CMC, COMMUNICATION SKILLS, AND THE MILLENNIAL GENERATION

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ABSTRACT

This qualitative, phenomenological study explored both the lived experiences of Millennial journalists' preferred style of intra-organizational communication with stakeholders from other generations, and non-Millennial supervisors' preferred styles of interpersonal communication in the workplace. The primary theoretical framework for this project was guided by Buber's philosophy of dialogic ethics and Philipsen's speech codes theory as both focus on better understanding how interlocutors speak to each other and form unique, lasting relationships. Data collection involved guided face-to-face or phone interviews with 10 Millennial journalists and 10 non-Millennial supervisors. Data analysis followed constant comparison analysis (Glaser & Strauss, 1967). Five themes emerged from the data: (1) Despite growing up with computer-mediated communication (CMC), Millennials prefer face-to-face communication with supervisors; (2) non-Millennial managers do not have a clear understanding of how their Millennial employees prefer to communicate; (3) both cohorts agree that CMC can be a valuable communicative tool in the workplace; (4) while Millennials may communicate differently from previous generations, they do not create their own speech code; and (5) there is not a CMC digital divide within intergenerational newsrooms, but there is a divide emerging related to social media as a communicative tool.

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CHAPTER ONE: INTRODUCTION

By the end of 2014, 36 percent of the U.S. workforce will be comprised of Millennials (Lynch, 2008), the generation of individuals born between the mid-1970s and 2000 (Brack, 2012; Levenson, 2010; Reynolds, Campbell, Bush & Geist, 2008; Tapscott, 2009).   In contrast, the previous generation, Generation X (Gen Xers), born between approximately 1965 and 1976, will represent only 16 percent of the labor force by the end of 2014; and the number of Baby Boomers, born between 1945 and 1965, who are reaching retirement age increases every day (Lynch, 2008). This multigenerational workplace has posed unique leadership challenges for non-Millennial managers (Brack, 2012), especially as online and cell phone communication are increasingly integrated into the workplace.

Unlike the generations before them, Millennials have been defined by their digital confidence and familiarity with online communication. For most of their lives, this group has had access to computer-mediated communication (CMC) for a wide range of purposes; now that the usage of CMC has permeated the work environment (Tapscott, 1998), whether or not Millennials' communicative preferences differ from those of earlier generations is of major concern to non-Millennial employers interested in successfully managing a multigenerational workforce. However, as this study will show, what makes communication between Millennial employees and non-Millennial employers difficult is not necessarily Millennials' tendency to use CMC, but the fact that the older and younger generations respond to different management styles and have different expectations for workplace culture.

Importance of the Study

This study has value because Millennials first started to enter the workforce in 1994 (Brack, 2012), so the topic is a relatively new issue. Since Millennials are entering the workforce in significant numbers (Tyler, 2007), understanding how this age group prefers to communicate in a workplace setting is becoming more and more imperative to employers. Tapscott (1998) posited that Millennials "...will cause a rethinking of management's attitude toward its people; senior management will have to treat people as if they are the enterprises' most valuable resource, because increasingly in a knowledge economy, they are" (p.10).

In contrast to Baby Boomers and Gen Xers, the Millennial generation has been characterized as technologically sophisticated and good at multi-tasking. They are the first generation to have used cell phones, email, and online messaging since childhood (Tyler, 2007; 2008). CMC is not something that most Millennials have had to adopt or work to incorporate into their lives; it has always simply been a part of life (Beckstrom, Manuel & Nightingale, 2008). Scholars exploring the principal characteristics of the Millennial generation have found that many were raised under heavy supervision and because of this, are often defined as team players (Brack, 2012). They are also the most educated generation in history and are characterized as continuous learners (Pew Research Center, 2010). While contemporary research has explored these characteristics of Millennials in depth, fewer scholarly works have focused specifically on Millennials' communication skills with other interlocutors in a work environment.

Statement of Problem

Generational differences have always occurred in the work environment but as Lancaster and Stillman (2002) posited, with individuals representing four generations often working together in the same work setting, the generational gap found in today's workplace is wider than ever before. With each generation bringing a diverse set of work skills, life experiences and communicative preferences into the workplace, these differences can lead to misunderstandings, fractured relationships and can test an organization's workplace culture. Therefore, it is crucial for employers to appreciate these generational differences in order to construct a productive work environment (Lancaster & Stillman, 2002).

The Millennial generation has received criticism from some for being challenged communicators; possessing inadequate oral, written, and interpersonal communication skills (Hartman & McCambridge, 2011). These critics have claimed the evolution of CMC and the prevalence of SMS language, or "textese," is to blame for the decline of these skills, including glaring spelling and grammatical errors showing up in college-level papers (Madell & Muncer, 2007). Others have argued that Millennials are disinterested in face-to-face communication because they view CMC, such as texting and email, as an equally effective but more efficient manner of communication (Madell & Muncer, 2007). However, an exhaustive database search found that research focusing specifically on Millennials' communication skills and preferences in the work environment is not as common. This research addresses the gap by investigating the perceptions that Millennials prefer to communicate by CMC and that non-Millennials consider CMC an ineffective way to communicate. In discovering exactly how Millennials' and non-Millennials' technical and face-to-face communication skills differ and how these two groups prefer to communicate in the workplace, the results of this study will help all age groups to

better understand one another and inform their efforts to accommodate each other's preferred styles of communication.

Definition of Terms

For the purpose of the study, the following terms are defined as follows:

Computer-mediated communication (CMC): Computer-mediated communication refers to a process of human communication via computers, and engaging in processes to shape media for a variety of purposes (December, 1997). CMC has been further defined by Thurlow (2004) as any human communication accomplished through the use, or with the help of, computer technology.

Face-to-face communication: Face-to-face communication refers to an individual's ability to interact and conduct communication using appropriate words, tone of voice, and body language (Mehrabian, 1971).

Millennial: A Millennial, also considered a member of Generation Y or the Net Generation, refers to an individual born between the mid-70s and 2000. The Millennial Generation is considered the largest generational group on record and is entering the workforce in significant numbers (Milliron, 2008). The Millennial Generation is made up of about 80 million individuals in the United States. It is the first generation to have used cell phones, email, and text messaging since childhood (Tyler, 2007; 2008).

Non-Millennial: Non-Millennial refers to an individual from a generation preceding the Millennials, including Baby Boomers, born between 1946 and 1964, and Generation Xers, born between 1965 and 1977 (Lancaster & Stillman, 2002).

Thesis Organization

This thesis is organized into five chapters: Introduction, Literature Review, Scope and Methodology, The Study, and Summary and Conclusion. In Chapter One (Introduction) the significance of the study and the problem it addresses are introduced. Chapter Two (Literature Review) explores the philosophical assumptions and theoretical basis which serve as the foundations for this research. Chapter Two also includes an exemplary-style review of the literature to provide depth and background on the topic. Chapter Three (Scope and Methodology) explicates the methodology used to collect data and the analysis technique used to evaluate it. Chapter Four (The Study) delivers the results of the research and examines the study's findings. Chapter Five (Summary and Conclusions) identifies the limitations of the study and offers recommendations for future research. This chapter also presents the conclusions of the study.

CHAPTER 2: REVIEW OF THE LITERATURE

Communicative interactions in the workplace help create and maintain relationships among the individuals of an organization. Specifically, successful communication is a vital aspect of sharing and strengthening an organization's values and goals that enables stakeholders to create and sustain productive relationships in the work environment (Herriot, 2002). Intra-organizational communication has become a major topic of concern for employers in recent years as employees from younger generations bring new—and some contend, inferior—styles of communication to the workplace. Today's workforce is increasingly represented by Millennials. This group, also referred to as Generation Y and the Net Generation, is comprised of individuals who were born between the mid-70s and 2000 (Levenson, 2010; Reynolds, Campbell, Bush & Geist, 2008; Tapscott, 2009). By 2020, Millennials will account for nearly half of the U.S. workforce (Lynch, 2008). Some view the advent of the Millennial generation positively; Tapscott (1998), in particular, defines this generation as "exceptionally curious, self-reliant, contrarian, smart, focused, able to adapt, high in self-esteem, and possessed of a global orientation" (p. 209). However, many non-Millennial employers are skeptical of Millennials' communication abilities, as evidenced by an analysis by Myers and Sadaghiana (2010), which revealed that stereotypes of Millennials portray them as "self-centered, unmotivated, disrespectful, and disloyal" (p.225).   The latter perspective has contributed to concern about how Millennials will affect intra-organizational communication and whether or not Millennials can develop the types of communicative relationships with colleagues that employers desire.

The purpose of this study is to explore the experiences of Millennial employees and non-Millennial managers in order to identify the workplace communication preferences of Millennials. The research will not resolve inflammatory claims that Millennials have or have not

developed unique values and behaviors. Rather, it is intended to determine if a perception of a communication disconnect exists between the age groups and if these age groups can effectively communicate with each other while respecting each other's preferred style of communication.

As background for the study, Chapter 1 presented a general discussion on how Millennials prefer to communicate and how non-Millennials may take issue with this communication style, specifically because of Millennials' reliance on computer-mediated communication (CMC) to convey messages in the workplace. Chapter 2 continues this line of inquiry, examining the body of literature relevant to certain facets of this research. The review is designed to explore how CMC may hinder, enhance, or even have little impact on the development of Millennials' communication skills. The literature review also focuses on which communication style Millennials prefer to use in the workforce and if the skills associated with that style are both adequate for workplace communication and embraced by colleagues so that cohesive working relationships can exist in an intergenerational work environment.

Philosophical Assumptions

In this study, successful communicative acts are defined according to the phenomenological tradition, using philosopher Martin Buber's dialogic ethics (Duignan, 2010) as a framework for understanding and interpreting communication efforts between Millennials and non-Millennials. Although Buber's philosophy was not written specifically to address workplace communication, because it examines the nature of relationships between individuals, it can be applied to stakeholders in a work environment. Buber believed authentic human relationships are developed through open dialogue, a purposeful process whereby the only agenda is for both parties to understand what it is like to be the other. Buber's dialogic ethics are

particularly salient in the context of inter-generation communication due to the fact that his philosophy places value on relationships instead of moral codes of conduct—that is, empathy is more important to effective communication than what interlocutors perceive as appropriate topics or modes of conversation (Griffin, 2009).

Buber's major thesis is that "life is meeting" (Rogers, 1989, p. 42). His theory of dialogic ethics identified two types of relationships between individuals: *I-It and I-Thou* (Duignan, 2010; Griffin, 2009). The *I-It* relationship is considered one-sided because one or both of the interlocutors is not completely committed to it (Duignan, 2010; Griffin, 2009). The non-committed party treats the other as an object of thought, valuing them largely as a tool or source of convenience as opposed to an individual of equal worth. In contrast, interlocutors in an *I-Thou* relationship regard each other as equals and partners in dialogue. Both communicators treat one another other as valued ends rather than a means to their own ends. In this spirit, true dialogue requires a relationship based on self-disclosure, vulnerability, and acceptance of another's self-disclosure and vulnerability in turn.

Buber posited that every true relationship between two individuals must begin with acceptance, and that acceptance is incumbent on one individual communicating to the other that he or she is accepted just as he or she is; specifically, Buber said, "I take you just as you are" (Rogers, 1989, p. 60). Taking someone just as they are requires accepting not only the other person as they are in the present but also their whole potentiality. Buber theorized that a relationship is solidified when both individuals "confirm" that the other will develop as time passes and that the relationship will evolve, rather than cease, because of this. Both Buber himself (Rogers, 1989) and Rogers (1980) characterized relationships that fit into Buber's *I-Thou* theory as transparent and thus, more meaningful.

Theoretical Basis

Because of their confidence in using CMC, Millennials entering the work environment have changed relational communication more than any generation before them. Lipkin and Perrymore (2009) posited CMC is a new language Millennials brought to the workplace. Formal language correctness such as grammar, spelling, and face-to-face talk is no longer a requirement for this generation because Millennials have implemented their own language or speech code into the workplace. This has caused a communication barrier because other generations are not as fluent in this literacy and language. This can lead to frustration when miscommunication occurs (Lipkin & Perrymore, 2009).

CMC might be considered beneficial in creating its own type of communicative conduct, or a *speech code*. Speech code refers to a basic framework of communication in a given speech community or considered from a cultural perspective (Philipsen 1997, 2004). Philipsen characterized speech codes theory as a concept that would capture the relationship between communication and culture (Griffin, 2009). His theory defined speech code as a socially constructed structure of terms and meanings that relate to communicative conduct. The theory suggests that different social groups or social classes who have different styles of communicating with each other can exist within the same society. Furthermore, the ways of speaking are shaped by the speakers' understanding of themselves, other people, and social life. In some cases, a groups' whole pattern of speaking can be radically different from the way others speak (Philipsen, 1997).

Philipsen grounded his speech codes theory in six propositions. First, wherever there is an idiosyncratic culture, a distinctive speech code will exist; second, wherever a given

community exists, multiple speech codes may be deployed at the same time; third, a speech code involves a culturally unique sociology and rhetoric; fourth, the importance of speaking depends on the speech codes used by the speakers and listeners to be communicative; fifth, the terms and rules of a speech code are intricately intertwined into speaking itself; and sixth, the use of a shared speech code is a condition for explaining and controlling the form of discourse about the prudence and morality of communication conduct (Philipsen, 1997, 2004; Griffin, 2009). To study a specific speech code, or to use it in daily life, one must learn that code; not assume what it will be because speech codes differ from each other.

Because of Millennials unique characteristics and embracement of CMC, some critics contend Millennials' unique language or speech code may complicate, and possibly disrupt, workplace interactions with members of other generations and therefore, negatively affect coworkers and organizational protocol (Alsop et al. 2009). Millennials are especially likely to take advantage and extend the use of CMC in the workplace, as a tool to interact with other organizational members even if others are not as well-versed in this style of communication. CMC is alluring to Millennials because it eliminates social boundaries by reducing the confines of physical boundaries between social contacts (Postmes et al. 1998). However, CMC can reduce social cues and messages can be distorted or less clear (Myers & Sadaghiani, 2010).

The Literature

The volume of research about Millennials, specifically related to their communication skills as they enter the workforce, is intensifying. However, the topic remains relatively new to researchers as Millennials first entered the workforce in the mid-'90s. A review of the literature

examines how CMC has impacted Millennials' communicative skills as they have matured and how CMC is being transitioned into the workplace.

Technology Hinders Communication Skills

Two researchers in the field of computer mediated communication wrote books and articles about the perception that technology hinders communication skills. Crystal (2008) wrote a book analyzing how text messaging has been perceived to help or hurt one's communication skills. Crystal specifically pointed out what he called "doom-laden prophecies" that relate to the alleged language evils associated with texting. Among them:

- texting uses nonstandard spelling;

- texting will erode children's ability to spell and punctuate correctly;

- these poor spelling habits from texting will infiltrate their schoolwork;

- this will lead to poorer grades;

- A new generation will grow up and be unable to write proper English; and

- because of this, the English language will decline.

Crystal claimed there was never any clear evidence to support these assertions but the media continued to perpetuate the negative features of CMC as it related to communication.

The potential connection between computer mediated communication and poor communication skills was also analyzed by Thurlow (2006). The author conducted a meta-analysis of content by gathering English-language news articles written between 2001 and 2005 that explored issues related to young people, language, and new technology. A total of 101 articles were chosen because they expressly identified young people's language practices with new media such as cell phones and the Internet. Instead of looking for statistical patterns,

Thurlow used an interpretative, critical approach to look for recurring themes among the articles. Several dominant, discursive themes were found in the newspaper articles.

Thurlow uncovered that the most widely expressed issue among the sample articles was the impending demise of English at the hands of CMC. Certain journalists and commentators described CMC as "dumbing down the English language," "lowering standards all round," and signaling "a slow death of language" (as cited in Thurlow, 2006). In fact, one article predicting the demise of literacy offered, "Fears are growing that today's teenagers are becoming 'Generation Grunt', a section of society that has effectively lost the ability to talk or express itself" (Blair as cited in Thurlow, 2006).

Thurlow's research concluded that newspaper and other media reports often position computer mediated communication in a negative light. Thurlow found it to be even more disturbing that these reports were further connected to the communicative ineffectiveness of young people (Thurlow 2003; 2005; 2006). Still, while a sizable sample of articles pointed to a connection between CMC and poor communication skills, Thurlow ultimately concluded that the articles were "influential (mis)representations" that exaggerated the proliferation of CMC and its impact on communication skills because few of the analyzed articles drew on empirical evidence or research studies (2006).

Tapscott (1998) theorized that Millennials' desire to use CMC has created a unique challenge, especially in the workplace. Tapscott posited that text-oriented communication lacks facial expression, voice tone and other contextual information that would be recognized in face-to-face communication or voice cadence on the telephone. As a result, this over-reliance on CMC and reduced exposure to oral communication has created challenges for Millennials to

effectively articulate their position during face-to-face or telephonic interactions with superiors and colleagues.

Tapscott's position is supported by authors and Perrymore (2009), who speculated that Millennials' preference in using digital media to communicate has contributed to a hasty decline in basic verbal communication because the informal nature of CMC has penetrated into their face-to-face interactions. This has resulted in missed opportunities to refine rudimentary communications skills, such as understanding underlying cues like tone of voice, body language, and real life relationship-building.

Technology Minimally Impacts Communication Skills

Despite some suggesting that texting and other CMC may impair one's communication skills, there is research that posits this alleged issue is overblown. Wood, Plester, and Bowyer (2008) argued that the impact of texting on children's reading and writing is not well understood. Wood et al. posited that there is limited empirical research on the topic. In an effort to fill that research void, Wood, et al. conducted a research project to analyze the relationship between the use of text messaging and school literacy. The results of this study concluded that the use of textisms was positively related to both reading and phonological development. The research also concluded that text messaging drives reading attainment, rather than reading leading to an increased likelihood of a child text messaging. A similar study conducted by Plester, Wood, and Joshi (2009) further explored the texting-literacy relationship. Plester et al. failed to find an association between overall text usage and spelling scores. The researchers further concluded that based on earlier studies, there was little evidence indicating that text messaging damages a child's English ability.

In a third and separate study conducted by some of the same researchers, Plester and Wood (2009) found a positive relationship between the subjects' use of text abbreviations and their verbal skills. Furthermore, the authors found no support in the research for the negative media and public speculation surrounding mobile phone use, text messaging, and its effect on literacy development.

In an effort to clarify the socio-linguistics of texters, Ling (2005) conducted a study where he analyzed the content of text messages by various age groups. Data from this study reaffirmed that teens and young adults were the most enthusiastic users of text messaging. As part of the research, Ling examined the presence of capitalization and punctuation in the messages. Ling's analysis found that text messages from younger users were more likely to have accurate and advanced capitalization and punctuation than text messages from adults. Although Ling did not draw any conclusions about whether text messaging impacts one's oral or written communication skills, Ling deduced from his research that young adults, between the ages of 20-24, were most likely than any other age group to use capitalization in any form in texting.

A study done by Rosen, Chang, Erwin, Carrier, and Cheever (2010) also deduced that use of CMC, such as text messaging, had little impact in one's quality of written communication. Rosen, et al. conducted an online, anonymous survey of more than 700 young adults aged 18 to 25 years old. Their study did find a negative association between the reported use of text messaging in typical daily communication and writing skills, such as memo writing. But on the contrary, the same study deduced that better informal writing could be attributed to the daily use of textisms (Rosen, Chang, Erwin, Carrier, & Cheever, 2010).

Finally, an archival study done by Massey, Elliott, and Johnson (2008) scrutinized the quality of samples of standard language exams taken by British 16-year-olds between 1980 and

2004. The study determined that the quality of writing had increased compared to similar studies done in previous years, inferring that electronic communication did not have a negative effect on writing skills (Massey, Elliott, & Johnson, 2008).

Technology Enhances Communication Skills

Several articles and studies have surmised that not only does CMC not harm one's communication skills, it actually can benefit one's communication skills. In a 2009 study by Plester, Wood and Joshi, the researchers posited that since so many textisms are a form of phonetic abbreviation, to read and produce such abbreviations requires a texter to have a heightened level of phonological awareness. They pointed out that while text messages may be spelled incorrectly in a conventional sense, most textisms are phonologically acceptable forms of written English.

Another study conducted by Wood, Plester, and Bowyer (2008) posited that technology had a positive impact on developing children's literacy because it provides children another resource to learn about and experiment with letter-sound correspondence. The researchers further concluded that if children show any difficulty with reading and spelling, it would be in spite of the use of textisms, not because of it.

These conclusions were echoed in another piece of literature that stated that sending frequent text messages helped children read and write because of the abbreviations that were used. Crystal reported, "People have always used abbreviations… They do not actually use that many in texts but when they do they are using them in new, playful and imaginative ways that benefit literacy" (as cited in Leake, 2008).

In separate literature, Crystal (2008) pointed out that if a child has trouble reading and writing, it is unlikely that the child is going to be predisposed to use a technology which

demands sophisticated abilities to read and write. Crystal explained that if you do start to text, the additional experience of writing would help, rather than hinder.

Crystal also found texting to have a positive influence because it has come to satisfy a new communicative need in a society where attention spans are shorter and there is increasing pressure to better manage time. Text messaging as a source of communication appeals to those who find face-to-face communication or telephone conversation a waste of valuable time.

Millennials' Communication Skills in the Workforce

Millennials are just starting to enter the workforce in large numbers. Some research has focused on Millennials' expectations as they enter the workforce and how their non-Millennial supervisors can effectively manage them. Other research has speculated how successful Millennials will be as they enter the workplace. Hartman and McCambridge (2011) argued that Millennials will only be successful if they first recognize that they must focus on people rather than technology. Gould, Unger and Bacon (2008) also argued that the most critical skills Millennials need are those associated with communication, leadership, and management.   While these two studies touted the importance of proficient communication skills, a study conducted by Milliron (2008) showed that millennial college students ranked communication skills as one of the lowest skills needed to be successful.

Research by Madell and Muncer (2007) found that Millennials choose computer mediated communication as their preferred way to communicate. In their research, Madell and Muncer questioned two focus groups of university students by asking, "Why do you use different communication media, such as the Internet and mobile phones, in your social lives?"

The most significant finding from this focus group research was that young people often liked to use the Internet and text messaging to communicate because these devices allowed them to have more control over their interactions than if the communication was done via telephone or face-to-face. This form of communication was preferred because it also allowed the user to stop and think about a message before crafting a response. These forms of communication also reduced the interactions with other individuals that the participants said they did not know well or preferred not to talk to. Those in the focus group did not express any concern about this form of communication being impersonal. In fact, focus group participants replied that Internet and text messaging forms of communication could be quite conversational in nature.

This preferred style of communication was also confirmed in a phenomenological study which examined Millennials' communication skills in the workplace (Steinwart, 2009). Non-Millennial managers were asked several semi-structured questions about communication practices and expectations of Millennial employees. In response, all managers reported that Millennial employees chose some form of CMC (email, instant messaging, and texting) as their favored method of communication in the workplace. In fact, 30 percent of the managers expressed that millennial employees tend to avoid face-to-face and telephone communication.

When asked what kind of challenges Millennials present for organizational leaders, 80 percent of the managers said Millennial employees struggled with interpersonal skills. This included Millennials having an inability to articulate a point, trying to avoid face-to-face contact and lacking the ability to understand nonverbal cues. Two managers offered that Millennial employees lack listening skills.

Some authors have attributed weak writing skills to the Millennials over-reliance on spell check and the shorthand used in instant messaging. Tyler (2007) claimed some Millennials are so accustomed to using shorthand for text messaging, such as BTW for "by the way", that they may not remember how to correctly spell the words. The managers interviewed in Steinwart's (2009) dissertation research agreed. When asked for the weakest communication skill that Millennials bring to the workplace, 70 percent of managers indicated Millennials had poor writing habits related to daily correspondence. Specifically, managers mentioned that written communication was informal, included abbreviations commonly found in text messages, and was grammatically incorrect.

Regardless of how the information is communicated, Millennials entering the workplace do desire frequent, open communication that does not get stalled by organizational policy requiring information first be shared with senior employees or conveyed on a "need-to-know basis". Irrespective of their position within an organization, Millennials believe they should always be keep up to date on information (Gursoy, Maier, & Chi, 2008).

Rationale and Research Questions

As Millennials move into the workforce, they bring a new set of skills to the employer, as well as a new set of challenges. Whereas in the past, employers would need to offer training in diversity or technical matters, some literature has indicated that Millennials are more in need of training concerning professional behavior, basic writing, critical thinking, and how to best give and receive constructive criticism (Tyler, 2008). Hartman and McCambridge (2011) elucidated that communication skills must be refined at the college level in order for Millennials to succeed in today's workplace. In fact, the author posited that for Millennials to be successful on the job,

they must recognize that communication skills, particularly interpersonal communication skills, are more vital than ever due to their dependence on technology.

Tapscott and Barnard (2006) suggested a potential conflict warranting further investigation involves the communicative process in the workplace. The authors questioned whether the face-to-face communication skills and expectations of Millennials, which are different than the communication skills and expectations of their non-Millennial managers, may be impairing managers' ability to lead Millennial workers successfully.

A comprehensive study of research exploring whether computer-mediated communication has a positive, negative, or indifferent impact on communication skills -- particularly among Millennials -- does not provide a clear answer, especially due to the relative newness of the topic itself. There is disagreement over whether CMC impacts oral and written communication skills among children and teens and whether any impact of CMC is carried into the workforce by Millennials. Furthermore, the Millennial Generation has not been in the workforce very long so studies that focus specifically on Millennials are often unable to provide a depth of understanding.

This study will further explore the gap in research about how Millennials prefer to communicate in the workplace. Do Millennials bring into the workplace their own communicative language or speech code? If affirmative, does this unique language and literacy cause a divide in an intergenerational work environment? Does a communication disconnect exist which prevents valuable *I-Thou* relationships as defined by Buber from being formed in the workplace? And, if so, could Buber's theory help overcome such a disconnect? As a result of the literature review, there are more questions to investigate and as such, these questions will be further explored:

RQ1: In what ways do Millennials prefer to communicate with their non-Millennial supervisors in the workplace, specifically during day-to-day informal interactions?

RQ2: What communication challenges, if any, do Millennials' preferred way to communicate present to non-Millennial managers in the workplace?

CHAPTER 3: SCOPE AND METHODOLOGY

The purpose of this qualitative study was to explore the preferred interpersonal communication style of Millennial journalists who work in television newsrooms in the state of Wisconsin. The study further examined whether that preferred method of communication is considered acceptable and productive by non-Millennial managers. The results of the study contribute to contemporary intergenerational communication research by illustrating the communication skills of an explicit group of employees who will account for more than half of the U.S. labor force by 2022 (Pew Research Center, 2010).

A qualitative method was chosen for this study because it serves to construct social reality which is produced through cultural meanings. The collection and interpretation of data is more focused on the universal understanding of the issues studied rather than a more precise, structured mode of collection and analysis which is typically conducted through quantitative research (Eriksson & Kovalainen, 2011). A qualitative approach relies on general interviews and observations that are designed to allow participants to be spontaneous and candid (Creswell, 2005). Ghauri and Gronhaug (2005) said qualitative research is more relevant when prior research about a topic is infinitesimal. They also posited that qualitative research can be more flexible and exploratory in nature (as cited in Eriksson & Kovalainen, 2011).

Scope of the Project

The scope of the study included 10 Millennial journalists who work in newsrooms in one of Wisconsin's six television markets and report to non-Millennial supervisors. The project also included 10 non-Millennial managers who supervise Millennials in a newsroom setting. The

research was conducted by engaging each participant in a guided interview on the telephone or by a face-to-face meeting at his place of employment. Each interview ranged from 20 minutes to one hour in length depending on the level of participation by the participant. The line of questioning concentrated on interpersonal communications skills among stakeholders in a newsroom environment. The study investigated which style of communication Millennials prefer to use in day-to-day interactions with their managers; whether managers agree on the favored form of communication by Millennials, and whether Millennials' reliance on CMC has hindered interorganizational communication, therefore leading to fractured relationships in the work place.

Methodology

The study used emotionalist interview research techniques in conducting the guided interviews. The emotionalist approach, elucidated by Eriksson and Kovalainen (2011), characterizes interviews as a conduit to individuals' authentic experiences; interview questions are designed to focus primarily on individuals' perceptions instead of information.

A guided interview process was chosen because of the interviewer's desire to create a comprehensive, organized interview session but also allow the tenor of the discussion to be conversational and casual (Eriksson & Kovalainen, 2011). Guided interviews are useful in exploring respondents' attitudes, experiences, and behaviors; they characteristically allow for one-on-one contact between the researcher and the participant for an extended period of time which may not be applicable using other research instruments such as focus groups and survey questionnaires (Rubin, Rubin, Haridakis, & Piele, 2010).

The researcher recognized there are two challenges to guided interview research: first, while all pre-determined topics must be covered, the interviewer had to be prepared to probe for

more in-depth responses. Second, although the guided interview format is systematic to a certain degree, comparing experiential responses was difficult because the participants responded to their own and somewhat varying interpretations of the same questions (Eriksson & Kovalainen, 2011).

Nonetheless, this research method aligned with the chosen research topic because guided interviews are designed to allow individuals the freedom to express opinions, perceptions and ideas candidly.

Data-Collection

The participants in the guided interview research were selected using purposive sampling. This is a nonrandom sampling technique by which the researcher used a variety of methods to locate all potential participants from a specialized population (Neuman, 2011). The participants were selected based on research aims and on the anticipated contributions of the participants (Eriksson & Kovalainen, 2011). For this particular study, the respondents were required to meet specific criteria such as age and job responsibilities to participate. The researcher used local knowledge and local experts to identify Millennial journalists and non-Millennial supervisors to participate in the research project.

The participants in the guided interviews included individuals whom the researcher was already familiar with by using "backyard research." This research technique is considered a legitimate method and often a logical alternative in the business research context (Glesne as cited in Eriksson & Kovalainen, 2011). Conducting research with individuals who are familiar to the researcher will allow for easier access to both the individuals and written research materials. It

also improves the researcher's chances of developing comprehensive background knowledge because of the comfort level between participant and researcher (Eriksson & Kovalainen, 2011).

Data Analysis

Data was analyzed using constant comparative analysis which allows for themes to emerge naturally (Glaser & Strauss, 1967). This method was initially developed for use in grounded theory methodology and is now widely recognized as a method of analysis in qualitative research.

In constant comparative analysis, the main tool is comparison. Using the method of comparing and contrasting, the researcher formed categories, established the boundaries of the categories, and summarized the content of the categories. Through the process of comparison, the researcher was able to develop a theory by categorizing, coding, delineating categories and connecting them. Once data was in hand, it was constantly analyzed against new data. When the introduction of new data did not bring any new information to light, the categories were described as saturated and the data was easily assigned to one of the already existent categories (Tesch, 1990). The main purpose was to inspect all data for recurrent instances, such as words, themes, or discourses (Eriksson & Kovalainen, 2011). In analyzing the data, the researcher identified when:

- participants repeated the issue and made similar statements about it;
- participants invalidated the issue and made disagreeing statements about it;
- the issue was repeated by many individuals;
- the issue was unique to just one individual;

- when the issue was brought up, a number of people easily expressed agreement or disagreement; and

- the issue of agreement or disagreement had unusual importance to the participants.

Through this process, the researcher identified underlying and emerging themes and produced a coded category or concept.

Research Instruments

The guided interviews focused on the following umbrella research questions:

RQ1: In what ways do Millennials prefer to communicate with their non-Millennial supervisors in the workplace, specifically during day-to-day informal interactions?

RQ2: What communication challenges, if any, do Millennials' preferred way to communicate present to non-Millennial managers in the workplace?

While the questions helped navigate conversation, it is important to note that under the philosophy of guided interviews, the researcher allowed conversation to occasionally deviate from preplanned questions to allow related topics raised by the participants to be explored (Eriksson & Kovalainen, 2011).

Validity and Reliability

Guided interview research presents many advantages such as allowing for one-on-one interaction between the researcher and participant. However, there are also limitations to its use. Guided interviews, by nature, are open-ended and their outcome cannot be predetermined, regardless of how well the process was planned and implemented. Some participants may feel insecure, intimidated, or just unwilling to talk; there is a risk that the participants will not pursue

an open discussion of the topic or feel uncomfortable engaging in the conversation (Eriksson & Kovalainen, 2011).

There are also limitations to the analysis of guided interviews. Using constant comparative analysis, the researcher is tasked with comparing each piece of data with every other piece of relevant data. This may not be a pragmatic approach, since the question of what the researcher judges to be relevant is unanswered and may be different among different researchers (Morse & Field as cited in Boeije, 2002).

In qualitative studies, validity means truthfulness. Research using this method is more concerned with discovering a candid portrayal of the lived experiences of the participants we study than with matching an intangible concept to empirical data. This study adhered to the core principle of validity, which is to be truthful; and attempted to create a tight fit between the ideas of a social world and what is actually occurring in it (Neuman, 2011).

Ethical Considerations

Ethical considerations for guided interviews included ensuring that the participants were provided full information about the purpose of the study and how the participants' contributions will be used (Eriksson & Kovalainen, 2011). The anonymity of research participants was the researcher's first priority. All data will be stored in such a way that it is not possible for unauthorized access to exist; removal of all personal identification from the data is also essential (Eriksson & Kovalainen, 2011).

CHAPTER FOUR: THE STUDY

Introduction

They are known as Millennials, Gen Y, Gen Next, Facebookers and even the Baby-on-Board generation. Whatever term is chosen, it is used to characterize the nearly 80 million young adults born between the mid-1970s and 2000 (Brack, 2012; Levenson, 2010; Reynolds, Campbell, Bush & Geist, 2008; Tapscott, 2009). Millennials have grown up with digital technology: they have always had the ability and accessibility to open multiple tabs in an internet browser, write an email to a friend while playing a game on the computer, and listen to music simultaneously; they are tech-savvy multi-taskers because this is the only way they have ever known (Brack, 2012; Tapscott, 1998).

Given their proclivity to use technology as a means of communication, the purpose of this study was to examine how Millennial journalists in Wisconsin television markets prefer to communicate with their non-Millennial supervisors in the work environment and whether that communicative style is compatible with their non-Millennial supervisors. The study also explored whether or not there is an intergenerational digital divide due to Millennials' knowledge of using new technology in the workplace. This chapter presents the findings of the research which were based on two sources of data: first, a demographic profile and technology usage questionnaire; second, a guided interview with participants who were selected using purposive sampling.

Results of the Study

Twenty individuals participated in the research project by answering a questionnaire and participating in a guided interview. The research was conducted over a seven-day period. Prior

to the research project, a pilot interview was conducted. As a result, the interviewee noted some confusing questions and the researcher revised them to eliminate ambiguity. Before the process began, each participant was asked if the researcher could record the conversation; all granted permission. Each participant was given background information about the study, including the definition of *computer-mediated communication* (CMC) and *speech code*. Each participant was told there were no correct or incorrect answers, and candor was encouraged.

The participants for this research were divided into two cohorts: 10 Millennial journalists currently employed in a Wisconsin television newsroom and 10 non-Millennial supervisors who also worked in a television newsroom. The Millennial journalist cohort was comprised of seven female and three male participants. The average experience in a television newsroom for this cohort was six-and-a-half years. When asked to choose a statement that best described their comfort level with technology in the workplace, nine said they were not intimidated by technology and considered themselves to be early adopters. One participant replied that she preferred to see how others found success with technology before adopting it herself. No one replied that they adopted technology only after being forced to do so in the workplace (Appendix A).

 When asked which communicative technologies they used in the workplace, ten participants replied they use email, text messaging via cell phone, telephone, and face-to-face communication to interact with their supervisor on a daily basis. Additionally, five contributors said they also used an instant-messaging system to communicate at work (Appendix A).

The non-Millennial supervisor cohort included eight male and two female participants. The average experience in a television newsroom for this group was 29 years. When asked to

select a statement that best described their comfort level with technology in the workplace, seven said they were not intimidated by technology and considered themselves to be early adopters. Three participants responded that they preferred to see how others found success with technology before adopting it themselves. No one replied that they adopted technology only after being forced to do so in the workplace (Appendix B).

When asked which communicative technologies they used in the workplace, 10 participants replied they use email, text messaging via cell phone, telephone, and face-to-face communication to interact with their staff on a daily basis. Additionally, three individuals said an instant-messaging system existed but its' usage was not consistent in the newsroom (Appendix B).

Once the questionnaire was complete, participants were asked to answer several open-ended questions. The interviews ranged between 20-70 minutes in length depending on how much the participant elaborated in answering the questions (Appendix D, E)

Two research questions were the foundation used to frame the inquiries in the guided interview process: (RQ1) In what ways do Millennials prefer to communicate with their non-Millennial supervisors in the workplace, specifically during day-to-day interactions; and (RQ2) What communication challenges, if any, do Millennials' preferred way to communicate present to non-Millennial managers in the workplace?

The data collected in the interviews were analyzed using constant comparative analysis. The questions referred to specific categories which allowed the answers to be coded into categories and then analyzed for recurrent themes. Five themes emerged from the data gathered

in this project. This section highlights the themes and provides excerpts of the participants' rejoinders to support the themes.

Theme One: Despite Millennial journalists having multiple communicative tools, including computer-mediated communication (CMC), their preferred method of communication with a supervisor is face-to-face.

Interview question one asked Millennial journalists to choose their preferred method of communication with their supervisor. Of the 10 participants, nine identified face-to-face as their ideal way to communicate with their manager. One participant indicated she had the most success using email to connect with her supervisor. When asked why they preferred face-to-face, five participants replied that witnessing facial expressions, observing body language, and detecting verbal cues in the conversation were most beneficial. Face-to-face was also considered desirable when discussing a complicated issue or personnel matter because there is more of an opportunity to clarify or defend a position. Examples of this theme are found in the subsequent viewpoints from participants (Appendix F):

P1: Conversation is more effective, more genuine and you get better feedback.

P2: Face-to-face is an easier way to get make sure we are on the same page. They raise their eyes, I raise mine; it gives me a better understanding of how they feel about what I'm saying.

P3: When the subject is serious like breaking news, it is easier to do face-to-face instead of multiple communications via text, etc.

P5: I am confident in my ability to diffuse an issue with my words.

P6: Maybe I am "old school" but I would prefer the face-to-face interaction.

P7: You can explain something better because you can see and hear each other's facial expressions and tone.

P8: Tone doesn't get lost in face-to-face.

P9: Preferred when I am trying to get my way; to make a case for a story or if I feel something was glossed over in a meeting or when I need to defend a decision.

P10: Nothing gets lost in translation and tone is heard in the conversation.

Millennial journalists expressed little discomfort or anxiety in engaging a supervisor in face-to-face interaction. However, responses from some non-Millennial supervisors bring that assertion into question. Three supervisors indicated Millennial journalists struggled with their social interactions; the interviewees specifically cited the need for Millennial journalists to "ramp up" the conversation before getting to their issue. Examples of this theme are found in the subsequent viewpoints from participants:

P13: Millennial journalists are almost uncomfortable with face-to-face. People who are on-air and have to interact more with the public are better but other staff members are almost uncomfortable to initiate and engage. They need a warming up period; almost have to ramp up and adjust to this communication style. It's like an event for them.

P14: There tends to be a hesitancy and defensiveness in face-to-face. They generally need to ramp up to what they want to talk about. They tend to want to know something immediately; they are not comfortable with talking through a decision.

P19: They also must build up to what they want to say; there is a whole preamble before they get to the message part. Pleasantry is used to start the conversation but we don't always have time for that.

Theme Two: Non-Millennial managers do not have a clear understanding of how their Millennial employees prefer to communicate and their challenge is to better understand and accommodate Millennials' communicative preferences.

Interview question one for non-Millennial managers asked how they believe Millennial journalists preferred to communicate with them in the workplace. Two managers said their Millennial staff members preferred to communicate by text; two managers suggested face-to-face; two managers suggested email. One manager said his staff preferred email and text equally; one manager suggested his staff preferred face-to-face and text, depending on whether they were in the newsroom or in the field on a story; one manager said his Millennial employees favored face-to-face and email depending again, on whether the employee was in the newsroom or in the field. One manager simply said his staff had no preference. Examples of this theme are found in the subsequent viewpoints from participants (Appendix G):

P13: Text is their preferred communication style in their personal lives so it is natural for them to use it at work.

P14: There is an "ask and answer" quality to email and text versus having to have a conversation; there is no emotion in the message.

P15: They have grown up talking to adults and are far more comfortable sharing personal information. While some are better speakers than others, they prefer to have your attention face-to-face.

P17: They are a praise-driven cohort… and have spent a lot of time in the care of adults so they learned early on how adult interaction could be helpful and they thrive on it.

P18: They don't want to discuss or get a negative answer so they avoid it by sending me an email and often send the email after I have left for the day.

P19: They want to avoid any risk of face-to-face. They email after-hours because if they did it during work hours, they know I would say come talk to me.

While non-Millennial managers had varying answers when asked how their Millennial journalists preferred to communicate, they had equally varying answers in describing their own communicative preferences. Three managers identified with face-to-face communication; two selected face-to-face or phone; two said they used all interchangeably; one selected email; one selected text; one selected phone. Examples of this theme are found in the subsequent viewpoints from participants:

P11: Email is the "be all, end all" for me because then staff has a memo on file and it's documented.

P12: I had to let my staff know when it is appropriate to text me and when it isn't. For example, they cannot "call in sick" via text. But the staff is always busy and do not answer their phones so I can reach them when I text them.

P16: I still like the phone but I've had to adapt because the employee will not answer his phone or return a call.

P17: We are in a small newsroom and can see each other around the room. It is easiest to talk to the person who is feet away.

Theme Three: Millennial journalists and their non-Millennial supervisors agree that CMC can be a positive tool in the communicative process at work.

Throughout the guided interview process, participants explicated the benefits and detriments of CMC as a tool in the work environment. By analyzing the data using constant comparative analysis, both cohorts offered a great deal of feedback on the benefits of using CMC in the work environment. When asked to expound on the benefit of email, text and instant messaging, 19 participants offered praise for email; 17 offered praise for text messaging; only one participant offered a benefit to instant messaging but it should be noted that only eight of the 20 participants said they had access to an instant messaging system at work; and, among those eight, three participants indicated its usage was sporadic, at best.

When asked to explicate the detriments of CMC as a communicative tool in the newsroom, nine participants offered some negative associations with email; five offered negative feedback about text messaging; four respondents offered criticism about instant messaging. Examples of this theme are found in the subsequent viewpoints from participants (Appendix H, I, J, M):

P6: Instant messaging is used for its quickness.

P15: Some of the worst days have had to do with instant messaging. Someone hit the button to the wrong person. It is damaging when that message lands in front of the wrong person.

P3: I can use email to write scripts in the field instead of calling in a transcription on the telephone.

P16: You get data but no context in email. You don't understand when an email is sarcastic and that is what gets lost in digitizing the communication.

P4: Email is good when you want the information documented; it's a receipt.

P9: I am very careful of how I write email because I can misinterpret what is being said to me in email so I always try hard to make sure people understand what I am saying because it can get easily misconstrued in an email.

P8: Text is for personal life; not professional life.

P14: Text is how Millennial journalists talk and carry on conversation with their friends. They are most comfortable with immediate interaction like text. That is their comfort level and it gives them the ability to move things along.

Theme Four: Non-Millennial managers agree Millennial employees communicate in varying ways but do not see them creating their own language or speech code.

In question five, non-millennial managers were given a definition of *speech code* and asked whether Millennial journalists bring their own language or speech code to the workplace. All ten participants said a speech code did not exist but a few contributors expounded on their answer by offering that there are apparent differences among the generations in the newsroom but the differences were not caused by technology. Examples of this theme are found in the subsequent viewpoints from participants (Appendix M):

P11: Maybe not a separate language or speech code but a selfishness about Millennial journalist and social media. They use the platform for personal validations. You need to

have some sort of pride in what you're doing but it crosses a line where journalists "puff themselves up".

P13: They don't speak a different language but they do gravitate toward people that are of the same generation and interpret things the same way. You wonder if they are hearing a calling or a duty to be a journalist or is it more about them and what this career will do for them. They are part of the "everyone gets a prize" generation.

P14: No. There are differences in how they communicate but not enough to overrun the commonality of TV news language.

P15: No. This newsroom is comprised of mostly Millennials. It is part of the culture, not a separate language.

Theme Five: There is not a CMC digital divide within intergenerational newsrooms but there is a divide emerging when it comes to social media communicative skills.

Both Millennial journalists and their non-Millennial supervisors were asked whether they witnessed alienation or sensed a digital divide between Millennial journalists and their colleagues due to Millennials' perceived savviness of CMC. Twelve participants said they did not witness a digital divide; eight responded that they did sense a divide. Additionally, nine of the participants qualified their answer by offering an opinion about colleagues' skills in the social media arena. They indicated that Millennial journalists are much more receptive in using social media to communicate with each other and on behalf of their employer. Participants suggested there is a reluctance for other generations in the newsroom to embrace the benefits of social media. Examples of this theme are found in the subsequent viewpoints from participants (Appendix M):

P2: Some of the anchors are not as tech savvy… definitely a 'disconnect' in social media. Twitter is not their "cup of tea".

P3: Not an issue with text, email, etc. but we're at a cliff with Facebook. There are some who are so immersed in social media and there are some where it is a totally foreign concept.

P4: The newsroom is tech savvy because our News Director has been that way for some time.

P5: Yes, there are differences but no intentional divide. One supervisor still preaches from the gospel according to the phone book but I can sense most are trying to stay relevant with the tech tools.

P7: It's taken a bit to "get them on the train" but for the most part everyone is good at text, email. Social media is totally foreign and many are still trying to get on board in that area.

P10: No disconnect. Impressed with how on-board everyone is.

P11: There is not a divide with CMC. The divide is over Facebook.

P14: Yes, you can see it in the morning meeting. Younger staff members are looking at their phone the entire meeting while veteran staff members are reading the newspaper.

P17: The newsroom is comprised of Millennials so there aren't' enough other generations to even sense a divide.

Discussion

Members of the Millennial generation are the most technologically-proficient group in history (Tyler, 2007). Tapscott (1998) posited that Millennials' entrance into the workforce could create a digital divide with non-Millennial managers and colleagues of other generations.

The results of this qualitative research project did not support such a suggestion. In guided interviews, 20 participants were asked to share their observations and expound on whether or not an intergenerational divide existed in their newsroom because of Millennials' use of technology as a tool to communicate. Twelve participants indicated there was not a divide but did express there could be some level of awkwardness when stakeholders were at different skill levels using CMC and social media. None of the participants expressed concern that this disparity of skills fractured relationships in the newsroom. One manager acknowledged that there needs to be collaboration in the newsroom to bridge any skill and generational gaps. The manager posited that Millennials must teach their colleagues how to use CMC and social media tools. In turn, veteran journalists must teach Millennial journalists how to improve their storytelling skills. By each stakeholder embracing this role, a true partnership would form in the newsroom.

Philosopher Martin Buber's dialogic ethics believed that genuine human relationships are developed through open dialogue and with an explicit goal that interlocutors work to understand what it is like to be the other. Buber's philosophy is particularly significant when exploring an intergenerational newsroom due to the fact that he places value on relationships. Buber posited that in an *I-Thou* relationship, communicators regard each other as equals and partners in dialogue (Duignan, 2010). While the research did not uncover clear evidence that an *I-Thou*

relationship is omnipresent among the participants in the research, the responses from the guided interviews indicated that both Millennial journalists and non-Millennial supervisors found value in taking measures to treat others as equals and partners in their work environment.

The qualitative research also sought to uncover whether the Millennial generation brought its own speech code into the work environment. Philipsen (1997, 2004) characterized speech code theory as a socially constructed set of terms and meanings that relate to communicative conduct. The theory suggests that different social groups have different styles of communicating with each other within the same society. The results of this project overwhelmingly indicated such a speech code did not exist among Millennial journalists. Ten non-Millennial supervisors denied such a speech code existed in their newsroom; at least not one created by the proliferation of technology. Some participants indicated that Millennials do have communicative tendencies that are unique to their generation but those characteristics are not enough to suggest this generation speaks a different language in the work environment.

Additionally, the study pursued further understanding of how Millennial journalists wish to communicate in their work environment. Tapscott (1998) posited that Millennials' penchant for using CMC would create a unique challenge in the work place. Tapscott theorized that over-reliance on CMC would limit the exposure to oral communication and as a result, Millennials would be challenged in correctly articulating their position during face-to-face interactions. The research concluded that while Millennial journalists said they preferred to interact face-to-face with their supervisors, several non-Millennial managers disagreed with that assertion. In fact, four supervisors indicated Millennial journalists were often uncomfortable in engaging their superior in conversation. The supervisors' position on this issue adds credence to Tapscott's claim.

Finally, data that emerged from the research project also adds credibility to research done by Madell and Muncer (2007). Using focus groups, they found that young people often liked to use email and text messaging to communicate because these devices gave them more control over the message than if they engaged in face-to-face communication. In this research, six Millennial journalists agreed with that reasoning. One participant said he liked email because he could carefully craft what he wanted to say, make sure his interaction was concise and that the message was accurately constructed. Another participant said she liked email because it provided a receipt of the communication; the information was documented and could be accessed in the future.

CHAPTER FIVE: SUMMARY AND CONCLUSION

The purpose of this qualitative study was to gather the experiences and perceived communicative preferences of Millennial journalists and non-Millennial supervisors to determine if CMC has impacted Millennials' communicative skills in the workplace, if Millennials bring their own speech code to the workplace, and if there is a digital divide among generations in the workplace.

The study found that while Millennial journalists have many CMC tools at their disposal, the participants indicated that face-to-face communication would always be their preferred way to communicate with their supervisor. The study also found that while Millennials may bring unique characteristics into the workplace, they do not engage in a speech code that is exclusive to their generation, and therefore, do not alienate colleagues from other generations. Finally, the study found that while CMC may be more frequently embraced by Millennials in the work environment, the use of CMC does not create any appreciable existence of a digital divide in an intergenerational work place.

Limitations of the Study

Due to time constraints, the study was limited to 20 participants; 18 of the guided interviews were done by telephone and two were done in a face-to-face setting. Answers to several of the questions did reach saturation, whereby no additional data was mined from the participants that would have developed other themes or conceptual categories (Glaser & Strauss, 1967); however, it is plausible that expanding the project to include additional participants would have led to saturation on some of the other questions.

The use of a survey prior to the guided interviews would have also proven to be helpful to extract data that would have helped refine the phrasing of the questions asked during the interviews. Another limitation is the study was conducted with only participants working in the television news field; including participants from radio stations or broadening the research to include participants from other fields of work might have produced additional insight.

Further Study or Recommendations

Recommendations for additional research include repeating the study with a different cohort of individuals who represent another career to validate the themes collected in this research. One participant in this research project theorized that journalists are on the "front lines" of using CMC to communicate and leading the way in employing technology in the workplace. Further research with another cohort representing another line of work could test that statement. In addition, with the surprising number of participants who indicated a digital divide might be developing in newsrooms about the understanding and usage of social media, further studies could test whether social media is indeed a communicative tool that could cause friction among stakeholders in an intergenerational work environment. Finally, a researcher could develop a study to further analyze whether Millennials' written communication skills have been hampered by the propagation of CMC in their lives.

Conclusion

Successful communication is vital in strengthening an organization's mission and creating productive relationships in the work environment (Herriot, 2002). Intra-organizational communication has become a growing concern for employers as the face of today's workforce is changing. By 2020, Millennials will make up 46 percent of the workforce (Lynch, 2008).

Millennials have been credited with bringing new communicative styles to the workplace but have also been criticized for lacking certain interpersonal skills because the informal nature of CMC has penetrated into their face-to-face interactions (Lipkin & Perrymore, 2009).

For this research, Martin Buber's dialogic ethics (Duignan, 2010) was used as a framework to scrutinize the communicative efforts between Millennials and non-Millennials. Buber's philosophy examined the nature of relationships between interlocutors; he believed that authentic relationships are developed through open dialogue and every true relationship must begin with acceptance of each person (Rogers, 1989). This research project pursued answers to the question of whether CMC created a relational bridge of acceptance among generations in the workplace or created a communicative digital divide. As Jablin and Krone (1994) suggested, interactions in the workplace are often influenced by individual differences in communication and these have been found to affect co-workers' satisfaction and productivity (as cited in Myers & Sadaghiani, 2010). The research found that while Millennials and non-Millennials place different levels of importance on the use of CMC in the workplace, participants found common ground in a desire to accept each other's acceptance of CMC, respect for each other's communicative preferences and a genuine acceptance of each other's differences.

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APPENDIX A: MILLENNIAL JOURNALIST PROFILE

PARTICIPANT	GENDER	YRS IN BUSINESS	TECHNOLOGIES USED IN WORKPLACE
P1	M	2	Email, text, IM, phone, face-to-face
P2	F	4	Email, text, IM, phone, face-to-face
P3	M	6.5	Email, text, phone, face-to-face
P4	F	6	Email, text, phone, face-to-face
P5	F	10	Email, text, phone, face-to-face
P6	F	6.5	Email, text, IM, phone, face-to-face
P7	M	1	Email, text, IM, phone, face-to-face
P8	F	13	Email, text, phone, face-to-face
P9	F	9	Email, text, phone, face-to-face
P10	F	5	Email, text, IM, phone, face-to-face

APPENDIX B: NON-MILLENNIAL SUPERVISOR PROFILE

PARTICIPANT	GENDER	YRS IN BUSINESS	TECHNOLOGIES USED IN WORKPLACE
P11	M	20	Email, text, phone, face-to-face
P12	M	32	Email, text, phone, face-to-face
P13	M	23	Email, text, IM, phone, face-to-face
P14	M	30	Email, text, phone, face-to-face
P15	F	32	Email, text, phone, face-to-face
P16	M	23	Email, text, phone, face-to-face
P17	M	41	Email, text, phone, face-to-face
P18	M	16	Email, text, IM, phone, face-to-face
P19	F	32	Email, text, IM, phone, face-to-face
P20	M	44	Email, text, phone, face-to-face

APPENDIX C: PARTICIPANT DEMOGRAPHIC PROFILE

1. What year were you born? (Circle)

    a. Before 1976?

    b. After 1976?

2. What is your gender? (Circle)

    a. Male

    b. Female

3. How many years have you worked as a journalist in a television newsroom? _____

4. Are you a supervisor? (Circle)

    a.   yes

    b.   no

5. Which best describes your comfort level with technology in the workplace? (Circle)

    a. I am not intimidated by technology; I consider myself an early adopter

    b. I need to see how others have success with technology before I adopt it

    c. I wait to adopt new technology and communicative devices until I am forced to

6.   Which communicative technologies do you use in the workplace? Circle all that apply.

    a. Email

    b. Text messaging via cell phone

    c. Instant messaging via computer

    d. Telephone

    e. Face-to-Face

APPENDIX D: GUIDED INTERVIEW QUESTIONS

For Millennials

1. When it comes to day-to-day interaction with your supervisor, how do you best prefer to communicate with him/her?   Why?

2. In what ways, if any, do you think the way you prefer to communicate is different from the way your supervisor prefers to communicate?

3. How do your CMC skills compare to your face-to-face communications skills? Is one better than the other? Why?

4. Of the categories I mentioned earlier (email, text, instant messaging, and telephone, face-to-face) what do you think is your strongest communication still that you bring to the workplace? Why?

5. Of the list mentioned, what is the weakest/least used communication skill you bring to the workplace? Why?

6. Give me a good example of when to use this type of communication with your supervisor:

     a. E-mail

     b. Instant messaging via computer

     c. Text messaging via cell phone

     d. Face-to-face communication

7. For the times that you choose to use CMC to communicate with your manager, how do you think they interpret that style of communication?

8. What do you like most about the ability to use CMC in the workplace to communicate with a supervisor?

9. Do you ever sense that your ability to use CMC in the workplace causes misunderstanding or frustration in the workplace? That there might be a digital divide or disconnect between your generation and others in the newsroom?

10. After hearing these questions, if there anything else you would like to offer that I haven't touched upon about the use of CMC in the workplace?

APPENDIX E: GUIDED INTERVIEW QUESTIONS

For non-Millennial Managers

1. When it comes to day-to-day interaction with your Millennial staff members, how do you believe they prefer to communicate in the workplace?

2. In what ways, if any, do you see that Millennials' communication style is different than your own?

3. What CMC skills do Millennial employees lack, if any?

4. In your opinion, what is the strongest communication skill Millennial employees bring to the workplace?

5. In your opinion, what is the weakest communication skill Millennial employees bring to the workplace?

6. Give me a good example of when a Millennial journalist uses this style of communication to reach you:

    a. E-mail

    b. Instant messaging via computer

    c. Text messaging via cell phone

    d. Face-to-face communication

7. Do you feel Millennial employees, with their adaptability to CMC, bring their own language or speech code to the workplace?

8. Do you feel Millennial employees, with their adaptability to CMC, might alienate or frustrate workers of other generations in the workplace? Do you sense a digital divide?

9. Based on the line of questioning just covered, is there anything else about Millennial

   employees and CMC that you would like to share?

APPENDIX F: MILLENNIAL JOURNALIST COMMUNICATIVE PREFERENCES

PARTICIPANT	FAVORITE	WHY?	LEAST FAVORITE/ WEAKEST	WHY?
P1	F2F	Conversation is more effective, more genuine and you get better feedback.	Weakest might be F2F.	While I prefer F2F, it could also be my weakest b/c I am not as concise as I could be. I might be better at story pitches with email because I'm concise there.
P2	F2F	Easier way to see that we are on the same page. They raise their eyes, I raise mine, it gives me a better understanding of how they feel about what I'm saying (story pitch). I feel it is a better way to get information out of them. I am better at F2F because I elaborate more	IM	Not everyone in newsroom uses it, especially supervisors. System will ding that you have a message but others will not look at message for days so it's unreliable
P3	F2F	When the subject is serious like breaking news, it is easier to do F2F instead of multiple communications back and forth; one F2Fchat is more efficient	Telephone	Not for a skills reason but I tend to forget I have turned the ringer off or I might not hear the phone ring; don't rely or expect calls.
P4	Email	I'm giving instructions by email; they are in writing, a person can read them again and have a copy to see for reference. Email is like a receipt	Text	Only reason to use it is to get a quick answer so I only use it for yes/no answers.
P5	F2F	Prefer F2Fbut not always feasible due to function of schedules but when either my supervisor or I deem it important enough, we will talk F2F. I am confident in my ability to diffuse an issue with my words.	Text	Messages are short so only used for a question that is urgent & needs immediate response that can be handled in short message.
P6	F2F	More accurate because you can see interactions and facial expressions; maybe I am more old school but I would prefer the face to face interaction.	Text	Only used as a tool when it's hard to reach someone (ex: stuck in court); texting is more for personal use
P7	F2F	You can explain something better with F2F because you see/hear each other's facial expressions and tone. You can't get that through text or email.	Email	It is slow & not as immediate; one might not get to their inbox to check email & response time is slow.
P8	F2F	It is quicker for me to get an answer when I approach F2F. It also helps that tone doesn't get lost in F2F	Text	It is informal, used to communicate with friends, not supervisors. It doesn't seem like real conversation that you should have with your

				boss or a source; it doesn't feel like it's on the record.
P9	F2F	Not always possible in our environment, but preferred when I'm trying to get my way; to make my case for a story or if I feel something was glossed over in a meeting; when I need to defend a decision, clarify a point	Can't specify one	Use all interchangeably because one style doesn't always get a response; when I email, I have to call or point it out F2F to supervisor; if I bring something up F2F, I'm told to put it in an email! Whatever I do there is always an opposite follow-up.
P10	F2F	Not always possible because of schedules, but it is easier and most productive to use F2F; nothing gets lost in translation and there is a sense of tone in the conversations.	IM	

APPENDIX G: NON-MILLENNIAL SUPERVISOR COMMUNICATIVE PREFERENCES

PARTICIPANT	FAVORITE WAY MILLENNIAL JOURNALISTS PREFER TO COMMUNICATE?	WHY?	YOUR FAVORITE WAY?	WHY?
P11	No preference	Use them all interchangeably depending on how fast they need an answer	Email	Email is the be all, end all for me because then staff has a memo on file and it's documented
P12	Text	They feel they can always reach me via text and avoid questions.	Text	I had to let my staff know when it is appropriate to text me and when it isn't. For example, they cannot call in sick via text. But the staff is always busy and don't answer their phones so I can reach them when I text them
P13	Text	It's their preferred communication style in their personal lives so it natural for them to use it at work.	F2F	Personal communication is more important to me; visual cues that are transmitted can sometimes communicate the importance of an assignment. It's important to be aware of body language and the way you speak and explain something
P14	Email or text	There is an "ask and answer" quality to email and text versus having to have a conversation; there is no emotion in the message. It avoids conversation.	Email, text, F2F	I am OK with text and email but will move to F2F easily
P15	F2F	They have grown up talking to adults and are far more comfortable sharing personal information. While some are better speakers than others, they prefer to have your attention F2F.	F2F	I will always choose to talk in person versus an email or text but I have a more defined line between professional and personal life.
P16	In newsroom: F2F In field: Text	F2F because they want the interaction in the workplace; in the field, text because it is efficient & helpful with logistics; they don't want to be	Phone	I still like the phone but I've had to adapt because the journalist will not answer his phone or return a call.

		bothered when they are working		
P17	F2F	They are a praise-driven cohort… and have spent a lot of time in the care of adults so they learned early on how adult interaction could be helpful and they thrive on it.	F2F	We are in a small newsroom and can see each other around the room. It is easiest to talk to the person who is feet away.
P18	Email	They don't want to discuss or get a negative answer so they avoid it by sending email & often after I've left for the day	F2F or phone	Easiest way for me to multi-task and get answers from staff
P19	Email	They want to avoid any risk of a F2F. They email after hours because if they did during work hours, they know I would say come talk to me.	F2F or phone	When I was their age, I talked to my News Director all the time. Now there is a gap and I don't know if it is respect or how they were raised but many tend to avoid F2F
P20	In newsroom: F2F In field: email	They like F2F for content questions, directions on stories where there can be more give and take. In the field, they are looking for quick answers, typically for logistical issues.	Interchangeably	I use them all interchangeably but when you get to my age and level of experience, F2F will be the first choice.

APPENDIX H: EMAIL AS COMMUNICATION

PARTICIPANT	WHEN TO USE/ POSITIVES	WHEN NOT TO USE/ NEGATIVES	ISSUE HAS UNUSUAL IMPORTANCE
P1	When you are pitching a story idea for a later date. When you want to give an update on a story.	You cannot call in sick by email.	When you don't want to have a conversation with someone.
P2	When you want your points written down and have a paper trail. Email good for setting up future stories.		Email is like a document that tracks what another person said, and then what you said, and can be called up if the interaction is intense or controversial.
P3	Can use email to write scripts in the field instead of calling in transcription on the telephone		With select supervisors, it feels like it's a one-way communication. Maybe it's the age gap but I don't get the response on email that I would like.
P4	Used to alert supervisor that a task is complete or reply to something I've been asked to do. When you want the information documented; it's a receipt		
P5	When my supervisor is tied up in a meeting but I suspect he will check his email. This will not be a message needing an immediate response but want him to see it.	End email when people infer there is tone in your email and you realize the email can make you sound more upset than you are. Does this mean I am bad at email if tone is detected but it was not my intent?	Not good at organizing my email; some are better at email maintenance than me
P6	When I need to get a message in front of my supervisor but it is not urgent.		
P7	Used when I am planning ahead and need to give the person (supervisor or interviewee) to think about content and reply back within 3-4 days. They can check it on their time and respond		
P8	Used to get a story idea in front of supervisor or workflow suggestion. A pre-conversation to a F2F conversation.	Frustration when staff members don't read all staff email; it's ignored	Email is wimpy. It is easy to fire off an email and easy for the email to get lost in the inbox.
P9	Used to reach supervisor who I know is not in the newsroom but I need to communicate	I am very careful of how I write email because I can misinterpret what is being	

	with him that I need to explain something to him. Emailing is efficient	said to me in email so I always try hard to make sure people understand what I am saying because it can get easily misconstrued in an email. Not appropriate to email someone you can see across the room.	
P10	Looking for specific information like schedules, vacation days, logistics, story ideas. It is in writing and can be recalled at a later date		
P11	I have it on file and the content is documented	Too much email coming into newsroom & people are not managing their inbox correctly and missing important messages	
P12	Used for scheduling, group emails with announcements, general reprimands (don't break your equipment).		Email is main communication with staff on overnight/morning show shift. Struggle with that communication because a lot gets lost in translation and we seem to be making each other angry.
P13	Used to get a message out to a large group of people in a short time frame. When you have an idea and want to frame the conversation you'd like to have.		
P14	Email is seen as asked & answered, a form of communication to get to the point and get a quick answer		
P15	Email used for when something is not in the moment; used for after the fact opinions, comments on scheduling, housekeeping measures in newsroom		
P16	Used to get a message to them in a timely fashion without disturbing the workflow in the field.	You get data but no context. You don't understand when an email is sarcastic and that is what gets lost in digitizing the communication.	Email is a little outdated to some of them. They know email plays a key role, but it's not the be-all, end-all it used to be.

		As a supervisor, there is an expectation I am reading my email all the time, even at home.	
P17	Used by staff when they want to clarify position, defend themselves or plead their case	Email is a cluttered mess It is snarky and emoticons and smiley faces in email are the worst.	I've always thought email is the lowest form of communication because it's too easy.
P18	Used to contact crew in the field	Email is used to avoid a verbal reply they might not like	
P19	Email is used by staff in the field when there is something major & they need to get a message back and in front of many people.		
P20		If you don't respond to email right away, they are frustrated. There is an expectation that you are glued to your email.	

APPENDIX I: TEXT MESSAGING AS COMMUNICATION

PARTICIPANT	WHEN TO USE/ POSITIVES	WHEN NOT TO USE/ NEGATIVES	ISSUE HAS UNUSUAL IMPORTANCE
P1		Texting does not mean an immediate answer in my newsroom	
P2	Most helpful in the field when a story is running late or logistical issue; I can text supervisor and let him know. Best in field when you cannot use a phone	With so few characters you can't always understand what is being said	
P3	Quick communication from the field back into the supervisor in situations where I cannot call because I'm in court, etc.		I am incredibly picky compared to others my age because I have punctuation in my text messages. I can't short form it.
P4	Text is used to communicate with someone who cannot pick up the phone because they might be doing an interview. Only other reason to use it is for short, quick response		
P5	When you need quick response When supervisor is in meeting and might not look at email in phone but has phone and will see the text come in and can likely provide a short reply.		I can text sources in off-hours and work ahead on stories; get information from sources during non-traditional hours.
P6	I only use text when I am in a hard to reach place like city council meeting and cannot call supervisor by phone. I will then text update.		
P7	Text message is designed for quick response; used for logistics, directions and I don't have to spend the time on the phone.		
P8		Text in personal life; not professional life	
P9	Used to get attention quickly, especially in breaking news situations Also good for timing situations when stories are running late.	Text doesn't provide enough information and it can be wrong information.	

P10	Fastest way to get a message to the supervisor and they can look at it when possible, no huge interruption.		
P11	Text is easiest if a staff member is in a conference or hearing and this is a way I can interrupt the person and provide information without interrupting the work flow.		Sometimes staff relies on text too much, to my detriment because sometimes I don't catch the text as quickly as I would like
P12	Text is used to get in touch with me when I am out of the building.	You cannot call in sick via text message.	
P13	Quickest way for staff to report back to me on status of stories.		
P14	Text is how Millennial journalists talk and carry on conversation with their friends. They are most comfortable with immediate interaction like text. That is their comfort level and it gives them the ability to move things along.		
P15	Used between field and supervisor to answer questions about logistics, directions; answers that can be gotten quickly. It is functionally easier to intrude on someone who might be in the middle of an interview to text than to have their phone ring.		
P16	Texting is efficient, fast way to make contact when they might not answer a phone call.		People are looking at their smart phones as much as anything in the morning meeting. I think I could send them a test message on their phone and I'd get a better response than if I called their name in the meeting.
P17	Most useful for staff to text into me (supervisor) to update me on logistics of story.		
P18			
P19	When timing of a story changes, a text will alert us that deadlines could be in jeopardy.		
P20			

APPENDIX J: INSTANT MESSAGING AS COMMUNICATION

PARTICIPANT	WHEN TO USE/ POSITIVES	WHEN NOT TO USE/ NEGATIVES	ISSUE HAS UNUSUAL IMPORTANCE
P1			
P2			
P3			
P4			
P5			
P6	Used for really short messages or directive; example: my story is ready to be edited. Used for its quickness		
P7			
P8			
P9			
P10			
P11		IM is used more for a gossip tool more than anything substantial. There are times it is helpful when there is a bulletin or breaking news and the top line IM hits everyone's computer	
P12			
P13		I can make eye contact with someone but still get in instant message from the person.	I think it is done because it is the nature of staying in the environment. We all work in rundowns and two screen environments and it's hard to break that plane. It is a right turn to verbally communicate so IM makes it easier to multi-task and communicate.
P14			
P15		Some of the worst days I have had to do with instant messaging. Someone hit the button to the wrong person. It is damaging when that message lands in front of the wrong person.	My belief is instant messaging is done because they wouldn't verbalize their message; it's too "snipey" so they use instant message.
P16			
P17			
P18			
P19		I have had some unfortunate experiences with instant messaging in terms of work flow and "nasty-grams". Staff members going at each	

		other using this tool. I once had to turn off the function because of the inappropriate communication.	
P20			

APPENDIX K: TELEPHONE AS COMMUNICATION

PARTICIPANT	WHEN TO USE/ POSITIVES	WHEN NOT TO USE/ NEGATIVES	ISSUE HAS UNUSUAL IMPORTANCE
P1			
P2			
P3			
P4		Phone is a waste of time. If the person is around, I would rather talk F2F. If it's someone I am contacting long distance, then I use Facebook. I don't call them.	
P5		Some managers still rely on phone. In fact, one manager will not reply to me any other way.	
P6			
P7	A lot more people have smart phones and will pick up a phone call that they might not do at home or at their desk.		
P8			
P9			
P10			
P11			
P12			
P13			
P14			Phones are the distancing of human communication when you're staring down at your phone. You don't get… you lose some of the camaraderie and connections with each other. With people scanning their phones, if you don't feel like you're being listened to, the meeting can lead to no one ever really knowing the other person or understand how they feel about things.
P15	In the field, if it is a major issue they will forego the technology and get to a place where they can call me.		
P16		Millennial journalists still don't answer phone calls but are better when they have smart phones. They would rather use other modes to communicate.	

		That's not the way I prefer to communicate.	
P17	Millennial journalists are good on the phone. They have had a phone always in their life so they have good skills. They are better on the phone than other generations because it was easier for people to say 'no' to an interview but now Millennial journalists can verbally point out how social media will play a role in the story. This can convince the person to agree to the interview. I have heard my staff on the phone and think, this person is a charmer. She is going to get these people to do that.		
P18		I do not have my phone with me 24/7 like they think. I have told them to call me on my landline but they don't see to get that.	
P19	Millennials will pick up the phone immediately; they do not hesitate. Even if they cannot come to work, they will still answer the phone. X'ers will not answer their phones.	The concept of asking them to call on a land line is a 'disconnect' to them. They don't understand that I may not have my cell phone with me in the basement doing laundry but I do have a landline.	
P20			

APPENDIX L: FACE TO FACE AS COMMUNICATION

PARTICIPANT	WHEN TO USE/ POSITIVES	WHEN NOT TO USE/ NEGATIVES	ISSUE HAS UNUSUAL IMPORTANCE
P1	F2F is more genuine and you get better feedback when you talk to your supervisor. You are able to give more explanation.		
P2			
P3			
P4	When using F2F, you can see and read body language; you can also get a lengthier response. Mostly used for in-depth or difficult conversations		I think I'm an old soul. I grew up in a small town. Face to face is more important to me than others in my age group. I think I just appropriately detect which way the communication needs to go.
P5	Because all our schedules are different I think F2F is done with then conversation is really important.		
P6	I feel I come across better in person. I can explain better and get immediate clarification instead of getting buried in the inbox. I would rather watch as the person reviews my work and interact with that person instead of an email. If there is something big like a personnel issue, then I'd rather talk F2F		
P7	F2F is used for a more serious discussion or to elaborate on a plan; F2F will be used to discuss the work plan for the day, story ideas, angles and how best to tell the story.		
P8	The eye contact is important		Face to Face is a way to "man up". It is easy to fire off an email but it doesn't have the same importance.
P9	F2F is dictated by the nature of what I want to talk about. When it comes to things that are more interpretative or there is brainstorming, then F2F is better.		I get frustrated when you're sitting feet away and you get an email. Why couldn't you just walk over to my desk?

	F2F is important in helping build relationships in the workplace; anyone can have a great email relationship but a F2F one is better.		
P10			
P11			
P12	F2F is about something that is serious and needs to be communicated, positive or negative. When it becomes something almost like a Human Resources issue, then you need to talk F2F. Find that when I talk to them, they are more receptive when I'm holding them accountable.		Millennial journalists crave feedback. We didn't grow up that way. As long as we stayed out of the News Director's office, we were happy.
P13	F2F is used to explain the importance of an assignment.	Millennial journalists are almost uncomfortable with F2F. People who are on-air and have to interact more with the public are better but other staff members are almost uncomfortable to initiate and engage. They need a warming up period; almost have to ramp up and adjust to this communication style. It's like an event for them.	When you're two desks apart, have the regular conversation instead of technology.
P14		There tends to be hesitancy and defensiveness in F2F. They generally need to ramp up to what they want to talk about. They lack context when using F2F. They tend to want to know something immediately; they are not comfortable with talking through a decision.	
P15			
P16	F2F used when the staff member wants to "plead their case"; this way they can put some nuance in the message that you wouldn't get in a		

	technology-driven message.		
P17			
P18		When a Millennial journalist does ask for F2F, they literally mean F2F. They need that eye contact and will not speak until you stop what you are doing so that they have your undivided attention. I must stop the multi-tasking that I am doing and look at them. If I don't, they get annoyed. They want the eye contact.	
P19		When they use F2F, there is a high level of decorum. If you don't make eye contact they think you are rude and not listening. They also must build up to what they want to say; there is a whole preamble before they get to the message part. Pleasantry is used to start the conversation but we don't always have time for that.	
P20	F2F conversations are comfortable with Millennial journalists; not aggressive but also not intimidated. They are looking for discussion and direction.		

APPENDIX M: CMC, DISCONNECT, SPEECH CODE

PARTICIPANT	WHAT DO YOU LIKE MOST ABOUT CMC IN WORKPLACE	IS THERE A GENERATIONAL DISCONNECT OR FRUSTRATION IN WORKPLACE?	DO MILLENNIAL JOURNALISTS HAVE THEIR OWN SPEECH CODE?
P1	You can carefully craft what you want to say. Not because you're going to make someone mad but so that you are concise and get your point across.	No.	
P2	Efficiency, especially in our field where timing is everything, we're always on deadline. The quicker you respond, the quicker the response you'll get and meet your goal.	A bit. Some of the anchors are not as tech savvy. I just adapt and know who will respond which way. Definitely a disconnect in social media; Twitter is not their cup of tea.	
P3	Immediacy and efficiency. You can interrupt a meeting with a text or email	Not issue with text, email, etc. but we're at a cliff with Facebook. There are some who are so immersed in social media and then there are some where it is a totally foreign concept. Supervisor is trying to get everyone up to speed but veteran employees are much less likely to send out a tweet or post on Facebook.	
P4		Newsroom is tech savvy because leadership has been that way for some time. There also are not a lot of older journalists in this newsroom so that might be why there is no divide. Ones who are here will set up the tools like Twitter and Facebook but don't understand the value of it.	
P5	Availability and speed	Yes, there are differences but no intentional divide. One supervisor still preaches the gospel according to the phone book but I can sense most are trying to stay relevant with CMC tools.	

		Bigger issue is social media where there are varying levels of buy-in. Resistant employees have affected others in the department. But it's not generation specific, there are even journalists my age who don't want to use social media at work because they think it is another new thing they have to learn.	
P6	When I am not at work, I can still be in touch with work. I can prepare for work by sending ideas ahead of time and go to work and see fewer surprises.	Some disconnect with the technology but not a divide. There are various levels of skill. My boss can manage his outlook calendar better than me. But the supervisor also might not be as familiar with computer system or video editing system. They know something is not right but they can't explain how to fix it. This is more of an issue than CMC tools.	
P7	So many options to get your message across. I like that everyone serves a purpose and it is an advantage for us to have these tools that other journalists did not have to get their job done.	It's taken a bit to get them on the train but for the most part, everyone is good at text, email. Social media is totally foreign and many are still trying to get on board in those areas.	
P8		"Huge divide" with social media, not CMC. There are several generations in our newsroom and some staff members will have the newest iPhone but don't want to use it for social media. Younger staff members are already moving away from Facebook and veteran staff members aren't even on Facebook.	
P9		News Director is a boomer and he is active user of all	

		CMC. Because of the various job duties we have to learn how to do work-around and that includes video on our cell phones and scripts by email. No one is completely in the dark.	
P10	Convenient "especially in this day and age when you can count on someone to have phone and have it at all times".	No disconnect. Impressed with how on-board everyone is. But now, there is an attitude that if you're not on board with these things, you'll be left behind. This is where the future is going so get on board or you are going get lost. Staff members are doing it because they have to.	
P11		There is not a divide with CMC. The divide is over Facebook.	Maybe not a separate language or speech code but selfishness about Millennial journalists and social media. They use the platform for personal validations. You need to have some sort of pride in what you're doing but it crosses a line where journalists "puff themselves up".
P12		Yes, but it has more to do with website and social media. Senior members have been left behind and it's apparent they choose not to catch up. They are not carrying their weight. Believe the problem is they are afraid of getting it wrong and are afraid to embarrass themselves in a public setting. Fear not being seen as competent.	
P13		No disconnect in the newsroom because it needs to be about collaboration. Digital natives in the newsroom are teaching the digital immigrant how to post a Snapchat video. In turn, the veteran is teaching the Millennial how to do better with storytelling.	They don't speech a different language but they gravitate toward people that are of the same generation and interpret things the same way. You wonder if they are hearing a calling or a duty to be a journalist or is it more about them and what this career will do for them. They are part of the "everyone gets a prize" generation and sometimes it is

		Everyone should embrace the different kinds of communication because our audience is all generations.	just down and dirty and there will not be daily recognition.
P14		Some level of being in different places with technology. Younger staff members are looking at their phone the entire news meeting while veteran staff members are reading the paper or looking at the rundown and having eye contact with person speaking. But those journalists looking at their phone will interject with immediate updates they found on their phone. It's almost like what the assignment editor is saying is old because the phone has all the new details.	No. There are differences in how they communicate but not enough to overrun the commonality of TV news.
P15		Would not say alienation. If there are some folks who are left behind, they have a sense of envy, not alienation. And, they want to get caught up to the next person so they know what the other person knows.	No. This newsroom is comprised of mostly Millennials. It is part of the culture, not a separate language.
P16		Some alienation but the playing field is leveled when everyone gets the same tools. Millennial journalists own a smart phone before they come to work here and then get a work-issued phone. Older journalists feel the workplace should provide the technology and then they get on board.	
P17		The newsroom is comprised of Millennials so there aren't enough other generations to even sense a divide.	
P18			
P19		Sure. Some boomers realize if they don't adapt, they'll be left behind. Others don't care; they are	No

		looking at the exit door and know they'll retire in 2-3 years and think, "do I really need to learn how to do this?"	
P20		Social media is the big divide. Younger ones are tweeting all the time, posting to Instagram and the older ones don't. We're finally getting veteran employees to get on social media and they are starting to feel the pressure to keep up to date and stay relevant.	