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# Work-Related Values, Preferences, and Expectations of Millennials: Implications for Long- Term Care Administrators

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Work-Related Values, Preferences, and Expectations of Millennials:

Implications for Long-Term Care Administrators

Cheryl K. Derynck

### Abstract

The purpose of this research is to examine millennials' work-related values, preferences, and expectations and to understand the impact for administrators in long-term care (LTC) facilities.

Supervisors at LTC facilities must understand millennials' work behavior, and strive to meet their needs, so as to effectively recruit, train, and retain these millennial employees. Allowing for management understanding of millennials work-related values, preferences, and expectations and how these support or detract from employment within LTC settings may pinpoint how facilities may retain these workers.

This study will also provide information about work satisfaction of millennial employees and how employers can improve to enhance the working environment. The structured analysis of the literature may help with providing understanding and direction to effectively recruit, train, manage, and retain millennials.

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### Definition of the Problem

Long-term care depends on the commitment of the staff to the well-being of the residents. The residents need help with dressing, toileting, and walking, as well as bathing (Federal Interagency Forum on Aging-Related Statistics, 2016). Residents will become more ethnically diverse, will experience multiple health issues, including heart disease, hypertension, stroke, asthma, chronic bronchitis or emphysema, cancer, diabetes, and arthritis. (Federal Interagency Forum on Aging-Related Statistics, 2016). The people who serve this population in long-term care will be millennials. Research shows this generation has specific values, preferences, and expectations regarding their work life. The administrators and supervisors will best retain these employees if they understand those values, preferences, and expectations to appropriately recruit, train, manage, and retain these employees. The following paper will outline some of the issues and then analyze some specific studies that shed light on some of the work behaviors administrators need to be prepared to address and effectively harness the capacities of this next generation of employees.

### Literature Review

Retention of long-term care (LTC) staff is urgent; continuity of care means that the residents received better care (Dasgupta, 2015, p. 11). Between now and 2030, there will be an increasing number of the baby boomer generation needing LTC, and which will be provided by millennials. By 2030, the elderly population will double from today (Stork, Martone, Osterman, Savage, & Mukherjee, 2018, p. 94). It is necessary for LTC providers to understand the common issues for staff retention within the millennial population, while taking care of our elderly in nursing homes. Turnover rates are quite high for nurse aides and licensed practical nurses (86 %) in a study of over 300 facilities and more than 55 % for registered nurses (Castle, & Engberg,

2005, p. 616). A study by Chou in 2012 was prefaced by this important review of the statistics for direct care workers (DCW):

High voluntary turnover of DCWs is a prevalent and serious issue. A national study on job turnover of DCWs (nursing assistants) in nursing homes showed an average yearly turnover rate of 75% (Donoghue, 2010). Average annual turnover rates among DCWs in assisted living facilities have been reported to range from 55% to 200% (Hawes, Rose, & Phillips, 1999; Konetzka, Stearns, Konrad, Magaziner, & Zimmerman, 2005). About 80% of DCWs who enter the LTC workforce leave within the first year (Wike, 2007). DCW turnover not only is costly to providers, because replacement entails costs in hiring and training (Seavey, 2004), but also disrupts care continuity (Dawson & Surpin, 2001) and results in poor quality of resident care (Greene et al., 1997). (338)

Health Resources and Services Administration (HRSA), the primary federal agency for improving health care to people who are geographically isolated, economically or mentally vulnerable, uses an assumption model that projects healthcare delivery until 2030. The HRSA projects supply and demand for registered nurses (RN) and licensed practical nurses (LPNs). Millennials, as the turnover rates provided above suggest, can and do readily find other jobs if they are not satisfied in the one they are at. As the boomers age and need care, there will be more demand and less supply, making it critical that LTC facilities understand millennial employees' values, preferences, and expectations in order to optimize training and working conditions and reduce turnover in these facilities.

Turnover is the norm now. An essay in a health care encyclopedia reports that “employees now tend to focus more on advancing their self-interests and careers, even if it means switching jobs frequently. According to the U.S. Department of Labor's Future work report, the average 32-year-old has already held nine jobs” (Leap, 2004, p. 171). This alternative plan paper will examine the literature about millennials' work values, preferences, and expectations, as they are demonstrably different than the generation of workers that preceded them and they contribute to turnover rates.

Generational gaps develop because of circumstances and context of that birth cohorts' life, usually calculated through the span of a ten or twenty-year interval (Shapiro, 2005). Millennials are defined as those born between 1981-1997 and make up the largest part of the United States labor force, 75.4 million, more than the 74.9 million baby boomers (Fry, 2016). What are some of the events that shaped the millennials? They were young when 9/11 happened, they grew up with No Child Left Behind, they had play dates and their time was scheduled for them. They received praise for just showing up and have an inflated idea of their worth (Anderson, Buchko & Buchko, 2016). The possible ramifications for this are a sense of insecurity, entitlement, and a desire for immediate and often repeated affirmations.

This population surge is not solely because families are having more children but also because the United States has a large immigrant population as well. This has implications for the client and staff needs of the LTC industry, as the communication between both can be hampered by cross-cultural (mis)understandings. These differences also have implications in the workplace. The United States workforce is shifting. Pew Research Center projects the baby boom generation, ages 52-70 years in 2016, retiring or near retirement and the millennials, ages 20-33 years, will fill many of those vacant jobs (Fry, 2018). Mead defines generational gap as differences of values, attitudes, or behaviors between birth cohorts, as is referenced in Shapiro (Shapiro 2005). Shapiro explains that these birth cohort's major life experiences affects their development. Additionally, these cohort experiences generate deep bonds amongst them.

Work/life balance is more fluid for this generation. Millennials want what they do professionally to have a purpose. They value education. Eddy, Ng, Schweitzer & Lyons (2010) examined a study of 23,413 undergraduate millennials on academic achievement on career expectations and priorities. These factors included demographic (i.e., gender, race, and year of

study) and academic performance. The results revealed an increase of accepting a less-than-ideal job with every additional year of study, and a decrease with each additional grade point.

However, differences do exist in the expectations and priorities amongst gender, minority status, academic achievement, and work experience. “One must be careful not to paint the entire generation with the ‘same brush’” (Eddy, Ng, Schweitzer & Lyons, 2010, p. 290).

What are the characteristics of the millennials? Highlighting the characteristics of Millennials, Stringer (2015) claims that:

Millennials typically want jobs with a good salary and benefits and expect promotions every 2 years, sometimes regardless of performance. They are on track to have 25 to 29 jobs in their working life, becoming “surface dwellers”—knowing a little bit about a lot but being experts in little. They have inherited enormous global problems and are anxious about the economy. At the same time, they have shown little passion for solving big issues, and some observers have noted lower levels of civic engagement and political involvement than for any previous generation. Although millennials can seem rudderless to older groups, the results are not in yet, and it remains to be seen how they will ultimately affect the world. (344)

Social exchange theory helps shed light on the millennial generation’s work values, preferences, and expectations. That notion suggests that people tend to want to maximize rewards and minimize costs (Sabatelli, 2009). The rewards of work for millennials are more than just a salary; they want certain amounts of autonomy, a blending of life/work balance, and a sense of making a contribution. Because there has been little research performed about millennials as staff in LTC, looking at the research about this generations’ work patterns will help to inform supervisors as they recruit, manage, and reward millennial workers in LTC. Pattern recognition of the research about millennials as workers can help inform LTC administrators.

High turnover rate of LTC staff is related to patient satisfaction or lack of it (Chou, 2012). While this paper will not delve into the complex issues around patient satisfaction, high turnover is expensive in many ways, including training costs and the building of relationships



between staff member and between staff and clients. Employees raised with No Child Left Behind have no room for subjectivity but want clearly articulated expectations. A recent field study reported millennials want opportunities for advancement, a social environment where they enjoy interacting with coworkers, more fluidity between work and life, and want to feel what they do is important to society (Eddy, Ng, Schweitzer, & Lyons, 2010). Managing personal and professional obligations and getting the right amount of direction is important to new millennial nurses as well (Gordon, 2017). Millennials expect organizations to help them learn, develop skills, and understanding, in order to move up quickly within a company (Eddy, Ng, Schweitzer, & Lyons, 2010).

This alternative plan paper analyzes studies underpinned by social exchange theory about millennials in the health care workplace in general. The social exchange framework was formally advanced in the late 1950s and early 1960s in the work of the sociologists George Homans & Peter Blau and the work of social psychologists John Thibaut & Harold Kelley. Over the years, several exchange perspectives, rather than one distinct exchange theory, have evolved. The exchange framework is built on the combination of the central beliefs of behaviorism and elementary economics. Within this framework, human behavior is driven by the desire to maximize rewards and minimize costs. The framework can be used to understand the constellation of factors contributing to the formation, maintenance, and breakdown of social relationships over time and the interpersonal dynamics found within them. (Sabatelli, 2009, p. 1522).

Work-related preferences are composed of self-desires that stem from our values (Ravlin, 2017). Work related values are difficult to evaluate because they are embedded in one's self. Learned values that stem from childhood include cultural values, spiritual values, life/family

values, and leisure values to name a few. Thus, other concepts such as perceptions, motivation, attitudes, and opinions stem from our value system (Ravlin, 2017). Work-related expectations are structured behaviors that define roles/tasks, organize, or structure work situations (Riggio, 2017). Millennials tend to want to work in teams and to have mentors or coaches to give them advice and direction (Thompson, 2016). They prefer short and to-the-point learning supports (Brinkerhoff & Apking 2001, p. 9). Communication includes reprimands and presenting directives. However, according to Anderson, Buchko & Buchko (2015) review of literature, millennials handle feedback quite differently than other generations. “For Millennials who seek instant gratification and frequent rewards, quality feedback is essential to their investment in work and development (Anderson *et al.*, ; Benfer & Shanahan, 2013). Incentives and monetary rewards are the number one form of feedback for millennials (Anderson *et. al.*; The Corporate Leadership Council, 2010). If their expectations are not being met, they will move on (Campion, 2015).

This alternative plan paper will analyze studies about millennials as workers from their vantage point, as well as researchers looking at their supervisors’ understanding of recruiting, training, and retaining millennials, in addition to managing the multigenerational workforce.

#### Methods

Using *CINAHL* (indexing for more than 5,000 journals, 6 million records), *Medline*, (the most comprehensive database for medicine and health administration), and *Ageline* (the most comprehensive database for gerontology) databases, searches were performed for empirical studies about millennials’ general characteristics as well as workplace attributes. Some of the keywords included generations, generational, millennials and workers, employees, supervisors, turnover, and training and retaining. While looking for articles in the health care/long-term care

arena, articles that seemed substantial were included, even if they did not pertain to the most broadly defined health field.

Studies Summarized

<b>Table 1</b>	<b>Citation</b>	<b>Objective of Study</b>	<b>Methodology</b>	<b>Findings</b>
(S1)	Anderson, E., Buchko, A.A., & Buchko, K. J. (2016). Giving negative feedback to millennials: How can managers criticize the "most praised" generation? <i>Management Research Review</i> , 39(6), 692-705.	Understanding what shapes the millennial generation values, attitudes, and expectations regarding work. Then how they react to negative feedback.	Undefined --the authors reviewed the literature on the "Millennial" generation (those born between 1982 and the early 2000s) and the research on giving negative feedback to identify issues that are significant with respect to the manner in which managers give negative information to this new generation of worker."	Feedback should appeal to their self-interest. They will spend less time if they can find a new way; they can be promoted more readily if they change something; they will have more personal time if they can find a way to do their work more efficiently. Frequent feedback is needed. "It is likely that Millennials will feel attacked or angry as a result of the constructive criticism because this generation has been nurtured to feel high levels of self-worth and praise from their superiors."
(S2)	Campione, W. A. (2015). Corporate offerings: Why aren't millennials staying? <i>The Journal of Applied Business and Economics</i> 17(4), 60-75.	How do Millennials react to various corporate offerings, workplace policies, and employer practices?	Model of employee satisfaction utilizing a 2007 sample of 1,400 25-year-old millennial employees from the National Longitudinal Survey of Youth. Longitudinal data and empirical methods were used.	Flexibility (flex time) and leisure time (such as paid vacation time). Anything that Millennials deem unfair, unreasonable, or unmanageable causes them to leave. Highly negative is their response to irregular schedules. Strong preference for small establishments.
(S3)	Carpenter, M. J., & Charon, L. C. (2014). Mitigating multigenerational conflict and attracting, motivating, and retaining millennial employees by changing the organizational culture: A theoretical model. <i>Journal of Psychological Issues in Organizational Culture</i> , 5(3), 68-84.	To develop an emergent theory from the data collected regarding how leaders and managers should adapt the organizational culture and adapt their management strategies.	The grounded research study included collection of data through interviews of 18 participants in various levels of leadership.	Organizations are challenged by the complexities of a multigenerational workforce. Organizations would benefit from structured training for managers on leading and managing a multigenerational workforce, and organized program that enables Millennials to present their work to higher-level leadership on a scheduled basis, and more formalized career paths, perhaps conducted by an in-house career coach or counselor, to provide line of sight to future opportunities and the skills and competencies required for them.
(S4)	Carver, L., & Candela, L. (2008). Attaining organizational commitment across different generations of nurses. <i>Journal of</i>	To inform nurse managers about the generational differences that exist among nurses, how it affects the work environment	Pilot Study Literature review--databases included in the search were Academic Search Premier, ALT Health, CINAHL, pre-CINAHL, EJS E-Journals,	Based on this synthesis of the generational and organizational commitment literature, it appears that improved organizational commitment in employees will lead to a more happy, productive workforce overall.

	<i>Nursing Management</i> , 16(8), 984-991.	and how this information can be used to encourage organizational commitment.	Health Source: Nursing/Academic Edition, MasterFILE Premier, SocINDEX, PsycARTICLES, and PsycINFO.	
(S5)	Castle, N. G., & Engberg, J. (2005). Staff turnover and quality of care in nursing homes. <i>Medical Care</i> , 43(6), 616-626.	Seeking to understand relationship between staff turnover and quality of care indicators.	Indicators of care quality used are the rates of physical restraint use, catheter use, contractures, pressure ulcers, psychoactive drug use, and certification survey quality of care deficiencies. Also, a quality index combining these indicators. Turnover information came from primary data collected from 354 facilities in 4 states and from the 2003 Online Survey, Certification and Reporting data.	Fifty percent or more in NA/LPN turnover seem to impact quality of care, as time is consumed in training again and again. "The 1-year turnover rates identified in this study were 98.6%, 66.8%, and 55.4% for NAs, LPNs, and RNs, respectively." Most importantly, we also show that very low or very high levels of NA + LPN turnover are associated with lower quality of care and that moderate to high levels of RN turnover are associated with lower quality of care."
(S6)	Chou, R. J. (2012). Resident-centered job satisfaction and turnover intent among direct care workers in assisted living: A mixed-methods study. <i>Research on Aging</i> , 34(3), 337-364.	To examine resident-centered job satisfaction on direct care workers (DCW) and find if there is a relationship with turnover intention, which is a precursor of actual turnover.	A mixed-methods study that analyzed both qualitative and quantitative data at 108 assisted living facilities through a survey of 722 DCWs.	Strong relationships with residents are associated with not looking for new employment. However, "significant factors enhancing retention are higher perceived organizational justice in workload, more favorable cross-organization comparisons, higher satisfaction with supervisors, more opportunities for career advancement, lower conflict between job demand and personal life, and part-time work status."
(S7)	Dasgupta, P. (2015). Turnover intentions among nurses in private hospitals: Antecedents and mediators. <i>Journal of Strategic Human Resource Management</i> , 4(3).	To understand the precursors of turnover intentions amongst nurses in order to create proper retention policies.	A pilot study was performed to review the accuracy of the research instrument. 175 nurses from three different hospitals participated in the survey. With the information that was gathered the survey instrument was adjusted and reissued to five different hospitals which included 504 nurses.	This study indicated that affective commitment is a mediator that is significant for turnover intention but that there are regional differences. Employees' sense that there is strong organizational support will decrease turnover.
(S8)	Dyck, M. J., & Kim, M. J. (2018) Continuing education preferences, facilitators, and barriers for nursing home	To examine continuing educational needs of nurses in nursing homes and see if	Descriptive, exploratory study was conducted to look at the continuing education needs from 169 free-standing nursing	Nurses value continuing education opportunities and prefer webinars and access (within 30 miles) to courses. Barriers include time off,

	nurses. <i>The Journal of Continuing Education in Nursing</i> , 49(1):26-33.	college education and nurse type have any correlation with the continuing education needs.	homes in thirty-one counties in central Illinois.	computers in offices, and distance to continuing educational offerings.
(S9)	Eddy S. W. Ng, Schweitzer, L., & Lyons, S. T. (2010). New generation, great expectations: A field study of the millennial generation. <i>Journal of Business and Psychology</i> , 25(2), 281-292.	Examined the differences among millennial's career expectations and priorities.	The authors acquired data from a survey which several large companies from Canada who commissioned three professional strategic consulting firms to collect information from 23,413 millennials (mean age of 22) college students to help employers understand their expectations and priorities in order to retain them.	Millennials have career-related expectations including quick advancement (reflecting a sense of entitlement), a social work environment, work/ life balance, and need to feel what they do is important to society. Millennials are not all the same. They differ in the expectations and priorities amongst gender, minority status, academic achievement and work experience. Eddy et. al states that, "One must be careful not to paint the entire generation with the same brush" (p. 290).
(S10)	Ertas, N. (2015). Turnover intentions and work motivations of millennial employees in federal service. <i>Public Personnel Management</i> , 44(3), 401-423.	Compares Millennial and older generation workers in U.S. federal agencies, in terms of their turnover intentions and work motivations.	Used data from the Federal Employees Viewpoint Survey conducted electronically via the Internet during April and May 2011, and 266,000 full-time, permanent employees of several federal agencies.	Despite the higher levels of turnover intentions of Millennial federal employees, predictors of turnover intention did not differ significantly between older and younger employees. The most important predictor of quit intention is overall job satisfaction, so the findings imply that managers and organizations should strive to improve workplace characteristics that are valued by all employees and develop HRM practices and policies to handle an increasingly mobile workforce.
(S11)	Gordon, P. A. (2017). Exploring generational cohort work satisfaction in hospital nurses." <i>Leadership in Health Services</i> , 30(3), 233-248.	To look at perceptions of generational cohorts of hospital nurses to see how their personal experiences and feelings related to work satisfaction factors.	A South Florida hospital. 15 full-time staff nurses, segmented by generation, were interviewed with seven themes: pay, autonomy, task requirements, administration, doctor-nurse relationship, interaction, and professional status.	Too many tasks. Author recommends training on: time management, managing multiple priorities and efficiency techniques related to quality nursing practices. Also having a protocol to make sure management is notified when a staff person feels that their load has reached an uncomfortable level.
(S12)	Hagerty, D., & Buelow, J. R. (2017). Certified nursing assistants' perceptions and generational differences. <i>American Journal of Health Sciences</i> , 8(1), 1.	This study examines the differences of generational cohorts of CNAs' perceptions of support from their administrators, supervisors, and coworkers.	Cross sectional study of a convenience sample of "four nursing homes and uses an exploratory, descriptive approach to analyze the data."p.2 The sample distributed 120 surveys to CNAs and 100 responded.	All CNAs felt like supervisors were not interested or responsive to their life away from work. Millennials didn't feel their supervisors understood their needs at work. Millennials felt more than others that there was gossip that was detrimental to their work life.

(S13)	Henstra Henstra, D., & McGowan, R. A. (2016). Millennials and public service: An exploratory analysis of graduate student career motivations and expectations. <i>Public Administration Quarterly</i> , 40(3), 490.	The purpose of the study was to interpret reasons why millennial students are motivated to enter public service careers and the benefits they hope to attain.	Performed an exploratory study by attaching two questions to the application for the Master of Public Service program. Forty participants at a Canadian university replied to the two questions about public service careers.	The results could help government employers develop recruitment and retention strategies of their employees.
(S14)	Meretoja, R., Numminen, O., Isoaho, H., & Leino-Kilpi, H. (2015). Nurse competence between three generational nurse cohorts: A cross-sectional study: Competence in three nurse generations. <i>International Journal of Nursing Practice</i> , 21(4), 350-358.	To determine competency differences amongst the generational cohorts of nurses and help managers in healthcare to develop educational programs to improve nurse competencies and cultivate healthy nurse relationships.	Cross-sectional study used a descriptive, comparative design at a major university hospital in Finland. A total of 2052 nurses (76%) completed the questionnaire.	There are stereotypical barriers amongst the generational cohort of nurses. The Nurse Competency Score (NCS) instrument that was used for the study revealed that all generations of nurses had good scores however, nurses with more years of practice rated higher than younger generations with less practice. Educational classes designed to build competency and programs to foster coaching/mentoring may help build stronger work teams of generational nurses thus, help reduce stereotypical barriers.
(S15)	Moore, J. M., Everly, M., & Bauer, R. (2016). Multigenerational challenges: Team-building for positive clinical workforce outcomes. <i>Online Journal of Issues in Nursing</i> , 21(2), 1C.	The purpose of this study was to examine generational traits that were shaped by childhood events and determine each cohort's characteristics so to deliver strategies that produce a healthy work team environment. By creating positive outcomes patient care will improve.	Essay.	Overview of reported differences between generations and an argument for team building between workers to improve respect and understanding. Activities that are argued can help build multigenerational teams focus on open communication, inclusion (esteeming and engaging each generational differences), trust, and conflict resolution.
(S16)	North, M. S., & Fiske, S. T. (2015). Intergenerational resource tensions in the workplace and beyond: Individual, interpersonal, institutional, international. <i>Research in Organizational Behavior</i> , 35, 159-179.	The purpose of the study was to identify different generational risk factors for tensions and help establish boundaries at an individual, interpersonal, institutional, and international level.	Essay and meta-analysis of relevant management literature review to understand three intergenerational tensions "active <u>Succession</u> tensions over enviable resources and influence (e.g., employment), passive <u>Consumption</u> tensions over shared asset usage (e.g., healthcare) and symbolic <u>Identity</u> tensions over	The authors recommend a realistic approach to the needs and capacities of all the generations they supervise. Important is to "avert self-handicapping, stereotype-threat processes, and to enact positive aging self-perceptions." They also recommend activities to reduce competition and resentment between generations by seeing how they can both serve each other well as team members.

			figurative space (e.g., cultural fit) (SCI)” (p. 159).	
(S17)	Stranglen, L. K., Seaborn, C. D., & Barnhart, C. (2008). Job satisfaction and organizational commitment of multi-generational nursing home food service workers in west central Wisconsin. <i>Journal of the American Dietetic Association, 108</i> (9), A70-A70.	To understand generational differences in nursing home employees.	A stratified random sampling of 44 nursing homes from nine counties located in West Central Wisconsin yielded 15 nursing homes.	Significant differences for the generational groups were seen for two of the nine categories of job satisfaction (pay and operating procedures) and one of the three categories of organizational commitment (loyalty).
(S18)	Thompson, K. S. (2016). Organizational learning support preferences of millennials. <i>New Horizons in Adult Education and Human Resource Development, 28</i> (4), 15-27.	To identify the organizational learning support preferences of millennials.	Qualitative study of 100 workers, ages 18-37 (millennials), in a high-tech company invited to take part in a three-year leadership development program (LDP).	Millennials want big picture understanding, instruction on tasks followed immediately by hands-on work, small group and independent learning environments. They want to know what they will learn, how they will apply it and how they will benefit from it as well as the organization itself.
(S19)	Tuckett, A., Kim, H., & Huh, J. (2017). Image and message: Recruiting the right nurses for the profession. A qualitative study. <i>Nurse Education Today, 55</i> , 77-81.	Identify key words needed in recruitment to target high school students to pursue registered nursing as a lifelong career.	An e-Cohort Study survey of 109 nursing and midwifery graduates from Australia and New Zealand responded to open-ended questions.	Findings reveal that key image and message for a nurse recruitment poster initiative to targeting high school students may make a difference and should include key words such as ‘opportunity’, ‘rewarding’, and ‘travel’.
(S20)	Walton, J., & Blossom, H. (2013). The experience of nursing students visiting older adults living in rural communities. <i>Journal of Professional Nursing, 29</i> (4), 240-251.	Since rural elderly will be served by younger helpers, the study aimed at learning the perceptions of the nursing students as they encountered a population they may not have interacted with previously.	For the student sample, 96 students wrote a journal-type description of their experiences visiting older adults in their homes.	The nursing students went through stages of feeling uncomfortably to building a positive therapeutic relationship, learning from the stories of those they visited and reducing their preconceptions of what it means to be older and learning that their book-learning contributed to their professional abilities.
(S21)	Xue, Y. (2015). Racial and ethnic minority nurses’ job satisfaction in the US. <i>International Journal of Nursing Studies, 52</i> (1), 280-287.	Not relevant		

(S1) In 2016, Anderson, Buchko, & Buchko reviewed 73 articles about millennials' work-related values, and expectations. Referred to as "the most praised generation," it can be difficult to correct their work behaviors. The authors point to studies that reveal their traits and characteristics to understand their responses towards negative feedback. Consistent findings say that the millennial generation views themselves as above-average performers and are offended with satisfactory results during their performance reviews.

The authors findings are that millennials favor and request positive and consistent feedback because it allows for motivation and performance. Millennials respond better to negative feedback if it is communicated in terms of their self-interest or as a means of helping them to make a positive contribution to the greater good of the workplace. The literature suggests that positive and negative comments must be balanced, and millennials must be assured that everyone can improve. Further, they must feel that the manager is aiming at very specific suggestions and articulate how this allows the work to be performed more effectively. The literature also suggests that face-to-face and time-sensitive feedback loops are critical.

(S2) In 2015, Campione used a cross sectional sample (1,400 25-year old's) of the U.S. Bureau of Labor Statistics' National Longitudinal Surveys from 1997 and 2007 based on traditional correlates of job satisfaction. She found that millennials place less value on work and are more family centered thus, they value flexibility. They strongly prefer working for smaller establishments, perhaps because it allows them a learning-supported environment, where they can receive direct feedback, which they expect from their employer. Campion reports that high pay was surprisingly not very significant, but paid leave and flexible work schedules were significant, statistically. Millennials do not like long hours or irregular schedules. Campion writes:



“Millennials’ significant individualism and confidence lead them to reject strict seniority rules and to downgrade the importance of experience on the job, tenets of union operations” (p.68). Campion claims that Millennials can seem very particular, and “anything that millennials deem unfair, unreasonable, or unmanageable causes them to leave”. (p. 70)

(S3) In 2014, using a qualitative grounded theory research study, Carpenter & Charon examined how organization managers motivate and retain millennials from a multigenerational perspective. Overall, this study enabled them to use data to make recommendations about supervising a mixed-generation workforce, including having training for management to understand some of the generational differences. For millennials, some of the most important structures are those, “that enable millennials to present their work to higher-level leadership on a scheduled basis, and more formalized career paths, perhaps conducted by an in-house career coach or counselor, to provide line of sight to future opportunities and the skills and competencies required for them”(p.80).

(S4) In 2008, Carver & Candela’s study sought to compare and contrast expectations, values and needs of different generations of nursing teaching faculty through review of literature. By using generational theory and reviews of nursing literature their aim was to help inform nurse managers with the information and share means to encourage organizational commitment.

Using the Perceived Person-Organization Fit Scale, the Developmental Experiences Tool, and the Global Job Satisfaction Tool, a short demographic form was developed to analyze data such as year of birth, gender, and ethnicity. While nursing education is different than nursing itself, some of the implications of their study reinforce the notion that members of any work team need to have some understanding of generational differences and how different generations contribute to the overall work.

(S5) In 2005, Castle & Engberg explored these practices: physical restraint use, catheter use, contractures, pressure ulcers, psychoactive drug use, quality of care deficiencies used from a certification survey, and turnover rates to see the relationship. The researchers also compiled a quality index combining these indicators. Turnover information came from primary data collected from 354 facilities in four states and from the 2003 Online Survey, Certification and Reporting data (OSCAR). This study points to the high rate of turnover and concludes that

“The 1-year turnover rates identified in this study were 98.6%, 66.8%, and 55.4% for NAs, LPNs, and RNs, respectively. This adds to a rather large body of research during the past 20 years which also shows high rates of staff turnover. Most importantly, research also reveals that very low or very high levels of NA + LPN turnover are associated with lower quality of care and that moderate to high levels of RN turnover are associated with lower quality of care”. (p. 625)

While the study focused on tangible quality of care indicators, (the rates of physical restraint use, catheter use, contractures, pressure ulcers, psychoactive drug use, and certification survey quality of care deficiencies), since they neglected the ineffable, the relationship quality, they seem to have missed a key aspect of residents' satisfaction with their care.

(S6) In 2012, Chou conducted a mixed-method study that analyzed both qualitative and quantitative data from a preintervention survey that the Worker Education, Training, and Assistance Program (WETA) administered at 108 assisted living facilities in Wisconsin to 722 direct care worker (DCW) participants. The survey contained both closed and open-ended questions. The purpose was to examine resident-centered job satisfaction on direct care workers (DCW) to see if there was a relationship with turnover intention. Chou understood the importance of theory thus, incorporated it into her study to help to bring understanding to turnover intent amongst DCW.

Chou presented the two-factor theory by Herzberg on motivation. The two factors are intrinsic and extrinsic factors within the work place. Extrinsic factors can affect one's

performance and include pay, benefits, work hours/schedules, workload, supervisor support, policies, and organizational justice to name a few. Chou then presented equity theory, which takes into consideration fairness in the workplace. Are employees receiving compensation for their contribution? If they are not, stress may turn into turnover intent. Intrinsic factors result from the experience of working at a job (p. 342).

The first qualitative study involved collecting, analyzing, and integrating data. From the open-ended question, “What do you find most satisfying about your job?” 21 themes emerged about the effect resident-centered job satisfaction had on turnover. A method of emergent coding created themes, which then could be grouped into 10 categories (residents [referenced the most], coworkers, job characteristics, residents’ families, work environment, learning and gaining experiences, supervisors, management, work hours, and pay). The category of resident-centered job satisfaction produced six themes (residents (general), helping and working with residents, a sense of accomplishment, recognition and appreciation from residents, affection between respondents and residents, and residents being the only reason for working here) (Chou, 2015. P. 347).

The second quantitative study examined and then performed a statistical analysis comprised of the data from the first study. This study looked at five different stages or types of turnover intention. The findings revealed that just over half of the respondents (52.4%) exhibited turnover intention. Chou also looked at respondent results from resident-centered job satisfaction and checked those that responded and those who did not. Those that responded received high satisfaction scores and those who did not received low scores. However, Chou’s findings for resident-centered job satisfaction were not significant for the five stages of turnover intent (p. 352).

Chou found that intrinsic factors of resident-centered job satisfaction had no effect on turnover intention unless high resident-centered job satisfaction was reported (p. 355). In addition, she found that it does not retain DCWs, rather it discourages them from staying in long-term care altogether (p. 357). Chou cited Stryker (1982) & Wagner's (1998) assertion that,

“The ‘prisoner of love’ framework argues that from the perspective of employers, DCWs’ intrinsic motives of caring allow employers to get away with lower pay for DCWs. This argument may have set the premise for DCW turnover reduction strategies that emphasize specific job candidate characteristics, including compassion and commitment”. (p. 358)

(S7) In 2015, Dasgupta performed a pilot study to review the accuracy of the research instrument. 175 nurses from three different hospitals participated in the survey. With the information that was gathered, the survey instrument was adjusted and reissued to five different hospitals which included 504 nurses. The survey assisted in understanding the precursors of turnover intentions amongst nurses. The results were then used to suggest strategies for the creation of effective retention policies.

Statistical analysis was performed, and 10 hypothesis were established and tested. The study findings revealed that job precursors impact turnover intentions. However, genuine organizational commitment resolves many of these precursors. Therefore, developing effective organizational commitment policies may help retain nurses. Another important finding is that attitudes about turnover vary from country to country and are based on what that country values. Thus, it is helpful for organizations to understand the cultural values of nurses.

(S8) In 2018, Dyke & Kim conducted a descriptive, exploratory study that compared their study to similar studies to find similarities and differences. They looked at the continuing education needs from 169 free-standing nursing homes in thirty-one counties in central Illinois. Their study had similar results as other previous studies however, their sample size was the

largest of them. The best predictor of participation in continuing education was readily available programs. The top barrier to educational access was rural locations. Significant barriers also exist with regard to organizational issues. These barriers included having to use vacation days to attend continuing education programs, lack of understanding from the administrator, lack of staffing that does not allow for time off, too much for staff to do upon returning to work, transportation, and cost for continuing education classes.

The authors emphasized a recommendation from an early study: “Maintaining interest and motivation in continuing education and lifelong learning is important for a well-educated nursing workforce. Directors of nursing and administrators are key to encouraging nurses to take initiative in their own learning and then recognizing the nurses for the innovative ways in which they do that. This recognition will be important to retaining all nurses, especially Generation Y nurses” (Lavoie-Tremblay, Leclerc, Marchionni, & Drevniok, 2010, p. 32).

(S9) In 2010, Eddy, Schweitzer, & Lyons acquired data from a survey which several large companies in Canada, who commissioned three professional strategic consulting firms to collect information from 23,413 millennial (mean age of 22) college students, to help employers understand that generation. The current study examined the differences among millennial’s career expectations and priorities and learned that millennials have career-related expectations which including quick advancement (reflecting a sense of entitlement), a social work environment, the inclusion of group projects, and management quality, which they rated as the second motivational factor (after pay), as they prefer constant manager feedback. In addition, work/life balance, and the need to feel what they do is important to society are also of importance (p. 282-283). Millennials are not all the same. They differ in the expectations and priorities amongst gender, minority status, academic achievement, and work experience.

The study findings are that as college graduates near graduation, their career expectations lessen when compared to that of a new freshman. According to prior research, Eddy et. al. (p. 288) referenced, “From an employer’s perspective, these are positive findings, since met expectations have been linked to higher job satisfaction, greater organizational commitment, and overall improved individual performance” (Earl & Bright, 2007).

(S10) In 2015, Ertas wanted to better understand the millennials and why they are not working in the public service sector. Using an electronic survey in April and May 2011, 266,000 full-time, permanent employees of several federal agencies were used to test two hypotheses: millennial federal employees will have higher turnover intentions than older federal employees; and higher evaluations of work motivation factors will be associated with lower turnover intentions. Their results showed millennials were indeed more likely to leave their jobs and were more likely to indicate a desire to switch to another government job than older federal employees (19% vs. 17%).

“As job satisfaction and pay satisfaction increased, turnover intention decreased for all workers. Higher perceptions of fairness of the performance appraisal and promotions in the workplace, opportunities for skills' development, support for creativity, and appreciation of the work group were associated with lower turnover intentions”. (p. 413)

The authors argue that federal employers should strive to have reward and recognition strategies, opportunities to train and have new challenges, have “friendly and flexible workplace relations, and assignments that allow for making meaningful contributions to society are likely to be attractive and motivating for all job seekers” (p. 419).

(S11) In 2017, Gordon used a qualitative, phenomenological design for her research approach. A review of literature revealed a gap in generational cohort work satisfaction of hospital nurses, because research had always demonstrated a large scale, complex quantitative

design into their studies. Instead, Gordon conduct a single topic qualitative research study by asking one question, “How do hospital nurses within the three generational cohorts (baby boomers (1946-1964), Generation X (1965-1980) and millennial (1981-2000) view work satisfaction?” (p. 9). She then applied a previous established seven-factor design as its basis. The instrument was called The Index of Work Satisfaction (IWS). This instrument is commonly used to assess nurse job satisfaction. Gordon used the identified factors (pay, autonomy, task requirements, administration, doctor-nurse relationship, interaction, and professional status) for her study but, did not actually use the IWS questionnaire (p. 10) to have in-depth interviews with 15 participants.

Gordon expanded her research by obtaining the data from a prior study which was conducted at a 204-bed hospital in South Florida. The facility rated in the top 10 largest healthcare systems in the United States. These facilities incorporated a Pathway to Excellence program which revealed an outstanding work environment and nurse satisfaction. The study consisted of 15 hospital nurses, with five nurses represented in each generational cohort (p. 9).

This study looked at the similarities and differences of the seven factors in relation to work satisfaction and confirmed that the selected factors, depending on the stage of one’s career lifecycle are comprised of different meanings for generational cohorts of nurses (p. 22). In reference to the seven factors as they related to work satisfaction, experience levels are low for millennials, so they start their first jobs with lower pay. Autonomy is low as well because they are in the learning phases of their career lifecycle. Whereas, 95% of work satisfaction falls within autonomy for the baby boom and Generation X generations (p. 14). All three generations felt that the factor of task requirements, if dumped on one-person, lowered work satisfaction. For the administration factor, all three generations of nurses said it moderately impacted work

satisfaction. Doctor-nurse relationship was also considered a factor, and all three generations ranked it low for influencing work satisfaction (p. 15). All three generations of nurses rated the factor of interaction as very important to work satisfaction. Baby boomers ranked professional status highly and based it on their knowledge and years of experience whereas, Generation X and millennials also ranked it high but, credited it to their education (p. 16).

Meaning of work differs as well. Millennials want a meaningful workplace, with potential to move up, and thrive on recognition (p. 6). A common theme throughout the literature is that nurses have a lot of knowledge and skills and they want to be respected and valued for their contributions to the organization (p. 6).

(S12) In 2017, Hagerty & Buelow implemented a cross sectional study that included a convenience sample of four nursing homes and used an exploratory, descriptive approach to analyze the data. Surveys were distributed amongst the sample size of 120 CNAs and 100 completed it. The study examines the differences of generational cohorts of CNAs' perceptions of support from their administrators, supervisors, and coworkers. Demographics were shown to have no significant differences on work satisfaction. All three generational nurse cohorts had a high/strong commitment to their nursing home. However, they did not feel connected to the larger organization. Millennials presented the lowest intrinsic job satisfaction and commitment (p.3). Millennials' perception of administrators was the most positive amongst the generational CNA cohorts. Whereas, the other two cohorts perceive relationships with administrators as less important than job satisfaction and commitment. All three groups perceived direct supervisors more positively than the administrator for the facility and felt that they understood their work needs and problems. For another question on the survey, CNAs were asked if they ever heard



their peers talk negatively while at work. Millennials felt like the other two generations talked behind each other's backs (p.4).

The study had two significant findings. All three generational CNA cohorts perceive their administrators as insensitive. Thus, better relationships may improve turnover in long-term care. Next, talking behind people's backs and withholding important information was a perception of the millennial cohort toward the other two cohorts. Likewise, older CNAs did not feel enough support from their supervisors.

“These findings are significant and responsive plans should involve both administrators and frontline supervisors. Supervisors, who CNAs appear to value, can act as a buffer as workloads increase and additional help is needed. They can share openly how administrators are struggling to find help. Likewise, administrators may want to find personal ways of showing concern for the CNAs' health and families”. (p. 4)

(S13) In 2016, Henstra & McGowan performed an exploratory study by attaching two questions to the application for the Master of Public Service program. Forty participants at a Canadian university replied to the two questions about public service careers. The purpose of the study was to interpret reasons why millennial students are motivated to enter public service careers and the benefits they hope to attain (p. 496-497). The results could then help government employers develop recruitment and retention strategies (p. 491).

As referenced by Henstra & McGowan, (Chetkovich, 2003), Intrinsic and extrinsic motives were compared. Public service jobs favored intrinsic (social contributions) factors, and private service jobs favored extrinsic (financial rewards and skills development) factors (p. 495). The study found that, “The phrases ‘call to public serve’ and ‘call to serve’ suggest a strong intrinsic motivation, reflecting more than simply a desire for a job or employment” (p. 500). Students feel that these motivation factors of deep personal convictions come from internships and employment experience (p. 505). The survey also revealed that compassion, attraction to

public policy making, commitment to civic duty, and public interest are important intrinsic motivational factors to choose a career in public service. These work-related motivations are elements that government jobs should emphasize when recruiting millennial workers (p. 510). However, it seems more productive for public service recruiters to include extrinsic elements as well, to not to miss anyone who has the desire to serve. Some extrinsic factors to include are career mobility, competitive salary, and benefits (p. 510).

(S14) In 2015, Meretoja, Numminen, Isoaho, & Leino-Kilpi performed a cross-sectional study using a descriptive, comparative design at a major university hospital in Finland to determine competency differences amongst the generational cohorts of nurses. A total of 2052 nurses (76%) completed the questionnaire. Managing a diverse group of nurses is difficult, so researchers hoped that the results could help managers in healthcare to develop educational programs to improve nurse competencies by cultivating healthy nurse relationships. There are stereotypical barriers amongst the generational cohort of nurses. The Nurse Competency Score (NCS) instrument that was used for the study and revealed that all generations of nurses had good scores however, nurses with more years of practice showed higher scores than the younger generations with less practice. Educational classes designed to build competency and programs to foster coaching/mentoring may help build stronger work teams of generational nurses thus, help reduce stereotypical barriers.

(S15) In 2016, Moore, Everly, & Bauer implemented a discussion to examine generational traits that were shaped by childhood events and determine each cohort's characteristics so to deliver strategies that expand multigenerational understanding in order to produce a healthy work-team environment. By creating positive outcomes work relations and patient quality care will improve. Respect and understanding can be accomplished through four

activities that foster a rich working environment and improves patient quality care. These activities help build multigenerational teams and focus on open communication, inclusion (esteeming and engaging each generational differences), trust, and conflict resolution.

The findings help healthcare management to understand the importance of generational differences and bring that culture of understanding and respect to their facility.

(S16) In 2015, North & Fiske presented a meta-analytic relevant management literature review which identified three intergenerational tensions which involve “active succession tensions over enviable resources and influence (e.g., employment), passive consumption tensions over shared asset usage (e.g., healthcare) and symbolic identity tensions over figurative space (e.g., cultural fit) (SCI)” (p. 159). The purpose of the study was to identify different generational risk factors for tensions and help establish boundaries at an individual, interpersonal, institutional, and international level. The findings resulted in one-sidedness, which exposed a great deal more information about the millennial generation’s feelings towards the older working population, than any other generation.

Together, North & Fiske tested the effects of perceived intergenerational resources upon recruiting younger workers. They first asked them to read an article about the large population of older workers and the availability of jobs and resources. Some of the candidates read an article that discussed resource scarcity, while others read about resource abundance. Candidates who read about resource scarcity reported negative attitudes towards the older workers. However, participants who read about resource abundance reported actually considering connecting with older workers. North & Fiske conclude that,

“Although more generations mean more opportunities for generations to learn from one another, higher frequency of generations bumping up against one another inside and outside the workplace gives rise to increased risk of cross-

generational misunderstanding and resentment within individual, interpersonal, institutional, and international arenas”. (p. 174)

As a primary intervention, they recommend teaching gerontology in school curriculum to help prevent generational misunderstandings (p.170).

(S17) In 2008, Stranglen, Seaborn, & Barnhart studied job satisfaction and generational status in 44 nursing homes from nine counties in Wisconsin, using job satisfaction and organizational commitment surveys. The most significant differences between millennials and others were with pay and operating procedures and loyalty.

(S18) In 2016, Thompson performed an inductive qualitative research study that focused on gathering information about the organizational learning support preferences, including tools and practices of millennials age 18-37 in a workplace setting. The participants were pulled from a high-tech company and invited to take part in a three-year leadership development program (LDP). The purpose was to identify the organizational learning support preferences of millennials. The first step in the data collection revealed learning preferences of millennial participants. The second part asked them why, in addition to what styles they didn't like. According to Thompson, “Millennials appreciate big-picture understanding, new information, and rapid application to help them learn quickly and perform well on the job” (p. 20). Participants' interview comments included the response that too much information shut them down and didn't help with learning. They prefer quick answers to questions and expect to have mentors (learning guide) who are sincere and interested in their success.

In the study findings Thompson referenced Abbot (2013), “individually and as a whole, align with millennials' desire for instant gratification. It is this alignment that offers practitioners and researchers high-level insight to enhance learning” (p. 22). Thompson clearly discussed that,

millennials value learning and want to know what, why, and how to apply new information without the extra details (p. 22). This concept helps them meet their career goals.

(S19) In 2017, Tuckett, Kim, & Huh conducted an e-Cohort Study survey of 109 nursing and midwifery graduates from Australia and New Zealand who responded to open-ended questions in order to identify key words needed in recruitment to target high school students to register for a lifelong career as a nurse. Research explains that there is a need to update imagery and messaging for the sake of shifting views that nurses engage in dirty work to a more positive perception. Positive key words could be teamwork, career stability, flexibility, variety, and challenging. The survey identified the most responded key words by nurse's experience and concluded that 56% responded to opportunity, 48.5% responded to rewarding, and 24.2% responded to travel (p. 79). Findings reveal that key image and message for a nurse recruitment poster initiative to targeting high school students may make a difference and should include key words such as 'opportunity', 'rewarding', and 'travel'.

Key image themes that nurses included in the survey are ranked highest to lowest and include 53% responded to care (people and patient), 30% responded to opportunity, 26% responded to task, technical, and technology. Findings suggest using these themes when designing recruitment posters to target high school students to register for a lifelong career as a nurse.

(S20) In 2013, Walton, & Blossom studied nursing students' responses to coming to know the elderly. Some of the lessons learned was that the nursing students valued creating a real relationship, learning about their nursing presence role, learning from the stories of the elderly, breaking down stigmas about aging, and knowing that their nursing knowledge was going to be relevant.

### Pattern Recognition

In this section, the understandings garnered from the literature will be shared in the timeline that follows how employers would be encountering the millennials—from writing the job description to onboarding new employees, for training and supervising millennials, and rewarding these employees.

Recruiting millennials may require more than offering incentive packages. Understanding millennials' values, preferences, and expectations and then restructuring industry standards may help retain them (Campion, 2015, p. 3). Literature has revealed that recruiting promotions of the job should be multi-media, and words and images should portray opportunity, rewarding, and fulfilling work. (Tuckett, Kim & Huh, 2017) The job description advertising the position should emphasize flexible scheduling, salary benefits, structured interactive training, in-house career coaching, and opportunities for advancement (Chou, 2012, Thompson, 2016).

Job descriptions should emphasize the desirable aspects of the work. There should be language about advancement opportunities, flexibility for work/life balance, recognition, advancement, and career development (Campion, 2015). The recruiting process should emphasize career coaching, in-house training (Dyck & Kim, 2018), and ongoing guidance and instruction from supervisors to the successful hire (Eddy, Schweitzer & Loynson, 2010). These tech savvy candidates should be reached out to through multiple media fronts and the ads should emphasize concepts such as opportunities and service, as well as convey the sense of making a difference, a challenging work environment, and which allows them to be an important member of a caring team that builds skills in an ongoing way (Tuckett, Kim & Huh, 2017).

Onboarding: Investing in new employee onboarding enhances performance (Thompson, 2016, p. 16). When introducing millennials to a position, millennials prefer face-to-face

interaction, followed by small group and individual instruction closely related to the tasks to be performed. (Dyck & Kim, 2018) New hires might benefit from time reflecting on their relations with the (elderly) residents to build understanding of the importance of a therapeutic relationship, breaking down stigmas about aging, and applying nursing/life skills to a real-world situation (Walton & Blossom, 2013). Millennials value relationships, so from the beginning supervisors should make the workplace a community of caregivers, taking an interest in millennials' work and personal life, and be prepared for there to be a blending of the two. (Campione, 2015). Expectations about open communication, team building, trust exercises, and conflict resolution will be important as millennials see gossip as detrimental to their workplace environment. (Moore, Everly, Bauer, 2016; Gordon, 2017) With the large cohort of millennial workers it is vital to incorporate strategies into the workday that will create a sense of community.

Ongoing Training: Millennials' value education thus, have a need to be continually learning. Mechanisms should be in place for millennials to notify their supervisors when they are overwhelmed, since they are concerned about having too many tasks. Also, time management skills might usefully be imparted as part of ongoing training (Gordon, 2017). Training should appeal to their self-interest, emphasizing how doing tasks efficiently will result in more time for them, and how doing things well will result in advancement. Frequent feedback is needed. "It is likely that millennials will feel attacked or angry as a result of the constructive criticism because this generation has been nurtured to feel high levels of self-worth and praise from their superiors"(Anderson, Buchko & Buchko, 2016, p.700). Educational classes designed to build nurse competency and programs to foster coaching/mentoring may help build stronger work teams of generational nurses and help reduce stereotypical barriers (Meretoja, Numminen, Isoaho, & Leino-Kilpi, 2015).

**Managing:** Supervising a multigenerational workforce has its challenges for management (Carpenter & Charon, 2014; Carver & Candela, 2008). Developing a structured training program for managers to learn how to lead and manage a multigenerational workforce may be necessary in order to earn the respect of workers especially the millennial generation (Carpenter 2014, p. 80). Incorporating team building activities that foster a rich working environment and improves patient quality care helps bring that culture of understanding and respect to their facility (Moore, Everly, & Bauer, 2016). It appears that improved organizational commitment in employees will lead to a more happy, productive workforce overall (Carver & Candela, 2008).

**Retaining:** Organizational commitment is dynamic when it is responsive by both supervisors and employees. Management needs to convey “the context and motivations behind the learning requests of others in order to manage millennials” (Thompson, 2016). The younger cohort are eager learners conversely, older cohorts of healthcare workers are irritated when learning new information at continuing education classes, to find afterwards that there are no resources available to implement the ideas or programs (Dyck & Kim, 2018).

### Implications

None of the studies addressed the educational path of long-term care managers. While my literature review focuses on the exceptionality of millennials, more research needs to be performed in Minnesota about Minnesota’s specific conditions. Minnesota has seen a huge influx of immigrants who work in long-term care. Coursework preparatory to be a leader in long-term care could include sections on Somali, Sudanese, and other ethnic groups who might be the employees, as well as different generations’ specific stories and situations. It was valuable to read these articles as they articulated the lived experiences of these new employees, the



millennials, as their lives have been more digitally native, more rewarded, more scheduled, and in some ways less demanding than my generation.

In the news over the past year have been many stories of abuse in long-term care facilities. It is critical that management has a better understanding of the employees they supervise and how to correct bad behaviors in a way that the workers can hear and respond to. Audience is everything and every manager needs to understand the audience for the recruitment plan, onboarding process, and supervisory communications.

Clearly the millennials require a specific employment structure to enhance their work environment. Currently LTC practice culture change. This model was developed in 1988. Implementing culture change has many potential barriers including but not limited to; the regulatory environment, senior leadership resistance, program costs, and the lack of resources to implement the learned ideas. Long-term care could benefit from a newly developed model that adapts to this millennial workforce. Enhanced training for upper management to develop understanding of their work needs; more technology tools, growth opportunities, work-life balance, diversity of assignments, training, opportunities to lead, a platform to present their work, exposure to different work groups, mentoring, a career path, coaching, flextime, training, and autonomy might help to retain them in long-term care.

If a new model is not developed and supported within long-term care, I believe that the system will continue to deteriorate, as we will continue seeing the high turnover of nursing professionals.

### Conclusion

Throughout literature, high turnover rates of healthcare workers are concurrent with low quality residential care. Furthermore, the high overhead to continually retrain employees is a

chronic challenge facing healthcare. With millennials providing the majority of patient care, understanding their work-related needs will be necessary for retaining them. Managers who are sensitive to millennials' values, preferences, and expectations may receive higher satisfaction rates from their employees, which will result in lower turnover. Improving interpersonal relationships, organizational commitment, and management competency about generational differences within an organization will lead to an improved work environment where employees work effectively together.

The study confirmed that each generational cohort carries specific yet differing means of obtaining job satisfaction. Factors highly affecting millennials' job satisfaction are related to work/life balance, opportunities for training and advancement, coaching and supervision that is frequent and that emphasizes positive attributes before delivering corrective directives. The negative aspects of their job including long work hours and irregular schedules. Their highest value seems to be work-life balance. For upper management, sincerely understanding each generational cohorts' work-related values, preferences, and expectations to developing responsive policies and procedures for recruiting, job description, onboarding new employees, training, continuing education, and supervising is vital for healthcare retention.

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