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Tanesha C. Watts
University of Arkansas, Fayetteville

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Program, Policy, and Culture Factors Minority Millennials Perceive as Important Within their Workplace for Retention

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education in Workforce Development Education

by

Tanesha Watts
North Carolina Agricultural and Technical State University
Bachelor of Science in Supply Chain Management, 2009
University of Arkansas
Master of Education in Workforce Development, 2012

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University of Arkansas

This dissertation is approved for recommendation to the Graduate Council.

_____
Vicki Dieffenderfer. Ph.D.
Dissertation Director

_____
Kenda Grover, Ed.D.
Committee Member

_____
Jules Beck. Ph.D.
Committee Member

ABSTRACT

Millennials make up the largest segment of the current workforce. However, research about minority Millennials and their needs are relatively unknown. The purpose of this study was to find out what minority Millennials deemed important within an organization's culture and the policies and programs that would persuade them to remain with the company. Purposeful sampling was used to identify participants for this study. Participants met the criterion of a Millennial by age, identified as a minority, currently worked at an organization with 50 or more employees in an office location and had worked for their current employer for one year or more. The results of the study indicated that, in terms of company culture, minority Millennials expect diversity, inclusion, and opportunities for minorities in leadership positions. Minority Millennials expect programs that promote continuing education, and opportunities for career growth. Minority Millennials expect competitive benefits packages, pay, and workplace flexibility. Companies can use this information to gain a better understanding of the culture, programs and policies that minority Millennials expect at their workplace. The failure to understand minority Millennials could result in significant turnover and the inability to recruit the diverse workforce that Millennial's desire.

ACKNOWLEDGEMENTS

I would like to begin by thanking my Professor Dr. Vicki Dieffenderfer for her patience and kindness throughout this journey. I remember as I was up for my candidacy, I already knew who I would select as my advisor. However, after meeting Dr. D and being embraced by her infectious personality, I quickly raced home and asked her if she would be my advisor. Every day of this journey I think of how that was the best decision I could have made. I did not know it at the time I asked her, but in the span of two years I would go through many seasons including a new job offer, moving to a new city, purchasing a new home and having a baby. Each of these instances was exciting but also came with uncertainty and huge time commitments. Dr. Dieffenderfer was there for each one of these milestones and always encouraged me to take the time I needed. At certain times in life a tough coach or mentor is needed to push you through to the finish, however at this stage of my life I needed a gentle and kind spirit. Dr. D's personality was such a delicate balance of encouragement and empowerment while also gently nudging to keep me on track. There is no doubt I would not have completed my Doctoral Degree if I did not have Dr. D by my side throughout each of these life milestones. With Dr. D. I was able to still enjoy my life, complete my degree while somehow remaining sane! I can't thank you enough Dr. D for your positivity and encouragement over the last two years.

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DEDICATION

  I would like to dedicate this dissertation to Mrs. Mildred Robertson. The last thing that I ever thought I would do is continue my education past my Bachelor's degree. However, 10 years ago you spoke to me and told me that God wanted me to get the "highest" in my field. I almost cried because I most certainly did not want to go back to school but I knew I needed to be obedient. I went back to school and completed my Master's and now my Doctorate. I am so happy to say after 10 years that I have fulfilled this call on my life! Thank you, Mrs. Mildred, for letting God use you to speak to me. Mission Complete!

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TABLE OF CONTENTS

Chapter 1: Introduction

A polarizing generation that is both admired and critiqued, Millennials are serious about changing work environments to meet their needs (Alsop, 2008). "This newest generation seems to possess an entirely different set of values" (Allen, 2013, p. 24). Born between 1982 and 2005 (Howe & Strauss, 2007), the Millennials (also known as Generation Y) are currently the youngest generation in the workforce (Brack, 2012). At 80 million, the Millennial generation has officially surpassed Baby Boomers (those born between 1943 -1960) as the largest generation in the United States, thus making them the largest generation currently in the workforce (Sherman, 2008). As Baby Boomers and Generation X (those born between 1961 -1981) employees approach their retirement stages, Millennial employees look to take the lead in management and senior level positions within organizations.

Over the last decade a common idea that Millennials are different has prevailed. "By all accounts, Millennials are unlike preceding generations" (Brack, 2012, p. 2). Some perceptions even cast negative stereotypes about Millennials. "Popular perception (that is not supported by substantial evidence) is that Millennials are impatient, self-important, and disloyal, among other unattractive qualities from an organizational standpoint" (Myers & Sadaghiani, 2010, p. 226). With the accusations of how different Millennials are, organizations may be in search of ways to manage and retain them. The Pew Research Center found that about two thirds of all employed Millennials stated that it is not very likely or not likely at all that they will stay with their current employers for the remainder of their working life (Keeter & Taylor, 2010). Furthermore, organizations are having to compete in an ever increasingly global and diverse economy with the Millennial generation as one the most diverse group of employees to enter the modern-day workforce. This study will show that although much research has been done on Millennials as a

whole, the diversity of the Millennial generation, and in particular, the minority voices of the generation, have been understudied. This study will seek to find out what minority Millennials find as important within an organization's culture and the policies and programs that would persuade them to remain with the company.

The Generations at Work

There have been three generations in the workplace over the last sixty years consisting of the Baby Boomers, Generation X, and most recently, Generation Y, also known as Millennials. Zemke, Filipczak and Claire (2013) state that "at no time in our history have so many and such different generations with such diversity been asked to work together shoulder to shoulder, side by side, cubicle to cubicle" (p. 11). DeVaney (2015) defines a generation as "a group of individuals who have shared experiences and events in their formative years that could lead to similar attitudes and behaviors for the rest of their lives" (p.11). Each generation's life events shape their values and the way they view the workplace. The next section provides a brief description of each generation and the major life events that formed their views.

The Baby Boomer generation was born between 1946 and 1964. Their name was derived from young males who returned from tours of duty during World War II. These young soldiers started families, resulting in a large number of births that became known as the baby boom (Rosenberg, 2009). Those babies grew to make up the largest workforce in history, just recently surpassed by the Millennials. "Baby Boomers have dominated the workplace for years and are comfortable in the culture they created. They often view change as painful but inevitable" (Cekada, 2012, p .42). Baby Boomers share a lot in common with other generations as they realize the importance of family, work/life balance and working remotely (Kaifi, Nafei, Khanfar, & Kaifi, 2012).

The next generation in the workforce is known as Generation X. Generation X encompasses the 44 to 50 million Americans born between 1965 and 1980 (Kane, 2012). This generation also experienced a steep decline in births post Baby Boomer era. As a result, the population of Generation X is significantly smaller than preceding and succeeding generations (Kaifi et al., 2012). Generation X was the first generation that embraced working multiple jobs throughout a career while focusing on self. They have been described as "individualistic, risk-tolerant, self-reliant, entrepreneurial, comfortable with diversity, and valuing work life balance" (Gentry, Deal, Griggs, Mondore & Cox, 2011, p. 39). According to Cekada (2012), with Baby Boomers retiring "Gen Xers will step into leadership positions and will face the challenge of managing multiple generations" (p. 42).

The youngest generation currently in the workforce is known as Generation Y, or the Millennials, who were born between 1980 - 2004. There are more than 77 million Millennials, larger than the 46 million who are in Generation X and just slightly larger in size than the 76.4 million of the Baby Boomer generation (Taylor & Keeter, 2010). The Millennials are thought to be different than any of the four previous generations. One major difference is their use of technology. Unlike their counterparts, Millennials have grown up dependent on technology from a young age and expect to have it integrated into everything they do. Members of this generation are described as preferring collective action, working in teams, wanting work that matters to them, and being civic-minded, eco-aware, confident, conventional, optimistic, and socially conscious (Hewlett, Sherbin & Sumberg, 2009). With their large numbers and with Baby Boomers retiring, Millennials are poised to dominate the workforce in the near future.

Millennial Retention

There are two main reasons that organizations should be concerned about retaining Millennial employees. The first reason is the sheer number of Millennials entering the workforce. The Millennials are the largest generational cohort ever (Howe & Strauss, 2000). As Millennials age, in the next five to ten years they will be assuming key roles of responsibility within organizations. By the year 2020, 46 percent, or nearly half of all U.S. workers, will be Millennials (Lynch, 2008). "Millennials will represent 75% of the workforce in 2025" (West, 2013, p. 342). The population of Millennials can be compared against their predecessors in Generation X, which only makes up about 16 percent of the current workforce (Brack, 2012). Raines (2002) states that "half of all certified school teachers plan to retire within five years. Sixty percent of all Federal workers are Baby Boomers who say they're on the edge of retirement. There's no getting around it. We're going to need those Millennials" (p. 5). Beckman (2011) also agrees, stating that "Millennials are the newest members of the workforce, but their numbers—and their roles—are increasing quickly" (p. 16). Millennials born in the early 80's are in their mid-thirties, while Millennials born in the late 90s through early 2000s are entering college or entry-level positions. With Baby Boomers nearing retirement and the relatively smaller size of Generation X, corporations will find Millennials to be in high demand in the job market (Bannon et al., 2011). Millennials are very well integrated into the workforce and will be for the foreseeable future.

The second reason organizations should be concerned about Millennial retention is that it is very likely that Millennial views and values may differ drastically from that of previous generations because of the era of their socialization. Hence organizations cannot rely solely on the same retention strategies that worked with Baby Boomers and Generation X. DelCampo

(2012) states that because Millennials "have entered the current workforce in mass numbers and will undoubtedly continue to grow over the next few years, managers must pay special attention to the different expectations, values, needs, and desires" (p. 15). Organizations that are not willing to understand and tailor their focus to Millennials may be at high risk of Millennial turnover. Alsop (2008) notes that many Millennials seek to boost their resumes while at a company only to "use these skills to obtain a better position elsewhere within a few years" (p. 3). To be competitive in the workplace today, organizations should understand that Millennial retention is vital.

Diversity

The answer to the question of how to retain Millennials has been examined seemingly from many possible angles. Some research states that workplace flexibility is what Millennials want while others say career pathing is most important (Armour, 2005). Still others talk about the importance of feedback and giving Millennials a voice in decision making (Lindquist, 2008). However, 47% of Millennials consider diversity and inclusion a key factor when looking for a place to work (Shandwick, 2016). "Generation Y [Millennial] is the most diverse generation, both racially and ethnically, in U.S. history" (Bannon et al., 2011, p. 65). Of the population of Millennials aged 18-29, African Americans account for 14%, while Asian and other ethnicities make up about 6% (Keeter & Taylor, 2010). Strayhorn (2011) also states that "racial and ethnic minorities make up a larger proportion of this cohort than in preceding generations" (p. 26). Millennials care about diversity and the unique perspectives.

Raines (2002) describes Millennials as much more tolerant that previous generations, stating that Millennials "were taught to be inclusive and tolerant of other races, religions, and sexual orientations" (p. 5). This growth in tolerance can be attributed to growing up in a more

diverse world and working in teams to gain new perspectives that complete projects (DelCampo, 2012). "Sixty percent of 18 to 29 year olds say they have dated a member of a different race" (DelCampo, 2012, p. 17). That same percentage of teens also say they have friends of different races.

According to Kelan, Gratton, Mah and Walker (2009), diversity is and has been a part of the everyday life of Millennials, and to find a workplace that is not diverse would be shocking. A workplace that lacks diversity can seem as unreceptive to different ideas and thoughts. "A majority (58%) of Millennials believes that diversity strengthens the country and the workplace; most agree it is enriching because a dissimilar group of people produces better solutions and ideas" (Bannon et al., 2011, p. 65). Furthermore, Mckinsey (2015) found that companies in the top quartile for racial and ethnic diversity are 35 percent more likely to have financial returns above their respective national industry medians. Thus, having a diverse workforce can not only be beneficial in retaining Millennials, but beneficial to the organization's bottom line. Diversity has the potential to breed new thoughts, ideas and an ability to relate to an increasingly diverse customer base. Understanding minority needs and retaining minority Millennials will contribute to organizational retention for the Millennial generation as a whole. This research study will look at minority Millennials to understand the culture, policies and programs they need to remain with an organization, thus affecting Millennial retention overall.

Statement of the Problem

One factor that requires more research regarding the Millennial generation is the relationship between diversity and retention. To attract and retain Millennial employees, organizations should retain a diverse workforce. For such retention to occur, organizations must understand what minorities expect and need in their workplace. If the expectations of minority

Millennials are not understood, organizations may run the risk of not being an attractive destination for Millennials as a whole. That result may inhibit the ability of organizations to compete in today's global market where the employee base increasingly gets younger. Carpenter and Charon (2014) state that "organizations that fail to adjust their culture to meet the challenges of cross-generational workforces face employee retention issues, disruption of knowledge transfer, and a reduced competitive advantage" (p. 68). The failure to understand minority Millennials could result in significant turnover and the inability to recruit the diverse workforce that Millennial's desire.

Purpose of the Study

The purpose of this study is to explore what programs, policies, and culture minority Millennials perceive as important within a workplace environment of retention. It is anticipated that the results of this study can be used as a basis for understanding and research about perceptions and needs of minority Millennials within organizations. Identifying the perceptions and needs of minority Millennials can enhance policies, programs and overall organizational culture. The enhancement of these policies, programs and culture has the potential to increase the possibility of retaining Minority Millennials and in turn create a more attractive workforce to retain Millennials in general.

Research Question

The following research questions will be used to guide this study:

1. What types of programs, policies or culture do minority Millennials perceive as important for their retention in the workplace?

Conceptual (or Theoretical) Framework

The present study will incorporate the Heuristic Elicitation Methodology (HEM), as described in Nardi & Harding (1978), to identify minority Millennials' perceptions of the motivating and inhibiting factors of workplace programs, policies and culture. The HEM is made up of two main parts consisting of the domain definition and beliefs elicitation with the option to conduct a quantitative preference ranking based on the data collected in parts one and two as seen in Table 1.

Using the domain definition of the HEM, participants will be asked a series of open-ended inter-related questions to determine how they perceive workplace programs, policies and culture to contribute to their probability of staying at an organization. In this phase, the language used in participants' answers will be recorded verbatim to identify common conceptualizations of the respondents.

In the beliefs elicitation of the HEM, the participants will first be asked to use each answer they gave during the domain definition to explain how their workplace demonstrates its value for that particular attribute. Then, they will be asked to provide any further explanation or examples they can think of to exhaust their level of knowledge. Next, the participants will be asked to use the same attribute to identify ways in which their organization demonstrates that it does not value the attribute. Finally, the participants will be asked to provide any further explanation or examples they can think of that displays their organizations' lack of support for the attribute. This exercise will be completed consecutively for each attribute that the participant identifies during the domain definition.

In the preference ranking of the HEM, the attributes that were most frequently mentioned during the domain definition by all of the participants will be compiled. Participants will then be

asked to rank the attributes in order of the highest to the least in terms of probability of resulting in retention. It is understood that each ranking is relative to the participants' personal experiences.

Table 1. **Heuristic Elicitation Method**

	Stage I	Stage II	
Instrument	Domain Definition	Beliefs Elicitation	Preference Rankings
Type of Data	Qualitative	Quantitative	Quantitative
Brief Description	Open-ended interviews in which respondents answer a series of interlinked question which are recorded verbatim to preserve the language and conceptualizations of the respondents.	Structured interviews in which respondents answer yes or no to questions reflecting aspects of the problem of interest expressed in the concept elicitation.	Structured interviews in which respondents rank order, on the basis of their own preferences, items and attributes in the domain of interest.
Type of Data Analysis	Content Analysis	Statistical techniques from frequencies and distributions to multi-dimensional scaling and hierarchical clustering (the latter are optional)	Mean rankings, tests of significance for subgroup differences

Heuristic Elicitation Methodology

Significance of the Study

As the population of Millennials grows and the Baby Boomers and Generation X employees retire, it will be more important than ever for organizations to retain Millennial employees. It has been found that Millennials expect their workplace to be diverse and they recognize diversity as a factor in workplace retention. McGlynn (2005) states that Millennials are "the most diverse generation to have come along in our history—34% of them are minorities" (p. 12). In order to maintain a diverse workforce, research on how to retain and what minority Millennials expect is needed. Studies have also shown the benefit of diversity to organizations. "People from diverse backgrounds might actually alter the behavior of a group's social majority in ways that lead to improved and more accurate group thinking" (Rock & Grant, 2016, p. 3).

Subgroups of Millennials specific to minority (non-white ethnicities) have rarely been studied

exclusively. This lack of research has resulted in using the "Millennial framework" to generalize

the needs and values of all Millennials to that of minority Millennials (Howe & Strauss, 2000).

Identifying the perceptions and needs of minority Millennials can be leveraged by organizations,

human resource development professionals, executives, managers and business consultants. This

knowledge can be utilized to enhance policies, programs and overall organizational culture. The

enhancement of these policies, programs and culture may increase the possibility of retaining

Minority Millennials and in turn create a more attractive workforce to retain Millennials in

general.

Research Design

The present study will use a mixed methods research design. A qualitative study is useful

to gain an in depth understanding of a populations' thoughts, ideas, motivations and views about

a particular area of focus. Robert Stake and Robert Yin are credited with developing much of the

foundational underpinnings of qualitative research and case studies (Baxter & Jack, 2008). They

believed that "truth is relative and that it is dependent on one's perspective" (Baxter & Jack,

2008, p. 545). Using a qualitative research design for this study was important to develop an

understanding of what minority Millennials' perceived to be the motivating and inhibiting factors

of workplace programs, policies and culture. It was important to hear the language and terms the

population used collectively to express their opinions. A qualitative research design afforded the

ability to use the participants' owns words and thoughts versus answering predetermined

questions. This approach also removed any limits that may have been set or presumed by the

researcher. Another downfall of predetermined questionnaires is that they are "typically

investigator-generated with categories defined by investigators, rather than respondent-generated

with categories defined by respondents. The survey questionnaires are rarely in the user's language so there may be little "shared meaning" (Kupritz, 1996, p. 311). The opinions of the population can then be used to develop the quantitative research. According to Kupritz (1996) "quantitative procedures for simple frequency counts and certain correlational analyses typically offer the researcher sufficient information on the extent of cultural agreement among item and attribute relationships" (p. 322). In the present study the opinions of the minority Millennials were quantified to determine what they felt were the most important workplace programs, policies and culture that contributed to workplace retention.

The Heuristic Elicitation Methodology (HEM), as described in Nardi & Harding (1978) was used as the framework for this study. "The goal of the HEM is to describe "cultural meaning structures," or the rules of correspondence which relate behavior to socially" (Kupritz, 1996, p. 314). According to Nardi & Harding (1978) "the Heuristic Elicitation Methodology has been developed to assess the knowledge, beliefs, attitudes, and preferences of a group of people through use of series of interlinked questions in which responses to one question determine the form of subsequent questions" (p. 39). The term minority means those who are numerically smaller in population and considered outside of the dominant social structure (Smith, 1991). Some may correlate the term minority with underrepresented or not heard. In choosing a framework and research design, it was important to utilize one in that allowed the voices of the minority Millennial population to not only be heard verbatim but analyzed and quantified. The HEM is unique in that it is designed to extrapolate the respondent's own categories in his/her own language (Harding, 1974). Further, Kupritz (1996) states that with the HEM "human beings constitute or establish what counts as knowledge" (p. 313). Harding and Livesay point out the underlying assumptions of the HEM:

Basic to this approach is the assumption that people respond to their environments and decide what to do with their environments on the basis of how they conceive of them, what they believe about them, how they value them, and what their principles are for using them. A second feature of the strategy is that it utilizes the relationship between language and cognitive systems. Most cognitive anthropologists rely heavily on elicited verbalizations as the data base from which categories and beliefs may be induced. In other words, they assume that culturally meaningful aspects of the environment are labeled in the language and that beliefs about those aspects of the environment can be verbally encoded. In short, the methodology is founded upon the idea that language provides a powerful entry to cultural meaning structures. (1984, p. 74-75)

Another reason the HEM was chosen was for its efficiency in conducting qualitative research while maintaining and preserving the authenticity of the data. Although the HEM is not a device providing immediate answers, it allows for completion of data collection faster than the long-term field work necessary for "true" ethnography, without threatening reliability and validity (Kupritz, 1996, p. 315). Harding and Livesay (1984) also believe that the HEM is useful in the "completion of data collection fast enough so that policy recommendations arising out of the research are not irrelevant" (p. 73).

The HEM is made up of two main parts consisting of the domain definition and beliefs elicitation with the option to conduct quantitative preference rankings based on the data collected in parts one and two. The basis of the HEM relies of the responses from participants during domain definition. "The domain definition is a technique in which a relatively small number of respondents are systematically questioned about a particular area of interest in order to provide a basis for further investigation of the various elements in that domain" (Nardi & Harding, 1978, p. 39). Its purpose is to "exhaust the range of respondents' perceptions concerning the variables being examined" (Kupritz, 1996, p. 316). An important part of the HEM and the domain definition is that the participant responses are documented word for word and not altered in any way. According to Kupritz (1996) "the responses elicited in the Domain Definition are recorded verbatim so that terms and phrases may be used in later elicitation" (p. 317). Recording the terms

and phases verbatim also contributes to understanding the shared colloquial language of the population. The participants in the HEM are also purposefully kept to a smaller number. "As more individuals are interviewed, the responses tend rapidly to become repetitive, particularly among members of a relatively homogenous population" (Nardi & Harding, 1978, p. 40).

The second phase of the HEM is the beliefs elicitation. While the domain definition "covers the spread of knowledge across a domain for a select population, belief elicitation discovers the extensiveness within the population about such knowledge and attitudes" (Nardi & Harding, 1978, p. 40). The beliefs elicitation phase is "designed to identify belief associated with domain items and attributes and to determine interrelationships among them" (Kupritz, 1996, p. 318). In other words, the population is examined to identify the distribution of beliefs. No two people think exactly alike so the assumption is that the belief elicitation will have some variation across the population relevant to the domain. Some variation in attitude and knowledge may be random, while others may be correlated with other characteristics. In order to truly measure the extensiveness of beliefs throughout the population, computation of the responses is required. Therefore, the questions are constructed in a binary matrix that allows them to be statistically quantified. The items are arranged by attributes mentioned the most and items of special interest. Then interviewees are asked to answer yes or no to the questions.

The final phase of the HEM is the preference ranking. Preference rankings determine preferences for domain items and attributes (Nardi & Harding, 1978, p. 41). The attributes most frequently mentioned in the domain definition are used for the ranking. A large sample of random participants that fit the population are administered the survey instrument. Harding and Livesay (1984) suggest a sample size of at least two hundred as weightings can vary among and within different segments of the population. The participants are then asked to rank the attributes

relative to importance based on their personal experiences. The preference rankings are not only advantageous to understand the attributes that the majority of the population favor, but also those "perceived to be undesirable and to be avoided" (Kupritz, 1996, p. 322). To quantify the results, the mean rank of each attribute is taken. The lower the score, the more attribute is preferred by the population and vice versa.

Role of the Researcher

As a minority Millennial, I became interested in this topic after I made the choice to leave my first employer. I loved my job and loved the company even more. The company is a giant in its industry and had a sense of morals, values and service to the customer. They also provided us with numerous ways to develop ourselves and advance. I chose to leave because, for me, as an African American, there was an extreme lack of diversity at the company that at times seemed overwhelming. My husband (who also worked for the company) and I decided to relocate to a more diverse location and I accepted a job with a different company. Not more than a year later, five more people that I knew personally and who were also minorities left the company and relocated. I never heard these people speak despairingly about the company, and yet they decided to leave. When I inquired further, they had almost identical feelings as I did and chose to relocate to more diverse areas of the country. This caused me to question, how many minority Millennials are leaving companies they love because of things that can be fixed. Do the companies know why their minority Millennial employees are leaving? Do companies know what attracts and repels minority Millennial employees? Do they realize that fostering a more diverse culture can also help to attract and retain Millennials overall? I was curious to find out more about what programs, policies and the culture minority Millennial employees feel is conducive to remaining at an organization.

My specific role in this study will be as an interviewer of the participants. I will use the HEM to start off asking the participants an identical question. Subsequent questions I ask will be based off each their answers to the first question. I know one of the participants personally, and was able to gain access to the group through this participant. I do not know or have a relationship with any of the other participants.

Since I am a member of this population group, I am aware that I may come into the study with my own opinions and biases about what organizations can do to retain minorities. I plan to counteract this by clearly stating and writing down my thoughts so that I am self-aware. I will also be sure not to interject my own stories and thoughts which may influence the participants answers. The HEM also will help with any biases since the model requires the verbatim usage of the participants' words.

Assumptions

A basic assumption of this study is that minority Millennials have different needs than Millennials in general. This study also assumes that all participants will answer the interview questions truthfully.

Delimitations

This study is limited to minority Millennials within the American workforce. Minority Millennials were chosen because many studies have been conducted on Millennials as a cohort group with no respect to differences within the group and the affect that these differences may have on attitude and perception. The responses to the study can be used to inform organizations about the thoughts and perceptions of minority Millennials and the things they deem important for retention.

The following delimitations were noted for this study:

1.   The sample will be a convenience sample of minority Millennials who are members of a community volunteer organization. Other minority Millennials will not be included in this study. As such, the results may not be generalizable to other populations.

2.   The first phase of this study follows a qualitative research approach involving the use of a "series of interlinked questions in which the responses to one question determine the form of subsequent questions" as the primary interview method. This phase will be confined to no more than 15 participants.

Limitations

This study includes the following limitations:

1.   This study relies on participant honesty and transparency in their responses.

2.   This study also relies on the participants' ability to recall their workplace circumstances, which could limit the accuracy of information received.

3.   In the qualitative phase of this study, the findings could be subject to other interpretations.

Definition of Terms

The following terms are operationalized for this study:

Generation: "A group of individuals who have shared experiences and events in their formative years that could lead to similar attitudes and behaviors for the rest of their lives" (DeVaney, 2015, p.11).

Baby Boomer: Anyone born between 1943 and 1960. (Howe & Strauss, 2007).

Generation X: Anyone born between 1961 and 1981. (Howe & Strauss, 2007). Marks the period of birth decline after the baby boom and is significantly smaller than previous and succeeding generations (Kaifi et al., 2012).

Millennial [Generation Y]: Anyone born between 1982 and 2004. (Howe & Strauss, 2007).

Majority: "Membership in the dominant social group within a particular community or nation." (Smith, 1991, p. 186).

Minority: "Usually refers to four major racial and ethnic groups: African Americans, American Indians and Alaska Natives, Asians and Pacific Islanders, and Hispanics." (Pollard & O'Hare, 1999, p. 3).

Race: People who possess not only similar biological characteristics but also identical social experiences, such as being the victim of collective discrimination or prejudice. (McKee, 1993).

Ethnicity: "A reference group called upon by people who share a common history and culture, who may identifiable because they share similar physical features and values and who, through the process of interacting with each other and establishing boundaries with others, identify themselves as being a member of that group." (Smith, 1991, p. 181).

Retention: Expectations for an employee to remain with an organization. (Richman, Civian, Shannon, Hill & Brennan, 2008).

Turnover: "Turnover is defined as an employee leaving an organization for any number of reasons." (Allen, 2008, p.1).

Perception: "They give their own meaning to environmental stimuli as they attempt to make sense of their environment and the objects, people and events in it." (Bell, 2008, p. 36)

Conclusion

With Millennials making up the majority of the workforce, organizations must begin to take an active role in understanding how Millennials are different and the unique skillsets that

they offer. Millennials care about diversity in the workplace and seek out organizations that are diverse and encourage it. Therefore, in order to retain Millennials, organizations must understand more specifically what policies, programs and culture are conducive to retaining minority Millennials. It has also been shown that diverse organizations make increased profits and ideas. Organizations must also avoid the temptation to lump the needs of minority Millennials in with that of Millennials in general.

Outline of the Study

Chapter 1 presented the introduction of the study, statement of the problem, the purpose of the study, research questions, the conceptual framework of the study, the significance of the study, research design, role of the researcher, assumptions, delimitations, limitations, definitions, and the outline of the study. Chapter 2 will provide a review of the literature about who Millennials are, their character traits, how they are technology savvy, their nature to over achieve, their preference for work-life balance, views towards diversity, impact of diversity on organizations, impact of retention and turnover and the Heuristic Elicitation Methodology. Chapter 3 introduces the population and sample, instrumentation, procedure, and data analysis of the study. Chapter 4 will detail the results from the interviews with the minority Millennial participants. Finally, chapter 5 will provide an in depth look into results of the interview, how they correlate to the needs of Millennials overall and the significane of the findings on organizations.

Chapter II: Literature Review

The previous chapter provided an introduction of the study, statement of the problem, the purpose of the study, research questions, the conceptual framework of the study, the significance of the study, research design, role of the researcher, assumptions, delimitations, limitations, definitions, and the outline of the study. This chapter will first examine the literature about who Millennials are, including a review of their character traits, how they are technology savvy, their nature to over achieve and their preference for work-life balance. Next, a review of the literature will be completed on Millennials views towards diversity, impact of diversity on organizations and culture and the impact of retention and turnover. Finally, a literature review of the Heuristic Elicitation Methodology will be provided. This review hypothesizes that organizations must understand how minority Millennials think and how to engage them to stay competitive in today's global market and minimize turnover.

The literature was conducted by researching journal articles and books in the categories of diversity, business, psychology, human resources, training and development, labor relations and finance. Majority of the literature researched was written over the past decade. In order to provide historical context, a couple of articles were included that spanned back to the early seventies and eighties. The literature review was formed by researching key character traits and stereotypes of Millennials. Research was also done to find literature on diversity in the workplace and its affects on financial and employee performance.

The Millennials, Who Are They?

"You scheduled a meeting for 3 p.m. on a Friday? Get a life." "She wants to meet with senior managers regularly to get feedback on her performance. She just started." "If he asks us to write one more vision statement, I'm out of here." (Zemke, Filipczak & Claire, 2013). These are

all statements by Millennials. As Baby Boomers and Generation X employees move toward retirement, Millennial employees look to take the lead and make up the majority of the current workforce. Each generation has major events, inventions and circumstances that shape their views, values and work ethic. Before organizations can focus on engaging minority Millennials and decreasing turnover, they must first understand who Millennials are and what motivates them. This section will discuss three main factors that define Millennials and how these factors are viewed.

Character Traits

A review of the literature shows that researchers are divided when it comes to the character traits that make up the personality of Millennials. Allen (2013) states that "Millennials' strong self-esteem is sometimes labeled arrogant or entitled by their older colleagues" (p. 42). Among the complaints about Millennial behaviors are self-centeredness, an inability to manage time, a need for frequent praise, a lack of respect for elders, a sense of entitlement, little understanding of client service and poor face-to-face communication skills" (Allen, 2013, p. 42). U.S. District Court Judge John L. Kane even weighed in on the topic saying "this newest generation seems to possess an entirely different set of values" (Allen, 2013, p. 24). These comments show that many times Millennials come into organizations having to fight a cultural battle where their reputation precedes them. Raines (2002) agrees stating that "just as the Xers and Boomers finalize their own negotiations for an uncertain workplace peace, optimistic Millennials find themselves at the mercy of Xer skepticism" (p. 16).

Although, some researchers view Millennials as headaches in the workplace, others see them as assets. "They are resiliently optimistic. They were raised knowing they were wanted, sought-after, needed, indispensable. They admire integrity, they believe in the future and see

themselves as leaders and advocates of change" (Zemke et al., 2013, p. 61). Caraher (2015) further qualifies this by stating "don't buy into the prevailing negative belief that Millennials are entitled; instead work from an understanding that they've been conditioned to believe that their presence is important, that they are capable, and that they can change the world" (p. 39). Millennials grew up in a time where it was perfectly acceptable to have more than one right answer (Zemke et al., 2013).

Digital Natives

Technology would rank highly as a word to describe Millennials. As Zemke et al., (2013) states "they're the first generation to grow up immersed in digital media. Two-thirds of them used computers before the age of five" (p. 57). Many Millennials do not know a world where computers, cell phones and tablets are not the norm. Blaine (2008) states "while all the generations that preceded the Millennials can understand and appreciate the great strides that have been made with technology, the Millennials can't. It is something that has been with them from birth" (p. 11). Since Millennials grew up with technology, they are super users and should be utilized for their expertise. "When Millennials were growing up, kids were the authority—for the first time in history. They knew far more than their parents about one of the basics, digital technology" (Zemke et al., 2013, p. 57). Older generations may have been resistant to the information age at first. They may have looked at technology as a negative, as technology replaced many manual jobs such as bookkeeping, photo development and the like. Thus, older generations may subconsciously make the negative link between technology and Millennials. These experiences may also slant their view of technology as a shortcut and as a way for Millennials to elude hard work. However, Millennials see technology as a means to quick information and making processes and procedures more efficient. Having always had access to

computers, pagers, and cell phones, Millennials appreciate how technology enables them to do many things at one time and have a high expectation of technology's usefulness and availability in all settings (Howe & Strauss, 2002). Bannon et al., (2011) agree stating that "Millennials expect to have access to technology and prefer mobile and portable technologies" (p. 63). Majority of Millennials may have grew up differently with more expectations and resources at their disposal than anyone before. They embrace and have created many life changing inventions and applications with technology. Furthermore, they expect the organizations they work for to utilize and embrace the latest technology, systems and software.

Over Achievers

Often Millennials get a bad reputation for their ambition and drive. However, the Millennials' parents may be to blame for instilling this ambition in their children. For Generation Xer's in particular, their parents, the Baby Boomers, often had to work multiple jobs to support their family. With this dynamic, Generation Xer's were also called latch key kids. Many of them did not get to spend a lot of quality time with their parents and vowed to be different with their own kids, the Millennials. As a result, the Millennials are the busiest generation of children we have ever seen. Parents micromanaged their lives, leaving them with little free time (Zemke et al., 2013). Blaine (2008) agrees, stating that, "from a very young age, they have been involved in some type of team activity whether it was in day care or in soccer practice or ballet or in class or in study groups, car pools, and on and on" (p. 12). Millennials have also been accused of not being tough and having a fragile mental makeup. They have grown up in an era where all kids get participation trophies to avoid upsetting a child that did not win. As Zemke et al., (2013) states "Millennials were raised with a kinder, gentler parenting style. Spankings were labeled child abuse; parents were encouraged to negotiate with their children. The relationship between

parent and child became more egalitarian, less hierarchical" (p. 60). Millennials were coddled to a certain extent and told that they mattered and could do anything they put their minds to. They were also pushed really hard in the classroom to succeed. "They are likely to be hard working and to have been raised to aim for success in all they do by their supportive parents" (Borges, Manuel, Elam & Jones, 2006, p. 572). The Millennial generation has "been the most protected generation ever seen with a lot of structure and a lot of demands placed on their young lives" (Blaine, 2008, p. 12). Regardless of why or how Millennials came to be high achievers, it is clear that they are used to multitasking and performing under pressure. They are also used to setting their mind to something and achieving it. What some consider arrogance and disloyalty, they consider ambition and drive.

Work-Life Balance

Another concept surrounding Millennials is "work-life" balance. The general thought is Millennials feel they can have it all, their career and a family/social life outside of work. This differs from generations prior, especially the Baby Boomers, who sacrificed family time for career advancement. According to Bannon et al., (2011) "work-life balance is a big concern for this generation. They do not want to repeat what they perceive to be the mistakes of their parents, many of whom worked long hours at the expense of family and friends" (p. 64). A study on US adults conducted by the Society of Human Resource Management (SHRM) found that the 18-34 age group cohort was three times more likely to give up 10% of their salary for a job with flexibility (Burke, 2004). The key to work life balance is flexibility in where to work and when to work. Telecommuting, working remotely, and compressed work weeks have become increasingly popular and in some ways expected from Millennials. Many Millennials do not believe that they must be in an office at a desk from 9 to 5 to be effective. In fact, Millennials are

even challenging the standard 9am to 5pm work schedule. "Millennials like to work on a schedule that fits their personality and at a time of day where they feel most energized to do what they have to do" (West, 2013, p. 339). However, Caraher (2015) found in her qualitative study that Millennials can be grouped into two categories. One group is known as digital freedom crusaders. These Millennials do not place value on being constricted to the office at specific times. The other group she called office traditionalists. The office traditionalists value office hours and being together with coworkers. This study shows that there are still Millennials who hold some of the same traditional values as the older generations. The OXYGENZ Project conducted by Johnson Controls (2012) agrees with Caraher in that Millennials are not exclusively looking to work remotely. Their study found that some Millennials value a place to go to work and prefer a mix of office time and work from home flexibility when needed. These studies show that while Millennials may not agree, they do expect to have workplace flexibility whether in terms of location or working hours as an option when needed.

Millennial Views Towards Diversity

Millennials have been taught to see the world globally from a young age with many observing and celebrating multicultural events in their schools as kids (Tompkins, Wallis & Rhodes, 2006). The US is also more diverse than it was in previous generations with 59 percent of Millennials identifying as Caucasian and 27 percent having immigrant backgrounds (Keeter et al., 2009). Growing up in a world where Millennials played, socialized, and worked with people that were different than themselves, they have an expectation that their workplace will look the same. "They expect to earn a living in a workplace that is fair to all, where diversity is the norm—and they'll use their collective power if they feel someone is treated unfairly" (Raines, 2002, p. 3). Bannon et al., (2011) agrees, stating that "58% of Millennials believe that diversity

strengthens the country and the workplace; most agree it is enriching because a dissimilar group of people produces better solutions and ideas (p. 65)." Millennials also do not view diversity as a procedural or tactical task. Smith and Turner's (2015) research found that Millennials "value inclusion not as an abstract ideal that checks a box and makes everyone feel good, but as a critical tool that enables business competitiveness and growth" (p. 5). Deloitte and the Billie Jean King Leadership Initiative, Smith and Turner (2015) found that "Millennials frame diversity as a means to a business outcome, which is in stark contrast to older generations that view diversity through the lens of morality compliance, and equality" (p. 7). Millennials view diversity as a competitive edge used to gather ideas from many different backgrounds in an effort to compete in an ever changing and growing global economy.

The Impact of Diversity on Organizations

Research shows that supporting a diverse set of Millennial employees can have a positive impact on an organization (Berman, 2012; Clark, 1999; Raines, 2002; Smith & Turner, 2015). Clark (1999) states that "forward-looking organizations, realizing the potential of diversity, have developed and employed strategic diversity plans that take advantage of this diversity to become more competitive in the global economy" (p. 3). Likewise, Raines (2002) states that in a "highly competitive business environment, companies across North America recognize that the differentiator is their people. Those organizations that emerge as winners in the battle for talent will have their fingers on the pulse of this newest generation" (p. 16). The Deloitte and the Billie Jean King study (Smith & Turner, 2015) found a vast contrast between what Millennials felt was considered diversity and inclusion versus the way Generation X and Baby Boomers defined the terms. The group felt that the results of the study would be a good eye opener for corporations as well as "critical to informing and elevating the inclusion conversations taking place across

corporate America" (Smith & Turner, 2015, p. 3). An even more interesting fact the study found centered around engagement. The study reported that 83% of Millennials feel engaged when they believe their organization fosters an inclusive culture, compared to only 60% engagement in Millennials that feel their organization does not foster an inclusive culture (Smith & Turner, 2015). The results of this study tie back to the expectation Millennials have of an organization that embraces diversity and the outcomes it represents. However, all organizations are not clueless to the fact that diversity is needed and expected by its youngest generation. A study of CEO's and executive level leaders conducted by IBM found that 75% believe that leveraging diversity is essential to organizational success (Berman, 2012). Research also shows that diverse organizations may help with stereotyping and bias. Rikleen (2011) states that "important that generational stereotyping not get in the way of the ability to understand the expectations and skill sets of each employee" (p. 8). Likewise, authors Kanter (1977) and Blau (1977) have argued that the greater the minority group is represented within the company, the more the majority can seek to understand their differences.

Millennial Retention and Turnover

One of the primary reasons that organizations should listen to Millennials and understand what they need is due to the generations' sheer size. Millennials will make up 75% of the workforce by the year 2025 (Smith & Turner, 2015). In decades past, older generations prided themselves on having one job for twenty plus years. They developed themselves and climbed up the corporate ladder while gaining seniority and respect from their leaders and fellow coworkers. Research shows that Millennial employees do not feel loyalty to organizations based on seniority and rank as their predecessors did. Millennials are empowered to move multiple times within and outside the boundaries of a single company. Hall and Mirvis (1995) discuss that seniority and

maturity were valued qualities in the past but now flexible, mobile careers that include multiple organizations are taking precedence. With no long-term commitment from Millennials, in addition to their population in the workforce, turnover and retention issues can pose a significant threat for organizations that lack an understanding of Millennial expectations. Employee retention can be defined as "a voluntary effort by any organization to provide an environment which tends to keep or retain employees for a long period" (ALDamoe, Yazam & Ahmid, 2012, p. 79). Diversity is one major expectation that Millennials have of organizations that they work for. "Businesses that don't expand their notions of diversity and inclusion will increasingly lose their Millennials" (Smith & Turner, 2015, p. 6). The Institute of Public Relations found that 47% of Millenials consider the diversity of a company when selecting a job (Essner, 2017). From the Deloitte and Billie Jean King study Smith and Turner (2015) found that Millennials are likely to switch jobs every two years, in part because they are "intolerant of workplaces that don't allow them to be themselves" (p. 6). Zemke et al., (2013) found that Millennials believe they will have seven jobs by the time they are 26. Replacing Millennials or employees in general is not cheap in terms of dollars and the information lost. Allen, Bryant and Vardaman (2010) report that costs associated with recruiting, selecting and training new employees often exceed 100% of the yearly salary for the position being filled, and that the direct costs, work disruptions and losses of organizational memory are significant issues that underscore the importance of employee retention.

Impact of Organizational Culture

The culture of a company is the foundation on which the organization executes its programs and policies. Trevino, Butterfield and McCabe (1998) define culture as "a subset of organisational culture, viewed as a formal and informal system of behavioural control" (p. 448).

Culture can determine what is deemed as important and priority as well as what things are ignored. Culture also can determine how managers chose to lead which can in turn influence how workers treat one another. With this, the culture of an organization can play a key role in retaining Millennials. Studies show that 78% of Millennials prefer a company that may offer less money but is well known for having a great company culture (Shutan, 2016). Howe (2014) agrees stating Millennials think differently about benefits package than previous generations. Further, Hall (2016) agrees with this in another study that asked a group of Millennials what they look for in a full-time job. Millennials listed things such as "good culture in the workplace," "respectful and professional work environment" as well as "fair and equal treatment of all employees" as the top responses (p. 36). This same study by Hall (2016) also used a Likert Scale to rate the statement "the culture of a company is important to me" where it scored a 4.31 (p. 38). An organization's culture can be used as a lever to retain or repel Millennials. Shutan (2016) states that "employers that don't heed the call about the growing importance of a caring workplace culture are going to lose the talent war" (p. 1). A Harvard study conducted by Ready, Hill, and Conger (2008) also confirms this statement stating that "a company's culture plays a central role in keeping and retaining talent" (p.62). Research such as this shows that Millennials care about and are actively seeking fair and inclusive workplace cultures.

Organizational Growth and Opportunities

As stated previously, Millennials are not looking to stay in one job function for years. Millennials are look for opportunities to grow, be developed and lead meaningful work (Newman, 2010). Companies spend on average between $16 to $55 Billion on employee development (Frazis, Herz, & Horrigan, 1995; American Society for Training and Development [ASTD], 2001). Further, a 1996 survey found that 75 percent of U.S. employers with more than

20 employees offered some type of tuition reimbursement plan (Institute for Research on Higher Education [IRHE], 1997). Tuition reimbursement is when "firms pay some or all of the expenses when employees take seminars and college courses, and pursue degrees" (Benson, Finegold, & Mohrman, 2004, p. 315). Some authors correlate tuition reimbursement to positive attitudes and retention of employees (ASTD, 1999; Cappelli, 2001; Craig et al., 2002). Loewenstein & Speltzer, 1998; Lynch, 1992, found that college courses covered by tuition reimbursement are viewed most favorable by employees in terms of growth opportunities offered by a company.

Issues with Generational Cohorts

Readers will find statements such as: "There are four generations at odds in the workplace." (Zemke, Raines, & Filipczak, 2013, p. 14). "This newest generation seems to possess an entirely different set of values" (Allen, 2013, p. 24). "Now there are four generations of people sharing the workspace, each group brings different views, expectations, desires, dreams, values and ideas about work and life" (Bennett, Pitt, & Price, 2012, p. 278). The current literature available leans toward the idea that each generation has varying skill levels, thinks completely differently about work and views prior generations in a condensing manner. However, research from scholars and practitioners about possible solutions continues to grow. Topics range from how to manage these very different generations at once to offering solutions to deal with misinformed generational stereotypes. With a plethora of research easily available on the topic of generations in the workplace, it should be just as easy to find the theory and studies on which this literature is based. However, Lyons, Duxbury, and Higgins (2007) suggest that, "despite the popularity of this topic, there has been relatively little academic work either to confirm or refute popular stereotypes" (p. 339). Costanza and Finkelstein (2015) concluded similar thoughts stating, "there is little solid empirical evidence supporting generationally based

differences and almost no theory behind why such differences should even exist" (p. 308). The first mention of generational differences can be traced back to Karl Mannheim in the early 1950's. Mannheim was one of the first to suggest that cohabitating generations could be problematic (Parry & Urwin, 2011). Since that time, there still is no agreed upon prevailing theory that is used when discussing or researching generational differences topic. This section of the literature review will seek to discuss common issues about generational differences that are consistently talked about through articles and literature. The first issue will look at how authors disagree on how to define each generation as far as when it begins, ends, and their motivations. The second issue will look at the misrepresentation surrounding stereotypical generational workplace views about topics such as work life balance and commitment. This literature review will show the contradictions between authors and the lack of theory backing studies and statements. The generations discussed in this review will refer to the four generations that currently occupy the workplace: the Traditionalist, Baby Boomers, Generation X and Millennials. The term generation or generational cohort will refer to each generation as its own defined group.

Defining Generational Cohorts

Before conclusions can be drawn about generational differences, there must be agreement about the generations themselves. What is the generation called, when does the generation begin and end, and what factors contribute to the views of the generation? It is curious that so much literature is written about solving generational difference problems, when barely two authors can agree on the factors described above. This section will look at the contradictions between authors on how to define a generation and how in turn this effects the studies that are conducted.

Defining a generation. The definition of a generation is one of the most disagreed upon topics on generational differences. Across literature there is not one synonymous name that is chosen and recognized as the key identifier for each generation. The Traditionalist are also referred to as the "Matures," "Veterans" or the "Silent Generation." The Baby Boomers are also called the me generation. Generation X are known as latch key kids, post boomers and baby busters (Zemke et al., 2013). While the Millennials are also referred to as Generation Me and Nexters (Parry & Urwin, 2011). The language can change quickly depending on the author's preference. Suggested beginning and end dates of each generation are even more involved. With every piece of literature written on the topic, the authors are at liberty to select what they feel makes a generation a cohort group. Parry and Urwin (2011) have even referred to boundaries in generational time periods as baseless and inconsistent. Even though the generational dividers are arbitrarily selected, the literature is often written as though it is based on fact. For example, when identifying a timeframe for Baby Boomers, Patota, Schwartz, and Schwartz (2007) state that "the beginning of this generation is well-defined as 1946, and the end is estimated to be near 1964" (p. 3). Still other authors create their own set of parameters for identifying Baby Boomers. Zemke et al. (2013) stated "we define the Baby Boom generation as those born from 1943 to 1960. Why the difference? We have factored in the "feel" as well as the "fact" of a generational cohort in our definitions" (p. 4). Dixon, Mercado, and Knowles (2013) define a generation as "starting with a birth rate increase and ending when the rate declines" (p. 62). Pilcher (1994) even argued that generational boundaries are not crucially important. As is seen in this small sample, generational differences vary greatly depending on the author.

Another common issue that is threaded throughout each of the definitions of generations is that it is based on a period in time. For example, traditionalist are defined for the period of

time after World War One when conformity, peace and jobs were common place. However, people born at the beginning or that period may be very different than people born at the end. In an older study, Laufer and Bengtson (1974) found that researchers are preoccupied with separating the birth variable from those of age, and historical period. In a span of over 30 years, not much has changed as Costanza and Finkelstein (2015) make the same claim stating that "perhaps the main challenge in studying generational differences is the difficulty in separating the effects of three related and yet very different factors, age, period, and cohort" (p. 309). Although, researchers have indicated throughout the years that more variables need to be taken into account when studying generational differences, more times than not, only time period and birth is considered. Even Mannheim (1970) states in several studies that defining generations is limited to a birth and death date and is ultimately not the best way to make generalized deductions.

Studies comparing generations. If there is not a clear consensus on generational boundaries, how does this myth bleed over into studies that are conducted? Is it logical to compare across studies with varying boundaries and cut off points? Lyons and Kuron (2014) talk about this wide variation in generational cohorts across studies stating that "studies compare as few as two and as many as eight cohorts, with descriptions ranging from highly general to highly specific" (p. 142). Then there is the question about the variables used to determine the generational cohorts as discussed earlier. Rhodes (1983) and Denecker, Joshi, and Martocchio (2008) contend that it is complex to differentiate between age, period and cohort variables thus determining cohort effects cannot be identified when using cross-sectional studies. Costanza and Finkelstein (2015) agree stating that "the linear dependency among age, period, and cohort makes it very difficult to isolate the unique effect of any one of the three factors" (p. 309). As is

shown, there is little no theory or guidelines that put in place to dictate where one generation stops, where another begins. Further, there is a lack of reasoning to explain why the generational cohorts are the way they are.

Workplace Attitudes

The next issue that is common when studying generational differences is a person's attitude in the workplace. A person's perception is solely dependent on when they were born. According to Bodenhausen and Hugenberg (2009) there is research to show that "stereotypes are shortcuts that we use to make quick judgments" (p. 11). The workplace is a breeding ground for misconceptions and myths about generational cohorts. Generations are said to be split on most workplace issues such as work life balance, feedback, how to manage and the like. This section will review the literature surrounding stereotypical generational differences in the workplace.

Work life balance. Work life balance is a term that has become more popular with the Millennial generation. The perception is that Millennials value "their" time as much as or more than working. As Dittmann (2005) describes it is not uncommon for previous generations to view Millennials as "lacking work ethic or being uncommitted because they tend to work only the hours required of them" (p. 54). Caraher (2015) agrees stating that Millennials are more demanding than other employees when it comes to their work life balance. If this myth were true, it would mean that older generations love to work and do not mind if work out balances their personal and family time. However, Zemke et al. (2013) paints a different picture stating that Generation X cohorts "have always been clear about the meaning of the word "balance" in their lives: Work is work. And they work to live, not live to work" (p. 21). In addition, Zemke et al. (2013) conducted a survey of over 2,200 employees ages 17 to 81 and representing 9

organizations in different industries. In this survey, older Baby Boomers ages 53 to 61 reported significantly less access to flexible work options than younger generations.

   Collaboration. Millennials are stereotyped as selfish and willing to do anything to climb the proverbial corporate ladder quickly. Myers and Sadaghiani (2010) found that Millennials earned the nickname the "Look at Me" generation because they are thought to be too confident and concerned with their own ambitions. If this stereotype was true, it would also mean that Millennials do not enjoy collaborating with others. Readers will find that that Millennials enjoy working together in large groups to accomplish tasks. They view this as more efficient and feel a greater sense of accomplishment. Smith and Nichols (2015) found that "Millennials enjoy working in teams and are more tolerant than prior generations" (p. 39). Trees (2015) agrees stating that Millennials are often motivated by a "supportive and collaborative work environment" (p. 118). Baby Boomers and Generation X cohorts are known as hard workers, very task oriented and about production (Zemke et al., 2013). Literature introduces collaboration and team work as a new concept that Millennials are forcing in the workplace (Gursoy, Maier, & Chi, 2008). However, Johnson (2010) found that "although Gen Xers tend to seek individual recognition, it doesn't mean they can't or won't work well in teams" (p. 75). Baby Boomers are willing to collaborate to accomplish a task as well. Zemke et al. (2013) state that they passionately concerned about participation and spirit in the workplace.

   Studies involving workplace generational differences. When looking at studies involving generational differences and workplace attitudes, Parry and Urwin (2011) conducted research prior to 2009 and found that research concerning generational differences in work values was mixed, with an equal number of studies finding no differences as ones that found a difference. They also found many of the studies to be contradictory. This is not to say that shared

life experiences do not play a role in a person's life views. However, it is to say that a person's life views and values should not be minimized to the time period they were born in life. There a Traditionalist who are extremely tech savvy, as well as Millennials that are workaholics. The Randstad World of Work Survey (2008), researched people to find out what employees across generational cohorts identified as the attributes they value. It was found that regardless of generation, employees had common values such as valuing a collaborative work environment and encouraging employees to continue to develop their skills. If generational differences were truly significant, the study would more than likely have found that the employee values were dependent on the generational cohort.

HEM

The Heuristic Elicitation Methodology (HEM) is a mixed methods approach used when a deeper more literal translation of a groups culture, dialect and thoughts are needed. According to Nardi & Harding (1978) "the Heuristic Elicitation Methodology has been developed to assess the knowledge, beliefs, attitudes, and preferences of a group of people through use of a series of interlinked questions in which responses to one question determine the form of subsequent questions" (p. 39). The HEM, although effective, has not been widely used or researched in the literature. The HEM was used as early as 1969 by Stefflre to study the facilitation of growth in low income areas for new small businesses (1969). The two most prominent uses of HEM have been by Nardi and Harding (1978). In one study they utilized HEM to study a community's attitudes and preferences for programs and services (1978). The goal was to help planners develop programs that were culturally appropriate for the specific community in lieu of a more generic plan. "The advantages of designing projects appropriate for the people they are intended to benefit will, in the long run, outweigh greater research costs by decreasing the number of

programs which are ill-designed because they did not consider the needs of the community" (Nardi & Harding, 1978, p. 38). The data was collected through in household surveys across two counties. Kupritz (1996, 1998, 1999, 2000a, 2000b, 2002, 2003, 2005, 2006) has also used HEM extensively for her studies in the workplace. In one study she wanted to gauge the limits of privacy research in American corporations and propose a strategy for improving them (1999). She utilized HEM in order to emphasize the personal construct of the user and avoid superimposing categories that had already been established by investigators. Again, in this instance HEM was used to achieve a literal translation of how the sample group felt without interpretation. Kupritz also used HEM for a number of studies on workplace design. In one study she interviewed 12 older people and 12 Baby Boomers to determine what practices human resources academia could implement to accommodate an aging workforce (Kupritz, 1999). Additionally, Kupritz used the HEM in a study where she interviewed younger and older American workers to determine if the physical design and setup of their office space impacted their work performance (Kupritz, 2003a, 2003b). Kupritz found the most pronounced difference on the performance ranking portion of the HEM. Here she found that age cohorts did not place the same value on certain design features. Further, Kupritz used the second phase of HEM to understand what workers expected in terms of privacy in the workplace (Kupritz, 2003a, 2003b). A few other authors have used HEM over the years to gauge the perceptions, attitudes and culture of a sample group Denzin, 1978; Denzin & Lincoln, 1994; LeCompte & Schensul, 1999, Patton, 2002). The HEM was also used in South Africa by anthropologists to gain a better understanding about disputes and dispute handling within their communities (McCall, Ngeva, & Mbebe, 1997).

Conclusion

This literature review has shown that Millennials are one of the most diverse generations in history and will make up a majority of the workforce in the coming years. The literature has also shown that Millennials have been studied and surveyed from many angles. However, few if any studies have given a voice to minority Millennials. Reeves (2008) agrees stating that "race, ethnicity, and culture are individual differences that most qualified researchers and self-professed authorities represented in the generational literature do not address" (p. 10). In order to attract diverse Millennial workforces, it is important to know from minorities what culture, programs and policies they look for and expect in an organization.

With Millennials poised to outnumber all generations in the next few years, organizations must understand them and what they expect from their employer. The cost of turnover is high in terms of recruitment and information lost. To avoid constant turnover, organizations must begin now trying to understand the culture that Millennials expect and thrive in. With diversity being a major component that Millennials expect, it is important to hear from minorities themselves.

Chapter III: Method

The purpose of this ethnographic study is to identify the culture, policies and programs that are conducive to retaining minority Millennials in organizations. The current chapter addresses the study's methodology, including participants; research design; data collection, instrumentation and data analysis.

Rationale for Ethnographic Study

This study used an ethnographic mixed methods design. An ethnography is best utilized in qualitative research that seeks to observe firsthand the normal everyday culture, thoughts or ideas of a specific group of people. Wolcott (1999) states the purpose of ethnography design is to "describe what the people in some particular place or status ordinarily do, and the meanings they ascribe to what they do, under ordinary or particular circumstances, presenting that description in a manner that draws attention to regularities that implicate cultural process" (p. 68). Likewise, Schram (2006) states that "culture itself is not visible or tangible but is constructed by the act of ethnographic interpretation and writing" (p. 95).

The research question presented in this study supported the use of an ethnography design because it used verbatim analysis to understand what motivates minority Millennials to become attracted to and remain with an organization. In this study, the language used by the participants and background culture that attributed to their answers was of most importance and was captured verbatim with no translation by the researcher.

Research Setting

The parent organization of the volunteer affiliate interviewed was founded in 1910 with the mission of economic empowerment in hopes of elevating the standard of living in historically underserved urban communities. The parent organization has 88 affiliates serving 300

communities. In 1970, a major city and commercial hub put together a group to study the minority conditions in the city. The research showed that there was a need for a specific group or organization that would give attention to the needs of minorities specifically in the areas of jobs and skills. As a result, an affiliate of the organization was formed in this major city.

This study will focus on the volunteer affiliate which serves as a training ground for young aspiring professionals ages 21-40 committed to supporting the movement of the parent organization through volunteerism, philanthropy and membership development. This research setting was selected because it was a minority group within the Millennial age range that could provide adequate feedback on their experiences within various organizations.

Participants

Participants were members of the volunteer affiliate. Purposeful sampling was used to identify participants from within the group for this study. Purposeful sampling is best used in research design for "development of idiographic knowledge—from generalizations from and about individual cases" (Sandelowski, 2000, p. 248). Participants met the criterion of a Millennial by age, identify as a minority, currently work at an organization with 50 or more employees in an office location and have worked for their current employer for one year or more. The researcher obtained 14 participants as a sample from the population for Phase one of the study. When using the HEM, answers may start to become redundant and fail to add additional value after surpassing 15 participants (Bertaux, 1981). Each participant was given a handout to explain the purpose of the research and requirements of the interview study in further detail (see Appendix A).

Research Methodology

The goal of the Heuristic Elicitation Methodology (HEM) is to describe "cultural meaning structures" through three phases which will be used to conduct the present study (Kupritz, 1996, p. 314). The first phase of the HEM is qualitative with the purpose of "discovering the range of knowledge about a particular domain as possessed by a given population" (Narding & Harding, 1978, p. 40). This was accomplished by the researcher conducting a structured interview with each of the 14 participants. The participants answered a series of interlinked questions where the first question identified the items in the domain and the subsequent questions identified the attributes (see Appendix B). For example, one response to the first question was "diversity." This answer was plugged into the second question as follows: "For diversity, what workplace conditions or situations would indicate that your workplace values diversity." After this a probe question was asked "what other workplace conditions or situations would indicate that your workplace values diversity, other than what you just stated?" The probe question is presented to allow the participant to think of any other examples to describe the initial domain response. This sequence continued with questions three through five. At any point if the participant stated, "I do not know," "I cannot think of anything else" or "my workplace does not do this," it signaled to the investigator that this domain had been exhausted. The investigator would then start at the question one with the next domain item that the participant mentioned. The participants' responses were recorded verbatim by hand and digitally. This allows the respondents' language and patterns of speech to be preserved and utilized in later phases of the method (Harding, 1974; Harding & Livesay, 1984). An example of the domain definition questions are presented below in Table 2.

Table 2. **The HEM Phase 1 Domain Analysis**

The HEM – Phase 1 Interview Flow		
Q. #1 What specific kinds of things (culture, policies, programs etc. are important to you for retention in the workplace? [Answers = "X"]	Q. #2 For/when X, what workplace conditions or situations would indicate that the workplace/organization values X? [Answers = "Y"]	Q. #3 What other workplace conditions or situations would indicate that the workplace/organization values X, other than Y? [Probe]
Q#4. For/when X, what workplace conditions or situations would indicate that the workplace/organization doesn't value X [Q1]? [Answers = "Y"]	Q#5 What other workplace conditions or situations would indicate that the workplace/organization doesn't value X, other than Y? [Probe]	Q#6 Describe your ideal workplace?

Data Collection and Analysis

To conduct the first phase of the HEM, the investigator conducted structured interviews with each of the 14 participants selected through purposeful sampling for this study. Each participant was given an informed consent form as required by the office of research at the university where the present study was being conducted (see Appendix C). The form included the purpose of the study and a statement ensuring confidentiality for all participants. Each interview was approximately thirty-to sixty minutes in length and conducted at the location and time of the participant's choosing. The intent of the first phase was to identify the domain or set of categories commonly used to describe situations, scenarios or problems in response to minority Millennial retention in the workplace. The HEM consists of different elicitation phases, however, any phase (Phase one in this study) can be used individually as a separate investigative study (Harding, 1974).

Once the first phase of the HEM was completed, the investigator transcribed each of the 14 interviews. Following the one-on-one interview transcription, a content analysis was conducted for the Domain Definition utilizing Spradley's (1979) domain, taxonomic, and componential analysis. A cover term, included terms, and a sematic relationship were selected for each domain (set of categories developed from each sematic relationship). All responses from the domain analysis were classified as a retention factor. Once all the retention factors were listed, the investigator categorized the content into either culture, policies or programs by looking for patterns and reoccurring themes. For example, terms such as "company benefits" or "dress code" were grouped under the domain of "policies."

Finally, the investigator identified included and cover terms that represented ways that either facilitated or impeded retention for minority Millennials in the workplace. The included terms, items and attributes of the participants' retention were then grouped in a domain analysis worksheet. The tabular worksheet enabled the investigator to search for and group similar responses together with the appropriate cover term to display semantic relationships. The content analysis results were also reviewed by a member of the study's committee. The domain analysis for this study is included in Appendix D.

IRB Approval

Prior to data collection, permission to conduct the study was approved by the Institutional Review Board (IRB) at the University of Arkansas, Fayetteville (see Appendix E). Participants confirmed their participation by signing an informed consent form. Participants could decline to participate at any time during the process.

Authenticity and Trustworthiness of Data

Reliability and validity are vital to establishing the credibility, authenticity and trustworthiness of a study. According to Morse, Barrett, Mayan, Olson and Spiers (2002) "without rigor, research is worthless, becomes fiction, and loses its utility. Hence, a great deal of attention is applied to reliability and validity in all research methods" (p. 14). The strength of the HEM is its ability to establish internal validity (Kupritz, 1996). The HEM is also a reliable method to use because of the process used to gather data from participants. Each phase of the HEM is built specifically on the verbatim responses of the sample group. This verbatim transfer ensures that there is no bias input knowingly or unknowingly from the researcher. It also preserves the "language and conceptualizations of respondents" (Kupritz, 1996, p. 323).

Summary

The purpose of this study was to understand the culture, policies and programs minority Millennials look for to remain with organizations. This chapter provided the design details used to capture and analyze the thoughts of minority Millennials to provide valuable information to organizations about things they can continue to do, implement, and stop. The HEM was used as the research design methodology which uses qualitative and quantitative analysis to provide triangulation and credible data. Purposeful sampling was used in phase one to obtain the 15 minority Millennial participants which are a part of the volunteer affiliate.

Chapter IV: Data Analysis and Results

The first phase of the HEM is referred to as the domain analysis. The point of the domain analysis was to capture verbatim the factors that each minority Millennial felt facilitated their retention at their workplace. The interview began by the investigator asking the participants to list all the factors that they would consider necessary as a minority Millennial to remain at their current organization (results are a shown in Table 4). Then the participants were asked to provide specific examples of how their organization used each of those factors to facilitate retention. After the participant listed these things, they were asked to use the same factors and provide examples of ways their organization impeded their retention. If the participant did not have anything to say regarding a factor that was facilitating or impeding, the investigator moved to the next topic. Finally, participants were asked to list adjectives describing their ideal workplace as a minority Millennial.

Every key factor that was mentioned by the participants was categorized by the investigator as a policy, program, or culture. Then it was further categorized as facilitating a minority Millennials retention or impeding it. This chapter is organized in the same manner. Every factor under culture is mentioned first, then further broken down into facilitator or impeding, then the same is done for programs and policies. Some factors are mentioned twice if they fell into more than one category. A good example of this is diversity, since it can be a culture as well as a program or policy.

The demographic requirements of the study were captured in Table 3 below. The participants were Millennial's by age, identified as a minority, currently worked at an organization with 50 or more employees in an office location and had worked for their current employer for one year or more. All 14 people in the study identified themselves as black or

African American. The youngest participant was 23 and the oldest was age 34. The average age

of the participants was 30. There were eleven females and three males that agreed to participate

in the study. The sizes of their respective organizations varied widely from fifty all the way to

2.2 million. The industries that the participants worked in also varied as there were only two

participants that were in the same industry.

Table 3. **Participant Demographic Information**

Interviewee	Gender	Age	Ethnicity /Race	Industry	Estimated Company Size
1	Female	34	Black	Energy and Industrial	5,000
2	Female	31	Black	Education	1,000
3	Male	32	African American	Public Sector	50
4	Male	29	African American	Healthcare	38,000
5	Female	29	African American	Bottling	50,000
6	Female	27	African American	Career Services	100
7	Female	33	Black	Education	2,500
8	Female	27	African American	HR Financial Services	2,000
9	Female	25	African American	Banking	38,000
10	Female	31	African American	Accounting	55
11	Female	34	Black	Finance	6,000
12	Female	29	Black	IT	2.2 mil
13	Male	34	Black	Aerospace Manufacturing	50,000
14	Male	23	Black	Management Consulting	50,000

Table 4. **Retention Factors by Participant**

Retention Factors	Participant														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Diversity	✓		✓	✓		✓	✓			✓	✓	✓	✓	✓	10
Workplace flexibility		✓		✓		✓	✓	✓		✓		✓	✓		8
Growth Opportunities, Continuing Education		✓			✓	✓			✓			✓	✓		6
Company Culture	✓		✓			✓		✓	✓					✓	6
Pay/Compensation	✓		✓							✓	✓	✓		✓	6
Inclusion		✓		✓	✓	✓	✓		✓						6
Career Path	✓			✓		✓					✓	✓			5
Meaningful Work			✓										✓	✓	3
Benefits				✓		✓						✓			3
Minorities in Leadership		✓						✓							2
Respect	✓														1
Autonomy	✓														1
Individualization	✓														1
Appreciation of accomplishments from peer group		✓													1
Technology				✓											1
Mentorship					✓										1
Internal Promotion								✓							1
Evaluations													✓		1
Women in High Ranking Positions										✓					1

Culture

The results shown below are all retention factors that participants in this study mentioned in regard to the culture of their organization.

Diversity

The following represents feedback and examples given from minority Millennials about what their current organization does to facilitate or impede diversity.

Facilitating. Diversity was the most frequent response given by the participants (10 of 14), with every participant listing either diversity or inclusion as important for their retention.

Some participants talked about how the organization hiring a diverse pool of candidates was important to their retention. The following verbatim responses are representative of common descriptions given by the participants regarding the need for diverse hiring and recruiting practices: "When they have job openings, they look for a diverse pool of candidates." "I do believe that the institution does hire a very diverse population." "They've hired and who I see has a diverse culture." "Thankfully, I work at a place where it is highly diversified." "They are putting in effort to recruit from HBCU's [Historically Black Colleges and Universities] and increase the number of black employees." "We have our diversity recruiting team and we also recruit at HBCU's." Participants were also shocked and excited when their company had more than the average number minorities employed. Verbatim responses representative of common descriptions given by the participants regarding the number of employed minorities included: "I would have to say this is one of the few organizations that I've ever worked for where there are a number of people that looked like me and a lot of them are in high paying positions or in more critical roles." "At this operation that I am at now, it's actually more minorities." "I was kind of actually shocked that there were maybe 15 of us in the room and seven were black women that when I knew that they were pretty diverse."

Impeding. Participants gave examples of things regarding diversity that they felt their organization was doing to impede their retention as a minority Millennial. One concern mentioned was feeling like the company did not care about diversity "I don't think they value it. In the company itself, I don't really hear anything about diversity and inclusion." Others mentioned the lack of minority representation within their company. "It's like once you get staffed on a project you could still be the only black person there." Another participant felt that racial insensitivity was an impediment "there are still people who are racially like people who

are ignorant and people who are just insensitive to racial matters and social cues on that level."

Finally, a participant talked about minorities having a perceived limit to their careers "well I

think that there is a ceiling that a lot of people hit whether it is women, black, brown, maybe

gay."

Company Culture

The following represents feedback and examples given from minority Millennials about

what their current organization does to facilitate or impede company culture.

Facilitating. Eight out of fourteen participants listed culture as a key factor in retention.

Participants gave examples regarding company culture that they felt their organization was doing

to facilitate their retention as a minority Millennial. Participants appreciated personal messages

and recognition from company leadership. Verbatim responses representative of common

descriptions given by the participants regarding personal recognition included: "They know

everyone by name. They know their family members. They know it all the way down to the

children. Because they're embracing you as part of that family." "The company president, on

your anniversary he personally sends you an email." "So we have like our CEO will call us and

leave us a message on our own voice mail with a recorded message. like an inspirational story or

a quote or something." Employee engagement was also a common thread between participant

responses. Verbatim responses representative of common descriptions given by the participants

regarding employee engagement included: "So we're really big on employee engagement and

executive management is really heavily involved in how the process and making sure that our

employees are happy." "So my team does team building every year." "We like to do things for

the holidays and celebrate as a whole. Like today we had a little Thanksgiving dinner."

Participants also talked about enjoying a culture where the company vision is known and is

consistent. "So we have semiannual townhalls where our department leadership will give us updates." "Yeah I actually just went to our virtual townhall." "So I think it's more like the message to make sure that the culture is consistent all the way down."

Impeding. Participants gave examples regarding culture that they felt their organization was doing to impede their retention as a minority Millennial. Verbatim responses representative of common descriptions given by the participants regarding the number of employed minorities included: "They don't seek feedback." "It's us versus them, there's a huge gap between management and the rest of the organization." "Lack of trust and micromanagement." "There not invested to help them learn and grow and be better." "The culture is great from a big high level, but when you start going down to down to teams and managers that when you see it not being fulfilled."

Autonomy

The following represents feedback and examples given from minority Millennials about what their current organization does to facilitate or impede autonomy.

Facilitating. One out of fourteen participants listed autonomy as a key factor in retention. Participants expressed how they felt empowered when management gave them the freedom or autonomy to make their own decisions. One participant expressed "I have literally been told by the general manager the V.P. and my manager, ask questions; always challenge me because if you're just doing what I tell you to do, how are you really learning?" "When you go to work it should not be like going to school you shouldn't have somebody standing in front of you telling you what to do."

Impeding. Participants gave examples regarding autonomy that they felt their organization was doing to impede their retention as a minority Millennial. One participant noted "I have to ask for autonomy and then when I ask for it, I am empowered instead of vice versa."

Respect

The following represents feedback and examples given by minority Millennials about what their current organization does to facilitate or impede respect.

Facilitating. Only one out of fourteen participants listed respect as a key factor in retention. One participant listed respect as a key factor that would facilitate his retention. He noted "Well for one they actually value your opinion and that's something that's rare in a lot of organizations is basically the higher ups make the decision." "No one's taking one for the team. It's the team for the team."

Pay

The following represents feedback and examples given from minority Millennials about what their current organization does to facilitate or impede pay.

Facilitating. Six out of fourteen participants listed pay as a key factor in retention. One participant listed pay as a very important way to facilitate retention. "Well, they show me that they value compensation by paying me the market rate." Others listed pay as important as a policy.

Impeding. Participants gave examples regarding pay that they felt their organization was doing to impede their retention as a minority Millennial. Some participants felt that their pay was not commensurate with what they were asked to do. "The area of pay I find it's not indicative of what I do pretty much." "We do a lot more than what we are supposed to do and the pay is not there for that. Which means are putting in a lot more hours." "Pay that they offered me was not near market rate for the new position."

Inclusion

   The following represents feedback and examples given from minority Millennials about what their current organization does to facilitate or impede inclusion.

   Facilitating. Six out of fourteen participants listed inclusion as a key factor in retention. Inclusion was a major topic with each participant either mentioning inclusion or diversity as important for facilitating their retention as a minority Millennial. Several participants noted the importance for a space or group for minorities to feel heard and accepted. Verbatim responses representative of common descriptions given by the participants regarding inclusion included: "I think it is great to create space for people who look alike and are underrepresented to share their feelings." "I do feel like they do try to be attentive to the needs of the organization and make sure that we're comfortable in the workplace and stuff like that." "We do stuff like that to make people feel included and heard yeah." "So, I'm under new management now. And I believe that inclusion is much different."

   Impeding. Participants gave examples of a culture that does not foster inclusion and acceptance of minority groups. One impeding factor that participants mentioned was a management team that did not practice or show concern about inclusion. Verbatim responses representative of common descriptions given by the participants regarding inclusion included: "When it comes to threatening behavior from a student towards another race or marginalized group, we are told brush it off." "When there is tension when it comes to our [campus] body as it comes to different race and ethnicities not getting along on campus or having some kind of issue, the way the organization addresses it is not always up to standard." "We have a lot of people like our general counsel our attorneys, they say they are for inclusion but our actions and what we tell students are completely different." "So, either are trying to promote diversity and inclusion or we

are not." Participants also talked about management playing favorites causing exclusion of certain groups. Participants stated "So you do have certain individuals that of course think that way of excluding people and have their favorites." "But I think for inclusion within a department too I have seen where there's like favoritism being done." "So for an example the managers don't include everyone in the decision making." "They also will have conversations more with certain people than other people." "We can't hang together for too long."

Workplace Flexibility

The following represents feedback and examples given by minority Millennials about what their current organization does to facilitate or impede workplace flexibility.

Facilitating. Eight out of fourteen participants listed workplace flexibility as a key factor in retention. Many of the participants expressed their feelings towards workplace flexibility as facilitating their retention as well as the ability to work remotely. Verbatim responses representative of common descriptions given by the participants regarding workplace flexibility included: "We have a lot of associates that work from home." "And in fact, working from home is an option it's also super helpful if needed." "If you need to work from home you don't have to make up the excuse of car issues." "I'm less interested in the policy I'm more around the culture in the flexibility so it's less about like having an official schedule but more about like the focus being more on getting work done and then where you are when you get the work done." Participants also talked about the importance of having the ability to adjust their schedule as needed. Verbatim responses included: "I've never been told no I can't come in late or leave early because I have something that needs to be done" "There is a good overall culture on taking the time that you need." "If I have to work outside of my normal schedule, even if it's just 3 hours, I

get 8 hours in comp time." "I do not like to be micromanaged about my time. My last company was like that. I don't think that it's healthy."

Impeding. Participants discussed a culture that does not embrace flexible workplace arrangements. Verbatim responses representative of common descriptions given by the participants regarding workplace flexibility included: "I don't think that it's necessarily valued. Working from home is not encouraged." "They are like well you don't need to work from home unless you are working on a special project or something." "Just work your normal hours of operation which is typically 8 to 5 or 9 to 5." "They rather us be at the location" "I wish I could work from home more but I take what I can get." "I could not work for a company that did not promote workplace flexibility."

Appreciation of Accomplishments for Peer Group

The following represents feedback and examples given from minority Millennials about what their current organization does to facilitate or impede appreciation of accomplishments made by their peer group.

Facilitating. One participant talked about how being recognized for accomplishments was important to facilitate her retention. She talked about it being important to her to have visibility into what everyone on her team was working on and that their hard work does not go unnoticed. Her organization has a system in place where customers can provide feedback which can be shared amongst the team. She also talked about how her team makes a point to celebrate birthdays, degrees, etc. to build team comradery.

Continuing Education and Growth Opportunities

The following represents feedback and examples given by minority Millennials about what their current organization does to facilitate or impede continuing education and growth opportunities.

Impeding. One participant talked about the growth opportunities not being available to everyone as impeding retention. He mentioned "They provide growth opportunities to select people not everybody. The program that I came through, everyone does not have access to it. So the things that we learned in the program normal people if you go to the local plant they won't even know the information that we know."

Minorities in Leadership Positions

The following represents feedback and examples given from minority Millennials about what their current organization does to facilitate or impede minorities being in leadership positions.

Facilitating. Two out of fourteen participants listed minorities in leadership positions as a key factor in retention. Many participants mentioned that a key to their retention at an organization was how many other minorities they saw progressing in the company or specifically in leadership positions. Verbatim responses included "We have a nice amount of diversity in our organizational structure. For me, when I was job searching and doing my research, that was important." "One of the reasons I took the job where I am at now, my direct supervisor who is also the assistant dean is a black woman: that was very important for me." "But there are a number of other people who I saw in high ranking positions are also minorities. So that was also nice to see."

Impeding. Participants discussed the lack of minorities in leadership positions at their respective companies and how that was an impediment to their retention. Verbatim responses included "I wouldn't say that the leadership team is [diverse.]" "There are a lot of minorities but not in upper leadership positions." "I will admit that in the higher positions I don't really see people that look like me." "I'm not sure but I just personally haven't seen many minorities in leadership positions. I think we only have one African-American executive on the executive board." "Once you start moving higher and higher it very quickly thins." "African-American executives are leaving it's just a huge exodus of the African-American executive team." Other participants talked about their company not valuing diversity at higher levels of leadership. Verbatim responses included: "This might not be a place where they value having diverse talent especially in leadership." "I haven't seen them do anything that shows they value that." "What it really showed me was that the good ol' boy network still exist." "So they say that it is something they are actively you know working on and very concerned about. But we'll see." "So for example with my company we just had a big merger with another company and they announced that ok we value diversity and blah, blah, blah, and then you show us the new executive leadership team the ELC [Executive Leadership Council] and it's nothing but white men."

Technology

The following represents feedback and examples given by minority Millennials about what their current organization does to facilitate or impede technology.

Impeding. One participant talked about how important technology was to him as a key retention strategy. This participant worked at a hospital and was disappointed that the technology for patients was up to date and modern while the technology for employees was not. He stated "So because I am working at a hospital they always have value on tools and instruments we have

to utilize for our patients like all that is top notch because patient care is number one. Where they could do better an increase technology is with employees. That is like across the board, new computers, new programs, monitors, better Wi-Fi. I'm used to more modern areas and commune areas." He felt he and his colleagues could perform better if they were more comfortable and had more modern technology for professional and personal use.

Meaningful Work

The following represents feedback and examples given by minority Millennials about what their current organization does to facilitate or impede meaningful work.

Facilitating. Three out of fourteen participants listed meaningful work as a key factor in retention. Meaningful work was mentioned as a way to facilitate minority Millennial retention. One participant mentioned that his organization allows them to network to get extra projects to work on during their down season. He enjoys this because it allows him the opportunity to learn more about other areas and work on things he is passionate about. Another participant was grateful that her leadership gives her opportunities to work different stretch assignments as well as cross functionally. She also credits herself with being a self-starter and specifically asking for those opportunities. She stated "But I have I've been lucky to have leaders who were willing to let me do it and I'm a self-starter and so I had to go after it."

Impeding. One participant talked about a system that his organization has where project leads can post openings internally. Employees that have the particular skill set needed can apply and if selected, work on the project short term before returning to their regular role. The participant noted that in theory this would allow employees to choose their projects and work on things that are meaningful to them. He explained that the hosting platform for the jobs is not managed properly which jeopardizes the integrity of the system. He states "They try and make

work assignments funnel through their system but in reality, it's like people are so busy doing their actual jobs that the people who are managing the office like hosting the positions they don't keep up with them like they say. So, it's like by the time you apply for something it could have already been filled or it has some type of inaccurate information like pretty much every time or you can just never hear back. It happens all the time."

Women in Leadership Positions

The following represents feedback and examples given by minority Millennials about what their current organization does to facilitate or impede women in leadership positions.

Facilitating. Although only one out of fourteen participants listed women in leadership positions as a key factor in retention, several female participants also mentioned women in leadership positions as a key factor in facilitating their retention during the interview. The participants each pointed out the great job their employer was doing at hiring and promoting women in key leadership positions. Verbatim responses representative of common descriptions given by the participants regarding women in leadership positions included: "Two of the three top finance people are women so I think they're particularly proving it by not just hiring us but continue to do so we have a new president now and I think that trend is continuing, a female President." "So, I think they're doing a really good job of including women and minorities as far as race goes in higher positions and keep continuing to promote us to those positions." "As a matter of fact, my V.P. is a woman and she's my, as I call her, she's my Gloria Steinem. She is the biggest feminist I have ever met in my life. I know this lady is going to help anyone who asked for it and that's really good."

Internal Promotion

The following represents feedback and examples given by minority Millennials about what their current organization does to facilitate or impede internal promotion.

Facilitating. One participant spoke about how internal promotion was an important facilitating factor in his retention. He explained how he feels good that his organization practices hiring many internals for roles. He also described how when job openings become available, many times the organization will post it internally only. He feels that this motivates employees to know that their hard work will be rewarded and that they can grow within the company.

Evaluation

The following represents feedback and examples given by minority Millennials about what their current organization does to facilitate or impede retention.

Facilitating. One participant talked about the importance of a fair evaluation system as facilitating his retention. The participant was well versed in Human Resource analytics. With this, he was concerned about how evaluations can be biased. He believes that his organization takes the process seriously and felt good that they include many diverse voices in an attempt to get an accurate depiction of the employee's performance.

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Programs

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The results shown below are all retention factors that participants in this study mentioned regarding the programs their organization implements.

Diversity

The following represents feedback and examples given by minority Millennials about what their current organization does to facilitate or impede diversity-based programs.

Facilitating. Ten out of fourteen participants listed diversity as a key factor in retention. Participants felt strongly about the importance of their company investing in programs that promote diversity. The most common programs that participants mentioned were associate resource groups specifically focused on minorities. Verbatim responses representative of common descriptions given by the participants regarding diversity included: "So some of the things that they do is they have SRGs which are system resource groups" "We have ERGs [Employee Resource Groups]." "There's a ERG for everything." "So we have business resource groups we call them BRG's [Business Resource Groups]." Other programs included an internal Diversity and Inclusion Certificate Program and maintaining a Diversity and Inclusion Office.

Individualization

The following represents feedback and examples given from minority Millennials about what their current organization does to facilitate or impede retention through individualization.

Facilitating. One participant felt a strategy to facilitate retention was to seek feedback from employees. The participant stated "There is something called a hot box. And what it is, is you have individuals who can see or you have someone who sees that there's a better way to get a process done whether is done electronically whether there is a better way to do something on paper or a better way to incorporate a particular process that's going to help across the board."

Inclusion

Facilitating. Six out of fourteen participants listed inclusion as a key factor in retention. One participant mentioned groups and programs her company sponsors to foster inclusion. She noted "And we also have affinity groups, black caucus, different events and that everybody knows each other and what's going on." Other participants talked about the importance of their

organization to host programs and events to continue to spread the message of acceptance and inclusion of all people.

Appreciation of Accomplishments of Peer Group

The following represents feedback and examples given by minority Millennials about what their current organization does to facilitate or impede retention through recognition programs.

Facilitating. A participant mentioned a program that her company has where employees can submit their peers to win awards based on their work. Then the company has a big conference every year where they showcase the work of the winners as well as those that were accepted for conference presentation proposals and other forms of recognition.

Continuing Education and Growth Opportunities

The following represents feedback and examples given by minority Millennials about what their current organization does to facilitate or impede retention through internal or external education programs.

Facilitating. Six out of fourteen participants listed growth opportunities or continuing education as a key factor in retention. Participants talked about informal educational opportunities that their organization hosts to provide internal learning opportunities. Verbatim responses included: "I would say for the most part as far as I know there will be occasional luncheon and learns and things of that nature that you can sign up for." "Occasionally they will have speakers come in, but I am not quite sure of the subject matter." "There's plenty of training online to learn about anything that you would be interested in." Participants also talked about formal programs that their organization has to accelerate their learning and growth. Verbatim responses included: "So they actually have something called an aspiring leaders program

manager. And they're teaching you about leadership within the company." "They'll be like an eight-week program or something like that and people would go through to get some certification or get some recognition." "They have programs that accelerate you in your career." "We have like a university quote unquote to where you can gain more knowledge about different things." "Well they have a great training program an entire website dedicated to training internally where they have professionals come in." "They have a great training program an entire website dedicated to training internally."

Impeding. One participant mentioned that although their organization has formal programs, there is no follow up plan afterwards to ensure the learnings translate to the person's role. "As of right now they have programs out there to teach us about it [leadership], but do we actually have an opportunity to grow and be able to be given that opportunity to be in a leadership position. That's the conundrum."

Mentorship

The following represents feedback and examples given by minority Millennials about what their current organization does to facilitate or impede retention through mentorship programs.

Facilitating. Mentorship was listed as a facilitating factor in the retention of minority Millennials. One participant mentioned a mentorship program that her company has. She stated, "But there is a company-wide mentorship program that you can get a mentor." She also mentioned how this shows her that the company is invested in her personal growth.

Impeding. One participant mentioned that her company does not value mentorship or have a formal program. She listed mentorship as something she would like so that she could

continue to develop in her role. However, she also explained that employees have to find mentors on their own.

<div align="center">**Policies**</div>

The results shown below are all retention factors that participants in this study mentioned in regard to the policies of their organization.

Diversity

The following represents feedback and examples given by minority Millennials about what their current organization does to facilitate or impede diversity policies.

Facilitating. Ten out of fourteen participants listed diversity as a key factor in retention. One participant talked about diversity training noting "Also, we have diversity training that every employee has to take." Others talked about the importance of a diversity and inclusion office as well as diversity and inclusion goals.

Pay

The following represents feedback and examples given by minority Millennials about what their current organization does to facilitate or impede compensation policies.

Facilitating. Six out of fourteen participants listed pay as a key factor in retention. Participants talked about policies to ensure they are paid competitively. Verbatim responses representative of common descriptions given by the participants regarding pay included: "I know they're also matrixes that they do as well to see if they're still competitive and if they're not competitive what can they do to get to that point." "So, they do competitive leveling. I don't know how often they do it but I've had it twice where they've increased my salary." "Every promotion can only be 10 percent at a maximum. And then you get two to four percent raises

with your yearly evaluation." "There's a performance review period in the middle of the year that the manager will decide whether or not you get promoted or get a raise or bonus."

Impeding. Participants gave examples of policies regarding pay that they felt their organization has in place to impede their retention as a minority Millennial. Verbatim responses representative of common descriptions given by the participants regarding pay included: "My current role used to be salary with the bonus. And now it's overtime eligible with no bonus but our overtime is limited. So that's very frustrating." "Well I joined as a college hire so I was brought in it was like almost very low on the pay raise scale." "We actually do not have my pay bands." "And that was going back and forth for a while which it should not have been, based on the qualifications that I had and experience that I had it shouldn't have been that hard. That's something that needs to change, it needs some improvement."

Inclusion

The following represents feedback and examples given by minority Millennials about what their current organization does to facilitate or impede inclusion policies.

Impeding. Six out of fourteen participants listed inclusion as a key factor in retention. One participant noted that he did not see any formal policies implemented as a result of the minority groups at his organization. He stated "With our affinity groups, we get together and meet but I don't see any policies and changes being made as a result of the group. I don't know if it holds weight and value. Meaning if there was going to be a policy that needed to be changed on the senior university level, would they come to the chairs of our caucus."

Workplace Flexibility

The following represents feedback and examples given from minority Millennials about what their current organization does to facilitate or impede workplace flexibility policies.

Facilitating. Eight out of fourteen participants listed workplace flexibility as a key factor in retention. One participant mentioned a workplace policy that allows mothers returning from maternity leave to come back as part time. Another participant mentioned a summer policy at his job where they work ten hours days and get Fridays off.

Impeding. One participant voiced stress about a policy that does not allow flexibility during inclement weather. She stated "When we have inclement weather and say the school is closed, if the governor does not issue a state of emergency, we have to make up that time. And the school is closed! It's an absurd policy. It makes no sense." Another participant talked about a workplace flexible policy that is available to employees that have worked at the company for one year or more based on their performance. The employees are able to work three days in the office and two days at home, then they switch each week.

Continuing Education and Growth Opportunities

The following represents feedback and examples given by minority Millennials about what their current organization does to facilitate or impede internal and external educational policies.

Facilitating. Six out of fourteen participants listed growth opportunities or continuing education as a key factor in retention. Participants also talked about their organization's policy towards tuition reimbursement. One participant who worked at a university mentioned that their employees get three free classes per semester and that the classes do not have to pertain to their jobs. Another participant mentioned that employees in her organization do not have to pay for professional development, certifications or conferences.

Impeding. One participant mentioned that their organization does not offer tuition reimbursement which could be an impediment to their retention. Another participant was upset

that their organization did not financially support training for remote working employees. She mentioned "When I think about leaving one of the reasons I would be interested in leaving is because I'm interested in training. I'm interested in working for a company that pays for my certifications. When companies don't allow for training outside of the company and aren't allowing for reimbursement that's just a really big turn off. Because there was a training here locally in Charlotte and it was like one thousand dollars. I really wanted to go; I called my leadership and they were just saying no they don't pay for external training but they're happy to fly me out to come into the office in Arkansas."

Benefits Package

The following represents feedback and examples given from minority Millennials about what their current organization does to facilitate or impede benefit policies.

Facilitating. Three out of fourteen participants listed a benefits package as a key factor in retention. Verbatim responses representative of common descriptions given by the participants regarding benefits included: "They cover mental health." "The vacation policy is pretty good too. "There's a lot of PTO [Paid Time Off] compared to other places that I have worked in the past." "We get like six weeks of paid maternity leave. The dads the paternity leave is now six week's pay. So, it's just a huge it's a wonderful benefit as a Millennial and a person who you know is interested in starting a family sooner than later. It is a must have." "When I look at my benefits package it makes it very hard for anybody to top it."

Impeding. Participants mentioned benefits that they were unhappy about and that could impede their retention. Verbatim responses representative of common descriptions given by the participants regarding benefits included: "It works mainly because I am single, but it could definitely be better." "The percentage coverage that you receive is not good for individuals that

have families or dependents on their plan." "As far as our medical care, it is not really that good and it increases each year." "The health care we do have is being switched to a one that is thought to be less valuable."

Ideal Workplace

The last question of the domain analysis was a question that asked the participants to describe their ideal workplace. The Table 5 below shows adjectives the participants used to describe their ideal workplace as a minority Millennials.

Table 5. **Participant's Description of an Ideal Workplace**

1	2	3
Diverse group	Flexibility	Understand mission
Balance of work from home and remote	Community	Understand diversity inclusion
Free lunch	Leadership deals with conflict resolution	Excited about what I get to do everyday
Benefits package	Culture of respect	Fairly compensated
	Salary increase every year	Clear how to move ahead in the organization
		Diversity of assignment
		Benefits packages

4	5	6
Travel as much as I want while working remotely	Diversity of race, sex	Incentives
Diversified workforce	Paid time off	Bonuses to staff based on work ethic
	Major Holidays off	Work Life Balance
	Free lunch	Fitness offered during the day
	Fitness center	Team Building
	Give back to the community	
	Work from home	
	Medical coverage	
	Work life balance	
	Educational Assistance	
	Great onboarding process	
	Toastmasters	
	Company sponsored team building	

Table 5. (continued).

7	8	9
Vigorous curriculum	Flexibility to work wherever I want	Be authentically yourself
Opportunity for growth	More money	Feedback is welcome
Feedback – get through annual evaluation, student evaluations	Constant feedback	360 surveys a part of performance review for managers
	Opportunity for growth (rewarded based on work not on circumstance)	Mix of different races
		No silos, have to mix and mingle
		Flexible work schedule
		Growth opportunities

10	11	12
Balance of remote work and at the office	Flexibility, based on work not time	Share your role with someone else to learn theirs and them learn mine 20%
Casual dress	Diversity of races, sex, experience	Flexible workplace
Diversity	All of extroverts	Open workspace
Equal Pay	Within 30min drive of residence	Diverse in age, race, leadership group
Women in leadership roles	Clear expectations	Travel globally
	Opportunity of advancement, with roadmap	Liberal with what/who they support
	Having a job near other things	Beer, food, candy relaxed
	Encouraged to take on new roles	Daycare vouchers
	Organization will pay for professional development	

13	14
Taking people's big ideas and letting them create	Come in when I want
Travel all year long	Do work when I want
Promote from within	

Summary

In total, the participants listed nineteen different factors that they felt was important for retention at their current workplace. Many participants chose the same factors as important. The top five factors were diversity, growth opportunities, company culture, workplace flexibility and inclusion. Although, all of the participants were of African American descent, their ages and work industry varied.

Chapter V: Discussion, Implementation and Recommendation

Millennials make up the largest number of employees in the workforce currently (Smith & Clark, 2010). Millennials are also the most diverse generational cohort to enter the workforce. Millennials enjoy and expect diversity of thought and ethnicity in the work place (Smith & Clark, 2010). Likewise, businesses today more than ever before transcends the U.S. borders (Prieto, Phipps & Osiri, 2011). Therefore, collaborating and working with diverse groups is required. In order for organizations to compete for talent in this current diverse climate, they must be able to attract and retain minority Millennials. To accomplish this, they need to understand what minority Millennials expect from their workplace. The purpose of this study was to explore what programs, policies, and culture minority Millennials perceive as important within a workplace environment for retention. The enhancement of these policies, programs and culture has the potential to increase the possibility of retaining minority Millennials and in turn create a more attractive workforce to retain Millennials in general.

The framework used for this study was the Heuristic Elicitation Methodology (HEM) (Nardi & Harding, 1978). The population at the focus of this study was minority Millennials. Minorities by definition are underrepresented and can feel unheard. The HEM enables the voices of the minority Millennial population to not only be heard but analyzed. The HEM is designed to extrapolate the respondent's own categories in his/her own language (Harding, 1974). This was important in understanding and identify minority Millennials' perceptions of the motivating and inhibiting factors of workplace programs, policies and culture. The top responses from the participants in each category (culture, programs and policies, respectively) are further examined and compared and contrasted against the larger Millennial generational cohort. Finally, the significance of the results for organizations will be explained.

Research Question 1: What types of programs, policies or culture do minority Millennials perceive as important for retention in the workplace?

Culture

Below is a discussion about the top two retention factors (diversity and company culture) that the minority Millennials in this study talked about in regard to culture.

Diversity

This section will discuss the views of minority Millennials in this study as they relate to developing a culture of diversity. Then a comparison will be made to understand the similarities and differences of minority Millennial views to the Millennial cohort. Finally, the significance of implementing a diversity culture will be discussed.

Minority Millennials. When the participants were asked "What specific kinds of things are important to you for retention in the workplace?" The most mentioned factor for retention was diversity (10 out of 14 participants). Minorities understand that by definition they are underrepresented; however, they appreciate when an organization is making an effort to recruit and retain other minorities. This was evident as many of the participants immediately gave an account of the number of minorities at their workplace. Most of the participants felt their organization was either doing a good job or a poor job, few were in the middle. The participants commented "They look for a diverse pool of candidates" or "Don't have diverse talent." The participants, whether working at their job for a short or long period of time, could sense the culture of diversity at the organization and whether it was valued or not.

Millennials. When it comes to Millennials as a whole, the research shows that they expect to see a diverse workforce. Bannon et al (2011) agrees, stating that "58% of Millennials believe that diversity strengthens the country and the workplace; most agree it is enriching

because a dissimilar group of people produces better solutions and ideas" (p. 65). The study

shows that the minority Millennials in this study and Millennials as a whole agree on this topic.

Both groups agree that diversity is necessary to create a welcoming environment for all.

Participants from this study talked about the importance of creating a space for underrepresented

voices. One participant stated, "When you really talk about really trying to be competitive and

creating great spaces where differing opinions count and matter and you have everybody at the

table to really drive a company forward." While Millennials and the minority Millennials in this

study agree that diversity is important, they may potentially differ on its level or rank of

importance. Millennials may appreciate and encourage diversity from their organizations, but it

is not a priority. If a search on "Millennial expectations" were conducted, results on topics such

as pay, workplace flexibility, and technology are found in the academic literature. However, very

specific searches would have to be implemented to find research on Millennials and how they

feel towards diversity. This infers that Millennials as a whole do not place the same level of

importance on diversity and minorities as the participants in this study. In this study, diversity

was the top mentioned factor that minorities look to when determining whether to stay with a

company.

    Implications. As the review of literature has stated, companies that are diverse are more

successful in terms of ideas, profits and being a destination for Millennials (Berman, 2012;

Clark, 1999; Raines, 2002; Smith & Turner, 2015). It is very significant that diversity was the

top-rated response from participants. Further, one hundred percent of participants either

mentioned diversity or inclusion as needed for their retention. This shows that diversity may be a

non-negotiable workplace retention factor for minority Millennials. Organizations that intend to

not only attract but retain minority Millennials must put recruiting elements in place to ensure

the workforce is diverse. As seen in the responses from the participants, minorities can quickly spot if their organization is making a concerted effort to attract, retain and engage the minority Millennial population. Minorities are more inclined to stay and grow with an organization that values diverse thoughts, ideas and culture. Likewise, Millennials as a whole agree that diversity is important, and is something that they actively look for their workplace.

Company Culture

This section will discuss the views of minority Millennials in this study as they relate to implementing a strong company culture. Then a comparison will be made to understand the similarities and differences of these views to the Millennial cohort. Finally, the significance of implementing a strong company culture will be discussed.

Minority Millennials. Company culture ranked four out of nineteen as an important retention factor for minority Millennials. Minority Millennials wanted to be a part of an inclusive culture where management is authentic and puts into practice what they preach. One participant summed it up well when she said "Well, I think one of the things that was really nice about them is they don't have to have it as a bunch of words splattered somewhere where it doesn't really matter. And I have seen some beautiful murals of company culture that meant absolutely nothing." Several participants also specifically mentioned how they enjoyed personal emails or phone calls from their leadership team. "The company president, on your anniversary he personally sends you an email. So, I know I was like is this auto generated, so I sent him an email back saying thank you and he sent one saying you are so welcome. So, I thought that was wonderful." From quotes like these along with all of the other feedback received from the interviews, a picture is quickly painted of what Minority Millennials are looking for from a

company's culture. Minorities are looking for the culture of an organization to be authentic and not merely a gesture to stay within compliance guidelines.

   Millennials. The results of this study are on par with how the Millennial cohort views company culture. The Millennial generation is more philanthropic than previous generations and many have organizations and causes they are passionate about (Shutan, 2016). With this, they expect their workplace to have deep rooted values and a mission that they can stand behind. "Millennials want to be emotionally and physically connected to their employer and believe in [the employer's] mission, values and purpose" (Shutan, 2016, p. 1). Although both minority Millennials and Millennials in general care about company culture, they differ on the perspective in which they view culture. Minority Millennials view company culture more from an acceptance and inclusion standpoint. Much like diversity, they want to ensure their workplace is one that not only tolerates but welcomes differences. They want to feel the family-like atmosphere. They also want to see if the leadership team follows through on the mission and values that they preach. Millennials are not so concerned about what the culture means to them personally, but more so the values the company holds (King, 2016). An example of this may be a philanthropic cause that the company champions, or just strong values that the company holds. King (2016) states "Millennials are keen to have their work mean more than just a paycheck. They are eager to give their life to something" (p. 3). Before minorities can care or focus on the company's charitable works, they first must know that the company cares about them. This may explain why the participants' comments were more around personal contact with company culture, feeling accepted and respected. Meanwhile, Millennials in general may not have to worry about being accepted or fitting in because of the color of their skin. This allows them to focus on different aspects of the culture.

Implications. Company culture ranked four out of five as a key factor in the retention of minority Millennials. Not only is culture important to minorities, it is also very important to Millennials in general (Hall, 2016). The Millennial generation wants to work for an organization that stands for something. More so than other generation, Millennials want to recite the purpose, value and mission statement of their organization. They want to believe in the work that they do and see their organization active in the community. With this, it is imperative that with the stiff competition for Millennial talent, organizations must base their company on strong values and principles. Out of that will flow a culture that is authentic. "A great or unique company culture appears to be emerging as more of a lever to attract and retain Millennial talent than traditional employee benefits" (Shutan, 2016, p. 1). No longer can organizations rely solely on compensation or a benefits package to attract Millennials (Howe, 2014). They may be able to attract them, but it is unlikely that they will stay. Organizations can also leverage older generations to ensure the culture permeates the workplace and is passed down to Millennials. Ferri-Reed (2014) states "Another way to transform and "Millennialize" the organization's workplace culture is to bridge the generation gap by matching Millennial employees with members of Generation X or baby boomers. Much of the information that helps to define a culture about "why" things are done a certain way as well as how they are done-is transferred verbally from older workers to younger workers" (p. 22). Baby Boomers and Generation Xers can play a role in carrying out the culture and helping Minorities and Millennials alike feel welcomed and accepted, and understand the organization's core values.

Programs

Below is a discussion about the top two retention factors (inclusion and growth

opportunities, continuing education) that the minority Millennials in this study talked about in

regard to programs.

Inclusion

This section will discuss the views of minority Millennials in this study as they relate to

implementing an inclusive program. Then a comparison will be made to understand the

similarities and differences of participants of this study compared to the Millennial cohort.

Finally, the significance of implementing an inclusive program will be discussed.

Minority Millennials. Inclusion ranked six out of nineteen as an important retention

factor for minority Millennials. It seemed that participants used the words diversity and inclusion

interchangeably. This may account for the reason that diversity or inclusion was mentioned as

important for retention by every participant interviewed. The most mentioned programs for

inclusion included minority specific associate resource groups. The participants appreciated

when their organization created avenues for minorities to create relationships and bond with

other minorities. For example, one participant stated, "I think it is great to create space for people

who look alike and are underrepresented to share their feelings." The participants also mentioned

appreciating programs that allow their voice to be heard on certain issues and topics. Participants

talked about forums, caucuses, town halls and other programs their organizations' hosted to gain

a diverse perspective on a topic. One participant also talked about how a couple years ago their

company hosted an impromptu session to discuss how several young black men were killed due

to police brutality. He talked about how big of a topic it was in the news, and how instead of

avoiding the topic, his company addressed it head on. He added how that action went along way

with the minorities at the company to make them feel a part of the company and included. Having a diversity and inclusion office, diversity and inclusion officer and diversity and inclusion goals were also very important programs to minority Millennials. When these things were in place, it made them feel as though their company was prepared to execute on diversity and inclusion.

Millennials. The research does support the idea that Millennials like minority Millennials have an expectation around inclusion. However, the difference is around what the two groups view as inclusion. For minorities, in this study, when they mentioned inclusion, it was always around the topic of having a program that made them feel heard from a minority perspective. Any mention of inclusion was very much centered around ethnicity and race. However, for Millennials, when the research refers to being accepting and tolerant of others, the term diversity is more commonly used compared to inclusion. When the term "inclusion" was used with Millennials it was most closely tied to collaboration and teamwork and not ethnicity or race. Raines (2002) mentions that being inclusive is important to Millennials stating "Millennials are used to being organized in teams—and to making certain no one is left behind" (p. 4). The literature made a clear distinction between diversity and inclusion, whereas, the minority Millennials in this study seemed to use the two terms interchangeably.

Implications. Organizations must also make sure that their diversity efforts are genuine. The Institute of Public Relations found that 26 percent of Baby Boomers think employers emphasize diversity "to improve their reputation," and 25 percent of Gen Xers think they do it "because of outside pressures" (Essner, 2017). With Baby Boomers and Generation X still in high leadership positions in organizations, they must make sure that diversity is not just a compliance exercise. Smith and Turner (2015) found that Millennials "value inclusion not as an

abstract ideal that checks a box and makes everyone feel good, but as a critical tool that enables business competitiveness and growth" (p. 5). This shows the need to not only have programs and events, but to educate about the value behind diversity and inclusion. Organizations can also talk about why it makes the company better as a whole when all people are accepted (Prieto, Phipps & Osiri, 2011). This will show employees of all generational cohorts that the organization is on board with efforts toward inclusion, not out of obligation but necessity.

Growth Opportunities and Continuing Education

This section will discuss the views of minority Millennials in this study as they relate to implementing growth opportunities and continuing education programs. Then a comparison will be made to illustrate the similarities and differences of these views with the Millennial cohort. Finally, the significance of implementing growth opportunities and continuing education programs will be discussed.

Minority Millennials. Growth opportunities and continuing education ranked three out of nineteen as an important retention factor for minority Millennials. The participants each talked about various leadership programs within their organizations. Other participants talked about free college courses or tuition reimbursement that is offered. The premise around the majority of the discussions was that the participants each aspired to be in a leadership position. One participant mentioned "So they actually have something called an aspiring leaders program manager. And they're teaching you about leadership within the company and what that means. And everything that comes with that. So, they're preparing for that leadership role which is great." The participants appreciated that their organization was willing to train them and teach them what leadership is about. Others enjoyed that their organization valued them seeking higher education and lightning the financial burden. The main complaint around this topic was when the

opportunities for these programs were not offered to everyone. Some felt that the opportunities for certain programs were selective and based on bias or favorites. Minority Millennials are not any different than most employees in that they want to succeed and do well in the workplace. They also don't want their full-time job to prevent them from pursuing high levels of education. The participants whose organizations offered tuition reimbursement were willing to stay with the employer for that benefit. However, they were willing to leave once they obtained the degree if it would not advance them at their current organization.

Millennials. The majority of research on Millennials shows that they expect growth and development opportunities from their organization (Ferri-Reed, 2014; Brack & Kelly, 2014; Peters, 2012; Nekuda, 2011). Ferri-Reed (2014) states "The Millennial aspires to do well, receive promotions, and advance toward the top of the organization. As long as they feel that the organization takes them seriously and sees them as the future, they will be more inclined to take their career potential seriously" (p. 21). In this case, the research on Millennials is identical to that of the minority Millennials surveyed. Both minority Millennials and Millennials alike want to see a clear picture of how they can grow with the company. Deal and Levenson (2016) state "Millennials place a high priority on development. They work for a particular organization specifically because of the career opportunities" (p. 151). Millennials seek feedback on discovering areas they may need development in (Zemke, Filipczak & Claire, 2013). Then they want programs to help them develop and grow in those key areas. This is all in hopes that they will develop the necessary hard and soft skills to become a leader within the organization. "Eighty percent believe that they need to continuously improve their professional skills and capabilities" (Deal & Levenson, 2016, p. 150). Leadership expert Lauren Stiller Rikleen suggests that organizations focus on specific soft skills programs for Millennials such as how to assimilate

into a new workplace culture, how to work with team members, how to process feedback, how to approach a supervisor for coaching and mentoring, and how to set long-term career goals (Brack & Kelly, 2012). The minority Millennials in this study all mentioned that the programs their company offered were focused on leadership. Soft skills may be overlooked by organizations as soft skills and the ability to manage oneself is just as important if not more important, than technical and functional skills to minority Millennials. The research also talks about how Millennials value tuition reimbursement (Loewenstein & Speltzer, 1998; Lynch, 1992; Nekuda, 2011; Benson, Finegold & Mohrman, 2004). "Of all the forms of company-sponsored development, college courses covered by tuition reimbursement are the most likely to be seen by employees as providing marketable skills, because of the broad content and qualifications they offer" (Loewenstein & Speltzer, 1998; Lynch, 1992, p. 83). Likewise, a Bellevue University study of Omaha found that employees who took advantage of their company's tuition reimbursement program were twice as likely to stay with the company long term (Nekuda, 2011). This again confirms the feedback from minority Millennials. Participants from this study appreciated the financial help provided to aid in their dreams of obtaining higher education or certifications. Several also mentioned that they left previous employers because tuition reimbursement was not offered.

Implications. Programs for growth and development are not only a win for Millennial employees but the organization itself. Incurring the cost of bringing in external talent to fill specific job roles and skills can be high. Allen, Bryant and Vardaman (2010) report that costs associated with recruiting, selecting and training new employees often exceed 100% of the yearly salary for the position being filled, and that the direct costs, work disruptions and losses of organizational memory are significant issues that underscore the importance of employee

retention. This cost can be reduced by investing in programs and resources to upskill internal talent. It has been made clear by Millennials and minority Millennials alike that development opportunities and programs are a must for retention. These programs show Millennials that the company is investing in their development as a person and a leader. However, it is important to note that not all development programs will look the same. Nekuda (2011) found that offering mentoring and coaching programs can significantly help to retain Millennials. The study found that mentees had a 23 percent higher retention rate than non-participants, and mentor's retention rate was 20 percent higher. The estimated savings of retaining talent was $6.7 million (Nekuda, 2011). This again speaks to the fact that the estimated savings of not having to recruit, hire and upskill external talent can be significant. Organizations should also look for programs to address the inherit differences in today's workplace. LaCore (2015) found that "many companies are offering training programs to prevent or address "unconscious bias" and to help leverage the benefits of multi-generations as part of their corporate diversity and inclusion strategies" (p. 2). Another program that Millennials and minority Millennials expect is tuition reimbursement. As mentioned, research shows that tuition reimbursement can be tied directly to retention. A study conducted in 1997 found that 75 percent of U.S. establishments with more than 20 employees and almost all large employers offered some form of tuition reimbursement (IRHE, 1997). If this was the case 20 years ago, even more so today tuition reimbursement should be a staple in organizations. Likewise, Manchester (2012) found "employees at companies that have tuition reimbursement are 80% more likely to stay, which reduces turnover by 20%" (p. 953). The key is to put measures in place to take advantage of the knowledge learned from Millennials earning higher degrees and certifications. It may be a promotion, a stretch assignment or other ways to enable the employee to feel like their hard work was for a purpose.

Policies

Below is a discussion about the top two retention factors (workplace flexibility and compensation) that the minority Millennials in this study talked about in regard to culture.

Workplace Flexibility

This section will discuss the views of minority Millennials in this study as it relates to implementing workplace flexibility policies. (Then a comparison will be made to identify the similarities and differences of these views to the Millennial cohort.) Finally, the significance of implementing workplace flexibility policies will be discussed.

Minority Millennials. Workplace flexibility ranked two out of nineteen as an important retention factor for minority Millennials. The participants mentioned flexible workplace policies in regard to hours, location and the ability to handle personal matters. In respect to hours, the participants did not like to be held to the traditional 8am to 5pm work hours. They felt that if they had to stay late a couple of days and work longer hours, they should be able to leave early another day to compensate. They also wanted the ability to choose their work hours. The policies that were most prevalent in regard to hours were compensation time and working extra hours each day to receive a Friday off. "If I have to work outside of my normal schedule, even if it's just 3 hours, I get 8 hours in comp time." Every participant who mentioned workplace flexibility wanted to "in the perfect world" be able to come in to the office when they wanted and work remotely when they wanted. Some talked about policies their organization had where they could work a certain amount of days during the week in the office and a certain number at home. However, the biggest ask was having the freedom to work remotely any time without having a specific reason. At the least, they wanted to be able to work remotely to be able to take care of personal matters.

Millennials. When it comes to workplace flexibility, the minority Millennials in this study were right on track with the preferences of Millennials as a whole. Literature on workplace expectations of Millennials address the need of workplace flexibility which leads to work life balance (Burke, 2004). Dowd-Higgins (2013) found that "work-life balance is a fundamental expectation for Millennials, who expect to be able to work when and where they want" (p. 8). Minority Millennials voiced the concern for being able to work remotely when they wanted without having to have an excuse of a doctor's appointment etc. The results from this study of minority participants also aligns with the study conducted by the Society of Human Resource Management (SHRM) which found that those in the 18-34 year old age group were three times more likely to give up 10% of their salary for a job with flexibility (Burke, 2004). One participant in this study even noted "I could not work for a company that did not promote workplace flexibility." This validates a study by Deal and Levenson (2016) that found that "Millennials will look for another position if they feel that their work-life balance is off" (p. 149). Workplace flexibility with respect to hours worked was also an area where minority Millennials did not differ from Millennials. According to West (2013) "Millennials like to work on a schedule that fits their personality and at a time of day where they feel most energized to do what they have to do" (p. 339). As mentioned, minority Millennials also favored policies that allowed for them to flex the hours they worked based on the needs of a project or their home life. They also like comp time and flex day policies. One participant mentioned "There is a good overall culture on taking the time that you need. If I have to work outside of my normal schedule, even if it's just 3 hours, I get 8 hours in comp time." Millennials are willing to leave work to attend personal or family events. According to Bannon et al., (2011) Millennials "do not want to

repeat what they perceive to be the mistakes of their parents, many of whom worked long hours at the expense of family and friends" (p. 64).

Implications. The research shows that Millennials and minority Millennials do not look at workplace flexibility as an option, they expect it. Nicholas and Guzman (2009) found that allowing employees to work remotely will "save costs and increase productivity for organizations; allow flexibility, savings, and relieve stress for employees; and be environmentally friendly for society" (p. 198). Given the research of Nicholas and Guzman and Millennials' and minority Millennials' thoughts about being tied to a cubicle, organizations should consider their purchase of enormous expensive office buildings. In the past the bigger and fancier corporate office, the better. Now, organizations should consider only having desk space for office critical roles and reinvesting the money in other places. This is significant in that it can have a direct impact on the bottom line. The key is Millennials want their organizations to be in touch with what roles require face to face time and which roles can be based remotely. If complete remote work cannot be arranged the next step is to provide Millennials the freedom to choose when they need to come into the office. Also, creating policies and guidelines can help to ensure that Millennials have the freedom they seek but are still held accountable for quality work.

Pay

This section will discuss the views of minority Millennials in this study as it relates to implementing compensation policies. Then a comparison will be made to understand the similarities and differences of these views to the Millennial cohort. Finally, the significance of implementing growth opportunities and compensation policies will be discussed.

Minority Millennials. Pay ranked five out of nineteen as an important retention factor for minority Millennials. Although it was mentioned frequently, it was not the number one rated, as

one would have thought about the Millennial generation. When it came to pay, the participants did not talk about being paid more, they were concerned about being paid fairly. Specifically, they mentioned being paid competitively and the market rate. Data collected by the Department of Labor found that salary levels for women and racial minorities still lag behind their Caucasian male counterparts (Smith & Clark, 2010). Each participant who was happy with their pay and felt valued mentioned that their company performed some type of competitive leveling. This consisted of the company comparing the pay of their employees to that of the market and adjusting the pay if needed. One participant mentioned "I've had it twice where they've increased my salary just randomly because they assessed that compared to the market that I was underpaid." The participants who were disappointed with pay all mentioned that they did not feel they were getting paid enough. In each case, the participants felt that they were being asked to do more than what was required by the job title but not being compensated for it. One participant stated "my role needs to be expanded. We do a lot more than what we are supposed to do, and the pay is not there for that." Minorities may perceive that they have to work hard to have their ideas heard or to be included in the workplace. With this, there may be a concern that they could be getting paid less than their majority coworkers. This may also explain why the participants in this study favored when their company proactively conducted the market comparison studies and their merit increase was based on the data and not on bias.

   Millennials. On the topic of pay, minority Millennials and Millennials share the same views. The results of this study show minority Millennials value pay and being paid competitively but it is not the most important factor in retention. This is identical to the feelings of Millennials. In a study on Millennial job satisfaction conducted by Campione (2015), he found that "although pay positively contributes to job satisfaction, it does so only moderately. Relative

to other factors, its influence is smaller" (p. 63). Campione (2015) also noted that Millennials realize that organizations who offer the highest pay wages may do so in an attempt to distract from other negative workplace discrepancies. Deal and Levenson (2016) also validate this point stating that "they are interested in money, but it is not the primary reason they do the work. They do the work because they find it interesting and rewarding" (p. 84). Millennials are not opposed to putting in the hours and working hard; however, they do demand to get paid competitively. Unlike previous generations, they have no problem leaving for greener pastures if they do not feel their pay is competitive. This may be due in part to Millennials' translating pay into value. Millennials may have a strong belief that if they have other things in place such as leadership programs, mentors etc. they can upskill themselves and move up within the company to increase their pay. The results of the study show that they value other expectations ahead of money, and if they find an organization that delivers on the other expectations, they are willing to negotiate on salary.

Implications. It is important for organizations to note that pay is not the most important thing that minority Millennials or Millennials look for in a job. Although they do want to get paid competitively, they look for other aspects of the job for satisfaction as well. This means organizations that look to pay the highest salaries and not invest in any other things that Millennials expect will not fare any better in the area of retention of Millennials. Although this study shows this is true, it is also true that Millennials will not stay where they do not feel valued. A nice office, daily snacks and other perks cannot fill the void of a Millennial feeling underpaid and thus underappreciated. In today's age of head hunters and job search engines, Millennials can easily see when they are not being paid commensurate with the market. Importantly, Millennials "compare their pay with what people report on the Internet and what

they hear from family, coworkers, and friends" (Deal & Levenson, 2016, p. 88). Organizations

should implement a policy where they conduct consistent competitive leveling research to ensure

they are remaining competitive in their industry. Then they should share the information with

their employees. This would aid in helping Millennials to see that their organization not only

values their contribution to the company but proactively checks to make sure the rate is

competitive. It would also go a long way in helping Millennials to feel valued. Deal and

Levenson (2016) note that "compensation is the most direct indicator of how the organization

perceives the value on an individual" (p. 84).

Limitations of Study

As is with the nature of case studies, a limitation exists in the ability to generalize the

findings to other populations. The participants of this study are from a specific group which may

be hard to find in other areas across the country. The investigator of the present study provided

demographic data, sample size as well as a description of the group to aid in replication efforts.

Another potential limitation of the study was that the data given by the participants was

based upon their recollection of events. With this, there is a potential that they may have

forgotten or left out certain thoughts about their workplace. The HEM was used for this study as

time was a constraint and a full ethnography could not be completed on each participant.

Although an ethnography would provide detailed information, the risk would be the amount of

time it would take for the investigator to perform this study for all fourteen participants. By that

time the data could prove out of date or obsolete. The HEM allows the investigator to perform

the interviews efficiently so that the results can be a benefit to organizational leaders. Harding

and Livesay (1984) also believe that the HEM is useful in the "completion of data collection fast

enough so that policy recommendations arising out of the research are not irrelevant" (p. 73). Further, the HEM is verbatim transcription that helps with authenticity.

Recommendations for Research

The findings from this study indicate that minority Millennials' highest expectation is the need to have a culture of diversity and inclusion in the workplace. Future research should replicate this study with more minority Millennials across different parts of the country. This larger sample size would help to identify if there are consistencies with expectations for retention across the country. Likewise, it would help to identify certain trends that may be prevalent in certain parts of the country and not others and vice versa. For example, the study may find that minority Millennials in the South expect and need a culture of diversity for retention, while Millennials in another area require higher pay. Understanding needs by region could further help organizations to pinpoint and be specific about how they use their resources.

Further research can be done by implementing phase three of the HEM. In phase three, the nineteen factors elicited from the minority Millennials in this study would be included in a survey. The survey would be distributed to as many minority Millennials as possible. These Millennials would then rank in order the nineteen terms from the one that they require most for retention to the least. Once all of the surveys are collected, a data analysis can be done to determine the top needs of minority Millennials in the workplace. It is understood that organizations have limited resources. With a ranked list, leaders would have a better idea of what they need to focus on and the things they should not focus on.

Recommendations for Practice

Feedback from the minority Millennials in this study demonstrate that having all three components of culture, programs and policies work together to provide the best way to retain

minority Millennials. From this study, culture was the most important when compared to policies

and programs. In terms of culture, an authentic culture that not only accepts but celebrates

diversity, and differences amongst people is a must. Rikleen (2011) found that it is important to

"foster an appreciation of diversity within the organization. This will help all generations avoid

the stereotyping that gets in the way of valuing the skills sets of each employee" (p. 5). LaCore

(2015) also agrees saying that leadership in organizations must address possible generational

stereotypes and the different values that demographic diversity introduces into an organization.

For programs, implementing programs to foster inclusion are important to minority Millennials.

An example of this would be hosting townhalls and other programs where employees can gain an

understanding of the importance of diversity and start to realize any unconscious bias. One

participant stated, "we'll have town halls and webcasts and things to discuss really hard topics."

Programs on unconscious bias, the importance of diversity and other inclusion topics can help to

retain minority Millennials while also helping all employees to embrace differences. When it

comes to policies, a very important aspect is to implement human resource departments that

govern diversity practices. Research has shown that effective diversity management can be

obtained through implementing the appropriate human resource policies and practices (Dass &

Parker 1999; Shen, Chanda, D'Netto & Monga, 2009). Likewise, Roberge, Lewicki, Hietapelto

& Abdyldaeva (2011) state that "when organizational strategy and human resources policies and

practices support diversity initiatives, diversity is more likely to lead to positive performance

outcomes" (p. 11). A human resource department can set the foundation of how diversity

practices will be managed within the organization which in turn contributes to the culture. A

human resource department may also be needed to create policies to manage any issues that may

arise around fair treatment and diversity. Van den Boss (2001) states "because of their perceived

differences and related uncertain feelings, employees in diverse organizations are likely to become sensitive to issues related to fairness and trust" (p. 933). In all, times are changing and with each passing day and year, workplaces will continue to be more and more diverse. Keeter and Taylor (2009) maintain that "this generation is also the most diverse generation ever and will redefine diversity in the workplace" (p. 4). It will be important for organizations to understand what minority Millennials expect and need so that they can stay competitive in their market and retain their top-level talent.

Conclusion

Of the topics mentioned by the participants, fifteen were culture related compared to six topics related to programs and seven topics related to policies. This demonstrates that for minorities, more than putting programs and policies in place, it is the overall culture and atmosphere of the working environment that really matters. Many participants could not recall a specific policy or the name of a certain program, but they each easily recalled how their company or department made them feel. Culture is something that is engrained starting with the executive leadership team and transferred to frontline leaders and managers. This study shows that, with minorities, culture matters. Do you see me, do you hear me, do you value my thoughts? These were the common threads that permeated throughout each interview. The results of this study align with the literature that says 78% of Millennials prefer a company that may offer less money but is well known for having a great company culture (Shutan, 2016). In regard to culture, diversity and company culture were the two top listed factors that participants viewed as important for retention.

In researching many "what Millennial's expect at work" studies via the University of Arkansas Library, there were none that listed diversity, inclusion or culture as must have's or

priority (Deal, Altman & Rogelberg, 2010; Twenge & Campbell, 2012; Raines, 2002; Zemke, Filipczak & Raines, 2013). The list normally would include topics such as feedback, technology, work life balance, growth opportunities etc. Millennials that are a part of the majority do not have to worry about their ideas, opinions and thoughts not being taken seriously because of the color of their skin. They do not have to worry about being at a company with only one or two people that look like them in a leadership position. With this, Millennials are more likely to place higher value on factors such as pay, technology and workplace flexibility. However, minority Millennials may not be afforded that luxury. They need to feel secure that their workplace values and welcomes differences. They also need to feel confident that they can grow with the company and not encounter a ceiling because of their ethnicity. From the interviews, it was very evident that these are all very real factors that minorities deal with and are aware of. This is the reason the basic factors such as diversity, culture, inclusion and growth opportunities ranked the highest for most minority Millennials.

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Appendices

Appendix A

Program, Policy, and Culture Factors Minority Millennials Perceive as Important Within their Workplace for Retention

What is this Study about?
The purpose of this study is to find out what minority Millennials expect in terms of policies, programs and culture in order to remain with an organization.

What questions will I be asked?
The question you will be asked will be "what specific kinds of things are important to you for retention in the workplace?" (Ex. Diversity, Flexible work schedule, Feedback, Opportunity for growth). *This is from a minority perspective (Woman, African American, etc.) (interview time approx. 15-30min)*
For each item that you list, you will be asked
- What workplace conditions/situations would indicate that your workplace values X?
- What workplace conditions/situations would indicate that your workplace doesn't value X?
- What workplace conditions or situations would the ideal workplace have with respect to X?

Will I be asked any personal information?
You will be asked basic demographic info (age, industry of occupation, gender, ethnicity)

Will my information be shared with others?
The name of the organization and your name will remain anonymous and not be included in any part of the study. You will also be required to sign an informed consent form.

Will i receive compensation for my time?
All participants will be entered in to a drawing to win a $50 Visa Gift Card.

Appendix B

Domain Definition

Name:
Gender:

Demographic Information
Ethnicity/Race:
Age:
Industry:
Organization Size:

Prompt
I will be asking you questions about organizations that affect your retention as a Millennial employee. Some of the questions may appear repetitive, however they are designed to make sure you have not forgotten anything you want to talk about. Please be patient with me. Let's first discuss specific retention items that are important to you as a Millennial, just say whatever comes to your mind.

Q. #1 What specific kinds of things are important to you for retention in the workplace? [Answers = "X"]	Q. #2 For/when X [Q1], what workplace conditions or situations would indicate that the workplace/organization values X [Q1]? [Answers = "Y"]	Q. #3 What other workplace conditions or situations would indicate that the workplace/organization values X [Q1], other than Y [Q2]? [Probe]
Q#4. For/when X [Q1], what workplace conditions or situations would indicate that the workplace/organization doesn't value X [Q1]? [Answers = "Y"]	Q#5 What other workplace conditions or situations would indicate that the workplace/organization doesn't value X [Q1], other than Y [Q2]? [Probe]	What is your ideal workplace for X?

Appendix C

Consent to Participate in a Research Project

Program, Policy, and Culture Factors Minority Millennials Perceive as Important Within their Workplace for Retention
Principal Researcher: Tanesha Watts
Faculty Advisor: Dr. Vicki Dieffenderfer

Who is the Principal Researcher?
Tanesha Watts

What is the purpose of this research project?
The purpose of this study is to explore what programs, policies, and culture minority Millennials perceive as important within a workplace environment of retention. It is anticipated that the results of this study can be used as a basis for understanding and research on perceptions and needs of minority Millennials within organizations. Identifying the perceptions and needs of minority Millennials can enhance policies, programs and overall organizational culture. The enhancement of these policies, programs and culture has the potential to increase the possibility of retaining Minority Millennials and in turn create a more attractive workforce to retain Millennials in general.

What is the procedure of this research project?
You are invited to participate in one interview of approximately 30 to 60 minutes in length at a location of your choice. Interview questions will cover topics such as motivation and factors to stay at or leave a company and circumstances which are important to Millennial employees. Your interview will be audio taped with a digital voice recorder with your permission and transcribed for the purpose of accuracy. You will receive a copy of the transcript so that you may verify that your words have been captured accurately. The interviewer will also take written notes during the interview.

What are the possible risks or discomforts?
There are no known risks associated with this project than are greater than those ordinarily encountered in everyday life.

What are the possible benefits of this project?
No direct benefits are associated with this research.

Will I receive compensation for my time and inconvenience if I choose to participate in this project?
For your participation you will be placed in a drawing for a chance to win one of two $50 Visa Gift Cards.

Appendix C, continued

How will my confidentiality be protected?
All interview scripts, sound files, and other information will be kept confidential to the extent allowed by applicable State and Federal law. Names of participants, the names of any person mentioned in the conversation, and names of places will be changed to protect participant identity and maintain confidentiality. Original recordings will be stored on Tanesha Watts' personal laptop hard drive, which is password protected. After the transfer of files to the computer hard drive, they will be erased from the digital recorder. State and federal regulations require that all records of research with human subjects be maintained for a minimum of three years past the completion of the study. In addition, a copy of either the original recordings must be kept for a minimum of 5 years.

If you have questions or concerns about your rights as a research participant, please contact Ro Windwalker, the University's IRB Compliance Coordinator, at 479-575-2208 or irb@uark.edu.

Principal Research's name and contact information
Tanesha Watts

Faculty Advisor's name and contact information
Dr. Vicki Dieffenderfer
Clinical Assistant Professor of Human Resource and Workforce Development
GRAD 101 Graduate Education Building
University of Arkansas
Fayetteville, AR 72701
479-575-4047
vmdieffe@uark.edu

As a participant in this research, you are entitled to know the nature of my research. You are free to decline to participate, and you are free to stop the interview or withdraw from the study at any time. No penalty or risks are associated with withdrawing your participation. Feel free to ask any questions at any time about the nature of the research activity and the methods I am using.

I have read the above statement and have been able to ask questions and express concerns, which have been satisfactorily responded to by the investigator. I understand the purpose of the project as well as the potential benefits and risks that are involved. I understand that participation is voluntary. I understand that significant new findings developed during this research will be shared with the participant. I understand that no rights have been waived by signing the consent form. I have been given a copy of the consent form.

Appendix D

Domain Analysis

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
they look for a diverse pool of candidates diverse workforce the institution does hire a very diverse population work at a place where it is highly diversified pretty diverse diverse culture that they've set	is a way to	facilitate diversity
they have SRGs [resource groups] We have ERGs [resource groups] There's a ERG (Employee Resource Group) for everything business resource groups we call them BRG's affinity groups With our affinity groups		
Diversity and Inclusion certificate program diversity and inclusion office D&I goals [diversity and inclusion] have a diversity and inclusion plan our office of diversity and inclusion		
its actually more minorities Asian, Indian a multitude of races increase the number of black employees plenty of black and brown people there are a number of people that looked like me diversity recruiting team		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
recruit at HBCU's recruit from HBCU's	is a way to	facilitate diversity
differing opinions count and matter you have everybody at the table diverse opinions		
has to start with management		
more Millennials balance of different ages		
diversity training		
other parts of the company not so much [lack of minorities] only black person there	is a way to	impede diversity
there is a ceiling I don't think they value it don't really hear anything about diversity and inclusion		
people who are just insensitive to racial matters and social cues good old boys network good ol boy network still exist		
don't have a diverse pool of people don't have diverse talent		
the referral goes into a black hole [diversity referral system] retention policy [lack of]		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
a career path	is a way to	facilitate a person's career path
clear cut path		
clearly see how we can move up		
clearly see my next step		
clearly outline what the next eight or nine steps could potentially be		
hone a skill or develop a new skill		
promote from within		
a lot of opportunity for movement		
succession planning		
a sponsor		
manager that is supportive		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
there's no next step	is a way to	impede a person's career path
there is no next position		
not a system that helps you to see how you can move up		
not having upward mobility map		
not very clear on the how to get to that next step		
people may still feel stuck		
only way to make more is to get promoted		
management just isn't supportive enough		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
retain good talent keep the individuals that they bring on board they want to be there	is a way to	Facilitate the retaining of talent
know everyone by name embracing you as part of that family company president, on your anniversary he personally sends you an email CEO will call us and leave us a message on our own voice mail with a recorded message put the specific years you have been with the company value your level of work ethic and the longevity you have feel teach and act upon into action really preach what we actually do for our customers do things for the holidays and celebrate as a whole budget to do team building care about the culture we care culture is consistent all the way down The culture is great from a big high level partner with a really big nonprofit organization town hall semiannual townhomes update about how the company is doing	is a way to	facilitate positive company culture

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
employee engagement	is a way to	facilitate positive company culture
judged on engagement scores making sure that our employees are happy happiness month		
a bunch of words splattered somewhere beautiful murals of company culture that meant absolutely nothing wish it could be better it's not a healthy environment They don't seek feedback Gap between management and the rest of the organization down to teams and managers that when you see it not being fulfilled It's us versus them Lack of trust Micromanage Minorities adapting to culture takes a lot energy	is a way to	impede positive company culture

INCLUDED TERM	**SEMANTIC RELATIONSHIP**	**COVER TERM**
more women in senior positions	is a way to	facilitate women in high ranking positions

our provost is a woman
Two of the three top finance
people are women
a female President
fact my V.P. is a woman

They are valuing women's
opinions

they've been successful in
diversity of women

INCLUDED TERM	**SEMANTIC RELATIONSHIP**	**COVER TERM**
always challenge me	is a way to	impede autonomy

INCLUDED TERM	**SEMANTIC RELATIONSHIP**	**COVER TERM**
just doing what I tell you to do not thinking about the why standing in front of you telling you what to do	is a way to	impede autonomy

I have to ask for empowerment
I have to ask for autonomy

INCLUDED TERM	**SEMANTIC RELATIONSHIP**	**COVER TERM**
value your opinion	is a way to	facilitate respect

when everything goes right
everybody gets credit
It's the team for the team

INCLUDED TERM	**SEMANTIC RELATIONSHIP**	**COVER TERM**
want you to be forward thinking there's a better way to get a process done a better way to incorporate a particular process	is a way to	facilitate individualization

INCLUDED TERM	**SEMANTIC RELATIONSHIP**	**COVER TERM**
didn't turn me down when I countered They actually thought about it able to negotiate negotiated my salary see if they're still competitive competitive leveling paying me the market rate compared to the market super collaborative performance review period career counselor pay raise scale company contributes 6 percent match to my whole 401k stock options and equity salary range based on the qualifications	is a way to	Facilitate a positive attitude about pay

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
they're not competitive	is a way to	Impede a positive attitude about pay
I was underpaid took a slight pay cut it's overtime eligible with no bonus		
area of pay I find it's not indicative of what I do		
pay is the highest it can get for my role		
putting in a lot more hours.		
was not near market rate		
no raises offered		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
That creates a belonging make me feel a little bit more included make people feel included and heard comfortable in the workplace create space for people who look alike and are underrepresented see everyone as an equal	is a way to	Facilitate inclusion
try to be attentive to the needs of the organization being cognizant of how we how we feel		
don't really force anything upon anyone		
impact us as African-Americans		
white people realizing their privileges talk about white privilege		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
discuss really hard topics	is a way to	Facilitate inclusion
town halls and webcasts		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
the way the organization addresses it is not always up to standard we are told brush it off	is a way to	impede inclusion
I don't see any policies and changes being made they say they are for inclusion, but our actions are different either are trying to promote diversity and inclusion or we are not		
there was a training for students, faculty and staff		
excluding people managers don't include everyone in the decision making they'll invite certain people have conversations more with certain people be selective		
have their favorites there's like favoritism being done		
they include them more		
I get treated better		
they are not inclusive		
We cant hang together for too long. They will have an issue We don't even feel comfortable communicating		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
good overall culture on taking the time that you need less interested in the policy I'm more around the culture never been told no I can't come in late or leave early comp time I have to work outside of my normal schedule open to us working remote remote work environment work remotely plan to work remote we have a lot of associates that work from home working from home is an option need to work from home They can have a work from home schedule do not over schedule us moving more into it online environment jobs that doesn't necessarily need to be in their office make sure you take your PTO we work for 10 hour days and get Fridays off focus being more on getting work done you allow me to determine when I work and how I work work life balance letting people travel	is a way to	Facilitate workplace flexibility

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
They rather us be at the location	is a way to	Impede workplace flexibility
I wish I could work from home more		
Working from home is not encouraged		
you don't need to work from home		
having an official schedule		
did not promote workplace flexibility		
flex time is much more important		
overworking you in terms of hours		
Micromanaged about my time		
don't think that it's necessarily valued		
Just work your normal hours of operation		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
There are opportunities to submit your coworkers to win awards	is a way to	Facilitate Appreciation of Accomplishments for Peer Group
They acknowledge different individuals		
opportunity for students and parents to provide feedback		
put on display for others to see		
are able to see everybody's work		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
we share that amongst our team members	is a way to	Facilitate Appreciation of Accomplishments for Peer Group
not going unnoticed it should be made known		
We celebrate		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
You don't have to pay for professional development, certifications or conferences I'm interested in working for a company that pays for my certifications having money set aside for professional development training	is a way to	Facilitate Growth Opportunities/Continuing Education
3 classes free per academic year They want you to have that piece of paper take various courses online		
it doesn't have to pertain to your job		
aspiring leaders program manager leadership development program programs that accelerate you		
teaching you about leadership within the company		
preparing for that leadership role		
luncheon and learns		
they will have speakers come in		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
eight week program	is a way to	Facilitate Growth Opportunities/Continuing Education
great training program		
allow you to attend a course if it's nearby		
discuss growth opportunities invest in those types of growth opportunities		
plenty of training online to learn about anything entire website dedicated to training		
you get a mentor		
We have like a university		
associate engagement survey		
be able to travel or go to conferences		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
training had to be on site	is a way to	Impede Growth Opportunities/Continuing Education
provides it for people who are on site don't allow for training outside of the company they don't pay for external training		
training was never being approved		
do we actually have an opportunity to grow don't make it really a place where they can grow		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
there's not a policy	is a way to	Impede Growth Opportunities/Continuing Education
growth opportunities to select people not everybody everyone does not have access to it		
aren't allowing for reimbursement		
it's ambiguous		
You get a lot of attrition		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
diversity in our organizational structure bringing in more diverse individuals showing they value the diversity on campus	is a way to	Facilitate minorities in Leadership Positions
a lot of them are in high paying positions		
more critical roles making the decisions about where the company is going		
a top finance person in the foundation was a black woman direct supervisor who is also the assistant dean is a black woman		
Chancellor of student affairs who is a black male		
high ranking positions are also minorities		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
including women and minorities as far as race goes in higher positions	is a way to	Facilitate minorities in Leadership Positions
working on and very concerned about		
value having diverse talent especially in leadership		
direct line supervisors that are minorities		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
a lot of the new hires are just white men nothing but white men	is a way to	impede minorities in Leadership Positions
African-American executives are leaving one African-American executive on the executive board		
I wouldn't say that the leadership team is		
a lot of minorities but not in upper leadership positions haven't seen many minorities in leadership positions in the higher positions I don't really see people that look like me start moving higher and higher it very quickly thins They are are nonexistent at that level		
I've noticed that they are hardly any		
haven't seen them do anything that shows they value that		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
when it comes to people of color not so much	is a way to	impede minorities in Leadership Positions
most of them don't get past like the manager level		
it's not something that it's too surprising		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
They cover mental health	is a way to	Facilitate a positive attitude about a companies benefit package
the vacation policy is pretty good		
There's a lot of PTO		
So I think you get like 16 weeks of 100 percent pay [maternity leave]		
The dads paternity leave is now six weeks pay		
vested equity		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
it could definitely be better	is a way to	impede a positive attitude about a companies benefit package
it is not really that good		
It works mainly because I am single		
it increases each year		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
being switched to a one that is thought to be less valuable	is a way to	impede a positive attitude about a companies benefit package
percentage coverage that you receive is not good		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
top notch	is a way to	facilitate technology
value on tools and instruments		
patient care is number one		
increase technology		
new computers, new programs, monitors, better wifi		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
company wide mentorship program	is a way to	facilitate mentorship
you can get a mentor		
someone that you know that to be your point of contact		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
the freedom to apply to what we want	is a way to	facilitate meaningful work
figure it out ourselves		
they've allowed me to work on projects		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
opportunity to work on projects within my department	is a way to	facilitate meaningful work
opportunity to work on the leadership team		
leaders who were willing to let me do it		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
online repository where know you apply for a role, it's typically a waste of time	is a way to	impede meaningful work
they don't keep up with them like they say		
by the time you apply for something it could have already been filled		
some type of inaccurate information		
or you can just never hear back you never hear from anybody they don't reply		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
they hire a lot of internals	is a way to	facilitate internal promotion
openings might only be posted internally		
one less thing they have to train		
internal promotion is definitely something they look for		
they want to keep them there		

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
take the process seriously	is a way to	facilitate evaluations
a good evaluation system that's fair		
brings a lot of diverse opinions into it		
real development plan		

Appendix E

UNIVERSITY OF ARKANSAS

To:	Tanesha Watts
From:	Douglas James Adams, Chair IRB Committee
Date:	09/06/2018
Action:	**Expedited Approval**
Action Date:	09/06/2018
Protocol #:	1806127286
Study Title:	MINORITY MILLENNIAL EXPECTATIONS OF ORGANIZATIONS
Expiration Date:	08/08/2019
Last Approval Date:	

The above-referenced protocol has been approved following expedited review by the IRB Committee that oversees research with human subjects.

If the research involves collaboration with another institution then the research cannot commence until the Committee receives written notification of approval from the collaborating institution's IRB.

It is the Principal Investigator's responsibility to obtain review and continued approval before the expiration date.

Protocols are approved for a maximum period of one year. You may not continue any research activity beyond the expiration date without Committee approval. Please submit continuation requests early enough to allow sufficient time for review. Failure to receive approval for continuation before the expiration date will result in the automatic suspension of the approval of this protocol. Information collected following suspension is unapproved research and cannot be reported or published as research data. If you do not wish continued approval, please notify the Committee of the study closure.

Adverse Events: Any serious or unexpected adverse event must be reported to the IRB Committee within 48 hours. All other adverse events should be reported within 10 working days.

Amendments: If you wish to change any aspect of this study, such as the procedures, the consent forms, study personnel, or number of participants, please submit an amendment to the IRB. All changes must be approved by the IRB Committee before they can be initiated.

You must maintain a research file for at least 3 years after completion of the study. This file should include all correspondence with the IRB Committee, original signed consent forms, and study data.

cc: Vicki Dieffenderfer, Investigator
      Kenda Shea Grover, Key Personnel
      Jules K Beck, Key Personnel