

Integrated Model of Millennial Management

Prateek Pramod*, Saurav Kumar Ganguly**, Shruti Biswajit Mukherjee***

Abstract

Organizations have started paying growing importance to millennial management, considering that the modern workplace consists of a significantly higher millennial population. Millennials hold values, behaviors, and expectations that are quite different from the members of other generations. Therefore, organizations must come up with tailor-made and customized solutions towards managing millennials. This paper aims to examine the various solutions that organizations can use in successfully managing millennials and provide an integrated model for the same. The methodology adopted for the production of this paper is literature review. Research works of various authors in areas of generational differences, managing millennials, stereotypes associated with millennials, and many other topics were studied to gain insights regarding millennial management. This paper presents to us the various methodologies that can be adopted for millennial management. The various solutions for millennial management have been divided into five heads: career development, technology, generational differences, personal growth & development in the organization, and organizational culture. Organizations should use a combination of solutions presented across these five categories to meet millennials' demands and expectations and integrate them into the organization successfully.

Keywords: Human Resource Management, Managing Millennials, Millennial Traits, Generational Differences, Millennial Workforce, Workplace Culture

Introduction

Generations in a Workforce

Generation can be defined as an “identifiable group that shares birth, years, age, location, and significant life

events at critical developmental stages” (Kupperschmidt, 2000). The current workforce is a heterogenous group of employees belonging to three to four generations (Gabriel, Alcantara & Alvarez, 2020). The Traditionalists (also known as the Greatest Generation, the Silent Generation or the Veterans), born before 1945, are already retired (Gabriel, Alcantara & Alvarez, 2020). The Baby Boomers born between 1946 to 1964 are retiring, and GenX born between 1965 and 1981 are at managerial roles (Twenge, 2010). The millennials are themselves gradually moving to higher roles, paving the way for the Gen Z, born roughly between 1997 and 2013, who are now entering the labor market (Schroth, 2019).

Who are the Millennials?

Millennials are born between 1982 and 1993 (Schawbel, 2013). They are known as the “Digital Natives” (Prensky, 2001). The development of their emotional, social and cognitive aspects was heavily influenced by the Web 2.0 (Brailovoskaia & Bierhoff, 2018). Many of them have completed their education and begun building their careers (Sweeny, 2006). They have entered the workforce at the turn of the millennium, i.e. at around the year 2000 (Pyoria, Ojala, Sari & Jarvinen, 2017).

Demographics of Millennials

There are more than 80 million millennials all over the world. They constitute the largest proportions of the workforce than any other generation. Currently at 2020, millennials take up about 50% of the workforce, which will rise up to 75% of the workforce by 2025 (Schawbel, 2013; Raina).

Millennials at Work

The current workforce has employees belonging to diverse generations. The Baby Boomers, currently at the

* Student, XLRI, Jamshedpur, Jharkhand, India. Email: prateek.pramod94@gmail.com

** Student, XLRI, Jamshedpur, Jharkhand, India. Email: saurav.ganguly4030@gmail.com

*** Student, XLRI, Jamshedpur, Jharkhand, India. Email: shruti.mukherjee.7@gmail.com

stage of retirement, have created a crisis for organizations to attract and retain young talents in order to fill in the gaps of the organizational echelons. This is a challenge because the millennials reputedly hold values, behaviors and expectations that are different from the previous generations (Ng, Schwietzer & Lyons, 2010). The Gen X, who are now managers, are apprehensive about the new working styles of millennials at workplace (Schawbel, 2013). It is necessary to understand the factors that motivate and satisfy the millennial employees to frame suitable attraction and retention strategies (Guha, 2010). The challenge also lies in effective interaction within generations so as to create a positive environment for work at organizations (McGuire, By & Hutchings, 2007).

Traits of Millennials

Following are some of the common traits of millennials that impact their behavior at workplaces:

Narcissism

From an early age, the millennial generation has been made to feel special due to the “helicopter parents” who are much more involved with the lives of the millennials as compared to the previous generations (Howe, Strauss & Matson, 1993). They are often known as the “Look at Me” generation, due the rising use of technology and social media in order to create and promote personal profiles, describing just themselves at great details (Pew Research Center, 2007). This could be the reason why they score high at narcissism as compared to other generations (Twenge, 2001). When such students move to workplaces, the feeling of entitlement translates to expecting promotions with minimal efforts (Ng, Schwietzer & Lyons, 2010).

Impatient

Millennials are said to be highly impatient (Sweeny, 2006). They crave for instant gratification with immediate results (Sweeny, 2005). This might lead studies to show that they are said to lack loyalty and work ethic (Marston, 2019). Millennials are impatient for success and want instant rewards. When they feel that the organizations are failing to meet such intrinsic demands, they tend to quit

the organization to move to a new one where there are better opportunities (Ng, Schwietzer & Lyons, 2010).

Preference for Collaborative Working

Millennials have a preference for team work, activities that give experience, structured methodology along with using technology (Jonas-Dwyer & Pospisil, 2004). They are less confident working individually because for them it poses a higher risk of personal failure. Hence, they prefer to collaborate and work in teams (Howe, Strauss & Matson, 1993). They also perceive this as a step towards diversity and inclusivity which would ultimately enhance business performance (Smith & Turner, 2015). Opportunities to participate at company- and team-level decisions, along with teamwork have a positive impact on the job satisfaction of the millennials (Garcia, Gonzales-Miranda, Gallo & Roman-Calderon, 2019).

Seek to Make a Difference

Millennials always want the assurance that their contribution to the organization has been worthwhile (Özçelik, 2015). For this, they are active in seeking challenge (Twenge & Campbell, 2009). Also, they demonstrate “servant leadership” in terms of seeking leadership opportunities and extrinsic rewards. This is attributed to the individual benefit gained through leadership experiences taught by the parents (Myers & Sadaghiani, 2010). The root of this behavior could be attributed to impatience, and to see tangible outcomes (Balda & Mora, 2011).

Thrive on Flexibility and Space to Explore

In a study, about 50% of the millennials interviewed prefer flexibility and work-life balance by adjusting their work schedules. The flexibility expected is also in terms of growth of professional skills through an engaging work environment (Linden, 2015). Such an environment is created by challenging assignments. There must be enough scope to work independently in the presence of clearly defined goals (Meng, Reber & Rogers, 2017). Millennials are confident enough to have rigid regulations in place to direct their decisions (Smith & Nichols, 2015).

Value Guidance and Expect Mentoring

Unlike GenX, millennials are not fiercely independent (Solomon, 2011). The “Generation whine” has often been overprotected and over-indulged, so they tend to require hand-holding for even mundane tasks from superiors at workplace (Velasco & Chavez, 2018). Millennials are ready to get all the help they can and hence they are looking for managers who are mentor-like and would help them to enhance their professional careers (Spiro, 2006).

Bold and Voice Their Opinions

Confidence is an important attribute of the millennials, and they are highly ambitious (Howe, Strauss & Matson, 1993). This confidence is due to trust and optimism (Smith & Nichols, 2015). From a very young age, they have been encouraged by their parents to express their thoughts and opinions and receive credibility for it, irrespective of their inexperience (Tapscott, 1998). They hold a “Of course I can fend for myself” attitude (Martin, 2005).

Managing Millennials

Following are some broad categories of solutions for managing millennials at a workplace. These solutions leverage the common traits of millennials and workplace demographics enlisted above. The methods suggested can be used to effectively handle millennial expectations and integrate their strengths for the organizational benefit.

Career Development

Millennials are perceived as impatient and disloyal because of their tendency of job-hopping. Added to this is the perception of being narcissistic and entitled. This is more so because of them being voicing their expectations a lot more than what would be expected from the previous generations (Levenson, 2010). Being exposed to a different set of economic, political and social contexts while growing up, it is not at all surprising that these differences are present. It is necessary to be understanding of these tendencies and look to mitigate the negative impacts.

Transformational Leadership

The first solution focuses on leadership style. A millennial employee has a certain set of expectations that is voiced and the management must try to meet the same. This involves a higher need for attention. This is so because the millennial generation has been brought with very high levels of personal attention from their childhood, the likes of which have not been seen previously (Alsop, 2008).

Thus, there is a need of adopting a leadership style by the manager that can facilitate similar environments for the millennials. This leadership style must consist of elements, which promote creating relationship with their subordinates and giving them individual attention. Thus, managers who can adopt a leadership style which has its basis in the individual consideration domain of transformational leadership would be the most ideal to attract, engage and retain millennial talent (Thompson & Gregory, 2012). Rather than involving the relationship as a give and take and merely transactional, the manager needs to genuinely cultivate a relationship with the millennial subordinate. This would involve several aspects of giving personalized development related attention such as mentoring, coaching along with providing necessary and frequent feedback (Eagly, Johannesen-Schmidt & Engen, 2003).

This style of leadership when adopted by the management can turn the seemingly negative tendency of being impatient and changing jobs into a positive tendency of self-reflection, growth and improve performance. This is so because the constant feedback received by them will feed into their highly ambitious nature and provide it a direction of improvement in skill set and performance, ultimately benefiting the company (Thompson & Gregory, 2012).

Furthermore, the genuine relationship built with the superior will enhance loyalty among the employee that is found lacking in millennial employees. This will be so because of the formation and enhancement of psychological contract between the employer and employee (Rousseau, 2001).

Gain Sharing and Goal Setting as Tools for Motivation

The second solution focuses on targeting the motivation of the millennial employee to tackle the negative traits related to impatience, disloyalty and entitlement. The impatience comes from a sense of entitlement and wanting to constantly achieve and contribute instantly to make their mark in the organization without learning the ropes first. This behavior largely stems from the parenting style, which the millennials have been exposed to. This style has led to them being consistently rewarded and encouraged for the smallest of achievements and participation (Alsop, 2008). This leads them to being impatient, quitting early or constantly looking for new avenues.

To target the above issue an application of a combination of goal setting theory and gain sharing works well. Setting well-defined goals with a focus on the short-term goals will let the employee feel the same sense of constant achievement that one is used to when these targets are met at small and regular intervals. In combination with that there needs to be the use of gain-sharing theory. This will allow the millennial to feel a sense of 'shared fate' with the organization and any benefit that the organization gets leads to the employee getting proportionately rewarded for the same. This not only takes care of the trait of disloyalty but also provides the sense of achievement that a millennial employee craves (Queiri, Dwaikat & Yusoff, 2014).

Opportunities for Growth and Autonomy

The third solution also focuses on targeting the need of high achievement and entitlement that the millennial employees have and channel them in a manner that leads to highly productive employees for the company.

For this purpose, the employees must be provided with a clear direction that their careers could take with enough flexibility to allow them various paths they could choose in the span of their career. The expectations must be made clear to them and apt training opportunities made available (Wieck, 2008). The training programs must be designed to be flexible in nature. A millennial employee must have options that enables them to move laterally as well as vertically (Connor, 2008) so as to have some freedom in charting their career path within the organization.

In terms of the work assignments and projects that the millennials receive, there must be some level of autonomy built into the job. The millennial employees need to be allowed to implement their own ideas to the job and figure out new and better ways to do the same activity (Frye W., Kang, Huh & Lee, 2020). This will lead to increased job satisfaction and thus reducing their turnover intention.

Technology

One of the biggest differences between the previous generations and the millennial employees is the advent of technology, specially the internet and social media. The millennial generation are in a sense 'Digital Natives' who have lived in a post-internet world (Murdoch, 2005). This has led them to a world in which technology is integrated in their lives much more closely than the previous generation. Thus, concepts of work from home and use of technology to develop connections are prevalent in recent times. This has led to a diffusion of boundary between work and life and both are tending to blend together (Illingworth, 2004). The spillover of phenomena into the workplace has necessitated the regulation of the same while promoting a healthy use for office work.

Combining Deterrence and Laissez Faire Approach

The first school of thought to curb the use of technology in the workplace is the deterrence approach wherein there is monitoring and restricting of technology usage at a personal level leading to an overall increase in organizational efficiency (Zakrzewski, 2016). However, such an approach can turn out to be counterproductive as such monitoring activity by the company might be seen as invasive and eventually lead to a trust deficit (Mayer, Davis & Schoorman, 1995). The second school of thought is to adopt an approach, which trusts the employee with the use of technology and does not make any attempt to curb the same i.e. the Laissez Faire approach. However, this approach can lead to technology becoming a significant factor in lowering the quality of output (Amabile, 2001) as it will serve as a major source of distraction (Mark, Gonzalez & Harris, 2005).

The way forward is to have a combination of both the approaches mentioned above. There needs to be a

development of a workplace technology usage policy, which will be based on a shared understanding with the company and its employees. The activities which need to be prohibited to stop misuse of technology and which need to be allowed for enhancing employee effectiveness need to be mutually agreed upon. This policy must be periodically up for revision with the dynamic changes in technology seen today (Kim, 2018).

Using Technology to Drive Employee Engagement and Learning

The familiarity of the millennial employee to technology leads to exciting opportunities for companies to use the same to increase the productivity of their employees and impart skills. The personal use of technology can be redirected to involve the employee more deeply with the company culture as well as his work. The company can promote a community culture within the organization by leveraging internal social media. This can also be used to drive a workplace environment which leads to free exchange of ideas supported by a collaborative culture and a supportive management willing to accept ideas arising out of the same (Rai, 2012).

Secondly, technology can be really leveraged for learning. Use of multimedia platforms, using interactive video, audio, gamification-based learning along with the traditional courses converted to an online platform can really drive learning among the millennial employees. This learning is going to be pronounced for the millennial employee due to his/her familiarity with the technology and high adaptability with the dynamism that it brings in (Connor, Shaw & Fairhurst, 2008). This, when leveraged correctly, can lead to a culture of self-learning which when paired with prompt and proper feedback can positively affect the worker's skills.

Generational Differences

Employees growing up in different periods are bound to have different sets of beliefs, views, outlooks and different preferred ways of interaction and communication with others.

With the modern workplace being richer in diversity and requiring interaction between different generations,

managing the generational differences between employees becomes a critical challenge for employers to avoid issues such as workplace conflict, high employee turnover, low job morale, and low job satisfaction. Therefore, one of the categories of the solution will be towards ways in which we can try to lessen the generational difference between the various generations of employees.

'Generational Competence' is promoted by (Jimenez, 2009) in order to describe the behaviors the organizations must adapt to successfully engage the four generations of employees through methods such as 'effective communication tools to minimize conflict, progressive HR and work-life strategies to attract and retain key talent and management practices to enhance productivity and personal and professional development.' Successful engagement of the workforce requires understanding and respecting different workstyles and challenges associated with each generation (Simons, 2009). Previous research has shown the effectiveness of individualized and customized relationships in the development of meaningful relationships between managers and employees (Gregory & Levy, 2011). Along with this, establishing an environment of trust will also play a critical role and will also go a long way in creating strong relationships between the different generations of employees (Gregory & Levy, 2011). The solution to handle generational differences has been summarized in three categories:

Inter-Generational Teams

The technique of inter-generational teams should be built-in wherein the older employees can be roped in to give diverse experience to the millennials, whereas the millennials can teach the older employees skills in newer technologies and other social media outlets (Mikitka, 2009). Inter-generational teams would provide an opportunity for each generation to flourish as well as accomplish the objective of bringing in different skill sets to the table (Wagner, 2007).

Mentoring Programs

Millennials prefer a workplace culture that provides them with frequent feedback and clear guidance from the superiors (Myers & Sadaghiani, 2010). Mentoring

programs in organizations would ensure an effective transition of knowledge from senior to junior colleagues while also ensuring that the millennials get adequate guidance and direction in their work, which they actively seek (Martin, 2005). Techniques such as reverse mentoring can be adopted to enable cross-learning between the generations. (Murphy, 2012) defines the purpose of reverse mentoring as ‘knowledge-sharing, primarily through technological advancements, in which a millennial employee serves as a mentor to an older, senior colleague.’ Mentoring and subsequent reverse mentoring will decrease generational differences and lead to a better understanding between the generations through sharing different viewpoints and perspectives.

Rewards and Recognition Policy

Millennials look for a meaningful purpose in their life, quality relationships, and fun, apart from the work they are supposed to do for a living (Roberts, 2005). Their outlook towards work is of “work to live” nature in the sense that they consider work as an enabler towards other things that they want to do in their life, whereas the older generations have a “live to work” attitude whereby they do not mind being involved in a 60-70 hour workweek (Petroulas, Brown & Sundin, 2010). The motivators for the job differ across organizations and hence rewards and recognition policy should also differ across generations to lessen the possibility of development of tension because of the presence of different work values. (McGuire, Todnem & Hutchings, 2007; Simons, 2009). The baby boomers seem to be individualistic and they have a strong desire to be recognized for their specific contributions (Mills & Cannon, 1989). As a result, reward system should be designed that encompasses the baby boomer’s generational need for individualistic achievement. More focus on things like money, seniority, title and other forms of rewards should be made that makes other aware of their achievement for the baby boomer generation (Lancaster & Stillmann, 2002). On the other hand, millennials pay more focus on rewards systems such as educational subsidy, parental leaves, time-off, career- breaks and paid holidays (Petroulas, Brown & Sundin, 2010). Therefore, this must be taken into account while designing the rewards system for millennials. A customized approach towards a rewards system catering to each generation’s needs will help mitigate the negative approach with

which each generation sees the other and lead to greater organizational commitment.

Personal Growth & Development in Organisation

The needy and impatient trait of the millennials is manifested because of their need to learn through participation (Ng, Schwietzer & Lyons, 2010). While following their personal pursuits, they are also inclined towards making meaningful contributions for the organizations they are working in (Özçelik, 2015). To address these dual natures, the following sets of solutions have been compiled:

Continuous Constant Feedback

Millennials are often characterized by impatience and the need for quick constant reassurances in order to make themselves feel credible (Sweeny, 2006). They are eager to learn and open for feedback that would be helpful for their development (Thompson & Gregory, 2012). A way to tap in their potential while simultaneously address their restlessness is to communicate with them regularly and positively (Rai, 2012). The primary stakeholder to take up this responsibility of regular coaching, guidance and providing feedback would be the managers or supervisors (Thompson & Gregory, 2012).

With emphasis on the concepts of transformational leadership style, the superiors of the millennial employees can build relationships they can give continuous feedback through methodologies such as coaching, mentoring, etc. Enough time and efforts must be dedicated to cultivate relationships with the employees, bringing in honesty and meaning. This can be followed by trust building activities, which would open the doors to the employees to be more inclined for seeking guidance and advice (Gregory & Levy, 2011). The millennials who are already looking for mentor-like superiors would find this useful for their career development (Spiro, 2006).

Communities of Millennials

Millennials prefer to form part of a larger community through social media sites (Brailovskaia & Bierhoff,

2018). This behavior can be leveraged to keep the employees engaged and updated professionally by creating platforms where they can come together and share their issues and challenges that they face in the organization (Solomon, 2011). Such measures could be part of social and interactive learning programs that millennials prefer (McMohan & Pospisil, 2005). Various ways to implement these are use of internal social networking sites, idea zones for in-person exchange of ideas, short informal meetings for visualization of ideas and making decisions collectively (Bennet, Pitt & Price, 2012).

Attention to Personal and Professional Life Phases

The millennials, who have just entered the organization are presently of the age 25 to 40 and thus typically undergo through major changes in personal and professional life. For example, the end of the academic life is just recent. There is a pressure to adjust as well as perform at a completely new environment at the workplace, and at personal end, they might even be getting relocated, married or entering parenthood. There can be also stages such as assisting dependent family members, adjusting with partner's situations of work, a second job, etc. Such situations can occur simultaneously as well as regularly. These phases of life demand engagement in addition to work at varying degrees and forms (Joniaková & Blštáková, 2015).

At work, it is the managers or the supervisors, who are closely in touch with the millennials who are undergoing such life phases. The onus lies on them to understand what situation the millennial is going through, be patient and be flexible with work schedules accordingly (Joniaková & Blštáková, 2015). The underlying intention is to create a tailored relationship and coach accordingly (Gregory & Levy, 2011). This should in fact be a key differentiator of the employee value proposition in order to attract and retain millennial talents (Chiang & Lundgren, 2017).

Organization Culture

Traditional hierarchical organizations create a corporate culture of stability, clarity and accountability, but the downsides include a lot of bureaucracy, slow decision

making, low empowerment and less focus on innovation. (Olden, 2012) Millennials have a spirit of constant innovation, and thus, organizations that are traditionally too bureaucratically oriented will have a difficult time attracting and retaining millennials. Also, millennials prefer structures that give them clearly defined outlines, clear objectives with well-defined expectations (Raines, 2002). Therefore, there is a need for structures to be more flexible and agile to attract millennials, and thus a delicate balance needs to be found between adapting the organization structure to meet millennial demands and expecting millennials to adapt (Hershatter & Epstein, 2010). Below are some of the solutions relating to changes in organizational culture to attract and retain millennials.

Flexible and Open Culture

Millennials do not prefer to work in bureaucratic organizations where there is a delay in the execution of tasks and results and also grow impatient because of their need to have an immediate impact on the organization and leave a lasting legacy (Nicholas, 2009). Therefore, organizational culture needs to be changed in such a way that the execution of tasks and results is fast, and millennials do not have to follow lengthy organizational procedure (Rai, 2012). Failure to provide them with such an environment is likely to cause high turnover in organizations. Another aspect of Millennial needs is that they prefer to work in organizations that allow for creativity and where the organization's culture is dynamic and open. Traditional organizations prevent such culture from developing and hence are less attractive to millennials. Another aspect that needs to be addressed is that working in hierarchical organizations gives millennials the feeling that they are being micro-managed and scrutinized while executing their duties (Dwyer, 2009), which they severely detest. They prefer to organize their workstyles as they see fit while simultaneously ensuring that their performance and work-life balance does not suffer. Organizational cultures that provide them with flexible working hours are better positioned to attract and retain millennials (Burke, 2004). Millennials know that hard work is expected out of them, but they do not want to do it in a cubicle sitting all day. Hence, there is a need for flexibility to be given to them in terms of working hours and more empowerment with respect to the decision making (Frye, Kang & Lee, 2019).

Team-Based Culture

A group-based approach to work has become popular and an integral part of formal structure in organizations. Millennials are comfortable working in semi-autonomous and self-managed teams (Gursoy, Maier & Chi, 2008). They prefer organization cultures wherein they have opportunities for innovation, and studies have shown that innovation and developmental works increasingly happen in self-managed teams (Van Knippenberg, 2017). Other reasons for Millennials preferring to work in teams is because interacting with team members makes work more pleasurable for them, and also because of their risk-avoidance nature (Alsop, 2008). Thus, the silo-mentality present in conventional organization structures needs to be brought down, and preference to work-based teams should be given. Repetitive and task-oriented jobs usually disinterest millennials, and they are quite prone to leave the organization if they find the job is not challenging them intellectually. Millennials in teams will be significantly benefitted by the fluidity within the organization, which will help them in process improvement and leading best practices across the organization. Projects in a team-based approach would also ensure that there are cross-functional learning and more opportunities for horizontal collaboration. Inter-team rotation should be made available which would ensure more learning for millennials.

Conclusion

Integrated Model of Millennial Management

Millennials today form a significant chunk of the workforce. There have been significant number of studies conducted regarding how to manage millennials in organizations, draw out their inner capabilities to the maximum and reduce any negatives that may come about due to the unique environment that they have grown up in. There is a significant volume of research and solution that target specific aspects related to millennial management. This enables us to look at the matter comprehensively and come up with an Integrated Model of Millennial Management based on the categories of solutions discussed already in this paper.

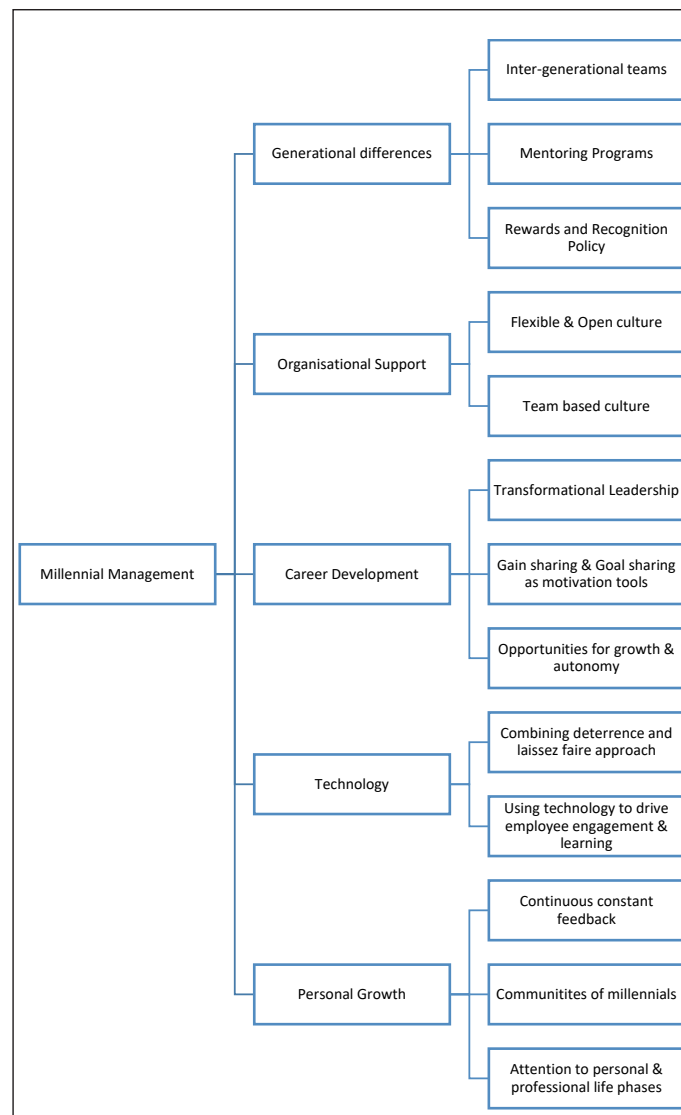


Fig. 1: Integrated Model of Millennial Management

Thus, in conclusion, for an organization to fully develop and manage its millennial talent it must launch measures across the five dimensions shown in Fig. 1. Obviously, depending on the particular type of organization a particular solution may not be feasible to implement. Some adjustments may need to be made accordingly. However, in general, the integrated model of millennial management provides a comprehensive solution to tackle critical aspects regarding a millennial employee and integrate them successfully into the organization to benefit the most from them.

References

- Alsop, R. (2008). The trophy kids go to work. *The Wall Street Journal*, 21, D1.
- Alsop, R. (2008). *The trophy kids group up: How the millennial generation is shaping up the workplace*. San Francisco: Jossey-Bass.
- Amabile, T. M. (2001). Beyond talent: John Irving and the passionate craft of creativity. *American Psychologist*, 56(4), 333-336.
- Balda, J. B., & Mora, F. (2011, September). Adapting leadership theory and practice for the networked, millennial generation. *Journal of Leadership Studies*, 5(3), 13-24. doi:https://doi.org/10.1002/jls.20229
- Bennet, J., Pitt, M., & Price, S. (2012). Understanding the impact of generational issues in the workplace. *Facilities*, 30(7/8), 278-288. doi:http://dx.doi.org/10.1108/02632771211220086
- Brailovoskaia, J., & Bierhoff, H.-W. (2018, November 23). The narcissistic millennial generation: A study of personality traits and online behavior on facebook. *Journal of Adult Development*, 27, 23-35. doi:https://doi.org/10.1007/s10804-018-9321-1
- Burke, M. E. (2004). Generational differences strategy report. *Society of Human Resource Management Research*, 1-41.
- Chiang, J., & Lundgren, A. (2017, October). What is the evolution of flexible work in corporations and what are the key trends? *DigitalCommons@ILR*. doi:http://digitalcommons.ilr.cornell.edu/student/168
- Connor, H., Shaw, S., & Fairhurst, D. (2008). Engaging a new generation of graduates. *Education+Training*.
- Dwyer, R. J. (2009). Prepare for the impact of the multi-generational workforce! Transforming government. *People, Process and Policy*, 3(2), 101-110.
- Eagly, A. H., Johannesen-Schmidt, M. C., & Van Engen, M. L. (2003). Transformational, transactional, and laissez-faire leadership styles: A meta-analysis comparing women and men. *Psychological Bulletin*, 129(4), 569-591.
- Frye, W. D., Kang, S., & Lee, M. J. (2019). What factors influence generation Y's employee retention in the hospitality industry? An internal marketing approach. *International Journal of Hospitality Management*.
- Frye, W., Kang, S., Huh, C., & Lee, M. (2020). What factors influence generation Y's employee retention in the hospitality industry? An internal marketing approach. *International Journal of Hospitality Management*, 85, 102352.
- Gabriel, A. G., Alcantara, G. M., & Alvarez, J. D. (2020). How do millennial managers lead older employees? The Philippine workplace experience. *SAGE Open*, 10(1). doi:https://doi.org/10.1177/2158244020914651
- Garcia, G. A., Gonzales-Miranda, D. R., Gallo, O., & Roman-Calderon, J. P. (2019, April 1). Employee involvement and job satisfaction: A tale of the millennial generation. *Employee Relations*, 41(3), 374-388. doi:https://doi.org/10.1108/ER-04-2018-0100
- Gregory, J. B., & Levy, P. E. (2011). It's not me, it's you: A multi-level examination of variables that impact employee coaching relationships. *Consulting Psychology Journal: Practice & Research*, 67-88.
- Gregory, J. B., & Levy, P. E. (2011). It's not me, it's you: A multilevel examination of variables that impact employee coaching relationships. *Consulting Psychology Journal: Practice and Research*, 63(2), 67-88. doi:https://doi.org/10.1037/a0024152
- Guha, A. (2010, September). Motivators and hygiene factors of generation X and generation Y the test of two-factor theory. *Vilakshan, XIMB Journal of Management*, 7(2), 121-132. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=b su&AN=54078227&site=ehost-live
- Gursoy, D., Maier, T., & Chi, C. G. (2008). Generational differences: An examination of work values and generational gaps in the hospitality workforce. *International Journal of Hospitality Management*, 27, 458-488.
- Hershatter, A., & Epstein, M. (2010). Millennials and the world of work: An organization and management perspective. *Journal of Business and Psychology*, 25, 211-213.
- Howe, N., Strauss, W., & Matson, R. J. (1993). *Millennials rising: The next great generation*. New York: Vintage Books.
- Illingworth, B. (2004). Trust and technology: Work-life blending at Unisys. *Strategic HR Review*, 4, 8-9.
- Jimenez, L. (2009, June). Management implications of the multi-generational workforce. *Profiles in Diversity Journalism*, 50.
- Jonas-Dwyer, D., & Pospisil, R. (2004, July). The millennial effect: Implications for academic

- development. *Research and Development in Higher Education: Transforming Knowledge into Wisdom Holistic Approaches to Teaching and Learning*.
- Joniakovaa, Z., & Blštáková, J. (2015, December 18). Age management as contemporary challenge to human resources management in Slovak companies. *Procedia Economics and Finance*, 34, 202-209. doi:[https://doi.org/10.1016/S2212-5671\(15\)01620-2](https://doi.org/10.1016/S2212-5671(15)01620-2)
- Kim, S. (2018). Managing millennials' personal use of technology at work. *Business Horizons*, 61(2), 261-270.
- Kupperschmidt, B. R. (2000). Multigenerational employees: Strategies for effective management. *The Health Care Manager*, 19(1), 65-76. doi:<https://doi.org/10.1097/00126450-200019010-00011>
- Lancaster, L., & Stillmann, D. (2002). *When generations collide: Who they are. Why they clash. How to solve the generational puzzle at work*. New York: Collins Business.
- Levenson, A. R. (2010). Millennials and the world of work: An economist's perspective. *Journal of Business and Psychology*, 25(2), 257-264. doi:10.1007/s10869-010-9170-9
- Linden, S. J. (2015). *Job Expectations of Employees in the Millennial Generation*. Walden University.
- Mark, G., Gonzalez, V., & Harris, J. (2005). No task left behind? Examining the nature of fragmented work. Portland, Oregon: Association for Computing Machinery.
- Marston, C. (2019, September 14). *Careers*. Retrieved from The Balance Careers: <https://www.thebalancecareers.com/tips-for-retaining-millennial-employees-1918679>
- Martin, C. A. (2005). From high maintenance to high productivity: What managers need to know about Generation Y. *Industrial and Commercial Training*, 37(1), 39-44.
- Martin, C. A. (2005). From high maintenance to high productivity: What managers need to know about Generation Y. *Industrial and Commercial Training*, 37(1), 39-44. doi:<https://doi.org/10.1108/00197850510699965>
- Mayer, R. C., Davis, J. H., & Schoorman, F. D. (1995). An integrative model of organizational trust. *Academy of Management Review*, 20(3), 709-734.
- McGuire, D., By, R. T., & Hutchings, K. (2007). Towards a Model of Human Resource Solutions for achieving intergenerational interaction in organisations. *Journal of European Industrial Training*, 31(8), 592-608. doi:<https://doi.org/10.1108/03090590710833651>
- McMohan, M., & Pospisil, R. (2005). Laptops for a Digital Lifestyle: Millennial Students and Wireless Mobile Technologies. *ECU Publications*.
- Meng, J., Reber, B. H., & Rogers, H. (2017). Managing millennial communication professionals: Connecting generation attributes, leadership development, and employee engagement. *Journal of Turiba University*, 8, 68-83. Retrieved from <https://www.turiba.lv/storage/files/8-acta.pdf#page=69>
- Mikitka, M. (2009). Managing the multi-generational workforce. *Material Handling Management*, 64(8), 8.
- Mills, D. Q., & Cannon, M. D. (1989). Managing baby boomers. *Management Review*, 78(8), 28-42.
- Murdoch, R. (2005). Separation would create two category-leading public companies. *American Society of Newspaper Editors*. Retrieved from <https://newscorp.com/2012/06/28/news-corporation-announces-intent-to-pursue-separation-of-businesses-to-enhance-strategic-alignment-and-increase-operational-flexibility/>
- Murphy, W. M. (2012). Reverse mentoring at work: Fostering cross-generational learning and developing millennial leaders. *Human Resource Management*, 51(4), 549.
- Myers, K. K., & Sadaghiani, K. (2010). Millennials in the work-place: A communication perspective on millennials' organizational relationships and performance. *Journal of Business and Psychology*, 225-238.
- Myers, K. K., & Sadaghiani, K. (2010, March 5). Millennials in the workplace: A communication perspective on millennials' organizational relationships and performance. *Journal of Business and Psychology*, 25, 225-238. doi:<https://doi.org/10.1007/s10869-010-9172-7>
- Ng, E. S., Schwietzer, L., & Lyons, S. T. (2010, February 16). New generation, great expectations: A field study of the millennial generation. *Journal of Business and Psychology*, 25, 281-292. doi:<https://doi.org/10.1007/s10869-010-9159-4>
- Nicholas, A. (2009). Generational perceptions: Workers and consumers. *Journal of Business & Economics Research*, 7(10), 47-52.

- Olden, P. C. (2012). Managing mechanistic and organic Structure in health care organizations. *The Health Care Manager, 31*(4), 357-364.
- Özçelik, G. (2015, February 2015). Engagement and retention of the millennial generation in the workplace through internal branding. *International Journal of Business and Management, 10*(3). doi:http://dx.doi.org/10.5539/ijbm.v10n3p99
- Petroulas, E., Brown, D., & Sundin, H. (2010). Generational characteristics and their impact on preference for management control systems. *Australian Accounting Review, 20*(3), 221-240.
- Pew Research Center. (2007). *A portrait of Generation Next: How young people view their lives, futures, and politics*. USA: Pew Research Center. doi:https://www.pewresearch.org/politics/2007/01/09/a-portrait-of-generation-next/
- Prensky, M. (2001, October). Digital natives, digital immigrants. *On the Horizon, 9*(5), 1-6. Retrieved from <https://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>
- Pyoria, P., Ojala, S., Sari, T., & Jarvinen, K.-M. (2017). The millennial generation: A new breed of labour? *SAGE Open, 7*(1). doi:https://doi.org/10.1177/2158244017697158
- Queiri, A., Dwaikat, N., & Yusoff, W. (2014, May). Motivational methods for millennials: Balancing between workplace reality and millennials' expectations. *International Conference on Economics, Social Sciences and Languages (ICESL'14), 15*.
- Rai, S. (2012). Engaging young employees (Gen Y) in a social media dominated world – Review and retrospection. *Procedia - Social and Behavioral Sciences, 37*, 257-266. doi:https://doi.org/10.1016/j.sbspro.2012.03.292
- Raina, R. (n.d.). Engaging Indian millennials @ workplace. SHRM. Retrieved from <https://www.shrm.org/shrm-india/Documents/EMAW8.pdf>
- Raines, C. (2002). Connecting generations. Retrieved from www.generationsatwork.com/articles/millennials.html
- Roberts, A. (2005). Generation Y: What it means for chartered accountants. *Chartered Accountants Journal of New Zealand, 84*(11), 42-43.
- Rousseau, D. (2001). Schema, promise and mutuality: The building blocks of the psychological contract. *Journal of Occupational and Organizational Psychology, 74*(4), 511-541.
- Schawbel, D. (2013, September 4). *Forbes*. Retrieved from <https://www.forbes.com/sites/danschawbel/2013/09/04/why-you-cant-ignore-millennials/#5ee53f17207c>
- Schroth, H. (2019). Are you ready for Gen Z in the workplace? *California Management Review, 61*(3), 5-18. doi:https://doi.org/10.1177/0008125619841006
- Simons, A. (2009, May). Changing workplace demographics: T + B + Y + X = opportunity. *CPA Practice Management Forum*, pp. 15-23.
- Smith, C., & Turner, S. (2015). *The radical transformation of diversity and inclusion: The millennial influence*. Deloitte University: The Leadership Center for Inclusion.
- Smith, T. J., & Nichols, T. (2015, January 1). Understanding the millennial generation. *Journal of Business Diversity, 15*(1).
- Solomon, C. K. (2011). Understanding and managing generational differences in the workplace. *Worldwide Hospitality and Tourism Themes, 3*(4), 308-318. doi:http://dx.doi.org/10.1108/17554211111162435
- Spiro, C. (2006). Generation Y in the workplace. *Defense AT&L, 16-19*.
- Sweeny, R. (2006). *Millennial behaviors & demographics*. New Jersey: New Jersey Institute of Technology.
- Sweeny, R. T. (2005). Reinventing library buildings and services for the millennial generation. *Library Administration & Management, 19*(4), 165-176.
- Tapscott, D. (1998). *Growing up digital: The rise of the net*. New York: McGraw-Hill.
- Thompson, C., & Gregory, J. (2012). Managing millennials: A framework for improving attraction, motivation, and retention. *The Psychologist-Manager Journal, 15*(4), 237-246.
- Thompson, C., & Gregory, J. B. (2012, November 9). Managing millennials: A framework for improving attraction, motivation, and retention. *The Psychologist-Manager, 15*(4), 237-246. doi:http://dx.doi.org/10.1080/10887156.2012.730444
- Twenge, J. M. (2001, April 5). Birth cohort changes in extraversion: A cross-temporal meta-analysis, 1966–1993. *Personality and Individual Differences, 30*(5), 735-748. doi:https://doi.org/10.1016/S0191-8869(00)00066-0
- Twenge, J. M. (2010). A review of the empirical evidence on generational differences. *Journal of Business*

- and *Psychology*, 25, 201-210. doi:<https://doi.org/10.1007/s10869-010-9165-6>
- Twenge, J. M., & Campbell, K. W. (2009). *The narcissism epidemic: Living in the age of entitlement paperback*. New York: Free Press.
- Van Knippenberg, D. (2017). Team innovation. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 211-233.
- Velasco, J. C., & Chavez, J. D. (2018, November). Millennial work ethic: A preliminary examination of the work ethic profile of filipino university students. *Mediterranean Journal of Social Sciences*, 9(6), 121. doi:<https://doi.org/10.2478/mjss-2018-0167>
- Wagner, K. L. (2007). Filling the gap. *Journal of Property Management*, 29-35.
- Wieck, K. (2008). Managing the millennials. *Nurse Leader*, 6(6), 26-29.
- Zakrzewski, C. (2016). The key to getting workers to stop wasting time online. *The Wall Street Journal*. Retrieved from <https://www.wsj.com/articles/the-key-to-getting-workers-to-stop-wasting-time-online-1457921545>