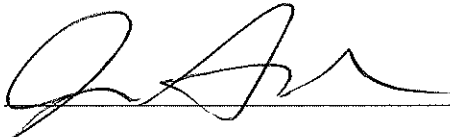


MILLENNIALS: A MULTIDISCIPLINARY REACTION AND IMPLICATIONS
FOR BUILDING AN ENGAGED WORKFORCE

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MILLENNIALS: A MULTIDISCIPLINARY REACTION AND IMPLICATIONS
FOR BUILDING AN ENGAGED WORKFORCE

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Abstract

MILLENNIALS: A MULTIDISCIPLINARY REACTION AND IMPLICATIONS FOR BUILDING AN ENGAGED WORKFORCE

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An ongoing challenge for organizations is understanding the composition of their workforce. This paper reviews literature related to the concept of generational theory, an increasingly popular way of describing and categorizing an organization's workforce. Recent shifts in the generations that comprise an organization's workforce have prompted an increased focus of research into the most recent generation to enter the workforce, the Millennial Generation. The literature related to the characteristics of the Millennial Generation, in addition to valued leader attributes of this generation is described. Additionally, characteristics that represent similarities or desired qualities across generations are presented. The concept of workplace engagement is also reviewed from the perspective of generational theory and organizational behavior management. The term humanistic behaviorism is also described which provides a basis for important implications for employers to build an engaged workforce. Finally, recommendations are suggested for employers to attract and retain employees as well as establishing direction for future research.

KEY TERMS: Generation, Generational theory, Millennials, Workplace engagement, Humanistic behaviorism

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Chapter One: Introduction

Central to the responsibility of an organization is attracting, training, leading, and retaining valuable team members. A challenge for today's organizations is to develop company policies, training, leadership, and engagement strategies with consideration of the demographic of their stakeholders. Howe and Strauss (1991) introduced a term called generational theory which asserted that events in history categorize people into generations that occur within a range of approximate birth years spanning 10-45 years. Manneheim (1972) refers to a generation as a group of people that are approximately the same age in a similar social location experiencing similar social events. Some social events contributing to the shared experiences within a generation may include pop culture, economic conditions, world events, natural disasters, and technology (Parry & Urwin, 2010). Westerman and Yamaura (2007) assert that values, preferences and demands of new generations entering the workplace can lead to misunderstanding among workers. As a result, these misunderstandings among workers may negatively impact employee productivity, motivation, and engagement, manifesting as an employee retention problem. Smola and Sutton (2002) describe the differences surrounding values expressed by each generation as a "peer personality," which leads to variations in values and beliefs within each group around work and organizational life.

Employers and popular literature's general acceptance of the concept of gaining insight to understanding groups of people from the framework of generational theory has grown in popularity (Alsop, 2008; Gilbert, 2011; Howe & Strauss, 2000). This emergence in popularity of defining the workforce in terms of their respective generations has prompted an increased focus for researchers in developing empirically-validated ways to identify common beliefs, characteristics, values, and generational differences held by employees (Fairlie, 2011; Shuck,

2011; Twenge, Campbell, Hoffman, & Lance, 2010). Schullery (2013) cites four generations that comprise the current workplace, the Silent Generation, also known as the Traditionalists (1925-1945); Baby Boomers (1946-1964); Generation X or GenX (1965-1981); and the Millennials (1982-1999). Individuals that comprise the generational contingency of the Millennial Generation or Generation Y, commonly referred to as Millennials, will be the focus of this current literature review and partly provide the basis for implications discussed. Although a considerable portion of this paper will be devoted to describing the values and characteristics that comprise Millennials, there will also be general assertions discussed with the goal of allowing organizations, and leaders within them, to use specific strategies described to transcend generational differences. Workplace engagement will also be explored in terms of describing this concept from the orientation of generational theory and organizational behavior management. This paper will conclude by discussing several implications and recommendations for building an engaged workforce.

Statement of the Problem

How can organizations, and leaders within them, position themselves to create work environments that support the needs, expectations, and values of a generationally diverse and recently, a workforce representing a higher concentration of Millennials? Additionally, how can organizations create awareness, provide training to current and future leaders, and shape a company culture that fosters employee engagement, professional development, and workforce retention across generations?

Definition of Terms

Generation: A generation is defined as a group of people that are approximately the same age in a similar social location experiencing similar social events (Mannheim, 1972).

Generational theory: A theory which asserts that events from a historical perspective categorize people into generations that occur within a range of approximate birth years spanning 10-45 years depending on the generation (Howe & Strauss, 1991).

Millennials: A term referring to a generational group of individuals with birth years that range from approximately 1979 to 1994 (Schullery, 2013; Smola & Sutton, 2002).

Workplace engagement: The definition of workplace engagement or engagement varies based on the temporal, philosophical, and academic orientation in which organizations or researchers define and interpret the term. Due to the variance in the definitions for the term engagement, the current review will briefly highlight two of the most widely accepted definitions. Bakker (2011) claims that the most used definition of work engagement is from Schaufeli and Bakker (2004) from a viewpoint that presents a definition from what has been referred to as the antithesis of burnout interpretation. Schaufeli and Bakker (2004) define engagement as, “a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption” (p. 295). A second operationalized definition is offered by A. C. Daniels (2009) and states that engagement is, “a non-specific non-scientific term used to describe the amount of positive reinforcement available in a workplace for value-added behavior” (p. 7).

Humanistic behaviorism: A term used to describe the combination of two psychological viewpoints, humanism and behaviorism, to approach understanding behavior and providing direction in modifying humanistic behaviors (Geller, 2015). In reference to humanistic behaviorism, Thoresen (1972) describes humanistic psychology as providing a framework for the kind of behavior that individuals should engage in and behaviorism

as providing individualized assessment and intervention strategies to assist in increasing humanistic actions or behaviors.

Delimitations of Research

This literature review was conducted through an online search of available research articles, texts, and other documents in the University of Wisconsin-Platteville, Elton S. Karrman Electronic Library Archives. EBSCOHost and JSTOR achieved through the Karrman Library system and Google Scholar were used to retrieve resources using keywords such as “employee engagement,” “Millennials,” and “organizational behavior management.”

Method of Approach

A brief review of the history of generational theory was conducted. A review of literature relating to research, studies, and anecdotal evidence associated with the distinction of characteristics within generational categories, and the Millennial Generation specifically, and its impact on employee values, engagement, development, and retention was conducted. The findings were summarized and synthesized, and recommendations were made based on the results of this review.

Chapter Two: Review of Related Literature

Providing a framework to allow employers and leaders to better understand the traits, characteristics, and needs of their workforce has been an important topic of investigation of researchers from many academic orientations. This chapter will review literature describing generational theory, briefly define generations comprised in the workforce, review characteristics of Millennials, identify varying definitions of workplace engagement from two academic disciplines, and provide a conceptual framework for understanding and building an engaged workforce.

Generational Theory

Generational theory (Howe & Strauss, 1991) has become an increasingly popular and widely accepted framework from which to categorize workers by a range of birth years and seek to help form a better understanding of an organization's workforce (Alsop, 2008; Gilbert, 2011; Howe & Strauss, 2000). Parry and Urwin (2010) cite social events such as pop culture, economic conditions, world events, natural disasters, and technology as contributing to the shared experiences within a generation. From a generational theory perspective, these shared experiences result in the development of similar values and characteristics within a generation (Parry & Urwin, 2010). Although mainly four generations comprise today's U.S. workforce (Silent Generation, Baby Boomers; Generation X; and the Millennials (Schullery, 2012)), recent changes in workforce demographics has prompted an increased focus for employers and leaders to learn more about characteristics of Millennials, a generation representing a higher concentration of workers.

Although distinct cut offs for distinguishing one generational group from another using birth years is an area of debate among researchers, Twenge et al. (2010) assert that generational

changes, and their resulting distinctions, are likely to be observed in gradual changes over time. The differences in characteristics among generations, what Smola and Sutton (2002), refer to as a generation's peer personality, manifest as different values and characteristics held within individual generations. These different peer personalities among generations lead to variations in values and beliefs within each group around employees' work and personal lives (Smola & Sutton, 2002). Specifically, Reinsenwitz and Iyer (2009) described workers and customers from Generation X and the Millennial Generation as having been exposed to different historical, economic, and social events. As a result, Shaw and Fairhurst (2008) argue that these differing environmental variables create distinctions in characteristics and expectations within the most recent generations, which comprise vital considerations for employers and leaders.

Characteristics of Millennials

Millennials represent a generational group of individuals with birth years that range from approximately 1979 to 1994 (Smola & Sutton, 2002). Eversole, Venneberg, and Crowder (2012) describe that from the years 2000-2010, Millennials began entering the workforce in increasing numbers. However as the new generation enters the workplace, Eversole et al. (2012) cite deficits in Millennials' technical skills, experience, and leadership needed to adequately replace recent position vacancies of Baby Boomers who have begun to retire. The numbers of workers that comprise the Millennial Generation workforce has been described as more similar in size to that of the Baby Boomers in contrast to the preceding, smaller Generation X (Eversole et al., 2012). Several key social, historical, and environmental factors have been suggested to have impacted the peer personality of the Millennial Generation (Smola & Sutton, 2002). Millennials have experienced increased racial and ethnic diversity (Mitchell, 1998), uncertainty in the economy, increased exposure to the effects of terrorism (i.e., Oklahoma City bombings, mass

shootings, and the events of September 11th) (Sessa et al., 2007), and differing parental values than preceding generations (Özçelik, 2015).

The Millennial Generation has been described to possess characteristics of being independent, individualistic, socially active, and demonstrate the ability work effectively in teams (Shih & Allen, 2007). Additionally, Millennials' experiences have been shaped by exposure to and proficiency with a wide array of technological advances. Millennial's familiarity with technology allows them to demonstrate a new level of aptitude with and comfort in the use of technology than previous generations. Although this increased comfort in the use of technology may present desirable qualities of the Millennial Generation, Özçelik (2015) asserts that as a result, Millennials may possess lower levels of patience and an increased expectation of immediate feedback from management. Tolbzie (2008) also describes the trend in sports that Millennials have experienced, that has deemphasized the nature of competition and instead provided rewards based solely on participation. Tolbzie (2008) suggests the product of rewarding participation with this "trophy generation" has resulted in them rejecting competition and workplace politics. Hartman and McCambridge (2011) conducted a study of Millennial university students, which focused on delineating both strength and growth areas within the Millennial Generation. The results suggested that Millennials were capable of multitasking and demonstrated a high degree of competence with technology, however; areas of deficit were noted in oral, written, and interpersonal communication skills.

Kaifi, Nafei, Khanfar, and Kaifi (2012) conducted a study that sought to explore several components of understanding more about the organizational impact of a growing Millennial Workforce. Kaifi et al. (2012) looked at several elements of the Millennial Generation related to job satisfaction, organizational commitment based on gender, and the impact of a Millennial with

a graduate degree on retention. The results of this study provide important information that could be beneficial to organizations, managers, and leaders regarding understanding Millennials in three main areas. First, Kaifi et al. (2012) found that Millennial males have higher job satisfaction levels than their female Millennial coworkers. The discussion attributed this difference to the disparity in salary between men and women and the potential for men to have more opportunities for job advancement. Second, results from the study indicated that Millennial females have a higher level of organizational commitment than their male Millennial coworkers. Lastly, the results from this study indicate that Millennials with a graduate degree may be less likely to quit their job than Millennials without a graduate degree. The results of Kaifi et al. (2012) replicate findings of other studies in regards to increased levels of satisfaction for those with a graduate degree than for those without a graduate degree (Azalea, Omar, & Mastor, 2009; Bjork, Samdal, Hansen, Torstad, & Hamilton, 2007). An additional component to understanding Millennials centers around identifying the traits that they value in leaders.

Sessa et al., (2007) conducted a study which explored the extent to which there are generational differences in the perceived important attributes of leaders. Participants included in the study were comprised of people born and working in the United States. The generations in the study represented several categories from the Mature Generation (1925–1945), the Early Baby Boomers (1946–1954), the Late Baby Boomers (1955–1963), the Early Gen-Xers (1964–1976), the Late Gen-Xers (1977–1982), and the Millennials (1983–on). Participants were presented with an online survey requiring responses to several questions and a portion where they selected leadership attributes they found to be most valuable in a leader. Results indicated that participants from the Millennial Generation ranked the attribute of a leader being dedicated as more important than a leader that is credible. Sessa et al. (2007) also concluded that

Millennials want leaders that are encouraging, listen well, and are supportive. Additionally, in contrast to earlier generations, Millennials also wanted their leader to have focus, and did not rank big-picture orientation as high as other generations. Sessa et al. (2007) also described that Millennials did not value trustworthiness as high as other generations.

Although desired leader attributes among different generations may vary, Sessa et al. (2007), noted several leader attributes that were important across generations. These attributes consisted of honesty, a leader's knowledge about the organization's core activities, listening, and helping others achieve more than they thought they could achieve (Sessa et al., 2007). Eversole et al. (2012) suggest that workplace flexibility may be another quality that employees across generations value, which may provide important opportunities to attract and retain talented workers. Eversole et al. (2012) assert that flexibility in job tasks, schedules, work locations, and individual treatment regarding specific circumstances outside of work, may provide key opportunities for employers to demonstrate this organizational amenity to workers. Although workplace flexibility has been suggested as a desirable quality across generations, Millennials tend to demand more of this flexibility than previous generations (Beekman, 2011; Twenge, 2006).

Although workplace flexibility may be a beneficial culture for organizations to adopt, Eversole et al. (2012) provide numerous reasons that may prevent organizations from making the necessary changes to facilitate this shift in their established policies and procedures such as a workplace culture that does not allow for flexibility, resistance from first level managers, and employees perceiving negative repercussions if they advocate for, or utilize options targeted at increasing workplace flexibility. Additional character traits of Millennials that may pose challenges for organizations in employing Millennials include their reported high self-esteem,

high expectations, entitlement (without putting in the required time or effort), and their need to align their tasks and responsibilities with meaningful work (Tulgan, 2009; Alsop, 2008). Due to these difficulties, increasing workplace engagement has been cited as a critical component to allowing leaders and organizations to attract talented workers and to mitigate the propensity of Millennials to job-hop (Alsop, 2008; Hartman & McCambridge, 2011).

Workplace Engagement

Schullery (2013) explored the existing academic literature related to generational differences in values and workplace engagement. Schullery (2013) cited differences in the definition of workplace engagement as fundamental to the challenge of building an empirical base from which to conduct research on engagement. Bakker (2011) claims that the most used definition of work engagement is from Schaufeli and Bakker (2004) from a viewpoint that presents a definition of engagement from what has been referred to as, the antithesis of burnout interpretation. Schaufeli and Bakker (2004) define engagement as, “a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption” (p. 295). Definitions of workplace engagement also vary between organizations (Blessing White Inc., 2011). Despite the varying definitions used to describe workplace engagement, employers generally strive to increase workplace engagement (Kumar & Sia 2012; Sahoo & Sahu, 2009). High employee engagement has been linked to improved employee retention and product quality, improved customer service, increased employee loyalty, and advocacy of a company’s goods and/or services (Kumar & Sia, 2012).

Blessing White Inc. (2011) provided data on their research into employee engagement in North America and noted that of the generations studied (Silent Generation, Boomers, GenXers, and Millennials); Millennials had the second lowest levels of engagement at 16% of the four

generations studied. Tulgan (2009) cites a potential reason for the lack of engagement in the newest generation may be the result of the type of entry-level work tasks presented to this group, and that these tasks may be deficient in providing challenging and meaningful work. However, the resulting concern for leaders, employers, and future researchers involves answering the critical question on how to increase engagement of workers in the Millennial Generation.

Approaching the topic of workplace engagement from the discipline of the science of applied behavior analysis or organizational behavior management may provide some important insight on developing ways to research, understand, and establish methods for implementing interventions which might serve to transcend generations. Ludwig and Frazier (2012) provided a review of the literature related to employee engagement from the perspective of the science of behavior analysis. Ludwig and Fraizer (2012) suggest, similar to Schullery (2013), that the concept of employee engagement is not clearly defined and is “a young and indistinct construct within organizational research” (p. 75). Saks (2008) suggests that a behavioral definition of engagement should be the focus of future research because it is observable and is most directly related to human performance. A behavioral definition offered by A. C. Daniels (2009) states that engagement is, “a non-specific non-scientific term used to describe the amount of positive reinforcement available in a workplace for value-added behavior” (p. 7). However, there is some dissonance in the organizational behavior management literature on how engagement behavior is best targeted for change in employees.

In articulating one approach to increasing engagement behaviors, A. C. Daniels (2009) asserts that providing contingent positive reinforcement may be an effective way for organizations to increase employee behaviors associated with engagement. In contrast, Geller (2003) supports a different approach to increasing employee engagement behavior and

recommends providing rewards that are noncontingent. Geller (2003) suggests that effectively delivering rewards in this manner can have a significant effect on building a positive work environment. Furthermore, Geller (2003) poses the argument that using noncontingent rewards can create “pleasant personal states,” which may translate to increasing employee engagement behavior as a consequence of receiving them. Regardless of slight variances in the method to increase workplace engagement behavior, organizational behavior management and a behavior-analytic approach to research in this area may provide important clues to developing operational definitions, and establishing a framework from which to conduct future research in the area of employee engagement.

In a recent article within the academic orientation of organizational behavior management, Geller (2015) describes humanistic behaviorism, a term used to describe the combination of two psychological viewpoints, humanism and behaviorism, to approach understanding behavior and providing direction in modifying humanistic behaviors. Although normally interpreted as divergent subdivisions within the field of psychology, Geller (2015) argues that there may be more in common with these two psychological viewpoints and proposes there may be important implications as a result for organizations and leaders. Geller (2015) provides an explanation for how combining these two areas of psychology should be perceived from a behavioral orientation. Geller (2015) cites Skinner’s term, radical behaviorism, which describes that thoughts and feelings are accepted in to the investigation of behaviorism and that their causes were a result of the environment. Additionally, in reference to humanistic behaviorism, Thoresen (1972) describes humanistic psychology as providing a framework for the kind of behavior that individuals should engage in and behaviorism as providing individualized assessment and intervention strategies to assist in increasing humanistic actions or behaviors.

This combination of the use of behavioral technology and the conception of reinforcing employees' efforts of working towards achieving a far reaching and deeply meaningful goal, or set of goals, may serve to satisfy Millennials' thirst for challenging and meaningful work.

Chapter Three: Conclusions and Recommendations

The existing literature on the topics reviewed for this paper leads to the conclusions that generational theory (Howe & Strauss, 1991) provides valuable ways for researchers and organizations to categorize and describe people into generations. From this theoretical perspective, the shared experiences within generations, in terms of pop culture, economic conditions, world events, natural disasters, and advances in technology result in the development of similar values and characteristics within a generation. These similarities in values and characteristics are referred to as a generation's peer personality (Parry & Urwin, 2010). Referencing the peer personality or personalities that distinguishes the generations represented within an organization's workforce can provide organizations and leaders with helpful insights from which to develop policies, procedures, and leadership and management strategies.

The Millennial Generation, individuals with birth years that range from approximately 1979 to 1994, represents a demographic of a growing number of individuals entering the present workforce (Smola & Sutton, 2002). Characteristics and values of the Millennial Generation represent distinct differences from preceding generations, in addition to commonalities that are present across generations. Researchers have described unique characteristics and values of the Millennial Generation as: independent, individualistic, socially active, proficiency with technology, and the ability work effectively in teams (Shih & Allen, 2007; Özçelik, 2015). Characteristics of the Millennial Generation that have presented as challenge for organizations have been described to consist of: deficits in oral, written, and interpersonal communication skills, high self-esteem, high expectations, entitlement, their need to align their tasks and responsibilities with meaningful work, rejecting competition and workplace politics and the demand for flexibility (Alsop, 2008; Tolbzie, 2008; Tulgan, 2009). The combination of these

values and characteristics, both positive and challenging, provides unique considerations for employers to cater to this subset of workers.

Defining workplace engagement and providing a conceptual framework for understanding and building an engaged workforce presents several opportunities for organizations and leaders. Benefits of increased employee engagement have been cited as: improved employee retention and product quality, improved customer service, increased employee loyalty, and advocacy of a company's goods and/or services (Kumar & Sia, 2012). Ludwig and Frazier's (2012) interpretation of employee engagement from the perspective of the science of behavior analysis and the term humanistic behaviorism (Geller, 2015) may provide important directions for future research. As Thoresen (1972) described, humanistic psychology provides a framework for the kind of behavior that individuals should engage in and behaviorism provides individualized assessment and intervention strategies to assist in increasing humanistic actions or behaviors.

Based on these conclusions, it is recommended that organizations and leaders seek to attract and retain workers by utilizing leadership strategies which center on Greenleaf's (2002) concept of servant leadership. Servant leadership emphasizes the importance of positioning leaders to serve as resources to help workers get their work done. This approach to lead versus manage employees provides important cues to developing, training, and implementing leadership strategies that build on the strengths of workers within and across generations (Greenleaf, 2002). Vinod and Sudhakar (2011) cite that servant leadership allows leaders to focus on the potential of their followers and act in ways that help them reach their best selves. The goal of organizations and the leaders within them of helping workers reach their "best selves" falls in alignment with Geller's (2015) framework of humanistic behaviorism.

In light of the research presented in this review, it is also recommended that leaders and organizations develop and apply individualized employee assessment and intervention strategies (Ahlrich, 2007). There have been some studies from the organizational behavior management orientation that have sought to operationally define terms associated with employee engagement (Ludwig & Fraizer, 2012), and evaluate stimulus preference assessment methodology and reinforcer effectiveness (Wine, Reis & Hantula, 2014). However, the subjectively-defined terms and divergent strategies for building a comprehensive body of research across disciplines provide many opportunities for future research. Creating an individualized approach to leadership and identifying evidence-based interventions to apply in an organizational setting is a developing area of research which will require additional empirical support.

Even as researchers identify effective intervention strategies to impart positive changes in an organization's workforce, implementation may require substantial effort and resources on behalf of the organization and its leaders. Additionally, the essential steps for adequate implementation of the interventions may pivot on an individual leader's competence or their experience in this approach (Ahlrich, 2007). No doubt at the center of the solution to a workforce's lack of engagement problem is organizations adequately developing and training their employees and leaders. To make headway in changing their organizational culture, it is imperative that organizations utilize effective training methods that take into consideration the needs and characteristics of their learners. The fairly wide range of ages and generations that comprise a typical organization's "learners," which includes employees at all levels, requires training methods and programs to be derived from practical activities that focus on developing solutions to the real challenges workers face.

Knowles (1968) described a term he referred to as andragogy or adult learning which specializes in understanding how, and developing ways to help adults learn. Teaching adults, or adult education, has since developed as an academic orientation and a progressive approach to providing meaningful learning opportunities to adults in organizational and educational settings. As cited in Merriam and Bierema (2014), Knowles's (1980; Knowles & Associates, 1984) described six assumptions associated with adult learning that contrasted with the traditional approach to teach children and also deserves mention as it pertains to engaging an organization's workforce:

1. As a person matures, his or her self-concept moves from that of a dependent personality toward one of a self-directing human being.
2. An adult accumulates a growing reservoir of experience, which is a rich resource for learning.
3. The readiness of an adult to learn is closely related to the developmental tasks of his or her social role.
4. There is a change in time perspective as people mature-- from future application of knowledge to immediacy of application. Thus, an adult is more problem-centered than subject-centered in learning.
5. Adults are mostly driven by internal motivation, rather than external motivators.
6. Adults need to know the reason for learning something. (p. 47)

Using strategies grounded in Knowles's assumptions may allow organizations to create training materials and programs that allow them to offer professional development activities that provide

important opportunities to address real problems affecting their employees. Werth and Werth (2011) and Carstens and Beck (2005) provide many suggestions for organizations to train workers that comprise the Millennial Generation (See Appendix A). Werth and Werth (2011) summarize the needs of designing trainings for Millennials by stating, “It could be argued that training designed for the needs of Millennial learners is in fact, adult learning” (p. 17). Consequently, it is recommended that organizations offer development activities and educate the people in leadership and management positions so they understand the importance of encouraging ongoing personal and professional development in their workforce. Organizations can more successfully attract and retain employees across generations by utilizing training methods that impart adult learning concepts. Organizational traits of quality training and valuing development opportunities for employees may also provide a pivotal advantage, and a marketing opportunity, for current and potential staff as organizations jockey for position in an increasingly employee-driven job market.

Despite generational theory providing a framework for understanding the composition of an organizations’ workforce, a critical component in the success of an organization lies in the ability to utilize strategies to build an engaged workforce that seeks to make decisions and act in alignment with an organizations’ mission. As such, organizations, current leaders, practitioners, and future researchers should embrace the term humanistic behaviorism and seek to further explore its applications in creating positive change in organizational behaviors and culture. Additional implications for leaders, organizations, and researchers to consider that may contribute to building an engaged workforce across generations involves, focusing on creating a culture of flexibility (Eversole, Venneberg, & Crowder, 2012), supporting work-life balance (Jang, 2009), and communicating how the values and purpose of the company aligns with the

values and purpose of the employee (Sinek, 2010). Ultimately, creating an organizational culture that is in alignment with that organization's purpose, and attracting and retaining people that understand, believe, commit, and act in ways that support this "greater" purpose illustrates perhaps the most challenging and important organizational goal.

Appendix A

Employee Training Development Resources

Werth and Werth (2011) make several connections between similarities in teaching adults and Millennials recommend the following training strategies

- Use of active engaging learning instead of lecture
- Involve students in small groups activities
- Demonstrate learning to real-world situations
- Foster non-linear thinking
- Use multiple sources in building knowledge
- Allow for student reflection on their own learning (p. 16)

Carstens and Beck (2005) provide several suggestions for designing courses for the Millennial Generation:

1. Resist formal instruction;
2. Plan activities that rely heavily on trial and error;
3. Allow much of the learning that occurs to be delivered by peers;
4. Design a curriculum intended to be mastered by students in small chunks immediately prior to being used;
5. Provide for risk-taking in a safe environment;
6. Allow students to develop skills that are perceived as being of value (or show how the skills to be developed are valuable).

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