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The Effect of Organizational Culture on the Retention of Millennial Employees

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The Effect of Organizational Culture on the Retention of Millennial Employees

by
Charlene A. Bolton

An Applied Dissertation Submitted to the
Abraham S. Fischler College of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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Approval Page

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Statement of Original Work

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Charlene A. Bolton

Name

March 26, 2018

Date

Acknowledgments

My never-ending pursuit for knowledge began at an early age. This curiosity and hunger for growth was a result of my mother, Una Bolton, who constantly encouraged me to read and search for the answers to my questions. Her continued support through all of my endeavors and particularly throughout the journey of this program has been unwavering and it is greatly appreciated. My children, Tristyn, Shayne, and Cheyenne, are my permanent cheerleaders. Their constant support and always believing in me gave me the motivation to push through the challenges that arose before and while pursuing this degree. It is my hope they will see, through my accomplishments, the possibility for them to also overcome any obstacle and achieve their goals. This dissertation and degree are dedicated to them.

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Abstract

The Effect of Organizational Culture on the Retention of Millennial Employees. Charlene A. Bolton, 2018: Applied Dissertation, Nova Southeastern University, Abraham S. Fischler College of Education. Keywords: organizational culture, work environment, employer employee relationship, generational differences

This quantitative research method study of the organizational culture preferred by physician assistant graduate students was designed to explore how organizational culture can affect the retention of Millennial employees. Millennials will make up approximately 50% of the global workforce by 2020, so it is important to understand how organizational culture can influence Millennials' willingness to stay with an organization. The problem addressed involved the inability of organizations to retain Millennials beyond their 2 years of being hired, which occurs because the values of the organizations do not align with the work values of Millennials.

After extensive literature review on the characteristics and work values of Millennials, Person-Organization Fit, Competitive Values Framework, and organizational culture, the researcher developed this study to add to the current literature and to help move the research closer to making generalizations regarding the workplace values and organizational culture preferences of Millennials. The Lyons Work Values Survey was used to explore what work values were important to Millennial physician assistant graduate students. Additionally, the researcher developed a single-item question survey that was used to discover the preferred organizational culture of these Millennial graduate students. Organizations that are aware of this information will be well equipped to create the type of culture needed to retain Millennial employees longer than 2 years after they are hired.

The findings from this research study can be used to create a culture that will retain Millennials. Because work values and organizational culture appear to have a strong positive relationship, it may be beneficial for organizations to initially identify their organizational culture and then explore the work values of their potential and current employees. These actions will give organizations the information needed to ascertain if value congruence exists between employee and the organizational culture. If value congruence does not exist, then the organization has to decide what needs to be done to keep its employees.

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Chapter 1: Introduction

Statement of the Problem

Organizational culture reflects the assumptions, values, and beliefs that are shared within an organization through myths and stories (Bolman & Deal, 2013; Schneider, 1987). It affects all components of an organization and is recognized as one of the most important factors instrumental in an organization's success or failure (Rawashdeh, Al-saraireh, & Obeidat, 2015). Research studies reveal that organizational culture is positively related to job satisfaction and impacts employee performance. It can affect employee commitment to achieving organizational goals and has an effect on employee retention (Rawashdeh et al., 2015; Sabri, Ilyas, & Amjad, 2011; Shahzad, 2014). Therefore, organizations should acknowledge the importance of the relationship between organizational culture and job satisfaction because, when the cultures of organizations neglect the needs of their employees, they will often fail (Rawashdeh et al., 2015). Furthermore, when employees experience job satisfaction, performance levels will likely improve and attrition rates decrease; thus, the survival of companies have been found to rest on satisfied employees who stay with them (Rawashdeh et al., 2015).

Today's organizations are composed of the following four generations: (a) Traditionalists born 1926 to 1945; (b) Baby Boomers, 1946 to 1964; (c) Generation X, 1965 to 1981; and (d) Millennials, 1982 to 2000 (Cogin, 2012; Eversole, Vanneberg, & Crowder, 2010; Lester, Standifer, Schultz, & Windsor, 2012). Consequently, a dynamic and constantly changing workplace exists because older employees are retiring and younger ones are taking their place (Özçelik, 2015). Currently, the younger employees, the Millennials, make up 25% of the workforce, and it is projected that, by 2020, they

will make up 50% of the global workforce (Price-Waterhouse Coopers, 2011; Queiri, Yusoff, & Dwaikat, 2014). Presently, there is consensus within the literature that Millennials were born across a 20-year span that begins in the 1980s; however, there is no consensus on when that time begins or when it ends (Queiri et al., 2014).

This is evident by the following differences found in the literature regarding when this time period begins and when it ends: (a) 1979 to 1994, (b) 1980 to 1989, (c) 1980 to 2000, (d) 1981 to 1996, (e) 1981 to 2000, and (e) 1982 to 1994 (Cogin, 2012; Eversole et al., 2010; Hess & Jepsen, 2009; Kadakia, 2017; Kubátová & Kukulková, 2014; Millennial Impact, 2015; Özçelik, 2015; Price-Waterhouse Coopers, 2011). Hence, for the purposes of this research study, Millennials are defined as individuals born 1980 to 2000 because this time period was documented most often in the literature.

Although Millennials are replacing Baby Boomers, they leave the workplace within 2 years of being hired because organizations do not provide an organizational culture that aligns with their workplace values and expectations (Özçelik, 2015; Prokopeak, 2013). However, despite research studies that document workplace values and expectations of Millennials and their attrition rate, more research is needed before generalizations can be made. More information is needed on Millennials with regard to (a) their organizational tenure, (b) occupations they chose, (c) organizations for which they chose to work, and (d) their employment status (Özçelik, 2015; Solnet, Kralj, & Kandampully, 2012). Therefore, to expand the research literature about Millennial workplace values and expectations and their workplace attrition rates, this study focused on the workplace values and expectations of Millennial physician assistant (PA) graduate students.

Within the next 10 years, the number of millennial PAs will continue to grow,

and, because Millennials will make up half of the global workforce within the next 5 years, all organizations should make efforts to retain them. Furthermore, the average cost to replace Millennials lies between \$15,000 and \$25,000, and the loss of these employees can lead to organizational failure (Prokopeak, 2013). Organizations should, therefore, find ways to discover the following about Millennials: (a) their characteristics, (b) their workplace values and expectations, and (c) the organizational culture needed to retain them. This information can be used to develop strategies and programs to support the retention of Millennials.

Background and justification. According to Eversole et al. (2010), during the decade of 2010 to 2020, Millennials will make up most of the workforce population; therefore, in this age of advancing technology and dynamic organizations, companies should develop ways to remain competitive to attract and retain talented millennial employees or they may not succeed. The challenge organizations are facing is that Millennials are leaving the workplace after a short tenure because their values and expectations are different from the prior generations, and organizations have not yet learned how to accommodate them (Eversole et al., 2010). Consequently, organizations are having a difficult time supporting the new values and expectations of Millennials.

Unlike prior generations, Millennials (a) require constant feedback from their managers, (b) desire flexible work hours, (c) seek work-life balance, (d) prefer nonroutine work, (e) expect to progress very quickly up the career ladder, (f) want the organization for which they work to provide them with opportunities for personal learning and development through training resources, (g) align with companies that are socially responsible, and (h) refuse to work for an organization whose culture does not meet their needs (Kubátová & Kukulková, 2014; Millennial Impact, 2015; Price-

Waterhouse Coopers, 2011). Additionally, Millennials would rather take a pay cut than stay at a job that does not meet their needs. Given that, 60% of them plan to leave the workplace because their needs are not being met (Prokopeak, 2013). Therefore, if organizations want to retain Millennials, an effort must be made to adjust the culture to meet their needs (Eversole et al., 2010; Price-Waterhouse Coopers, 2011).

Within the next 10 years, the number of millennial PAs will continue to grow and they, like other millennial employees, (a) want frequent and instant feedback, (b) desire more flexibility in the workplace, and (c) are technological leaders. Because these expectations appear to be similar to other Millennial employees, this study focused on discovering the workplace values and expectations of Millennial PA graduate students at a university in northern Florida to better understand what culture is needed to decrease the attrition rate. Currently, approximately 51.2% of PAs in Florida are classified as Millennials, and this percentage is expected to increase within the next 10 years (National Commission on Certification of Physician Assistants, 2016). This population of students was chosen because they represent potential Millennial employees who will choose to work for organizations whose cultures align with their values and expectations. This study will help to expand the current research on Millennials regarding their workplace values and expectations. Subsequently, this will contribute to a more complete understanding of their views of the world of work to assist in the development of organizational cultures that will decrease their attrition rate from the workplace.

The PAs are nationally certified and state-licensed medical professionals who work in health-care teams with physicians and other health-care providers. Those who aspire to be PAs need to (a) complete 26 to 27 months of medical training, (b) obtain certification by passing the PA National Certification Examination, and (c) obtain

licensure in the state for which they want to work (American Association of Physician Assistants, 2017). The PA profession began in the United States in the 1960s. At that time, there was a shortage of general medical practitioners, and the originators of the profession believed providing returning veterans with medical training could supplement the work of general practitioners (Cawley, Cawthon, & Hooker, 2012).

Charles Hudson, who was then the president of the National Board of Medical Examiners, came up with the idea of externs for physicians, but it was Dr. Eugene Stead, Jr., Chairman of Medicine at Duke University, who enhanced Hudson's idea and, in 1965, developed the first formal PA program at Duke University. Additionally, Richard Smith, another pioneer of the PA program, developed a similar concept called the MedEx program at the University of Washington. Both programs consisted of a large number of military-trained medical personnel, but, when the Vietnam War gradually ended in the 1970s, the number of military-trained medical personnel decreased. Consequently, by 1978, 42% of the 4,500 PAs were ex-military medical corpsmen, but 51% of PAs during that time were from other careers such as medical technician or technologist (Cawley et al., 2012).

According to Hooker, Ramos, Daly, and Fang (2012), males from the Baby Boomer generation made up the population of PAs at its inception. These individuals entered the PA programs after one or two other careers that included nursing or physical therapy and were consequently older students. Conversely, PA students today have less background in health or prior career experience and tend to be younger than students in the prior years. For instance, the average age of first-year PA students in (a) 2010 to 2011 was 26.1, (b) 2011 to 2012 ranged between 25 and 28, (c) 2012 to 2013 was 26.3, (d) 2013 to 2014 was 26.1, (e) 2014 to 2015 was 25.7, and (f) 2015 to 2016 was 25.8

(Physician Assistant Education Association, 2013, 2014a, 2014b, 2015, 2016, 2017).

There were 95,583 certified PAs at the end of 2013 and 101,977 at the end of 2014, representing a 6.7% increase last year alone. Subsequently, in 2015, the PA profession was named one of the 10 best jobs by *U.S. News and World Report*, and the Bureau of Labor Statistics projects the employment of PAs will grow 30% from 2014 to 2024, much faster than average for all occupations. Furthermore, as the demand for health-care services increases, PAs will be needed to provide patient care, thus establishing the importance of retaining millennial PAs (Bureau of Labor Statistics, 2017; National Commission on Certification of Physician Assistants, 2014a, 2014b, 2015).

In summary, Millennials will continue to leave their jobs between 18 months and 5 years of being hired, costing companies billions of dollars in lost revenue, potential profits, and talent if organizations do not actively create cultures that support and align with Millennial workplace values and expectations (Eversole et al., 2010; Holt, Marques, & Way, 2012; Lester et al., 2012; Özçelik, 2015; Prokopeak, 2013; Queiri et al., 2014; Sujansky & Ferri-Reed, 2009). Organizations that are cognizant of the reasons why Millennials choose to stay or leave will create a culture that will influence them to be committed to the job for which they are hired. This study will contribute to the literature and potentially help make generalizations about Millennial workplace values and expectations.

The research problem. The problem explored was the inability of organizations to retain their Millennial employees. The research reveals that Millennials leave the workplace within 2 years of being hired because organizations do not provide an organizational culture that aligns with their workplace values and expectations. Because each generation comes with its own workplace demands and expectations, a

misunderstanding and miscommunication of those demands and expectations can lead to low productivity and high turnover rates, particularly as it relates to Millennial employees.

Some workplace expectations held by Millennials include (a) instantaneous feedback from their superiors, (d) flexible work hours, (e) the belief that respect is given to those who show them appreciation, and (f) organizations should be socially responsible. Thus, organizations will continue to lose Millennial employees if they do not create a culture that aligns with Millennial workplace values (Özçelik, 2015; Prokopeak, 2013). Therefore, in an effort to discover how organizations can create a culture that may decrease the attrition rate of Millennial employees, the workplace values and expectations of PA millennial graduate students who will be entering the workplace was examined, along with the possible effect specific types of organizational culture may have on retaining them.

Lopez and Delellis (2013) seemed to confirm that understanding attitudes and motivating factors of employees helps in successfully recruiting and retaining them. The aim of the study was to identify the important workplace motivators among practicing PAs and to see how closely those selections mirrored those of similar cohorts. The study asked PAs attending the 2012 annual fall Continuing Medical Education conference of Michigan Academy of PAs to rank the importance of 15 motivation factors. The results revealed that three cohorts (i.e., Baby Boomers, Generation X, and Millennials) ranked the same six factors highest on their list.

The following documents how each generation ranked these six motivating factors: (a) Stable and secure future was ranked first by all three generations, (b) chance to benefit society was ranked second by Millennials and fourth by Baby Boomers and

Generation Xers, (c) friendly and congenial associates was ranked third by Millennials and second by Baby Boomers and Generation Xers, (d) chance to learn new things was ranked fourth by Millennials and Generation Xers and third by Baby Boomers; (e) working as part of a team was ranked fifth by Millennials and Baby Boomers and third by Generation Xers, and (f) chance to make a contribution to important decisions was ranked sixth by all three generations (Lopez & Delellis, 2013). Clearly, this study revealed differences in what each generation values in the workplace. Thus, specifically understanding what the workplace expectations and values of Millennials are can help an organization create a culture that will possibly prevent them from leaving a job within 2 years of being hired (Holt et al., 2012; Lester et al., 2012; Özçelik, 2015; Prokopec, 2013).

Deficiencies in the evidence. The characteristic traits of Millennials and their workplace expectations are well researched, and there are studies describing the steps managers and supervisors can take to retain Millennials (Kaifi, Nafei, Khanfar, & Kaifi, 2012; Kubátová & Kukulková, 2014; Millennial Impact, 2015; Özçelik, 2015; Price-Waterhouse Coopers, 2011; Queiri et al., 2014; Smith & Galbraith, 2012; Solnet et al., 2012). However, no research was found describing what specific organizational culture PA millennial graduate students look for in a future workplace. According to Hooker, Kuilman, and Everett (2015), utilization of PAs is increasing, but information on how to retain them in medical practices has not been consolidated in the literature. The study revealed that salary was identified as job satisfying in half of those studies (49%), and autonomy (34%) was the next job-satisfying factor. This literature peer review of 29 studies spanned 40 years, and it was evident that the PA job-satisfaction field remains methodologically and theoretically underdeveloped.

These studies revealed information that could not be used to generalize or establish substantial causal relationships because so many variables of interests exist resulting in a suboptimal definition and poor understanding of the relationship between PA as an occupational choice and a satisfying career. Thus, factors that can explain job satisfaction have not been fully elaborated in multivariate empirical models (Hooker et al., 2015). Furthermore, researchers have not identified whether or not the following factors have any bearing on PAs as related to job satisfaction and ultimately retention: (a) demographics, (b) age, (c) intellectual curiosity, (d) family, (e) patient perceptions, (f) formal and informal social contact, (g) personality profiles, (h) specialty, and (i) supervisory roles that they occupy. However, understanding what improves employee job satisfaction may lead to a clearer view on how to retain employees (Rawashdeh et al., 2015).

According to Özçelik (2015), more research that looks at the workplace expectations and value of Millennials working in or planning to work in a variety of organizations is needed to extensively identify the distinct work environment and values of Millennials. Therefore, this study will help discover if generalizations can be made regarding the personal development needs of Millennials. Subsequently, the results from this study will add to the research so that generalizations can be made about the workplace expectations of Millennials and will be used to describe a distinct organizational culture that may decrease the turnover rate of Millennials in the workplace.

Audience. Readers will become aware of the culture organizations need to establish to retain Millennials because exploring the workplace values and expectations of PA millennial graduate students will bring the research closer to making a

generalization about how Millennials view the workplace. Recruitment staff may better understand what Millennials value in the workplace and may use the results from this study to market their organizations in a way that will attract Millennials. Administrative staff, including, but not limited to, (a) chief executive officers, (b) managers, and (c) supervisors of any organization, may use this information to create a culture that will retain Millennials. Faculty from universities, colleges, and vocational schools that are involved in the education of Millennials may also apply this information to their institutions to retain millennial students. Additionally, any organization dealing with the challenges of high turnover of Millennials will also benefit from this research study because it will help in the development of policies and procedures that can be put in place to decrease the attrition rate of Millennials in the workplace.

Definition of Terms

For the purpose of this applied dissertation, the following terms are defined.

Millennials. This term refers to those individuals born 1980 to 2000 (Millennial Impact, 2015; Price-Waterhouse Coopers, 2011).

Organizational culture. This term refers to employee-inferred values, beliefs, and assumptions of a particular setting communicated to new employees via stories, myths, and socialization experiences (Alderfer, 1969; Bolman & Deal, 2013; Cameron & Quinn, 2006; Connors & Smith, 2012; Quinn & Rohrbaugh, 1983; Schneider, 1987).

Purpose of the Study

Ninety-one percent of over 4,000 new college hires surveyed revealed they would be loyal to the organization for which they work. However, corporate recruiters of individuals with master's degrees in business administration surveyed reported that retention of Millennials is a major area of concern because a Millennial's decision to

renege on a commitment to an organization can often occur before the start of employment (Hershatler & Epstein, 2010). For that reason and in conjunction with the reasons stated previously, the purpose of this quantitative research study was to explore the workplace values and expectations of PA millennial graduate students and to identify the characteristics of the organizational culture needed to decrease the attrition rate of Millennials from the workplace.

The study was conducted at a not-for-profit, private, selective research university established in 1964 that subsequently merged with another university in 1994. It has over 150 degree programs, 845 full-time faculty, approximately 1,000 adjuncts, and a current student enrollment of approximately 24,000. Areas of study within the colleges of this university include, but are not limited, to the following: (a) education, (b) allopathic medicine, (c) health-care sciences, (d) medical sciences, (e) osteopathic medicine, (f) psychology, (g) pharmacy, (h) nursing, and (i) optometry. Specifically, for this study, PA millennial graduate students from four PA programs at this not-for-profit, private, selective research university were surveyed, and the results, along with information from other research studies, were used to describe the characteristics of an organizational culture that may retain Millennials in the workplace. According to Özçelik (2015), more research involving different types of organizations is needed to generalize about the personal developmental needs of Millennials in the workplace. Therefore, it is anticipated that this study will contribute to the current literature on Millennials in the workplace and assist organizations in developing cultures that will decrease the attrition rate of their millennial employees.

The information in this study could also be instrumental in helping organizations decrease the cost of recruiting and training new millennial employees. When the culture

of an organization meets the needs and expectations of Millennials, they will more likely achieve greater job satisfaction and remain committed to the organization that hired them (Holt et al., 2012; Lester et al., 2012; Özçelik, 2015; Prokopeck, 2013; Rawashdeh et al., 2015). Özçelik (2015) explained that, because each generation comes with its own workplace demands and expectations, a misunderstanding and miscommunication of those demands and expectations can lead to low productivity and high turnover rates.

For example, Millennials are characterized as a generation that (a) is idealistic, (b) is self-centered, (c) wants instantaneous feedback from their superiors, (d) desires flexible work hours, (e) gives respect to those who show appreciation of them, and (f) holds an organization responsible for its contribution to society. An understanding of these characteristic traits can help an organization create a culture that will address the workplace demands and expectations of Millennials to possibly prevent them from leaving a job within 2 years of being hired (Holt et al., 2012; Lester et al., 2012; Özçelik, 2015; Prokopeck, 2013). As such, this study would serve as a resource for organizations seeking to create an environment for Millennials to thrive, succeed, and ultimately stay committed to their organizations.

Chapter 2: Literature Review

The review of literature will begin with a discussion of the theoretical framework on which this study is grounded. The review will include an exploration of the importance of organizational culture since the overall values and beliefs of an organization are significant in retaining Millennials. Next, the differences between generations will be discussed briefly, followed by a transition into a discussion of the values, traits and characteristics of Millennials and how they influence their workplace values and expectations. Finally, the review will explore the attrition of millennial employees and the adjustment an organization potentially needs to make to retain them. This is of particular importance because decreasing the attrition rate of Millennials is important to an organization's success.

Theoretical Framework

Person-organization (P-O) fit model. The success of an organization and a person's intention to quit is influenced by how well a person fits with the organization for which he or she works. Therefore, the key to retaining employees with the needed organizational commitment to meet competitive challenges is achieving high levels of P-O fit (Kristof, 1996). The P-O fit model was developed by Chatman (1989) to identify specific criteria that can be used to construct a meaningful and useful interactional model to help predict how individuals behave in organizational settings. Prior to Chatman's research, the literature on organizational research focused on two different approaches: the individual approach and the situational approach. The individual approach proposes that a person's behavior ideally can be predicted via measurement of his or her personality traits, motives, abilities, affect, and values.

In contrast, the situational approach can predict a person's behavior by assessing

the aspects of his or her situation. Subsequently, most researchers agree that both personality and situational characteristics influence organizational behavior. However, the following three limiting features exist with each of these approaches: (a) The person and situational approaches have not been correctly conceptualized, (b) only a few researchers have carefully weighed the effects people have on situations, and (c) conceptualization of the person and situation approaches have been limited because researchers have not considered their importance at the organizational level (Chatman, 1989).

The challenge, as seen by Chatman (1989), was to develop methods and concepts that would help to determine if person and situation variables were valid predictors of an individual's organizational behavior and when and to what extent person and situation variables predict organizational behavior. The P-O fit model illustrates how this can be accomplished because it helps identify discrepancies in values and determine what organizational behaviors need attention. Also, it can help to identify similarities and discrepancies between individuals and organizations, track those changes over time, and identify what behaviors and normative changes can occur (Chatman, 1989).

Accordingly, P-O fit occurs when the values of individuals are congruent with the norms and values of an organization and is concerned with the antecedents and consequences of compatibility between people and organizations. The outcomes of this fit predict if individuals will comply with the values and norms of the organization to which they belong or if their values will change. The process of the P-O fit is dependent on two important factors: the selection process of the organization and socialization of the individuals who choose the organization. Subsequently, organizations can enhance P-O fit by selecting and socializing individuals. Selection and socialization work in two

ways.

First, organizations seek individuals who they can mold to fit in with their values and second, individuals seek organizations that have norms and values that are similar to their norms and values. What results is a stable, robust attachment between the organizations and the individuals who will ultimately perform better. Correspondingly, the more individuals' values align or are similar to the organization's values, the more likely their values will become increasingly similar to the organization and the more likely individuals will stay with the organization (Chatman, 1989; Kristof, 1996; Makraiova, Woolliscroft, Caganova, & Cambal, 2013).

The P-O fit model has two distinctions. The first distinction relates to supplementary fit versus complementary fit. Comparatively, supplementary fit occurs when people have characteristics similar to others within the organization for which they work, and complementary fit occurs when an individual adds missing characteristics to an organization, thus making the organization whole. The second distinction includes needs-supplies and demand-abilities. The needs-supplies distinction occurs when an organization satisfies the desires, preferences, and needs of an individual, and the demand-abilities distinction occurs when the individual has the abilities needed to meet the organization's demands. Subsequently, P-O fit occurs when (a) at least one entity supplies the needs of the other or (b) both organization and individual share similar foundational characteristics or (c) when both (a) and (b) occur (Kristof, 1996).

Additionally, P-O fit has four operationalizations: (a) value congruence (i.e., person-culture fit): when there is congruence between the values of the individual and an organization, (b) goals congruence: when congruence between the goals of an individual and organization exists, (c) needs-supply congruence: when there is a match between the

individual's needs or preferences and the organization's structures and systems, and (d) organizational performance: when no contradiction exists between the personalities of the individual and the organization. Ultimately, optimum P-O fit exists when the needs of the individual and the organizations are fulfilled by each other and they share similar fundamental characteristics (Kristoff, 1996).

Subsequently, the P-O fit model combines the values and norms of organizations with an individual's values and some personality characteristics in an effort to predict specific and global outcomes along with any changes in an organization norms and values. Because individuals tend to choose and thrive in situations that are compatible with who they are, various conceptualizations of P-O fit can predict job satisfaction and intention to quit. Specifically, value congruence has been shown to be a significant determinant of actual employee turnover within two years of an initial assessment of P-O fit. It has also been found to be the most appropriate predictor of individuals' intention to quit.

Therefore, employees with a lower level of value congruence are more likely to report an intention to quit than those with a higher congruence. Thus, when there is congruence between an individual's values and an organization's norms and values, a higher level of P-O fit exists. Accordingly, the higher the level of P-O fit, the more likely an individual will be committed to the job and the less likely he or she will have an intention to quit. For this reason, this present study focused on the needs-supplies distinction of P-O fit and the value-congruence perspective of fit in an effort to discover the organizational culture that has the highest likelihood of retaining Millennials (Chatman, 1989, 1991; O'Reilly, Chatman, & Caldwell, 1991; Rani & Samuel, 2016).

For the purpose of the problem statement, this theoretical framework is crucial.

When organizations understand how important culture is to their success, they will select individuals who have similar values and thus leading to that individual having a high level of P-O fit. This is quite significant as it relates to Millennials because they often leave the workplace because their values and expectations are most often incongruent with the organizations for which they work (Eversole et al., 2010). Being aware of Millennials' values and expectations can help organizations with their selection processes. Correspondingly, it can also lead to an adjustment of the culture that may result in an alignment with the values and expectations of the most valuable generation at this current time: the Millennials.

Generational Differences As Related to Work Values

The validity of the differences among generations is steeped in controversy. For instance, Costanza and Finkelstein (2015) explained that there are alternate reasons that generational differences exist other than age or time of birth. Furthermore, no theories exist to clearly explain why individuals who are born during a particular time share similar values and personality qualities. The authors pointed out that the time definition in the literature for each generation, regardless of country, is based on the historical events in the United States.

In like manner, Cadiz, Truxillo, and Fraccaroli (2015) explained that a problem exists with the definition and operationalization of generations because they are based on U.S.-centric events that are assumed to affect individuals in the United States and in other areas not in the United States. Events may include (a) World War I, (b) World War II, (c) the age of the Internet, (d) development of new technology, (e) assassination of presidents, and (f) 9/11. The presumption is that individuals alive during those events are affected similarly and the influence of these events carry over into the workplace.

However, the authors believed generational difference may in fact be due to stereotypical stories about generations, especially about Millennials, perpetuated by the media that are accepted without question by the public. Cadiz et al. cautioned that focusing on generational differences when there exists no accurate or foundational theory, especially as it relates to the workplace, can result in stereotyping individuals based on generational categories. This can be dangerous because it is no different than stereotyping individuals based on race-ethnicity, gender, or religion (Cadiz et al., 2015).

Additionally, Arellano (2015) agreed that there is no consensus on the definition of generation, and there exists no clear way to determine who fits into each generation category. The assumption is that everyone's worldview is shaped during the preteens and mid-20s. Thus, cultural events and changes that occur during those times help to shape our worldview and not necessarily because we were born during a certain period. Arellano believed that, if an individual is in the formidable years during these events, his or her perception of work, family, culture, and politics would shift from generational experiences before the event, hence the concept of generational shift, or the way a generation operates after a significant event. Accordingly, the study of generational differences is futile due to the lack of appropriate theories and methods to explain the differences. Research that focuses on interventions that address generational identities and stereotypes may be more useful for managers and employees than research on actual differences between generations at work.

Furthermore, a study done by Lester et al. (2012) surveyed 466 employees to discover what they desired in the workplace and what they thought other generations desired. The 263 responses were received from the following generations: (a) Generation Y, those born after 1982; (b) Generation X, those between 1965 and 1981; (c) Boomers,

those born between 1946 and 1964, and (d) Traditional, those born before 1946. Analysis of the data revealed a partial support for actual generational differences existing among generations with regard to which technology, face-to-face communication, e-mail communication, social media, formal authority, and fun-at-work are valued, because all generations believed these things are valuable in the workplace. Subsequently, the study fully supported the hypothesis that there are more perceived value differences than actual value differences existing across generations. Despite the controversy surrounding generational differences regarding traits, characteristics and work values, the majority of literature contended that each generation has its own set of characteristics and values as it relates to the workplace (Farrell & Hurt, 2014; Lester et al., 2012; Twenge, Campbell, Hoffman, & Lance, 2010).

In an effort to determine if patterns in general values and work values existed as it relates to generational membership, the seminal research study by Lyons (2003) revealed significant intergenerational differences for status-related work values, altruism-related work values, and values related to the social environment at work. Conversely, there was no significant difference observed between the generations for extrinsic and freedom-related work values. Generally, the younger generation (i.e., Generation Xers and Millennials) placed more values on status-related work values such as (a) authority, (b) prestigious work, (c) influence on organizational outcomes, (d) travel and (e) recognition than the older generations (i.e., Traditionalists and Baby Boomers).

Subsequently, altruism was valued less by Millennials than the older generations, and the younger generations placed more value on the social environment at work than the older generations. Overall, some intergenerational differences in work values exist but not to the extent that it is stressed in the literature. Thus, managers challenged with

leading a multigenerational workforce must learn how to effectively lead in the workplace despite the continued debate on whether these differences are actual or perceived (Lester et al., 2012; Lyons, 2003). In view of the uncertainty surrounding generational differences in the workplace, this research study focused on the characteristics, traits, and work values of one generation, the Millennials, rather than make a comparison of these items across different generations.

Millennial Traits and Characteristics

For the purposes of this study, Millennials are those individuals born during the years 1980 to 2000. Interestingly enough, a review of current literature found no consensus on the definition of Millennials because the exact period when they were born varied throughout most of the research studies. Despite the variations, most of the literature agreed that Millennials were born during the 1980 to 2000 time period (Cogin, 2012; Eversole et al., 2010; Hess & Jepsen, 2009; Kubátová & Kukulková, 2014; Millennial Impact, 2015; Özçelik, 2015; Pinzaru et al., 2016; Price-Waterhouse Coopers, 2011; Queiri et al., 2014).

The Millennials are approximately 75 million in total, which makes them larger than Generation Xers, who are approximately 46 million in total and just as equal in size to the Baby Boomers, who are approximately 76.4 million in total. Additionally, they are more diverse than previous generations. For example, 47% of Millennials are minority compared to 37% of Generation Xers and 26% of Baby Boomers. Also, they are more diverse than other generations as it relates to income, marital status, and parental marital status (DeVaney, 2015; Farrell & Hurt, 2014; Kadakia, 2017).

The apparent differences between Millennials and other generations are evident within the literature. Alexander and Sysko (2013) pointed out that Millennials are

different from other generations for several reasons. For instance, they grew up with technology, and that has earned them the name digital natives. Subsequently, Millennials are the first generation to be surrounded by technology, and, as a result, they are very comfortable with cellphones, computers, laptops, social media, text messaging, digital cameras, and video games. Unfortunately, this has made them uncomfortable with face-to-face interaction.

Another reason Millennials appear to be different from other generations is their attitude of entitlement. In fact, the consensus in the literature is that Millennials were raised by Baby Boomers who fiercely promoted and protected their self-esteem, producing entitled young adults. These helicopter parents transferred the belief to the Millennials that they were better than everyone else, yet at the same time controlled every part of their lives. Additional contributory factors included the child-centered parents of Millennials' belief that every child who participated in competitive activities deserved a trophy. Thus, these parents believed that competitive sports should no longer involve winning or losing because this environment would serve to destroy the Millennial's self-esteem; instead, everyone should get a trophy for participating. This attitude has contributed to the unrealistic expectations of Millennials. Consequently, they are incapable of understanding why they may fail at some point in their lives or why everyone does not win (Alexander & Sysko, 2013; Costanza & Finkelstein, 2015; Ferri-Reed, 2014; Pinzaru et al., 2016; Pollak, 2014).

As a matter of fact, Alexander and Sysko (2013) conducted focus groups and surveys to discover the affective and behavioral aspects of the entitlement attitudes of Millennials. Subsequently, there was strong support for the following affective aspects of entitlement: (a) the feeling that they can do anything, (b) everything should revolve

around them, (c) they are loyal especially to organizations that shared their values, and (d) teamwork is important to them. There was also strong support for the following behavioral aspects of entitlement: (a) Millennials are willing to work their way up the ladder to achieve monetary goals, (b) they believe in living up to or exceeding the expectations of their friends, (c) taking time for themselves is essential and being proactive and not reactive is important, (d) they are loyal to employers regardless of the reward, and (e) they love a challenge (Alexander & Sysko, 2013). Additionally, Sujansky and Ferri-Reed (2009) explained that Millennials are multitaskers and are accustomed to working on different things at the same time. This is evidenced by their ability to do homework, read or talk while watching television, play video games, communicate on social media, or surf the net. By and large, this is a result of their comfort level with technology (DeVaney, 2015; Sujansky & Ferri-Reed, 2009).

Conversely, Kadakia (2017) contended that negative perceptions of Millennials are as follows: (a) they are lazy, (b) they are not loyal to organizations, (c) they are entitled, (d) they expect to walk into a room with the chief executive officer and be able to have their voice heard, and (e) they have no decorum, and (e) are incorrect and damaging to employee engagement, positive culture-building efforts, and productivity in the workplace. Furthermore, the author believed these perceptions do not only apply to Millennials because every generation has been viewed as lazier and more entitled when compared to the prior generation's idea of hard work. Also, every generation's goal is to make life better and more manageable for the next generation. Therefore, because society naturally moves toward being better, it is a disservice to characterize the entire Millennial generation as entitled, disrespectful, lazy, and hand-held job hoppers. On the contrary, these traits, values, and beliefs may be more a function of age, marital status, income, or

other factors.

Although there is controversy within the literature about whether or not generations are starkly different from each other, there is agreement that the Millennial generation has grown up in an era of rapidly advancing technology unlike prior generations, and, as a result, perspectives, beliefs, values and expectations between this generation and older generations are vastly different. This gap is widening steadily and is not expected to close if the older generation continues to expect the Millennials to behave in ways that are congruent to how the world of business operated yesterday. Meanwhile, these differences have resulted in the older generation contributing to the negative impressions that society currently has of Millennials. The excrescence is the Millennials' harsh self-criticism, while at the same time not identifying with the labels they are given (Kadokia, 2017).

Notwithstanding, the combination of the lack of understanding of what Millennials expect from today's workplace and how they are viewed by society have led to the following consequences: (a) an increased workplace attrition rate that costs companies more than \$30.5 billion yearly, (b) lack of trained Millennial leaders due to insufficient professional development, (c) no transfer of workplace information prior to Baby Boomers and Traditionalists retiring, (d) decreased employee engagement because they feel as if they do not belong, and (e) decreased access to top talent within the organization (Kadokia, 2017). With such a profound effect on the workplace, it is important that organizations become aware of the Millennials' work values and expectations.

Millennial Work Values and Expectations

Extant research literature exists on Millennial work values and expectations;

however, for this research study, the seminal work by Lyons (2003) was used to define work values because his research examined extensive literature on the topic. Lyons purposed to determine if there were discernable patterns in general values and work values among generations and successfully revealed some intergenerational differences in work values but not to the extent that it is stressed in the literature.

In addition, Lyons (2003) found support for the following six work value factors, each consisting of different items: (a) intrinsic or cognitive, which include the following items: intellectually stimulating, challenging, interesting, continuously learning, fulfilling, accomplishment, use of abilities, variety, and creativity; (b) extrinsic or instrumental, which includes benefits, salary, and job security; (c) status related, which includes authority, prestigious work, influence in the workplace, travel, and recognition; (d) altruism, evidenced by doing work that is consistent with one's moral values and fairness and contribution to society; (e) freedom related, which includes convenient hours of work, work-life balance, and autonomy; and (f) social environment, which includes fun at work and relationship with coworkers. Subsequently, as a result of Lyons' seminal work, the Lyons Work Values Survey (LWVS), was developed to measure work values in a way that was unique from other work value measures. This instrument was used in this research study and will be discussed later.

Moreover, Lyons, Higgins, and Duxbury (2010) furthered the research of Lyons (2004) and concluded that there were four types of work values and not six. The research revealed that the freedom-related work-value type was not a unique modal element because items in this value type were representative of other work values. Also, Lyons et al. found it difficult to separate items corresponding to the social and altruism-related work-value types, so the two value types were combined to make one work-value type.

Thus, the four type of work values include (a) cognitive-intrinsic, (b) instrumental-extrinsic, (c) social-altruistic, and (d) prestige.

Specifically, work values are values that help in determining an individual's preferences for the many aspects of work. In other words, work values are values that are important to an individual's working life. They also help guide individuals in satisfying their needs in the workplace and are expressed in terms of relative desirability. Thus, achieving congruence between Millennials' work values and an organization's norms and values lead to higher levels of P-O fit, which may be instrumental in decreasing the attrition rate of Millennials (Chatman, 1989, 1991; Lyons et al., 2010; O'Reilly et al., 1991; Queiri et al., 2014; Rani & Samuel, 2016).

Therefore, organizations should discover what the actual workplace values of Millennials are so they can be appropriately addressed. Extant research exists on these values; however, as mentioned prior, more research exploring Millennials workplace values and expectations in a variety of organizations is needed to extensively identify and make generalizations about the preferred distinct work environment and work values of Millennials. This research study will add to the literature on Millennial workplace values to help in making these generalizations (O'Reilly et al., 1991; Queiri et al., 2014).

The research literature reveals a variety of Millennial workplace values and expectations. For example, Smith and Galbraith (2012) purposed to understand the work preferences of Millennial student employees at Lee Library of Brigham Young University in Provo, Utah, by surveying Millennial students and their supervisors for over a period of 5 years. The survey addressed Millennial work preferences, what they valued in jobs and in supervisors, and the generational differences they noticed on the job and in general. Supervisors were also asked the same questions as it pertained to Millennials

they supervised and were also asked how they thought the Millennials would answer the questions. The results revealed that work flexibility and the proximity of the job motivated Millennials to stay at a job. They looked for meaningful work, pay, and growth opportunity in a potential job. Also, personal satisfaction, pay, and meaningful work motivates them to work hard (Smith & Galbraith, 2012).

Conversely, the qualitative research of Dhevabanchachai and Muangasame (2013) explored the factors responsible for Millennials to work more effectively and to stay in the hotel industry for a longer time and if these factors differed based on the experiences of Millennial students. Sixty-six students from a bachelor-level degree program in hospitality and tourism at Mahidol University International College in Thailand participated in a focus group that asked the following question: What are factors or work conditions that will make you most productive and effective and will ensure you will be loyal to the work and organization? Five factors emerged from this study: (a) leadership, or if the leadership paid attention to what they were saying, asked their opinion, and provided feedback; (b) friendly environment; (c) good pay and benefits; (d) flexible policy and an I-am-valuable culture; and (e) great facilities. Additionally, the qualitative research of Kultalahti and Viitala (2015) used empathic-based stories to discover factors important to the psychological contracts of working Millennials. In this research, Millennials considered the following factors motivating at work: (a) constant learning and development; (b) interesting, challenging, and varied tasks; (c) social relations; (d) their supervisor's behavior; (e) flexible work hours; and (f) work-life balance.

Furthermore, a research study conducted by Hall (2016) purported to understand the work place communication preferences of undergraduate Millennials enrolled in business courses at a regional comprehensive university in the southwestern United

States. The students were given a survey that asked about their workplace preferences or expectations. Eighty-four students responded, and findings revealed that the culture of an organization was important to them. Also, the Millennial students believed that company information should be shared with employees on a need-to-know basis, and they would want to know why their organization or boss has them do something. Overwhelmingly, the Millennial students surveyed expected their opinions to be heard and valued at work. In addition, they valued both positive and negative feedback. Subsequently, negative feedback allowed them to know what they were doing incorrectly so it could be corrected, and positive feedback was expected if they worked hard (Hall, 2016).

Another study conducted in the United Arab Emirates examined the work expectations and life priorities of Millennials so that organizations can effectively recruit and retain them. Seventy-nine respondents self-administered paper-based surveys, and 87 respondents were involved in face-to-face or focus-group interviews in this mixed-method design study. Seventy surveys were returned, and 70 individual and five focus-group interviews were analyzed. Forty-two percent of the respondents were Emiratis, and 58% were expatriates. The questionnaires consisted of the following four parts: (a) demographics, (b) life priorities, (c) work preference, and (d) suggestions on how organizations can recruit and retain Millennials employees (Lim, 2012).

The Schwartz Value Inventory, based on Schwartz's theory, was one of the instruments used in the study and was developed to measure individuals' assessment of the importance of life values (Lim, 2012). Schwartz's theory is based on the assumption that individuals differ based on the importance they put on values, and these values, the basis for deciding which behavior is appropriate, provide a guide for what individuals would like to achieve. The 10 life values measured by the inventory are grouped in the

following dimensions: (a) self-enhancement (i.e., values: achievement, power, hedonism), (b) self-transcendence (i.e., values: universalism, benevolence), (c) conservation (i.e., values: security, tradition, conformity), and (d) openness to change (i.e., values: stimulation, self-direction, hedonism). Also used in the study was the Twenge et al. (2010) motivational model used to measure work preferences based on the following motivational dimensions: (a) extrinsic, (b) intrinsic, (c) leisure work, (c) social-affiliation work, and altruistic work. According to Lim, conservation, where the values of security, tradition, and conformity are important, is the most important life priority for Millennials in the United Arab Emirates, and they were motivated to work by extrinsic rewards rather than intrinsic rewards.

Conversely, a study conducted in the United States by Alexander and Sysko (2013) pointed out that Baby Boomers are retiring, Generation X is dominating the workforce, and the Millennials are entering the workplace. Millennials take into the workplace characteristics that are challenging and often misunderstood, especially that of the entitlement attitude. The study extended prior research done by the authors to investigate the cognitive constructs that lead to an entitlement attitude and the effects of this attitude in the workplace. Subsequently it revealed that Millennials bring the following negative work values to the workplace: (a) hedonism, (b) narcissism, and (c) a cavalier attitude. However, they also bring positive work values: (a) loyalty to individual managers, (b) a commitment to idealistic corporate values and vision, (c) being digital natives, (d) being comfortable with technology, and (e) willing to be a hard worker in exchange for immediate reward and recognition.

Additionally, the data collected for the study included the review of literature and results from 10 focus-group interviews. The focus groups validated the constructs used to

develop an instrument used in the second phase of the study. For the second phase, 272 undergraduate business school students at two different institutions were surveyed (Alexander & Sysko, 2013). The results of the study by Alexander and Sysko (2013) found strong support for the following: Millennials (a) are willing to work their way up the ladder to gain monetary goals, (b) believe that they live up to and even exceed friends' expectations, (c) believe time for self is necessary, (d) act proactively, (e) are loyal to employers, and (f) enjoy a challenge.

Lastly, Kuron, Lyons, Schweitzer, and Ng (2015) surveyed 445 working Millennials and 339 nonworking (i.e., precareer) Millennials to compare the workplace values of working Millennials with precareer Millennials. The work values were measured using the LWVS. The results revealed that Millennials surveyed placed the greatest importance first on extrinsic work values, second on intrinsic work values, and third on social-altruistic and prestige work values. Generally speaking, the research suggested that the work values between working Millennials and nonworking Millennials do not differ significantly across the student-to-work transition.

By and large, the literature cited above revealed how varied the documentation of Millennial workplace values are and supported the need for more research before generalizations about Millennial workplace values can be made. Despite the lack of generalizations, an organization's awareness of Millennial workplace values is important for a number of reasons: (a) Millennials will be the largest generation that will enter the workplace, (b) they are currently in short supply because they leave the workplace after a short tenure, and (c) they are more valuable than any other generation because they are the ones who will work to support a significantly larger, older population due to an increase in life expectancy. Furthermore, organizations that seek to align their values with

those of Millennials will increase morale and efficiency, as well as attract and retain them (Bannon, Ford, & Meltzer, 2011; Lester et al., 2012; Özçelik, 2015).

Retaining Millennials

By the year 2020, it is expected that the Millennials will make up 50% of the workforce. Furthermore, that number is projected to increase to 75% within the next 10 years; however, research has shown that they leave the workplace between 18 months and 5 years of being hired. The reason why Millennials leave has been discussed in this literature review and has been extensively researched; they have a short tenure in the workplace because their values and expectations are most often incongruent with the organizations for which they work. Therefore, organizations may find it productive to develop strategies to retain them (Eversole et al., 2010; Holt et al., 2012; Lester et al., 2012; Özçelik, 2015; Prokopeak, 2013; Queiri et al., 2014; Sujansky & Ferri-Reed, 2009). Additionally, Frankel (2016) explained that Millennials leave organizations for the following reasons: (a) They are forced to submit to an outdated leadership hierarchy, (b) they are not treated as intelligent individuals, and (c) they are asked to devote an unnecessary amount of time to being at work just for the sake of being there.

Furthermore, the National Society of High School Scholars, an international society that recognizes outstanding academic high school and college scholars globally, conducted a survey in 2016 of 13,000 high school and college students and young professionals to discover their preferences and attitudes in the areas of employment preference, career planning, educational goals and life choices. The following are the top factors that Millennials consider when choosing an organization for which to work: (a) employees who are treated fairly, (b) flexible work hours, (c) professional development to help with the advancement of their career and (d) work-life balance (Thurman, 2016).

The existing literature has proposed many ways by which organizations may retain the Millennial workforce while taking into account the values and expectations of Millennials. For example, Frankel (2016) suggested seven common-sense ways to retain Millennials. First, it is important to delegate the end product and not the process. Millennials do not tolerate being micromanaged, so when assigning a project, leaders of organizations should provide very detailed expectations and benchmarks and set up meetings well in advance to discuss any foreseeable issues that may occur. Second, it is important to identify unique motivators. Each Millennial is unique and may not be motivated by the same things, so the goal for the organization is to use these unique motivators to motivate all individuals without making them feel as if they are getting less than the other. Third, it is important to consider cafeteria benefits. Organizations may find it useful to develop a program that allows Millennial employees to develop benefit packages that are most valuable to them. Fourth, it is important to broadly define the job. Because most Millennials consider themselves generalists, a broadly defined job will be attractive because it offers them an opportunity to learn and experience a wide variety of job-related tasks.

Fifth, it is important to prepare Millennials for their next job. One of the things they value most is professional development. Thus, organizations can encourage enrollment in training programs to provide Millennial employees with new complementary skills and enhancement of their current ones. Additionally, tuition-assistance programs can be adopted to help identify a degree or certificate program that will add value to the company or contribute to their resume. Sixth, it is important to find paths for Millennial employees to express social responsibility. Millennials seek to incorporate social consciousness in their daily activities, so organizations that provide

them with this opportunity and allotment of time to participate in volunteer activities within the community will attract them. Also, the creation of support groups with individuals who have similar challenges, such as employee resource groups, will help in retaining Millennials. Seven, it is important to include fun activities for about 1 to 2 hours during the work day (Frankel, 2016).

Furthermore, Edge et al. (2011) discussed an innovative strategy used in a hospital unit that proved instrumental in retaining Millennial nurses. An urban academic tertiary care 15-bed general unit employs approximately 16 full-time nurses. Within the past few years, the turnover of Millennial nurses in this unit peaked to 66.9%. This became a problem because, during their tenure, the nurses were being trained to take on leadership roles within 18 months to 3 years of being hired. However, the new graduates moved out of the unit to other areas of the hospital within 14 to 24 months of being hired, leaving before they were able to take on their leadership roles. This left the unit without adequate leadership, more nurses having to do overtime, and loss of talent and funds used to facilitate the leadership training.

In an effort to solve this issue, the unit developed a Fast Track Leadership Program and chose three nurses to participate. Within 4 to 6 months, they were given novice leadership positions and 9 to 12 months later, they were transitioned to nurse manager roles. Although the Millennial nurses found the program challenging, the following benefits were observed: (a) The turnover rate decreased from 66.9% to 15.3%, (b) the hospital saved money because less nurses were being paid for overtime work, (c) increased employee satisfaction, and (d) cultivation of a cohesive team (Edge et al., 2011).

Another study that focused on the retention of Millennial nurses suggested that

managers and leaders should encourage professional development and offer ways to enhance Millennial nurses' movement up the career ladder (Sherman, 2015). In addition, the author recommended that managers should be flexible in the ways in which they manage Millennials and should communicate with them using text messages or Facebook. To further ensure retention of Millennial nurses, managers should give clear and concise directions and encourage them to be representatives for the organization and promote mentorship between them and older employees who need help in learning about technology (Sherman, 2015).

Moreover, Aruna and Anitha (2015) explained that six factors, known as Millennial retention enablers, have a positive influence on retaining Millennials. They include the following:

1. Mentoring: pairing a senior employee with a junior employee. Specifically, reverse mentoring where Millennial employees share technology information with senior employees and senior employees provide Millennial employees with administrative and managerial training.

2. Career development: continuous training and development provided by the organization to allow Millennial employees to improve their knowledge and skills as it relates to their job.

3. Job satisfaction: Millennials are more satisfied with organizations that provide work-life balance, high salaries, immediate rewards, and instant gratification.

4. Inclusive management style: Millennials expect to be included in the decision-making process of the organization for which they work and expect that their opinions and views will be heard.

5. Work environment: Millennials want their work environment to be colorful,

boundaryless, technology driven, and physically comfortable. They expect information to be disseminated easily, specifically with the use of social media, and they expect the work atmosphere to be fun filled.

6. Nature of working style: Millennials want work that is meaningful and challenging. They also seek job autonomy and flexibility.

With these factors in mind, Aruna and Anitha (2015) sought to discover what influence or role the six enablers had on the retention of Millennials. Additionally, the answers to the following two questions were sought: What factors are highly correlated with Millennial employee retention? What factors impact Millennial employee retention? The result from the study revealed that the most important factors, in order of importance, that influence Millennial retention are career development and nature of working style. Subsequently, nature of working style and work environment were found to have a greater association with Millennial employee retention, and work environment and mentoring were found to have a greater impact on Millennials staying with a particular organization (Aruna & Anitha, 2015).

Notwithstanding, Nolan (2015) pointed out that there are four sources of job dissatisfaction as it relates to Millennials and offers organizations possible retention strategies. The first source of dissatisfaction is work-life balance, and the suggested possible solution is to offer Millennial employees flexible work arrangements instead of an increase in salary. Second is a lack of meaningful work. A viable solution is for organizations to develop their own internal branding and meaningfulness by matching the Millennial employee job tasks with the goals and missions of the organization. This has been found to help Millennials identify with the organization.

The third source of dissatisfaction is low enticement. To negate this, organizations

should offer perks and benefits to entice Millennial employees. This is of particular importance because the generation most concerned about unforeseen financial risks, uncovered medical costs, illness and disability is the Millennial generation.

Unfortunately, if an organization does not customize the benefit packages for them, another organization will. The last source of job dissatisfaction for Millennials is the management style of organizations. If the management style does not fit with the way Millennials work, they will leave the workplace. Thus, managers who focus on coaching employees, supporting their professional growth and development, investing in them, treating employees as unique individuals and employing reverse mentoring will be effective in retaining Millennials (Nolan, 2015).

Lytle (2015) showcased such a manager, the senior director of talent management of Enova International, Inc., a Chicago-based online lender, where 60% of its 1,100 employees are Millennials. Enova was developed by two brothers in their 20s who eventually needed help in determining strategies to impact human resource management and training. After conducting internal research on employee engagement, developing training for managers and bringing in experts who were knowledgeable on how to manage Millennials, the senior director of talent management implemented a 3-part formula to keep Enova's workforce satisfied and productive. This formula included the following:

1. Development: Employees are offered workshops on technology and on development of soft skills such as professional presence and emotional intelligence.
2. Recognition: Employees are encouraged to participate in a game-like recognition system whereby employees award points to colleagues for a job well done. Eventually, these points can be cashed in for prizes ranging from iPods to designer

purses.

3. Perks: Because Millennials value collaboration and time with friends, a chill hub was created with a soothing waterfall, board games, massage chairs, and exercise balls. Additionally, once a month during the work day, employees can volunteer at a nonprofit of their choice. Other perks include free breakfast, snacks and beverages, onsite dry-cleaning services, yoga and weight watchers' classes, massages, and manicures.

As a result of the above formula, recent employee opinion surveys at Enova revealed employee engagement levels of approximately 80%, which is far higher than the level for U.S. workers overall (Lytle, 2015). The literature review on retention strategies has shown that knowledge of Millennial workplace values and expectations can be instrumental in developing retention strategies, thus reducing the high turnover rate characteristic of this generation. The information can also be used to define the organizational culture that may help to decrease the attrition rate of Millennials in the workplace.

Organizational Culture

Organizational culture, although difficult to conceptualize due to differences in opinions on what the concept actually means, has been used to describe how people experience their workplace settings. It can be defined as employee-inferred values, beliefs, and assumptions of a particular setting communicated to new employees via stories, myths, and socialization experiences. In short, organizational culture is the way people think and act within the work environment (Bolman & Deal, 2013; Cameron & Quinn, 2006; Connors & Smith, 2012; Dwivedi, Kaushik, & Luxmi, 2014; Schneider, 1987; Schneider, Ehrhart, & Macey, 2011, 2013).

Organizational culture types. According to Cameron and Quinn (2006), the

interpretation and organization of an organization's phenomena can be best examined with an empirically derived framework that integrates the many dimensions of organizational culture mentioned in the research literature. This framework, called the Competing Values Framework (CVF), has been found to be highly congruent with well-known and well-accepted categorical schemes that organize people's thoughts, values, assumptions, and the way they process information. It is based on 39 indicators that represent all measures for organizational effectiveness, which revealed, after statistical analysis, two dimensions that grouped them into four major clusters.

The first dimension in the CVF described two effectiveness criteria. One stressed flexibility, discretion, and dynamism and the other stability, order, and control. That is, some organizations are viewed as effective if they are dynamic while others are viewed as effective if they are stable. The second dimension in the CVF makes the distinction between external orientation, differentiation, and rivalry and internal orientation, integration, and unity. In other words, some organizations are viewed effective if they are characterized by harmonious, internal characteristics, and others are viewed as effective if they interact or compete externally (Cameron & Quinn, 2006).

Consequently, the two dimensions in the CVF mentioned above form four quadrants that represent basic assumptions, orientations, and values (i.e., cultures). There are distinct sets of organization effectiveness indicators within each quadrant that represent a set of values that individuals view as being important to an organization's performance and also defines the core values by which judgments about an organization are made. Furthermore, the core values represent opposite and competing assumptions. The cultures represented by the quadrants include (a) clan, (b) adhocracy, (c) market, and (d) hierarchy.

To begin with, the clan culture describes an organization that is family oriented. It is characterized by a sense of we-ness, teamwork, organizational commitment to employees, and employee involvement programs. Employees are rewarded based on their team accomplishments and not necessarily individual accomplishments. Therefore, a high value is placed on teamwork, participation, and consensus. The basic assumption of the clan culture is that an organization will be successful through teamwork, employee development, and customers being viewed as partners. This culture is friendly, individuals share a lot about themselves, and leaders are characterized as mentors and parent figures. Organizations that reconfigure themselves when new circumstances arise have an adhocracy culture. This culture emphasizes being on the leading edge of new knowledge, products, and services and is characterized by change, entrepreneurship and creativity. Organizations with an adhocracy culture do not have a centralized power or authority relationships, and effective leaders within an organization with this culture are visionary, innovative, and risk oriented (Cameron & Quinn, 2006).

Subsequently, organizations with a market culture function as markets and are oriented toward external affairs and transactions. They operate via monetary exchange and focus on conducting transactions with external constituencies to create a competitive advantage. The core values of the market culture are result oriented, productivity, and competitiveness, and its basic assumptions are that the external environment is hostile and customers are choosy and interested in value. Effective leaders of this culture are competitive, hard-driving producers, and tough and demanding. Conversely, organizations with a hierarchy culture are formalized and structured. Individuals within this culture are governed by policies, procedures, and traditions; in addition, effective leaders are described as good coordinators and organizers (Cameron & Quinn, 2006).

Being aware of the four major culture types identified by the CVF is important because, after examination of several thousand organizations, Cameron and Quinn (2006) observed that most organizations exhibit a dominant cultural style and that about 80% of the organizations had one or more of the culture types identified by the CVF. This is of particular importance when one understands the effect the organization's culture can have on employees and organizational effectiveness and performance. For instance, Katzenbach, Steffen, and Kronley (2012) explained that organizations that attained peak performance used five principles that focus on culture. The first principle involves matching strategy and culture. Thus, organizations should align their planned strategy to their culture, as culture trumps strategy at all times: A strategy at odds with culture is ineffective. The second principle focuses on changing a few behaviors that can be widely recognized and most likely emulated. Peak performing organizations use a third principle: They honor the strengths of their existing culture by acknowledging the culture's asset and gaining support from those employees who are aligned with the strategies and desired culture.

Furthermore, the fourth principle involves integrating informal and formal interventions within the culture (i.e., new rules, metrics, and incentives, networking, peer interactions, ad hoc conversations). Finally, the fifth principle involves the measurement and monitoring of the evolution of the culture in four key areas: (a) business performance, (b) critical behaviors that have individuals throughout multiple levels of the organization begun exhibited the desired behaviors, (c) milestone attainment, and (d) underlying cultural attitudes. Therefore, it is imperative that cohesion among an organization's culture, strategic intent and performance priorities exist in order to attract and ultimately retain employees (Katzenbach et al., 2012).

Organizational culture and the retention of employees. A cross-sectional study conducted by Tsai (2011), with clinical nurses at two hospitals in Central Taiwan, examined the effects of organizational culture on employees' views of the workplace and influence that culture has on employees' behaviors and attitudes. A questionnaire was compiled using 23 factors about organizational culture taken from a study based on two groups of graduate students in business administration from two universities in Beijing, China, and 30 questions on leadership taken from the research done by Strange and Mumford on charismatic versus ideological leadership. The research findings are as follows: (a) Leadership behavior impacts organizational culture, (b) leadership behavior influences employee job satisfaction, and (c) organizational culture affects job satisfaction (Tsai, 2011). The overarching conclusion is that an organization's culture is instrumental in whether or not an employee stays or leaves the workplace.

Additionally, Inabinett and Ballaro (2014) purposed to determine if a correlation existed between organizational culture and individual values when comparing to employee job satisfaction. Nonowner certified public accountants working in small to mid-sized organizations in St. Louis, Missouri, were surveyed, and 229 usable responses were received. The results revealed a slight correlation between employee tenure and matching organizational culture with individual values. In addition, 55% of the respondents believed that matching an employee's values with the organizational culture was essential to their job satisfaction and, therefore, influenced their decision to stay with the organization. Subsequently, organizations should seek to align the values of potential employees to the organization's culture in order to increase job satisfaction and employee retention which can help in reducing the cost associated with employee turnover.

Moreover, Dwivedi et al. (2014) assessed the relationship between organizational

culture and commitment of employees in the Business Process Outsourcing sector in India with the use of a questionnaires and interviews. The results revealed that organizational culture impacted the commitment of employees. Specifically, the six dimensions of the organizational culture in the Business Process Outsourcing sector that impacted the employee commitment included the following: (a) proaction, (b) confrontation, (c) trust, (d) authenticity, (e) experimentation, and (f) collaboration. A concise literature review conducted by Sakhrekar and Deshmakh (2014) also revealed that organizational culture influences job satisfaction and commitment. In summary, this literature review showed the following:

1. Millennials are currently entering the workplace and will be 50% of the workforce by 2020.
2. Their work values differ from those of prior generations, and this is changing the landscape of the workplace.
3. The work values of Millennials are varied, and more research is needed before generalizations about their work values can be made.
4. Millennials have a short tenure in the workplace by leaving approximately 2 to 5 years of being hired.
5. The high attrition rate of Millennials is costing organizations billions of dollars.
6. Millennials leave the workplace because the values of the organizations for which they work do not align with their work values.
7. The higher the level of P-O fit, the more likely an individual will be committed to the job and the less likely he or she will have an intention to quit.
8. Aligning the values of potential employees to the organization's culture can increase job satisfaction and employee retention and decrease the cost associated with

employee turnover.

Therefore, this research study sought seek to discover the workplace values of PA graduate students at a not-for-profit university in the southeastern United States in an effort to add to the literature so that the research community will be closer to making generalizations regarding the workplace values of Millennials. Additionally, this study sought to discover the type of organizational culture that Millennial PA graduate students most prefer so organizations can create a culture that will likely prevent them from leaving the workplace within 2 years of being hired (Holt et al., 2012; Lester et al., 2012; Özçelik, 2015; Prokopeck, 2013).

Research Questions

The study used the LWVS with the addition of a question on organizational culture to answer the research questions:

1. What workplace values do Millennial PA graduate students most value?
2. What is the preferred organizational culture of Millennial PA graduate students?
3. What relationship exists between the preferred workplace value and the preferred organizational culture of Millennial PA graduate students?
4. How can organizations create a culture that would retain Millennial PA employees greater than 2 years?

Chapter 3: Methodology

This chapter describes the process used to conduct the research study.

Specifically, a detailed explanation of the following is included: (a) study participants, (b) the instrument, (c) procedures, and (d) limitations.

Participants

The researcher distributed a link to the revised LWVS via email to 492 PA graduate students from eight cohorts from a not-for-profit university located in the southeastern United States. The university has four PA programs located on four separate regional campuses in the northeastern, southeastern, central, and southwestern parts of Florida. Each campus consists of two cohorts. The first cohort on each campus will graduate in 2018, and the second cohort will graduate in 2019. The 2018 cohort has a total of 244 students, and the 2019 cohort has a total of 248 students. Each cohort will graduate after the 27 months of study is completed. The first 15 months is called the didactic year, and the last 12 months of the program is the clinical year. After the completion of the program, students will take the certification examination, and, once they have passed the examination, they will seek employment. Most students will receive multiple job offers while still in their clinical year of study, thus giving them time to consider how closely aligned their values are with the organizations who seek to hire them.

The convenience sampling method was used at the researcher's workplace because the PA graduate students were easily accessible and willing to participate (Creswell, 2015; Huck, 2012). The researcher sought to obtain a confidence interval of 95% with a 5% margin of error. For this to occur, if 492 students took the survey, at least 217 Millennial PA graduate students needed to complete the survey. Subsequently, 99 PA

graduate students participated in the survey. For this sample size, 79 Millennial PA graduate students needed to complete the survey in order to obtain a confidence interval level of 95% with a 5% margin. Subsequently, 98 PA graduate students completed the entire survey, and 92 self-identified as Millennials, so the confidence interval or 95% with 5% margin was obtained.

All students received a participation letter that outlined the purpose, risk, benefits, and confidentiality of the study. A survey access link was provided in the participation letter, if students decided to participate in the survey. Participation in the study was voluntary and anonymous, which was clearly explained in the participation letter. The study required the students to take the revised LWVS and answer a researcher-developed question relevant to the research question.

Instrument

The instrument used in this study, the revised LWVS, was a combination of survey questions from the revised LWVS and a researcher-developed survey (see Appendix A) relevant to the study. Items were specifically selected and designed to collect data that would address the research questions previously mentioned. The revised LWVS was used to measure the work values and the preferred work value type of Millennial PA graduate students. Subsequently, the researcher-developed question was used to measure the preferred organizational culture of these students.

Lyons (2003) developed the LWVS after a review of 13 work-value measures. These measures were catalogued, and 134 uniquely worded items related to work values emerged. Independent raters then categorized these items using the Q-sort approach and what resulted were 31 work aspects. An analysis of the 31 work aspects indicated that they represented six work value types: (a) cognitive, (b) instrumental, (c) social

environment, (d) altruistic, (e) freedom related, and (f) status related. However, later studies by Lyons et al. (2010) found it difficult to separate items corresponding to the social- and altruism-related work value types, so the two value types were combined to make one work-value type: the social-altruistic work value type. Thus, the four types of work-values categories are (a) cognitive-intrinsic, (b) instrumental-extrinsic, (c) social-altruistic, and (d) prestige (Lyons, 2003; Lyons et al., 2010). Appendix B shows how the work values are sorted in the four work-value types.

This instrument was chosen because it incorporates a broader range of work aspects that are relevant to today's workplace, unlike other surveys that do not take in to consideration the change in the nature of work. Also, it has been shown to measure all four types of theorized work values (i.e., intrinsic, extrinsic, social, and prestige values) (Lyons et al., 2010). Additionally, the wording of this survey is designed to capture the intensity with which each individual holds each item and also the relative importance given each item in selecting appropriate behaviors and making decisions. It asks respondents to rate how important each item would be to them in deciding to accept a potential job or stay in a job. Respondents were asked to rate items (i.e., having the assurance of job security) on a 5-point Likert scale ranging from 1 (*not at all important*) to 5 (*absolutely essential*). Nine items represent the instrumental-extrinsic work-value type ($\alpha = 0.83$), eight items represent the cognitive-intrinsic work-value type ($\alpha = 0.86$), four items represent the social-altruistic work-value type ($\alpha = 0.74$), and four items represent the prestige work-value types, $\alpha = 0.79$ (Lyons, 2003; Lyons et al., 2010).

The researcher used information gained from the literature review, specifically the description and definition of the four culture types by Cameron and Quinn (2006), to

develop one question that focused on discovering the type of culture that Millennial PA graduate students prefer. Respondents were asked to use a 5-point Likert scale ranging from 1 (*not at all important*) to 5 (*absolutely essential*) to indicate how important each culture would be to them in deciding to accept a potential job or stay in a job.

The researcher solicited the assistance of two individuals to review the survey. The first individual is a faculty member at one of the PA programs where the students were surveyed, and the second individual is an executive coach who has over 25 years of experience in providing leadership coaching and organizational development for many Fortune 500 companies, executives, and teams. The reviewers received information on the study, including the study topic, research problem, and research questions verbally and via email from the researcher. They were then asked to review the question and provide their professional assessment in order to improve the validity and reliability of the question. According to Creswell (2015), validity is the assurance that a test or question measures what it says it will measure and a test or question is reliable if each time it is administered the scores are consistent. Each reviewer provided written and verbal comments, and the survey was modified based on the solicited feedback.

Procedures

Design and data collection. The researcher used the quantitative research method to discover the preferred work values and the organizational culture of Millennial PA graduate students. With the use of the cross-sectional survey design, a link to the revised LWVS was sent to 492 PA graduate students via email to discover their preferred work values and organizational culture. Upon completion of the survey, students were asked to select the year range that included their birth year. The choices included (a) 1946 to 1960, (b) 1965 to 1979, and (c) 1980 to 2000. Because Millennials are those born 1980 and

2000, only the responses from PA graduate students who self-identified their birth year as 1980 to 2000 were used for this study. A cross-sectional design was appropriate for this study because it was used to collect data at one point in time and measured participants' current attitudes, practices, beliefs, and opinions (Creswell, 2015; Edmonds & Kennedy, 2013).

The researcher used Survey Monkey's online survey platform to develop and distribute the cross-sectional survey to PA graduate student of four PA programs. Students accessed and answered questions uploaded to Survey Monkey via either computers or mobile devices with Internet connections. It took an average of 5 minutes for each student to complete the survey. The data from each statement were collected and analyzed using Survey Monkey and Version 24 of the Statistical Package for the Social Sciences.

Students from each program received the same participation letter via email explaining the purpose of the survey, its risks and benefits, and a confidentiality agreement. The survey link was included in the participation letter email, and it was explained that participants had 10 days to complete the survey, after which the survey access would close midnight of the 10th day. A second email inviting participants to complete the survey was sent to all students 3 days prior to the closing of the survey access. After the survey was completed, the researcher reviewed and analyzed the responses from the participants.

This method identified the preferred work values and organizational culture of Millennial PA graduate students in an effort to contribute to the literature on work values of Millennials. Currently, because there is limited research on Millennials in a variety of work environments, generalizations about the work values and expectations of

Millennials are difficult to make (Özçelik, 2015). Therefore, this research should add to the literature so that generalizations can be made regarding what Millennials value and expect in the workplace. Once generalizations can be made regarding Millennial work values, organizations can confidently work toward developing strategies to retain them.

Anonymity and confidentiality. Confidentiality and anonymity measures were taken to ensure the security of the data and participants' survey responses. Demographic information to identify the participants birth-year range was requested; however, participants were not required to reveal their names or any other identifying information. Additionally, all survey data were owned by the survey administrator, and, according to Survey Monkey, no data would be used or sold to outside parties and would be treated as private property. Also, to protect the anonymity of participants, Survey Monkey employs strict data security measures that include (a) no collection of identifying information, (b) electronic mail addresses are not saved, and (c) the inability to trace back survey responses to a specific computer location by not identifying web addresses.

Data analysis. The researcher used Survey Monkey to collect and organize data that addressed each research question. After the data were organized, descriptive statistics were used to analyze and summarize the overall trends or tendencies. In addition, the explanatory, correlational design method, which can be used to determine the relationship of two or more variables and how strong those relationships are, was used to explain and clarify the relationship between Millennial PA graduate students' preferred work values and organizational culture (Creswell, 2015; Huck, 2012). The data were analyzed using Version 24 of the Statistical Package for the Social Sciences.

Chapter 4: Results

This study was designed to discover the preferred workplace values and organizational culture of Millennial PA graduate students from eight cohorts from a not-for-profit university located in the southeastern United States. The 492 PA graduate students were sent a link to anonymously and voluntarily complete the revised LWVS. Ninety-nine individuals completed the survey, of which 92 were Millennials. The survey instrument was used to gather data to answer the following research questions:

1. What workplace values do Millennial PA graduate students most value?
2. What is the preferred organizational culture of Millennial PA graduate students?
3. What relationship exists between the preferred workplace value and the preferred organizational culture of Millennial PA graduate students?
4. How can organizations create a culture that would retain Millennial PA employees greater than 2 years?

The analysis of the data collected was accomplished with Survey Monkey and statistical software. The results are documented below.

Demographic Information

At the completion of the survey, students who completed the survey were asked to select the year range that included their birth year. The choices included (a) 1946 to 1960, (b) 1965 to 1979, and (c) 1980 to 2000. Ninety-two students self-identified with the birth-year range of 1980 to 2000, six self-identified with the birth-year range of 1965 to 1979, and one student opted not to self-identify his or her birth year range, so this survey was not used. Therefore, 92 survey responses from students who self-identified as Millennial were reviewed and analyzed for this study. The demographic information in Table 1

summarizes the birth-year representation of the PA graduate students. Based on the number of individuals who responded, there was a 93% Millennial response rate.

Table 1

Demographic Information of Graduate Students

| Birth-year range | Generation cohort | No. participants |
|------------------|-------------------|------------------|
| 1980 to 2000 | Millennials | 92 |
| 1965 to 1979 | Generation X | 6 |
| 1946 to 1964 | Baby boomer | 0 |

Research Question 1

What workplace values do Millennial PA graduate students most value?

Respondents were asked to rate items (i.e., having the assurance of job security) on a 5-point Likert scale ranging from 1 (*not at all important*) to 5 (*absolutely essential*). Nine items represented the instrumental-extrinsic work-value type, eight items represented the cognitive-intrinsic work-value type, four items represented the social-altruistic work-value type, and four items represented the prestige work-value type (Lyons, 2003; Lyons et al., 2010).

To discover the answer to this question, data analysis was conducted on the responses from Millennial PA graduate students ($N = 92$). Survey Monkey was used to analyze each survey and provide the means for the 25 items on the survey. The mean for survey items was averaged to calculate the mean for the four work-value types. The means for each of the four work-value types are listed in Table 2. The mean of the instrumental-extrinsic values ($M = 4.03$, $SD = .41$) was greater than the mean of cognitive-intrinsic values ($M = 3.75$, $SD = .55$), social-altruistic values ($M = 3.72$, $SD =$

.60), and prestige values ($M = 2.78$, $SD = .62$). Thus, the preferred work value type for PA millennial graduate students surveyed was the instrumental-extrinsic value.

Table 2

Means for Four Work-Value Types

| Value | Mean |
|-------------------------------|------|
| Cognitive-intrinsic | |
| Challenge | 3.50 |
| Continuous learning | 4.16 |
| Freedom | 3.52 |
| Variety | 3.18 |
| Use abilities | 3.95 |
| Advancement | 3.57 |
| Achievement | 3.89 |
| Interesting work | 4.24 |
| Instrumental-extrinsic | |
| Benefits | 4.54 |
| Feedback | 3.77 |
| Job security | 4.42 |
| Hours of work | 4.02 |
| Balance | 4.39 |
| Informative | 4.35 |
| Salary | 3.85 |
| Recognition | 2.74 |
| Supportive supervisor | 4.18 |
| Social-altruistic | |
| Coworkers | 3.97 |
| Fun | 3.40 |
| Social interaction | 3.11 |
| Help people | 4.42 |
| Prestige | |
| Impact | 3.64 |
| Authority | 2.60 |
| Prestigious | 2.38 |
| Influence | 2.51 |

Research Question 2

What is the preferred organizational culture of Millennial PA graduate students?

Respondents were asked to use a 5-point Likert scale ranging from 1 (*not at all*

important) to 5 (*absolutely essential*) to indicate how important each culture would be to

them in deciding to accept a potential job or stay in a job. The actual names of the cultures were not presented to the respondents. This was done to remove the possibility of respondents assigning their own definitions to the cultures based on the name of the culture type. The culture types were represented as follows: (a) clan culture, Culture 1; (b) adhocracy culture, Culture 2; (c) market culture, Culture 3; and (d) hierarchy culture, Culture 4.

To discover the answer to this question, data analysis was conducted on the responses from Millennial PA graduate students ($N = 92$). The resulting means of the questions from the researcher-developed question on organizational culture were compared. The mean of Culture 1: clan ($M = 3.67, SD = .97$) was greater than the mean of Culture 2: adhocracy ($M = 2.78, SD = 1.09$), Culture 4: hierarchy ($M = 2.77, SD = .93$), and Culture 3: market ($M = 2.02, SD = 1.06$). Thus, the preferred organizational culture for Millennial PA graduate students surveyed was the clan culture.

Research Question 3

What relationship exists between the preferred workplace value and the preferred organizational culture of Millennial PA graduate students? To discover the answer to this question, data analysis was conducted on the responses from Millennial PA graduate students ($N = 92$). The explanatory, correlational design method was performed on the responses from the items in the instrumental value work-value type and the clan culture (i.e., Culture 1) to explain and clarify the relationship between the two. Specifically, the Spearman rho (r_s) correlation coefficient was used because the information obtained from the survey was of a normal distribution, nonlinear, and the variables were measured on a rank-ordered scale (Creswell, 2015). A two-tailed test of correlational analysis was conducted, and Table 3 shows the r_s value as .573 and the p value as .000. This suggests

that the correlation was statistically significant because the p value is less than 0.0. Consequently, a strong positive correlation exists between the PA millennial graduate student preferred work value (i.e., instrumental values) and preferred organizational culture (i.e., clan culture).

Table 3

Correlations of Preferred Organizational Culture and Work Value

| Item | Clan culture | Instrumental values |
|----------------------------|--------------|---------------------|
| Clan culture | | |
| r_s | 1.00 | .573* |
| Significance | | .000 |
| No. participants | 92 | 92 |
| Instrumental values | | |
| r_s | .573* | 1.00 |
| Significance | .000 | |
| No. participants | 92 | 92 |

*Correlation is significant at the .001 level (two tailed).

Research Question 4

How can organizations create a culture that would retain Millennial PA employees greater than 2 years? Additional analysis of the responses, the results obtained from Research Question 1, 2, and 3, and information gained from the literature were used to answer this question. The premise has been established in the literature that Millennial employees leave the workplace because the values of the organizations for which they work do not align with their work values (Özçelik, 2015; Prokopeak, 2013). Also, organizations seek individuals who fit in with their values and potential employees seek organizations that have norms and values that are similar to their norms and values. Put

simply, the more employees' values align or are similar to the organization's values, the more likely their values will become increasingly similar to the organization and the more likely employees will stay with the organization (Chatman, 1989; Kristof, 1996; Makraiova et al., 2013).

Subsequently, Research Question 1 revealed that the preferred work values for Millennial PA graduate students surveyed were instrumental values, and Research Question 2 revealed that the preferred organizational culture for these same students is the clan culture. Furthermore, Research Question 3 revealed a strong positive correlation between the Millennial PA graduate students' preferred work value (i.e., instrumental values) and preferred organizational culture (i.e., clan culture). Further analysis of the responses was conducted to discover if correlations existed between the other work value types and culture types (see Table 4).

The overall findings revealed a positive relationship between the work-value types and the organizational culture types; however, they varied in the strengths of the relationship. First, a strong positive relationship existed between the following: (a) clan culture and instrumental values, (b) clan culture and social-altruistic values, and (c) adhocracy culture and the prestige values. Second, a moderate positive relationship existed between the following: (a) clan culture and cognitive values, (b) clan culture and prestige values, (c) market culture and prestige values, (d) hierarchy and prestige values, (e) adhocracy and social-altruistic values, and (f) cognitive values and adhocracy. Third, a weak positive relationship existed between the market culture and cognitive values. Although this information does not directly inform organizations how to create a culture that will retain millennial employees, the results from Research Questions 1, 2, and 3 can be used to develop strategies and programs to create a culture that is amicable to

millennial employees.

Table 4

Intercorrelations of Work-Value Types and Culture Types

| Item | Culture | | | |
|---------------------------------|---------|-------|-------|-------|
| | 1 | 2 | 3 | 4 |
| Instrumental values | | | | |
| <i>r_s</i> | .573* | .079 | .042 | .070 |
| Significance | .000 | .457 | .691 | .507 |
| No. participants | 92 | 92 | 92 | 92 |
| Social-altruistic values | | | | |
| <i>r_s</i> | .505* | .305* | .167 | -.037 |
| Significance | .000 | .003 | .111 | .728 |
| No. participants | 92 | 92 | 92 | 92 |
| Cognitive values | | | | |
| <i>r_s</i> | .412* | .443* | .277* | .149 |
| Significance | .000 | .000 | .008 | .157 |
| No. participants | 92 | 92 | 92 | 92 |
| Prestige values | | | | |
| <i>r_s</i> | .369* | .528* | .344* | .338* |
| Significance | .000 | .000 | .001 | .001 |
| No. participants | 92 | 92 | 92 | 92 |

*Correlation is significant at the .001 level (two tailed).

Chapter 5: Discussion

The literature revealed that Millennials leave the workplace within 2 years of being hired. Subsequently, this study was conducted to discover the preferred workplace values and organizational culture of Millennial PA graduate students with the intent that organizations can use the information to develop strategies and programs to decrease the attrition rate of Millennials in the workplace. It is important to realize that Millennials currently make up a quarter of the workforce, and it is projected that by, 2020, they will make up 50% the global workforce. Organizations that understand how to retain Millennial employees will save billions of dollars in lost revenues and profits and talent if they hire individuals whose work values align with organizational culture.

The researcher used the revised LWVS that was administered to Millennial PA graduate students at a not-for-profit university located in the southeastern United States. The 492 PA graduate students from four PA Programs were asked to voluntarily and anonymously complete the survey. They all received the same participation letter via email explaining the purpose of the survey, its risks and benefits, and a confidentiality agreement. The survey link was included in the participation letter email, and it was explained that participants had 10 days to complete the survey, after which the survey access would close midnight of the 10th day. A second email inviting participants to complete the survey was sent to all students 3 days prior to the closing of the survey access.

Ninety-nine respondents completed the survey, 92 self-identified as Millennials, and it took an average of 5 minutes for each respondent to complete the survey. After the survey was completed, the researcher reviewed and analyzed the responses using Survey Monkey and statistical software. The revised LWVS provided invaluable information

regarding the respondents preferred work values and organizational culture. Additionally, the results provided additional information about the relationship between work values and organizational culture.

Summary of Findings

The findings presented in the previous chapter sought to answer the following research questions:

1. What workplace values do Millennial PA graduate students most value?
2. What is the preferred organizational culture of Millennial PA graduate students?
3. What relationship exists between the preferred workplace value and the preferred organizational culture of Millennial PA graduate students?
4. How can organizations create a culture that would retain Millennial PA employees greater than 2 years?

Data analysis was conducted using Survey Monkey and statistical software. Specifically, examination of the mean, standard deviation, and correlation coefficient assisted in providing substantial answers to the research questions.

Research Question 1. What workplace values do Millennial PA graduate students most value? Descriptive statistics revealed that work values most preferred by the respondents are instrumental values. Essentially, the respondents value the following: (a) having benefits that meet their personal needs, (b) management that provides timely and constructive feedback about their performance, (c) job security, (d) convenient work hours, (e) work-life balance, (f) access to information needed to do their job, (g) good salary, (h) being recognized for doing a good job, and (i) supportive supervisors.

Research Question 2. What is the preferred organizational culture of Millennial

PA graduate students? Descriptive statistics revealed the respondents' preferred organizational culture was Culture 1: clan culture. The characteristics of this culture include (a) an attitude of we-ness, (b) teamwork (c) organizational commitment to employees, (d) employee involvement, (e) rewards given to employees based on team accomplishments, (f) friendly environment, and (g) leaders who are mentors and parent figures.

Research Question 3. What relationship exists between the preferred workplace value and the preferred organizational culture of Millennial PA graduate students? A two-tailed test of correlational analysis using the Spearman rho (r_s) correlation coefficient revealed a strong positive correlation between the respondents' preferred work value (i.e., instrumental values) and preferred organizational culture (i.e., clan culture).

Research Question 4. How can organizations create a culture that would retain Millennial PA employees greater than 2 years? The fourth research question was answered based on the data findings of Research Questions 1, 2, and 3 and the two-tailed test of correlation analysis of all the workplace values and organizational culture types. The results revealed that, although the respondents' preferred work values and organizational culture were instrumental values and the clan culture, respectively, there was also a strong positive correlation between the clan culture and one other work value (i.e., social-altruistic).

In other words, if respondents preferred the other work-value type, the results suggest they would also prefer the clan culture. Interestingly though, the clan culture was the only culture with which the instrumental values were strongly correlated. Consequently, organizations will need to explore the work values of their current employees and potential employees by way of a well-established work-values survey,

preferably the revised LWVS. Identifying the current culture of the organization will also be necessary. Doing this will help organizations decide if a potential employee is a good fit or if the culture of the organization needs to be adjusted to retain current employees.

Interpretation of Findings

The design of the research study was put forth to discover the preferred work values and organizational culture of Millennial PA graduate students in an effort to add to the literature on Millennial work values and to ultimately provide organizations with ways to retain millennial employees. The results of this research suggest that Millennial PA graduate students place value on instrumental-extrinsic work values and would prefer to work in a culture that (a) is friendly and committed to them, (b) encourages teamwork among employees, (c) gives rewards based on accomplishments, and (d) has leaders who are mentors and parent figures. Subsequently, the preference in work values and organizational culture appears to align with the Millennial work values and expectations documented in the literature. Specifically, those values deal with them wanting feedback from employers, work-life balance, good pay and benefits, rewards and recognition, and a friendly work environment.

In addition, the finding that Millennial PA graduate students' preferred work value is the instrumental value type is similar to the findings in the literature where it is documented in other research studies that Millennials value extrinsic work values over intrinsic values. Additional congruence with this study regarding the Millennial PA graduate student preferring to work in an organizational culture that is friendly and promotes teamwork is also apparent in the literature (Dhevabanchachai & Muangasame, 2013; Kultalahti & Viitala, 2015; Kuron et al., 2015; Lim, 2012; Lyons, 2003; Smith & Galbraith, 2012). Specifically, as it pertains to PAs, this research appears to support the

work done by Lopez and Delellis (2013), in that the factor that highly motivated PAs to remain at their jobs was a stable and secure future. In essence, the extrinsic values include items that are characteristic of this motivating factor.

Accordingly, the strong positive correlation between the extrinsic values and the clan culture show that a relationship exists between employees' values and their culture preference; this clearly supports the concept of P-O fit, which occurs when the values of an individual are congruent with the norms and values of an organization. This value congruence has been shown to be a significant predictor of an employee's intention to quit; for instance, the higher the value congruence, the less likely the intention to quit. Therefore, the closer an employee's values are aligned to the culture of the organization, the less likely the intention to quit.

Context of Findings

This research study will add to previous research so that generalizations can be made regarding Millennial workplace values and expectations. The findings support the literature because the preferred work values of the Millennial PA graduate students are similar to Millennial work values documented in the literature. Additionally, this study will extend previous research as it sought to align the preferred work values to a specific organizational culture. In the review of existing literature, it appeared that past studies have not focused on looking into if a relationship existed between the preferred work values of Millennials and a specific organizational culture. This information will be of extreme importance to organizations specifically as they seek to hire individuals who will fit in well with the organizational culture.

The choice to conduct the research with students in another occupational field was important, as information related to Millennial PA graduate students' preferred work

values and organizational culture is lacking in the literature. Although these students have not yet entered the workforce, the results of this study can be useful as work values appear to remain stable throughout a person's life. Consequently, research conducted by Kuron et al. (2015) using the LWVS found that work values between working Millennials and nonworking Millennials do not differ significantly across the student-to-work transition. In brief, the workplace values held by students will more than likely carry over when they transition to the world of work. Furthermore, additional information about another field of work will help in making generalizations regarding the Millennial workplace values. This is of particular importance because the current literature documents varied millennial work place values. Therefore, as more studies are conducted, the potential for comparisons among the various workplace values exist and will help to arrive at values that are commonly seen as important to Millennials.

Implications of Findings

The purpose of this study was to explore the workplace values and expectations of Millennial PA graduate students and to identify the characteristics of the organizational culture needed to decrease the attrition rate of Millennials in the workplace. Additionally, the intent in identifying the preferred workplace values and organizational culture was to ascertain if a relationship existed between the two items. If a relationship existed, and as noted previously, a strong relationship does exist, then it can be concluded that if an organization knows what values fit a particular culture then it can either choose potential employees who have similar values or shift the culture to align with the values of employees they are losing, particularly Millennial employees.

The importance of work values cannot be underestimated as they lead to an awareness of the employee's needs in the workplace. Because the literature clearly

documents that Millennial employees leave their jobs 2 years of being hired because their values do not align with the organizations values, organizations need to find a way to ensure value congruence with their employees. Accordingly, achieving congruence between the work values of Millennials and an organization's norms and value ultimately leads to higher levels of P-O fit. Subsequently, value congruence between employee and organization can result in the following: (a) retention of millennial employees greater than 2 years of being hired, (b) decrease in training and hiring cost, and (c) decreased attrition of employees who are talented in the areas of technology and social media acumen.

The findings from this research study can also be used to create a culture that will retain Millennials. Because work values and organizational culture appear to have a strong positive relationship, it may be beneficial for organizations to initially identify its organizational culture and then explore the work values of its potential and current employees. These actions will give organizations the information needed to ascertain if value congruence exists between employee and the organizational culture. If value congruence does not exist, then the organization has to decide what needs to be done to keep their employees.

Although organizations are unique and need to figure out what will work for them, the literature offers some proven ways in which they can create a culture that may retain Millennial employees; a few options will be reiterated. For instance, organizations can provide a culture that includes the following: (a) detailed explanation of expectations and benchmarks, (b) no micromanagement, (c) unique motivators or rewards that will motivate specific employees, (d) opportunity for employees to develop benefit packages that are most valuable to them, (e) encourage and provide opportunities for employees to

further their professional and personal development, and (f) opportunities for employees to contribute to society by giving them a day off to volunteer at a local charity.

Similarly, organizations can retain millennial employees by providing a culture that supports social media communication within the organization. As mentioned prior, applying the Development-Recognition-Perks formula, which includes (a) offering workshops to encourage development of skills, (b) establishing a recognition system for employees and (c) providing perks such as free breakfast, snacks, yoga and weight watchers' classes, and massages, can also be instrumental in creating a culture that may retain Millennial employees (Aruna & Anitha, 2015; Frankel, 2016; Lytle, 2015; Nolan, 2015). Based on the information provided in this study, recruitment and administrative staff, chief executive officers, managers, supervisors, and faculty from universities, colleges, and vocational schools that are involved in the education of Millennials may use this information to build an organizational culture that can retain Millennials.

Limitations

Limitations relate to loss or lack of participants, inadequate sample sizes, errors in measurement, and other factors related to the collection and analysis of data (Creswell, 2015). Subsequently, this study sought to discover the preferred work values and organizational culture of Millennial PA graduate students. The revised LWVS was used to obtain information to answer the research questions. The survey was distributed to PA graduate students in the southeastern United States; however, only the responses of Millennial PA graduate students from this population were analyzed. The factors of geographical region, gender, ethnicity, race, experience prior to PA school, or the year the students will graduate (i.e., 2018 or 2019) were not examined. This may have limited the study, as these factors may affect what work values are important to Millennials and

what organizational culture type they prefer.

Additionally, the sample size may also have limited the study. Although the goal was to have all 492 PA graduate students complete the survey, this did not occur. As noted, only 99 students participated in the survey. This could have limited the reliability of the study, which would further limit the generalization of the results. The anonymity of the survey was one other limitation. As with any anonymous survey, the researcher has to trust that the individuals taking the survey have self-identified accurately. It is possible that there were some inaccuracies with the self-identification of birth ranges.

Furthermore, the students were informed that the survey would take 15 minutes to complete. Some students may have opted not to take the survey because they may have perceived that it would have taken too much of their study time. The PA students have a very busy schedule, and the thought of having to add more work to their schedule may have prevented some students from participating, thus decreasing the number of participants.

Recommendations for Future Research

The existing research on Millennial preferred workplace values and organizational culture would benefit from future research in the following areas:

1. Research on Millennial employee workplace values currently exists in a few areas in health care, such as nursing and medicine. Conducting more research in the allied health or medical technology fields would be helpful in gaining a better understanding of what Millennials value in the work environment. Additionally, studies that include PAs from other areas in the United States, gender difference, and age range differences within the Millennial generation may also prove beneficial and assist in making generalizations regarding the preferred workplace values and organizational culture of Millennials

(Hooker et al., 2012, 2015; Özçelik, 2015; Rawashdeh et al., 2015; Solnet et al., 2012).

2. Because the literature revealed that Millennial employees leave the workplace if organizations do not actively create cultures that support and align with their workplace values and expectations, further study is needed to understand the relationship between the work value types and the organizational culture types explored in this study (Eversole et al., 2010; Holt et al., 2012; Lester et al., 2012; Özçelik, 2015; Prokopeak, 2013; Queiri et al., 2014; Sujansky & Ferri-Reed, 2009). As noted prior, a strong positive relationship exists between the following: (a) clan culture and instrumental values, (b) clan culture and social-altruistic values, and (c) the adhocracy culture and the prestige values. Additionally, a moderate positive relationship exists between the following: (a) clan culture and cognitive values, (b) clan culture and prestige values, (c) market culture and prestige values, (d) hierarchy and prestige values, (e) adhocracy and social-altruistic, and (f) cognitive and adhocracy. Finally, a weak positive relationship exists between the market culture and cognitive values. Conducting either a quantitative or a qualitative research study may reveal the reason for these relationships. It may also explain if the results of this study are unique to Millennial PA graduate students.

3. Conducting a study similar to this research study with Millennials from other professions would also be recommended as future research. This would reveal the similarities and differences in preferred work values and organizational culture among professions and help in making generalizations regarding millennial employee workplace values (Özçelik, 2015).

4. Conducting a study similar to this research study with employees from other generational cohorts may provide insight into their preferred work-value type and organizational culture. A comparison between the generational cohorts may provide

valuable information regarding any differences or similarities that may exist among the generations and provide useful information to organizations on how to create a culture that aligns with their work value types.

Summary

Millennials leave the workplace within 2 years of being hired because the values of the organizations for which they work do not align with their workplace values and expectations. Unfortunately, organizations lose billions of dollars and talent each year, and much help is needed to figure out ways to decrease the attrition rate of their Millennial employees. Accordingly, organizations can use the information in this study to develop strategies and programs that incorporate a discovery of potential and current employees work values and the organizational culture needed to retain not just millennial employees but employees from all generational cohorts.

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Appendix A

Survey

Survey

INSTRUCTIONS: The following questions deal with the various factors that people consider to be important in their work. People use these factors in making important decisions about their jobs and careers. They are not all considered to be equally important and different people place importance on the different factors. Please read each of the items listed in the section below and indicate **HOW IMPORTANT** each would be to you in deciding to accept a potential job or stay in a job. Please try to think about jobs in general, rather than your actual current job.

| Not at all important | Somewhat important | Important | Very Important | Absolutely essential |
|----------------------|--------------------|-----------|----------------|----------------------|
| 1 | 2 | 3 | 4 | 5 |

| |
|--|
| Having BENEFITS (e.g. vacation pay, health/dental insurance, pension plan, etc.) that meet your personal needs |
| Doing work that makes a SIGNIFICANT IMPACT on the organization |
| Having the AUTHORITY to organize and direct the work of others |
| Working on tasks and projects that CHALLENGE your abilities |
| Having management that provides timely and constructive FEEDBACK about your performance |
| Working with agreeable and friendly CO-WORKERS with whom you could form friendships |
| Working in an environment that is lively and FUN |
| Having the opportunity to CONTINUOUSLY LEARN and develop new knowledge |
| Having the assurance of JOB SECURITY |
| Having HOURS OF WORK that are convenient to your life |
| Doing work that you find INTERESTING, exciting and engaging |
| Having the FREEDOM to make decisions about how you do your work and spend your time |
| Working in an environment that allows you to BALANCE your work life with your private life and family responsibilities |
| Having access to the INFORMATION you need to do your job |
| Doing work that is PRESTIGIOUS and regarded highly by others |
| Doing work that affords you a good SALARY |
| Doing work that provides change and VARIETY in work activities |
| Working where RECOGNITION is given for a job well done |
| Doing work that allows you to USE the ABILITIES you have developed through your education and experience |
| Having the opportunity for ADVANCEMENT in your career |
| Doing work that provides you with a personal sense of ACHIEVEMENT in your accomplishments |
| Doing work that allows for a lot of SOCIAL INTERACTION |
| Having the ability to INFLUENCE organizational outcomes |
| Doing work that allows you to HELP PEOPLE |

Listed below are four different cultures and the characteristics used to describe them. Please read each of the items listed in the section below and indicate **HOW IMPORTANT** each culture would be to you in deciding to accept a potential job or stay in a job.

| Not at all important | Somewhat important | Important | Very Important | Absolutely essential |
|----------------------|--------------------|-----------|----------------|----------------------|
| 1 | 2 | 3 | 4 | 5 |

| | | |
|-----------|---|--|
| Culture 1 | <ul style="list-style-type: none"> • We-ness • Teamwork • Organizational Commitment to employees • Employee involvement programs • Employees rewarded based on team accomplishments, • Friendly • Leaders are mentors and parent figures | |
| Culture 2 | <ul style="list-style-type: none"> • On the leading edge of new knowledge • Products and services characterized by change • Entrepreneurship • Creativity • No centralized power or authority relationships • Leaders are visionary, innovative and risk-oriented | |
| Culture 3 | <ul style="list-style-type: none"> • Focus is on monetary exchange • Conducts transactions with external constituencies • Result-oriented • Productivity • Competitiveness • Leaders are competitive, hard-driving producers, tough, and demanding | |
| Culture 4 | <ul style="list-style-type: none"> • Formalized • Structured • Governed by policies and procedures • Governed by traditions • Leaders are good coordinators • Leaders are good organizers | |

Appendix B

Sorting Structure for the Lyons Work Values Scale

Sorting Structure for the Lyons Work Values Scale

| Work Value Types | Work Values |
|-------------------|---|
| Instrumental | Benefits (BEN) Feedback (FBK) Job Security (SEC) Hours of Work (HRS) Balance (BAL) Information (INF) Salary (SAL) Recognition (REC) Supportive Supervisor (SSU) |
| Cognitive | Challenge (CHA) Continuous Learning (CLN) Freedom (FRE) Variety (VAR) Use Abilities (SBI) Advancement (ADV) Achievement (ACH) Interesting work (INT) |
| Social/Altruistic | Co-workers (COW) Fun (FUN) Social Interaction (SOC) Help People (HLP) |
| Prestige | Impact (IMP) Authority (AUT) Prestigious (PRE) Influence (IFL) |