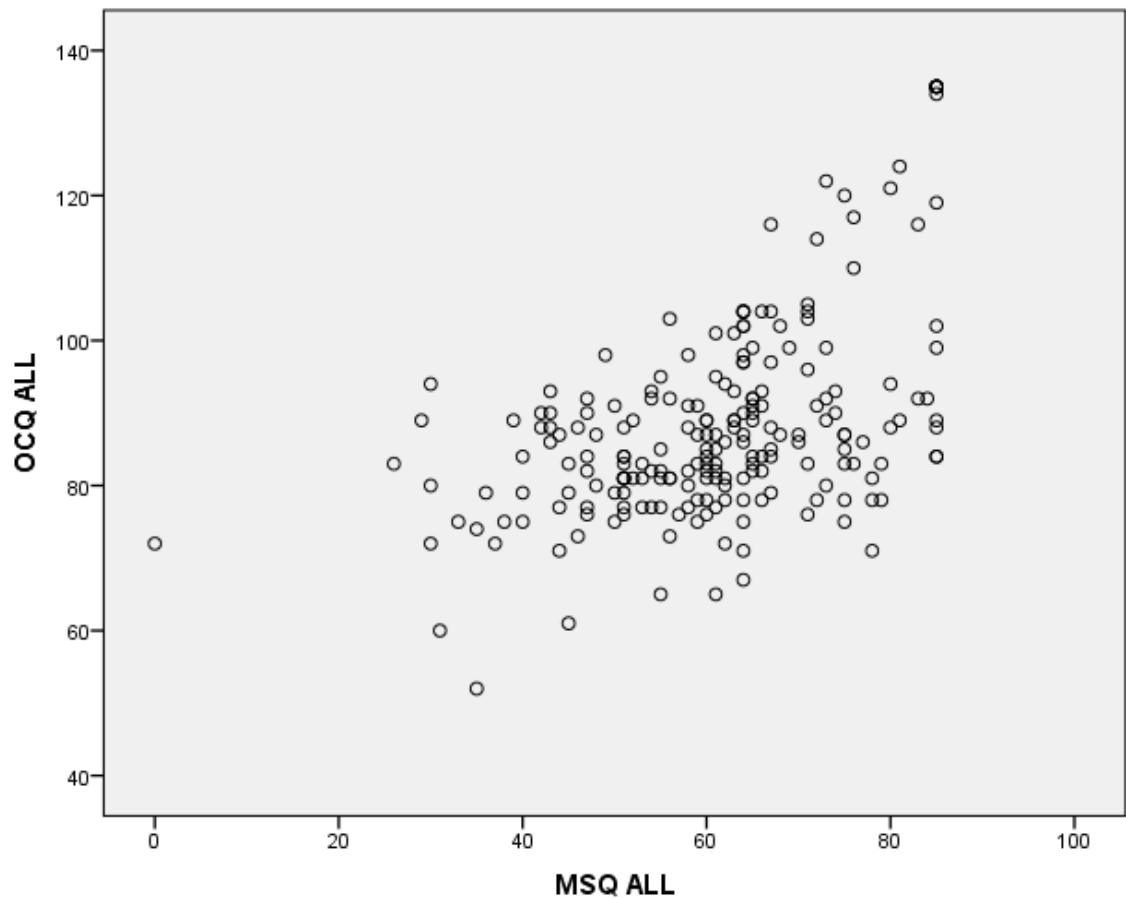
Figure 2. Scatterplot

Relationship between Employee Development, Challenging Work, Opportunities for Advancement, Job Satisfaction and Organizational Commitment

A correlational analysis was utilized in order to determine the relationship between workplace characteristics and organizational commitment. Specifically, a Pearson correlation test was performed to determine the significance of the relationship between opportunities for employee development, challenging work, opportunities for advancement, job satisfaction and organizational commitment. The correlation test allows for the determination of a positive or negative linear correlation between two variables. A

significance level of 0.01 was utilized in the analysis to determine if there is a positive

correlation between each variable and organizational commitment.

Results of the correlation test completed for each variable are presented in Table

10.

Table 10

Correlation Test

		OCQ All	Emp. Devel	Challenging Work	Advancement Opportunities	Job Satisfaction
Pearson Correlation	OCQ All	1.000				
	Employee Development		.412**			
	Challenging Work			.360**		
	Advancement Opportunities				.430**	
	Job Satisfaction					.339**
Sig (2-tailed)	OCQ All	.000				
	Employee Development		.000			
	Challenging Work			.000		
	Advancement Opportunities				.000	
	Job Satisfaction					.000
N	OCQ All	215				
	Employee Development		215			
	Challenging Work			215		
	Advancement Opportunities				215	
	Job Satisfaction					215

Note.** Correlation is significant at the 0.01 level

This research aims to address a gap in current research by determining if certain

workplace characteristics have an impact on organizational commitment of the Millennial

generation. Current research has been limited to evaluating the personal attributes of

Millennial generation workers and how that attributes impact their behavior in the

workplace. For example, Meyers and Sadaghiani (2010) focused their research on the

stereotypes of Millennials in the workplace and the impact on relationships and

performance. Stereotypical characteristics associated with Millennials were; being

unmotivated, individualistic, lacking commitment and being disrespectful. Thompson

(2012) identified similar workplace stereotypes as those by Meyers and Sadaghiani.

Thompson's research focused on addressing the perception that Millennials lack

organizational commitment have an inflated sense of entitlement, and treat the workplace

in a casual manner. Additionally, as previously stated in Chapter 2, previous research

suggests that Millennials vary in terms of which workplace characteristics are most

important to them at various points in their careers. There are five workplace

characteristics that are most commonly reported as being "important" to this generation

of worker, however, it is unknown how these characteristics influence organizational

commitment: opportunities for achievement, interesting work, positive working

relationships with co-workers, doing a job that helps other people and salary (Kuron,

Lyons, Schweitzer and Ng, 2015). Also, as previously stated in Chapter 2, current

research findings also suggest that Millennials remain stable in terms of which workplace

characteristics are important to them at various points in their careers. Kuron et al.

(2015), determined that Millennials do not waiver on which workplace characteristics are

important to them as they advance in their careers. However, current research has not

addressed whether or not these workplace characteristics have a positive impact on

organizational commitment. The purpose of this research was to determine if there is a

positive correlation between workplace characteristics and organizational commitment. The results of this study indicate that there is a positive relationship (rejecting the null hypotheses) between opportunities for employee development, challenging work, self-management of career paths, opportunities for advancement and organizational commitment of the millennial generation. Overall, satisfaction with workplace characteristics was positively and significantly related to organizational commitment.

Additional Analyses

Regression Analyses

A regression analyses was conducted to identify the best prediction model for the dependent variable, employee organizational commitment as measured by the OCQ. A step wise regression revealed that self-management of career paths and opportunities for employee development were the best predictors of organizational commitment for the millennial participants. Although the regression model identified opportunities for employee development as a significant predictor, and the R^2 change for self-management of career paths combined with opportunities for employee development was small, versus self-management of career paths alone, the variables together explained 21% of the variance of the OCQ (see Table 15). Thus the prediction model is: OCQ = $1.964X_1$ + $1.844X_2$ + 60.796.

Table 11

Model Summary of Step-wise Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	df1	df2	Sig. F Change	Durbin-Watson
1	.430[a]	.185	.181	13.068	.185	1	213	.000	
2	.463[b]	.214	.207	12.863	.029	1	212	.006	1.924

Note. Dependent variable = OCQ

Model 1: Predictors are Self-management of career paths

Model 2: Predictors are Self-management of career paths and Opportunities for development

The coefficients are displayed in the Table 12 below

Table 12

Prediction Coefficients for Organizational Commitment Questionnaire (OCQ)

		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	Self Mgmt of Career Paths	66.355	3.308		20.056	.000
		3.019	.434	.430	6.954	.000
		60.796	3.814		15.939	.000
2	Self Mgmt of Career Paths	1.964	.570	.280	3.448	.001
	Opportunities for Development	1.844	.658	.227	2.800	.006

Note. Dependent variable = OCQ

Summary

Chapter 4 summarizes, in detail, the demographics of study participants Descriptive statistics of the data collected are depicted, as well as the hypothesis testing results are reported. Chapter 4 also presented comparisons to previously published research. Chapter 5 will present recommendations for future research, as well as social

change implications of this research on organizational commitment of the Millennial

generation.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this quantitative study was to determine whether workplace characteristics, such as opportunities for employee development, opportunities to perform challenging work, the opportunity to self-manage of career paths, and the availability of advancement opportunities influence organizational commitment in the Millennial generation. The results of this study indicate a significant relationship between these workplace characteristics and organizational commitment and indicate that self-management of career paths is the strongest predictor of organizational commitment in the Millennial generation. In this chapter, key findings and a summary of the result of the study in comparison to current research findings will be presented. Implications for organizations as well as other researchers will also be examined, describing the potential positive social change outcomes. Finally, study limitations, recommendations, and conclusions will also be presented.

Interpretation of Findings

As defined by Allen and Meyer (1990), organizational commitment refers to a psychological state that links the individual to the organization" (p. 553). Additionally, organizational commitment has been defined as "the relative strength of an individual's identification with an involvement in a particular organization" (Hulpia, et al., 2009, p. 766). Organizational commitment, as stated by Hulpia et al. (2009), is a combination of the person-organization relationship. Additionally, Porter, Steer, Mowday, and Boulian (1974) stated that organizational commitment "is the individual's overall response to the

organization as a whole and that job satisfaction is the individual's reaction to specific working environments" (p. 729). When determining what influences organizational commitment, individual factors should be evaluated; however, it is also critical to take into account the organizational factors that influence organizational commitment. Hulpia et al. determined that organizational commitment is positively correlated to job satisfaction, intrinsically motivating factors, positive organizational citizenship behaviors. Hulpia et al. determined that organizational commitment is negatively associated with absenteeism, turnover, burnout, emotional exhaustion and depersonalization. Farh, Hackett, and Liang (2007) determined that the perception of organizational support and organizational opportunities is positively associated with increased organizational commitment. The more opportunities and the greater the perception that the organization can support the intrinsic and extrinsic motivators important to workers, the greater likelihood of strong organizational commitment.

High organizational commitment, as stated by Dessler (2009), is a "major contributor to employees' organizational behavior" (p. 729). High organizational commitment is positively associated with high achievement and performance, less missed work, less turnover and positive behavior in the workplace (Dessler, 2009). Increasing performance and achievement and reducing turnover are primary reasons organizations desire to have specific characteristics and opportunities available for employees (Dessler, 2009). Attention to those characteristics, such as opportunities for advancement, opportunities to self-management career paths, employee development and the opportunity to perform challenging work can positively influence organizational

commitment, creating, as stated by Dessler (2009), a "win-win situation for organizations and their employees" (p. 9).

As previously stated, prior research indicates there is little agreement on which workplace characteristics are most important to the Millennial generation and which workplace characteristics have the greatest influence on organizational commitment. In addition to this disagreement, previous research has also leaned heavily on the personal characteristics of Millennial generation workers and less on the characteristics of their workplace and how those characteristics influence organizational commitment. As noted by Twenge and Campbell (2008), as well as Giambatista, Hoover, and Tribble (2017), the Millennial generation worker is typically defined by researchers as having, but not limited to, higher levels of narcissism, higher levels of anxiety, higher self-esteem, higher levels of depression, a lower need for social approval, a greater desire for external locus of control, and are more assertive than member of previous generations. How these characteristics impact organizational commitment were not addressed. As previously mentioned, personal characteristics of millennial generation workers were not evaluated in this study, however, organizations may wish to consider the characteristics and stereotypes associated with millennial generation workers when developing retention strategies.

As stated in Chapter 2, previous research by Hershatter (2006) found that Millennials enter the workplace with an expectation that their employer will provide them with the necessary tools to promote change. Hershatter's study did not address whether being provided the necessary tools to influence change positively impacted the

organizational commitment of Millennial employees. Thompson and Gregory (2012) evaluated the characteristics of managers and how those characteristics impacted the Millennial generation. The results of Thompson and Gregory's research discovered which managerial characteristics are likely to positively impact Millennial generation workers but did not evaluate workplace characteristics or whether managerial characteristics positively influenced organizational commitment. Ng, Schweitzer, and Lyons (2010) evaluated Millennial generation expectations of their employers. Findings indicated that Millennials have reasonable salary expectations, but have very high expectations for advancement, skill development and work-life balance. These findings, however, did not indicate if these expectations, when fulfilled, positively impacted organizational commitment.

My research addressed the gap of determining if workplace characteristics positively impacted the organizational commitment of Millenials. Comparing the results of this study to previous studies allows for an analysis between specific workplace characteristics and their impact on organizational commitment.

The theoretical foundation of organizational commitment can be divided into two concepts: the psychological perspective and the exchange perspective. The psychological perspective was inspired by need-satisfaction theory (Maslow, 1954) and two-factor theory (Herzberg, 1959). As previously stated, current research provides support for the application of Herzberg's (1959) two-factor theory as a way to describe workplace characteristics and their potential influence on organizational commitment .The two-

factor theory examines organizational commitment from the perspective of hygiene factors and motivational factors (Alexander & Sysko, 2013).

As stated by Alexander and Sysko (2013), the millennial generation workforce is motivated by motivation variables, as defined by Herzberg (1959), such as opportunities for advancement and leadership opportunities as well as hygiene factors, such as compensation, commitment to their manager, and a commitment to a corporate mission. Likewise, Hershatter and Epstein (2010) identified that Millennials believe that organizations should be built on systems of equity. These systems of equity include hygiene factors such as fair compensation, a reward system for workplace accomplishments, and the organizations ability to adapt to the work preferences of the Millennial generation (Hershatter & Epstein, 2010). In addition to these hygiene factors, motivating factors such as job security and supporting and nurturing relationships between employees and managers were also identified as critical factors that influence organizational commitment (Hershatter & Epstein, 2010). My research specifically evaluated motivation variables and their influence on organizational commitment.

Similar to the Millennial generation, Generation X and the Baby Boomer generation also have specific motivating factors that influence organizational commitment. Lub, Bal, Bloome, and Schalk (2016) suggested that employee age is a moderator for the relationship between motivating factors and organizational commitment. Gursoy, Maier, and Chi (2008) determined that Boomers are more motivated by hygiene factors, such as rewards and career success, than by motivation factors, such as job content (challenging work, work variety), advancement opportunities,

and career development. As determined by Benson and Brown (2011), Generation X is motivated more heavily by hygiene factors, such as career success, and have more commitment to their chosen profession and less commitment to organizations. Lub et al. (2016) determined that lack of motivating factors within the organization relates more negatively to turnover of the Millennial generation than it does to Generation X or Baby Boomers. This finding suggests that without enough motivating factors, organizational commitment for Millennial generation workers decreases but the factors have less of an impact on organizational commitment of the two previous generational cohorts (citation). Additionally, Lub et al. determined that challenging and varied work "seems to be a requirement" for the Millennial generation and organizations need to provide this motivating factor to obtain organizational commitment (p. 555). Macky, Wong, Gardiner, Lang, and Coulon (2008) determined that Generation X and Baby Boomers are less focused on career development opportunities than their Millennial counterparts, as related to organizational commitment. Generation X and the Boomers do not require this motivating factor in order to remain committed to their organization.

The findings of this research support the two-factor theory; when motivating factors are present, organizational commitment increases. This study expanded on previous research and evaluated the following motivating factors: opportunities for employee development, opportunities to perform challenging work, self-management of career path (e.g. making independent decisions), and opportunities for advancement and determined that these motivating factors are positively associated with organizational commitment.

Limitations of the Study

There are a number of limitations to the current study. Likely the most impactful is the disagreement of what constitutes a generational cohort. As previously stated in Chapter 3, Constanza et. al., (2012) remarked there is little agreement on which birthdate ranges constitute a generational cohort. With little agreement on when a generational cohort begins and ends, there is a lack of consistency with the population that research is being conducted on. This research assumes that birthdates between 1984 and 1998 will provide relevant data; however, it may limit the generalizability or the comparison of results to prior research.

In addition to this limitation, the research also includes threats to external and internal validity. Data points, such as gender, education level, job title, and ethnicity, were not collected in this study. This study is also cross-sectional and only collected data at one point in time from participants and does not take into consideration prior work experience, or work experience that has been gained since the initial completion of the study and how those experiences may impact responses. Although the MSQ and OCQ exhibit strong reliability, the MSQ was developed a decade prior to the first Millennials being born. It may be necessary to update this survey with questions that are more relevant to the younger generation of workers. Additionally, the OCQ has also been in use far longer than most Millennials have been in the workforce and may not pose questions this generation of worker finds highly relevant to their work experience.

Recommendations

Based on the limitations of this study, there are a number of recommendations for future research. An evaluation of how gender, ethnicity, education level and prior work experience and their impact on organizational commitment may wish to be conducted. Future research may also benefit from measuring organizational commitment by evaluating different workplace characteristics from those utilized in this study. Additionally, a longitudinal study may provide additional relevant data regarding which workplace characteristics remain important to Millennial workers as they advance their careers. Finally, a larger sample size may yield results that have greater generalizability to the population.

Implications

By increasing the understanding of the relationship between workplace characteristics and organizational commitment, there is an opportunity to influence positive social change of the individual worker and at the level of the employer as well. Understanding which workplace characteristics impact organizational commitment, organizations will be able to reduce turnover, employees will become more committed to the organization, which may provide employers with a greater opportunity to develop future leaders of their organizations.

Conclusions

The results of this study indicate a positive relationship between opportunities for employee development, challenging work, the opportunity to self-manage career paths and opportunities for advancement and organizational commitment of the Millennial

generation. Additionally, the results of this study indicate there may be ideal workplace characteristics that attract and retain the Millennial generation workforce. Based on these results, it is recommended that organizations continue to evaluate whether or not these workplace characteristics are present in order to increase the likelihood of retention of Millennial generation workers.

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Appendix A: Minnesota Satisfaction Questionnaire
Minnesota Satisfaction Questionnaire

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The purpose of this questionnaire is to give you a chance to tell **how you feel about your present job,** what things you are **satisfied** with and what things you are **not satisfied** with.

On the basis of your answers and those of people like you, we hope to get a better understanding of the things people **like and dislike about their jobs.**

On the next page you will find statements about your **present** job.

• Read each statement carefully.

• Decide **how satisfied you feel about the aspect of your job** described by the statement.

Keeping the statement in mind:

—if you feel that your job gives you **more than you expected,** check the box under **"Very Sat."** (Very Satisfied);

—if you feel that your job gives you **what you expected,** check the box under **"Sat."** (Satisfied);

—if you **cannot make up your mind** whether or not the job gives you what you expected, check the box under **"N"** (Neither Satisfied nor Dissatisfied);

—if you feel that your job gives you **less than you expected,** check the box under **"Dissat."** (Dissatisfied);

—if you feel that your job gives you **much less than you expected,** check the box under **"Very Dissat."** (Very Dissatisfied).

• Remember: Keep the statement in mind when deciding **how satisfied you feel about that aspect of your job.**

• Do this for **all** statements. Please answer **every** item.

Be frank and honest. Give a true picture of your feelings about your **present job.**

Ask yourself: How **satisfied** am I with this aspect of my job?

    Very Sat. means I am very satisfied with this aspect of my job.

    Sat. means I am satisfied with this aspect of my job.

    N means I can't decide whether I am satisfied or not with this aspect of my job.

    Dissat. means I am dissatisfied with this aspect of my job.

    Very Dissat. means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about . . .	Very Dissat.	Dissat.	N	Sat.	Very Sat.
1. Being able to keep busy all the time	☐	☐	☐	☐	☐
2. The chance to work alone on the job	☐	☐	☐	☐	☐
3. The chance to do different things from time to time	☐	☐	☐	☐	☐
4. The chance to be "somebody" in the community	☐	☐	☐	☐	☐
5. The way my boss handles his/her workers	☐	☐	☐	☐	☐
6. The competence of my supervisor in making decisions	☐	☐	☐	☐	☐
7. Being able to do things that don't go against my conscience	☐	☐	☐	☐	☐
8. The way my job provides for steady employment	☐	☐	☐	☐	☐
9. The chance to do things for other people	☐	☐	☐	☐	☐
10. The chance to tell people what to do	☐	☐	☐	☐	☐
11. The chance to do something that makes use of my abilities	☐	☐	☐	☐	☐
12. The way company policies are put into practice	☐	☐	☐	☐	☐
13. My pay and the amount of work I do	☐	☐	☐	☐	☐
14. The chances for advancement on this job	☐	☐	☐	☐	☐
15. The freedom to use my own judgment	☐	☐	☐	☐	☐
16. The chance to try my own methods of doing the job	☐	☐	☐	☐	☐
17. The working conditions	☐	☐	☐	☐	☐
18. The way my co-workers get along with each other	☐	☐	☐	☐	☐
19. The praise I get for doing a good job	☐	☐	☐	☐	☐
20. The feeling of accomplishment I get from the job	☐	☐	☐	☐	☐
	Very Dissat.	Dissat.	N	Sat.	Very Sat.

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Appendix B: Demographic Questions

1. Where you born between 1984 and 1998?

2. As of today, have you been in the workforce for at least 2 years?

Appendix C: Consent to Use Minnesota Satisfaction Questionnaire

Vocational Psychology Research (VPR) no longer sells the MSQ questionnaires.

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<u>International License</u>. This license allows the instrument to be used for research or

clinical work free of charge and without written consent, provided that you acknowledge

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in your reproduced materials (printed or electronic). This license does not allow

commercial use or reproduction for sale. The MSQ may be used without cost, however,

for employee surveys provided that the survey is implemented within an organization and

that no charges are made for its use.

Appendix D: Scoring for the Minnesota Satisfaction Questionnaire

Response choices for the MSQ are weighted in the following manner:

Response Choice	Scoring Weight
Very Dissatisfied	1
Dissatisfied	2
Neither	3
Satisfied	4
Very Satisfied	5

Responses are scored 1 through 5. Scores are determined by summing the weights for the responses for each item.

Appendix E: OCQ Questionnaire

Organizational Commitment Questionnaire

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Instructions: Please read each item and select the response that most closely aligns to your current feelings of satisfaction. The measure consists of 24 items and utilizes a 5-point Likert-type scale with the following anchor points: 1 (Strongly Disagree) to 5 (Strongly Agree)

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

2. I enjoy discussing my organization with people outside of it.

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

4. I think I could easily because as attached to another organization as I am to this one.

5. I do not feel like "party of the family" in my organization.

6. I do not feel "emotionally" attached to this organization

7. This organization has a great deal of personal meaning to me

8. I do not feel a strong sense of belonging in this organization

9. I'm not afraid of what my happen if I quit my current position without having another position lined up

10. I would be very hard for me to leave my job right now, even if I wanted to.

11. Too much in life would be disrupted if I decided I want to leave my job now.

12. It wouldn't be too costly for me to leave my job now.

13. Right now, staying with this organization is a matter of necessity as much as desire.

14. I feel I have too few options to consider leaving this organization.

15. One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.

16. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice – another organization may not match the overall benefits I have here.

17. I think that people these days move from job to job too often.

18. I do not believe that a person must always be loyal to his or her organization.

19. Jumping from job to job does not seem at all unethical to me.

20. One of the major reasons I continue to work for this organization is that I believe commitment is important and therefore feel a sense of moral obligation to remain.

21. If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization.

22. I was taught to believe in the value of remaining loyal to one organization.

23. Things were better in the days when people stayed with one organization most of their lives.

24. I do not think that wanting to be a "company man" or "company woman" is sensible anymore

Appendix F: Consent to Use Organizational Commitment Questionnaire

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Appendix G: Scoring the Organizational Commitment Questionnaire

Response choices for the OCQ are weighted in the following manner:

Response Choice	Scoring Weight
Very Dissatisfied	1
Dissatisfied	2
Neither	3
Satisfied	4
Very Satisfied	5

Responses are scored 1 through 5. Scores are determined by summing the weights for the

responses for each item.