The Millennial Generation in the Workplace

by

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Author's Declaration

I hereby declare that I am the sole author of this thesis. This is a true copy of the thesis, including any required final revisions, as accepted by my examiners.

I understand that my thesis may be made available to the public.

Abstract

A new generation of recent graduates and young workers, the Millennials, have started entering the workforce within the last ten years and work alongside older generations, such as Generation Xers and Baby Boomers. The limited research on Millennials suggests that Millennials are significantly different from their predecessors. The lack of robust or academic findings on the subject of Millennials and their impact in the workplace form the motivation for this research.

To give clarity and cohesion on the topic of Millennials and to guide the analysis, it was necessary to develop a comprehensive taxonomy, or model, of Millennials' traits. Two aspects of the model were investigated through the use of interviews.

The results of the study do not support the existence of all of the numerous and distinct traits that Millennial have, as suggested by the literature; however, the results do support a subset of the traits. Compared to other current generations and to other recent generations of youths, the results suggest that Millennials have a greater sense of entitlement, have more unrealistic expectations, and need a greater amount of management involvement, such as supervision, structure, and feedback. Some factors outside of the model were found during the course of conducting the study. These factors may have impacted the results and possibly resulted in a false rejection of the propositions of this study.

This exploratory research takes a step towards getting a better understanding of Millennials by providing a comprehensive taxonomy of Millennials' traits and some academic findings for future research to build upon. A more rigorous study with a strengthened field methodology may better explore the impact of various factors on the results of intergenerational and Millennial investigations.

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Chapter 1
Introduction

The challenge for project managers is to manage a large or complex project within the triple constraints, budget, scope, and time, using the resources available. A team of employees or contractors may be necessary for large or complex projects because there is a limit on what any one person can do by himself or herself; however, each individual is a source of risk to projects. The individual personality characteristics of team members can impede or facilitate their own ability and the ability of the team to meet the expectations of project managers, such as quantity, quality, and timeliness. Any impediments can have a negative impact on the efficiency and effectiveness of that team member's or that team's work output or performance, can put a strain on the triple constraints, and can increase the risk of the project ending in failure.

Recent graduates are an important source of new hires for a company. A new generation of recent graduates and young workers, the Millennials, have gradually started entering the workforce within the last ten years and work alongside older generations, such as Generation Xers and Baby Boomers (Adams, 2006). Members of a generation share similar experiences or lack of experiences and, though it is a generalization, they share many of the same values and exhibit similar behaviours (Strauss & Howe, 1991). Some of the Millennials' characteristics have been observed and identified by various commentators, such as parents, authors, researchers, the media, educators, and managers. The perceptions and anecdotal stories of various commentators suggest that Millennials exhibit characteristics that are significantly different than the characteristics of preceding generations and of previous generations of youths (Howe & Strauss, 2000).

Some commentators suggest that Millennials' characteristics, and their underlying values and behaviours may have a strong impact on project managers. Early commentators praise Millennials

for a number of their positive characteristics and propose that this will be the greatest generation in recent history (Howe & Strauss, 2000); however, these commentators derived their praise and propositions from having studied Millennials prior to their graduation from a secondary school environment. Later commentators suggest that some of Millennials' behaviours can lead to negative consequences and will require adjustment from educators in a post-secondary environment (Coomes & DeBard, 2004) and managers in a workplace environment (Alsop, 2008).

The purpose of this research is to gain a better understanding of Millennials and whether there is any merit in the perceived differences in Millennials' behaviours compared to their predecessors. The subject of intergenerational differences, especially with regard to Millennials, is a growing and a current 'hot' topic as the number of Millennials in the workplace increases; however, the lack of robust or academic findings on the subject of Millennials and their impact in the workplace form the motivation for this research. Any research in this topic, including this research, is exploratory in nature.

It is important to note throughout this thesis the significance of experiences in shaping a generation. The shared experiences or lack of experiences plays an important role in distinguishing Millennials from their predecessors and will be discussed throughout this thesis.

In Chapter 2, an overview of the Millennials is presented. The literature review summarizes a number of the Millennials' unique combination of traits and characteristics.

Because of the limited research results in this area, Chapter 3 will briefly outline some of the observed Millennial workplace behaviours, and a proposed taxonomy of their drivers, values, and behaviours.

In Chapter 4 and 5, a specific area of Millennials' traits, expectations management will be examined with research propositions and field methodology explained.

Chapter 6, 7, and 8 provide the data and the analysis. A final discussion of the analysis is presented in Chapter 9, followed by the conclusions in Chapter 10.

1.1 Motivation

For years, I heard anecdotal water-cooler stories about how different the youths of today are. In the media, the majority of the 'literature' on Millennials is fragmented, disorganized, patchy, sometimes inconsistent, and unreliable more often than not, though it generally supports the notion that Millennials are very different. I both believe and disbelieve this idea to be true. What makes my perspective on the subject somewhat unique is that I am a Millennial by definition; however, I am also in the cusp, or born in the transitional period, between Generation X and Millennials; hence, while I might have many Millennial traits, they may not be as strong as a 'true' Millennial.

As a teaching assistant in an environment for higher learning, I have had personal experience with Millennials and I heard from other teaching assistants and university professors about surprising student behaviours. For example, it is not uncommon to hear that more students feel entitled to higher marks regardless of their actual academic abilities, and they are disputing their assigned marks on assignments or exams or 'begging for marks'. I have also heard of students bringing laptops or smart phones to class for non-course related purposes, expecting course material, assignments, and answers to be posted online, expecting immediate turnaround times on emails, and struggling to deal with instructions or marking schemes that are vague or not explicit compared to previous generations. I personally found that students performed much better in group exercises than with individual exercises. Perhaps some of these behaviours have been around for many years in one form or

another, but it seems that many educators feel that these behaviours are far stronger and more frequent than in the past.

As an aspiring project manager, I also heard water cooler stories from project managers about their experiences trying to manage Millennials. The Millennials question or disregard commands from their managers. They have a sense of entitlement towards rewards and compensation and want to work in their flipflops (Shafer, 2009). They have a lack of work ethic and they expect work/life balance (Shafer, 2009). They want to know how they are doing all the time. They embarrass their manager by boldly telling the CEO how to run the company better. They want a pat on the back for coming to work on time. Their parents call the supervisor to ask why their son or daughter did not get a better performance evaluation (Shafer, 2009). Some project managers have gone as far as saying that while they realize that they have raised their children to be this way, they would never want to hire anyone under the age of thirty.

While I believe that these stories may have a grain of truth, and that some Millennials have some rather surprising behaviours, I question whether a Boomer or Gen Xer, if put into the position of an entry level job or into an educational environment, would behave any differently than Millennials. I question if Boomers are just as plugged in with their Blackberries and perhaps they too would bring their smartphone or laptop into class. I question if Gen Xers would ask for work/life balance or flexible hours instead of working 60-hour workweeks. I question if any perceived differences in behaviours of Millennials are just a rebranding of the millennia-old idea of how youths are young and stupid, they think they know everything, they have short attention spans, and they don't respect their elders.

Because I both believe and disbelieve that the Millennial Generation is a very different generation, the motivation for this research is to see if there is any merit to the anecdotal stories and, if so, what that may mean for project managers.

Chapter 2
The Millennial Generation

In this Chapter, an overview is given of Millennials as a generation and the general understanding of who they are from various commentators, such as parents, authors, researchers, the media, educators, and managers. This will include a brief summary of the time in history that they were born into, the significant historical or cultural events that might have shaped who they became and some repeating themes about the personality of the generation. Finally, some light will be shed on the gaps in the existing research on the subject.

2.1 Defining the Millennials

A young generation[1] of new graduates and young workers had recently entered the workforce. Some names for this generation include Generation Y (Howe & Strauss, 2000), Generation Net (Tapscott, 2009), Generation Next (Zemke, Raines, & Filipczak, 2000), Generation Me (Baute, 2010), or the Millennial Generation, or Millennials (Howe & Strauss, 2000; Lancaster & Stillman, 2002; Bibby, 2009). The classification of the birth years of Millennials can vary, but this paper will follow the classification defined by William Strauss and Neil Howe, two authors and early identifiers of this generation. The Millennial Generation[1] follows after Generation X, were born between 1982-2000, and all of them graduated from high school after the year 2000 (Howe & Strauss, 2000).

The personality or peer personality of a generation is shaped by its interactions with existing generations and by important social and historical moments, resulting in generations that are not static (Coomes & DeBard, 2004). This suggests that while any single individual may not fit the

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[1] For more information on generations, refer to Section A1 of Appendix A.

generalization of values and behaviours perceived of his or her generation, that individual will likely share common values and behaviours perceived of his/her generation.

Throughout this thesis it is important to note the significance of experiences in shaping a generation. The unique combination of experiences or lack of experiences of an individual shapes his/her personality, distinct from other individuals; likewise, the shared combination of experiences or lack of experiences of a generation shapes its peer personality and its distinction from other generations. The experiences or lack of experiences of a generation plays an important role in distinguishing Millennials from their predecessors. Because Millennials are relatively young with a limited number of years of work experience, it is possible that some or many of their traits and inter-generational differences stem from their inexperience. If this is the case, it would be expected that Millennials would display many of the same traits as youths from previous decades; however, that is not what most commentators say is true of this generation. It is the experiences of Millennials, and possibly more importantly the lack of experiences or inexperience of Millennials, that has shaped Millennials to who they are and to be distinct from other generations. It is this notion that is a central message in the literature.

The next section delves into the unique historical and social context surrounding Millennials during their developing years and what experiences might have shaped the personality of this generation.

2.2 Shaping the Peer Personality of Millennials

Each generation, including Millennials, is shaped by social and historical events of significance[2]. A number of events within the last twenty-five years may have affected the developing values of Millennials during their childhood. Some significant historical events that occurred during

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[2] For more information on the shaping of the peer personality of a generation, refer to Section A2 of Appendix A.

Millennials development include the Columbine school shootings, the 9/11 terrorist attacks, Princess Diana's death, the Clinton impeachment trial and the Lewinsky scandal, the O.J. Simpson trial (Howe & Strauss, 2000). Three large social changes during Millennials' development include the prevalence of technology (Tapscott, 2009), acceptable parenting practices with trends towards child focus and overparenting as the norm (Marano, 2008; Alsop, 2008), and major reformation to the education system such as the 'No Child Left Behind' Act, NCLB (No Child Left Behind, 2010), or Student Success / Learning to 18 (Ontario Ministry of Education, 2009). These three social changes may have impacted the values of Millennials during their development from childhood to adulthood, when they are the most impressionable and when they develop their system of values.

The advancement and prevalence of Information and Communication Technology (ICT), between the 1980s and 2000s exposed most Millennial children to a uniquely different experience than children or adults from previous generations. The prevalence of ICTs, such as personal computers, wireless technology, and the Internet, is a seminal event for Millennials (Tapscott, 2009). Millennials are the first generation to come of age surrounded with ICTs without a need to adapt to the changing world and most Millennials are typically computer literate or have a high level of ease with technology (Tapscott, 2009). This natural ease and familiarity with technology is one unique and defining trait of Millennials (Langton & Robbins, 2007; Tapscott, 2009) compared to preceding generations. It is also important to note that many of them lack any experiences of bygone eras prior to ICTs. The prevalence of ICTs changed the nature of information retrieval and communication by reducing the barriers to accessibility, availability, and timeliness. In other words, looking something up and talking to your friends is easier and faster with more choices than before.[3]

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[3] For more information on ICTs and their impact on Millennials' system of values, refer to Section A3 of Appendix A.

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New cultural norms towards child-focused and hyperattentive parenting gave way to Millennial children being reared differently than children from previous generations. They are "the most watched over generation in memory" (Howe & Strauss, 2000, p. 9) and they have been subjected to more structure, supervision, coddling and obsessive over-parenting (Marano, 2008; Bronson & Merryman, 2009; Honore, 2009; Alsop, 2008) with adult-organized enrichment (Brooks, 2001) than previous generations. Millennials may be accustomed to receiving praise for modest accomplishments and rewards, such as gold stars and consolation trophies, for participation rather than for outstanding achievement (Alsop, 2008). Children of hyperattentive parents may be accustomed to high levels of attention and monitoring through adult-organized structure and supervision. Millennials may be unaccustomed to facing challenging situations, independent of their parents, because of their minimal exposure to them without their parents' involvement. The early successes in life, instant gratification, and coddling parents may mislead Millennials and may not have prepared them for the realities of adulthood (Irvine, 2005). Millennials may lack the basic abilities, skills, knowledge, and maturity expected for their age and level of education (Bauerlein, 2009; Medina, 2010).[4]

In the last decade of the 20th century and the first decade of the 21st century, the USA and Ontario began major educational reforms[5]. In the United States, the No Child Left Behind law, NCLB, was enacted on January 8, 2002 by President George W. Bush. In 2003, the Ontario Government introduced a similar reform strategy called Student Success / Learning to 18.

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[4] For more information on child-focused and hyperattentive parenting and its impact on Millennials' system of values, refer to Section A4 of Appendix A.

[5] One can find similar educational reforms in other regions, such as in Alberta, Manitoba, the UK, and New Zealand, (Burger, Bolender, Keates, & Townsend, 2000; Harris, 2000). This thesis will focus on the USA and Ontario.

NCLB aimed to reduce drop-out rates, to increase the admission numbers into post-secondary institutions, and to make schools more accountable for the success of their students. This accountability was reported for each school and measured with metrics such as standardized testing of students' abilities and the drop-out rates of students from school. A possible effect of NCLB is the incentive for teachers to teach material geared towards performing well on the tests and to narrow the curriculum, thus decreasing student learning overall. Another possible effect is for schools to lower their imposed achievement goals on students, such as reducing or eliminating homework or the scope of projects. To increase marks when evaluating students, teachers may lower their evaluation expectations, raise their leniency towards mistakes or errors, and lower their intolerance towards a negotiation with students about evaluations (Laurie, 2007). A student may be exposed to critical feedback less frequently or allowed to dispute or resubmit an assignment until the student is satisfied with the mark. The restructured and lenient evaluation, combined with the reduced workload, would allow for grade inflation, reduced drop-out rates, increased admission numbers, and a disconnect between grades and actual academic ability.[6]

Student Success / Learning to 18 had goals that were very similar to those of NCLB. Some of its goals included 'closing the gap' between highest and lowest performing students, decreasing high school dropout rates, and increasing graduation rates (Zegarac & Franz, 2007). Also, teachers and administrators would be more accountable for the success of their students (Zegarac & Franz, 2007). The effects of Student Success / Learning to 18 may have had the same effects in Ontario schools as NCLB in the US. James Côté, a sociology professor at the University of Western Ontario, said, "Giving higher grades is one way to reward kids fairly easily, boost their self-esteem and stop them from dropping out" (Woods, 2008). Canadian universities have noted that "academic standards have

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[6] For more information on NCLB, refer to Section A5 of Appendix A.

declined so it's easier to get an A than ever before" (Woods, 2008). A restructured and lenient evaluation system in Ontario secondary schools may have had similar consequences as NCLB.

2.3 The Peer Personality of Millennials

The peer personality of Millennials was shaped by the significant social or historical events that occurred during their youth (Howe & Strauss, 2000) and may have been shaped by events such as the prevalence of technology, trends towards child-centred and hyperattentive parenting, and the NCLB act. Many commentators have observed and identified what they believe to be the traits of Millennials' peer personality and most support the notion that, in their observations and perceptions of Millennials, Millennials as a generation are unique and significantly different from previous generations regarding their peer personality.

While there are many observations and perceptions from commentators about the traits of Millennials, some of the more noteworthy observations are briefly described here.

2.3.1 A Sense of Community

Millennials have a strong sense of community and civic duty and a strong connection to their friends and family (Howe & Strauss, 2000; Bibby, 2009; Zemke, Raines, & Filipczak, 2000). Millennials put the highest value on friendship and having positive relationships with 86% of teens viewing friendship as very important, above freedom (85%) and being loved (79%) (Bibby, 2009). This orientation can correlate with Millennials having a strong desire for teamwork and for group activity (Howe & Strauss, 2000), such as in school-related assignments rather than to work independently (Coomes & DeBard, 2004).

On the one hand, Millennials may value their community of friends and family with 86% of teenagers from 2008 who indicated that they valued friendship as very important (Bibby, 2009). On

the other hand, perhaps this trait is not exclusive to current youths with 84% of Gen Xers and 81% of Boomers from 2008, and 91% of teenagers from 1984 who indicated that they valued friendship as very important (Bibby, 2009).

2.3.2 Structured and Supervised

Millennials are "the most watched over generation in memory" (Howe & Strauss, 2000, p. 9). They have been subjected to more structure, supervision, coddling and achievement-obsessed over-parenting than previous generations (Marano, 2008; Bronson & Merryman, 2009; Honore, 2009; Alsop, 2008) which could lead to an inability to act independently (Moltz, 2009), a lack of skills and inner resources to cope and to adapt to challenges (Marano, 2008), and a high dependence on parents or managers for mentoring (Brooks, 2001) in adulthood compared to other recent youth generations. From this perspective, Millennials may lack the basic abilities, skills, knowledge, and maturity expected for their age and level of education (Bauerlein, 2009).

2.3.3 Intelligence and Industriousness

One the one hand, Millennials are cited as highly intelligent (Howe & Strauss, 2000; Tapscott, 2009) and highly educated with strong communication and analytical skills (Pooley, 2006). On the other hand, Millennials are also cited as lacking in basic writing and math skills (Alphonso, 2005; Medina, 2010) and having a lack of creativity or problem solving skills and are possibly the 'dumbest generation' (Bauerlein, 2009). Almost 1 in 2 teens in 2008 does not value working hard (45%), intelligence (46%), or creativity (49%) as very important, which is higher than teens from 1984 for working hard (31%) or intelligence (37%) (Bibby, 2009). Between 1968 and 2004, the number of students receiving As in high school increased from 17.6% to 47.5% and the number of students receiving Cs decreased from 23.1% to 5% (Marano, 2008). Educators view Millennials as being

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perceived as brighter students but in actuality they are less prepared for post-secondary education (Marano, 2008).

2.3.4 Confidence and Optimism

Millennials are confident in themselves and optimistic about their futures (Howe & Strauss, 2000; Bibby, 2009; Zemke, Raines, & Filipczak, 2000). About 85% of male teenagers and 75% of female teenagers feel that they can do most things very well, and 76% of males and 61% of females feel that they have lots of confidence (Bibby, 2009). This is a generation that has "never been told they can't achieve whatever they want" (Hunt & Healey, 2010, pp. 1-2).

While some commentators think that Millennials are confident, others feel that Millennials are cautious (Taylor, 2009), assertive, sometimes narcissistic (Baute, 2010; Shafer, 2009), or that there is little to no difference to previous generations of youths. Teenagers in 2008 may feel that they can do most things very well and that they have lots of confidence, but the self-image of teenagers has deflated or remained the same since 2000 and 1992 (Bibby, 2009). There may be no difference in terms of egotism, individualism, life satisfaction or self-esteem of young people between 1976 and 2006 (Trzesniewski & Donnellan, 2010).

2.3.5 A Sense of Entitlement

Parents of Millennials regularly told their children how smart (Bronson & Merryman, 2009) and special (Howe & Strauss, 2000) they are, praising them for modest accomplishments and rewarding them with trophies (Alsop, 2008; Baute, 2010). Millennials have an insatiable need for praise, even for modest accomplishments (Baute, 2010), and a strong sense of entitlement (Alsop, 2008; Moltz, 2009). Professor Sean Lyons from the University of Guelph says, "This is a generation that has high

self-esteem and a sense of entitlement, and that can lead to unrealistic expectations" (Hunt & Healey, 2010, p. 1).

In a workplace environment, Millennials have been called the 'Entitlement Generation' (Amble, 2005; Paton, Gen Y still think the world owes them a living, 2009). Millennial employees admitted in a survey run by the Conference Board of Canada that they are "less willing to work hard and feel they are owed more" (Taylor, 2009, p. 1). They have high expectations for compensation, rapid advancement, job flexibility or work/life balance, and meaningful and challenging work and they are less agreeable to menial work or long term commitments to a company (Irvine, 2005; Ng, Schweitzer, & Lyons, 2010; Paton, 2008). 61% of Millennials want work-life balance as a long-term career goal and 57% want meaningful and challenging work (Rudkowski, 2009). Some managers have problems with Millennials' tardiness for work, who expect praise when they show up on time (Twenge, 2006). "Twentysomethings entering the workforce with memories of gold stars and consolation trophies want more leisure time than their predecessors but still crave the money and status that typically come with hard work" (Baute, 2010). "This generation aspires to a very different work environment and reward system from their parents' generation" (Rudkowski, 2009).

2.4 Summary and Research Gap

From the perceptions and drawn conclusions of various commentators about Millennials, such as authors, researchers, the media, educators, and managers, there is ad hoc and non-robust evidence in the literature that suggests that Millennials are significantly different from their predecessors in terms of their observed behaviours. The focus of the literature on Millennials noted in Section 2.3, such as from Strauss and Howe (Howe & Strauss, 2000), was largely based on field research using teenagers or younger. Most of the points made in Sections 2.2 and 2.3 are based on findings from before Millennials started work or were working. Very little substantial research has been conducted on

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Millennials in later years, especially after graduation from a post-secondary institution and after several years in the work force. It is important to move beyond this level of research and attempt a systematic study of the issues and their significance in a workplace environment.

If the cited literature is incorrect, or does not translate into early adulthood, or into workforce practices, then any recommended actions, changes to management practices, or accommodations given to improve Millennials' work performance based on that literature would be inappropriate or incorrect.

If the cited literature is correct and the behaviours continue into adulthood, Millennials may display traits and characteristics that can lead to behaviours with negative consequences when the individuals are placed in a workplace environment. These consequences can potentially put a substantial strain on the triple constraints of a project thereby increasing the risk of the project ending in failure. These potential negative consequences are the main focus of the thesis. Are there negative consequences? Is it possible to structure or categorize possible drivers and causes of the Millennial workplace behaviour?

In the limited research on Millennials, there appears to be two major gaps in the research. The first gap is a lack of empirical studies, especially outside of a secondary or post-secondary educational environment, understandably because post-secondary Millennials have gradually entered the workforce within the last six years. The second gap is the lack of a taxonomy of Millennials' traits, values, or behaviours with a focus on related outcomes. In fact, the overall nature of the subject is disjointed, confounding, and unclear and makes any debate on the subject difficult.

In the following chapter, a possible taxonomy of the Millennial Generation's workplace behaviours is proposed to address the second gap. In later chapters, an empirical study is presented to help

address the first gap – looking at Millennials as young adults in the workplace. Together, it is hoped

that this research will make the topic less disjointed and confounding.

Chapter 3

A Proposed Taxonomy of Millennials' Behaviours

It is apparent from the literature reviewed that there are many facets to Millennials, many more than those mentioned in Chapter 2. Sometimes in the literature there are allusions that there is causation between some facets, such as Millennials possibly being unaccustomed to facing challenging situations because of their minimal exposure to them without their hyperattentive parents to help them. Overall, the literature on Millennials gives the impression of being fragmented, disorganized, patchy, sometimes inconsistent, and unreliable more often than not. It seems that attempts at tackling and researching this complex subject have not been systematic or narrowed to a specific theme. As noted in the literature review, a poor understanding of Millennials can potentially lead to poor management of this group.

Towards understanding Millennials, giving clarity to the overall big picture, and guiding the analysis for further questions or probing, the first task was to categorize their characteristics. The traits were initially organized into one of three themes; values, behaviours, and consequences. The values are a concept, an ideal or a desirable quality that guide or lead to outward expressions of that value, such as observable behaviours (Langton & Robbins, 2007). Values are typically enduring and formed during one's childhood and are affected by our surrounding community of friends and family (Langton & Robbins, 2007). From an outside perspective, a consequence is any trait that was an outcome or event succeeding from a behaviour. Table 1 presents the groupings of Millennial traits into values, behaviours, and consequences.

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Table 1 - Grouping of Millennials' Values, Observed Behaviours, and the Consequences Faced by Managers

Perceived Values of Millennials	Observed Behaviours of Millennails	Consequences of Millennials' Behaviours Faced by Managers
• Maintaining connections to community. • Equality among friends. • Having satisfied wants and needs. • Acquiring expertise with little time or effort. • Having highly available and accessible information. • Sharing risks and failure. No one loses. • Peers and superiors give requests not commands. • Expect success sooner or on first try. • Having respect for their perceived expertise. • Having frequent and timely communication. • Maintaining tight peer bonds and high group cohesion. • Wanting involvement and influence in decisions. • More and faster rewards and recognition.	• They are averse to raising conflicts or disagreements. • They are cooperative and agreeable within their group. • They ask for clear, detailed, and explicit instructions and performance outcomes. • They ask for clarification of instructions and outcomes. • They ask for high levels of structure and supervision. • They ask for frequent and immediate feedback. • They are less accepting of power distance or chain of command. • They are disappointed with a higher baseline of satisfaction. • They are not accepting of critical pushback or failure. • They change their environment to suit their expectations. • They display a 'follow the crowd' mentality. • They display a lack of creativity or ability to experiment. • They display a lack of problem solving or system thinking. • They display arrogance and high self-assessment. • They do not deviate from their set plan. • They do not recognize criticisms and lack ability to deal with them. • They do not want to put in the time or effort for expertise. • They feel and act equal with superiors. • They frequently cross-check with colleagues.	• Deal with bad ideas or solutions to problems from them. • Deal with groupthink. • Deal with expectations management. • There is a limit on what they can do by themselves. • They are difficult to manage. • They are overconfident in themselves, do not know their shortcomings. • They are slow to learn or to improve from critical feedback. • They do not do the work they were told to do. • They have high turnover. • They have unrealistic demands or expectations. • They lack professionalism or respect for others' experience. • Time consuming for communication and for cross-checking with others. • Time consuming to clarify ambiguities for them. • Time consuming to coach them and to give regular feedback.

• Dislike unnecessary wastes of time or energy.	• They have a high perception of their work performance. • They have a high sense of entitlement about nature of work, working conditions, compensation, recognition, and rewards. • They have an aversion to talking about poor performance. • They have less respect for legitimate power. • They have no concept of authority. • They have wrong appraisal of themselves versus others. • They give pushback or disregard commands. • They just want to know how to do it right. • They lack of independence. • They negotiate decisions. • They perceive commands as choices. • Their opinions are validated within the group and they feed off of each other. • They rely on technology for short-cuts. • 'I want it and I want it now.' • They struggle to deliver within the required quality, quantity, budget, and time constraints independently. • They struggle with ambiguity or uncertainty. • They want a high volume of communication. • They want to have recipe-book instructions.	• Time consuming to give them high levels of supervision and structure.

After organizing the traits into the above table, the categories still seemed to lack clarity and cohesion. A second parsing of the table columns resulted in groups based on possible driver-driven behaviour. The drivers chosen were any traits related to incentives or motivations: Group Work Preference, Filial/Familiar Interactions, Success Expectations, Expertise Expectations, and Information Expectations. These five drivers surfaced as regular themes and concepts in almost all of the literature (Howe & Strauss, 2000; Alsop, 2008; Lancaster & Stillman, 2002; Zemke, Raines, & Filipczak, 2000). The final decomposition taxonomy is shown in Figure 1 below.

Figure 1 is a two-dimensional representation of Millennial traits. Traits were categorized vertically into columns under Values, Behaviours, or Consequences Faced by Managers and separated horizontally into rows under the five drivers. A number of consequences may be related to more than one driver and they are represented as traits overlapped and in-between more than one driver.

While the model presented in Figure 1 seems comprehensive and presents an organized horizontal and vertical decomposition of Millennials' traits, based on those noted in the literature reviewed, no similar model structure was found. The task of thoroughly describing, examining, and validating such a comprehensive model of the Millennials' drivers, values, behaviours, and consequences is beyond the scope of this thesis; however, to move the research forward on Millennials in the workplace, two aspects of the model will be investigated while maintaining fidelity to the comprehensive concept.

Drivers of Millennials

Values of Millennials

Behaviours of Millennials

Consequences of Millennials Faced by Managers

Group Work Preference

Maintaining connections to community.

Sharing risks and failure. No one loses.

Maintaining tight peer bonds and high group cohesion.

They want a high volume of communication.

They frequently cross-check with colleagues.

Their opinions are validated within the group and they feed off of each other.

They are cooperative and agreeable within their group.

They are averse to raising conflicts or disagreements.

They display a 'follow the crowd' mentality.

They lack independence.

They struggle to deliver within the required quality, quantity, budget, and time constraints independently.

Time consuming for communication and for cross-checking with others.

Dealing with groupthink.

There is a limit on what they can do by themselves.

Filial/Familiar Interactions

Equality among friends.

Peers and superiors give requests not commands.

Involvement and influence in decisions.

They do not recognize and lack ability to deal with criticisms.

They are disillusioned of their performance review.

They have an aversion to talking about poor performance.

They have a wrong appraisal of themselves versus others.

They feel and act equal to superiors.

They have a lack of respect and accommodation for authority.

They are less accepting of power distance or chain of command.

They have less respect for legitimate power.

They perceive commands as choices.

They give pushback or disregard commands.

They negotiate decisions.

They are difficult to manage.

They do not do the work they were told to do.

They are slow to learn or to improve from critical feedback.

They lack professionalism or respect for others' experience.

Success Expectations

Having satisfied wants and needs.

Expecting success quickly or on first try.

More and faster rewards and recognition.

They have a high sense of entitlement about nature of work, working conditions, compensation, recognition, and rewards.

They change their environment to suit their expectations.

They display arrogance and high self-assessment.

'I want it and I want it now.'

They are not accepting of critical feedback or failure.

They are disappointed with a higher baseline of satisfaction.

They have unrealistic demands or expectations.

They have high turnover.

Dealing with expectations management.

Time consuming to coach them and to give regular feedback.

Expertise Expectations

Acquiring expertise with little time or effort.

Having respect for their perceived expertise.

Dislike unnecessary wastes of time or energy.

They do not want to put in the time or effort for expertise.

They just want to know how to do it right.

They rely on technology for short-cuts.

They have a misconception of their work performance.

They do not recognize criticisms and lack ability to deal with them.

They are overconfident in themselves, do not know their shortcomings.

Information Expectations

Having highly available and accessible information.

Having frequent and timely communication.

They ask for frequent and immediate feedback.

They ask for clarification of instructions and outcomes.

They ask for clear, detailed, and explicit instructions and performance outcomes.

They want to have recipe-book instructions.

They ask for high levels of structure and supervision.

They struggle with ambiguity or uncertainty.

They do not deviate from their set plan.

They display a lack of creativity or ability to experiment.

They display a lack of problem solving or system thinking.

Time consuming to clarify ambiguities for them.

Time consuming to give them high levels of supervision and structure.

Dealing with bad ideas or solutions to problems from them.

Figure 1 – Outcome Based Taxonomy of Millennial traits.

Two of the most common themes in the literature have been a subject of continued debate for many project managers and which were also often highlighted in the literature; a sense of entitlement combined with high expectations for success and their need for high levels of supervision, structure, and communication. Two horizontal slices of the comprehensive model, the Success Expectations and the Information Expectations, are very closely related to these two common themes in the literature. A rigorous investigation of these two horizontal slices of the model would be a more manageable undertaking for the scope of this thesis and would remain faithful to the comprehensive concept of the model. These two horizontal slices of the model are shown in Figure 2. In the remainder of this section, these two concepts are described relating to the Millennials' Success Expectations and Information Expectations.[7]

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[7] For a summarized examination about the Group Work Preference driver, the Filial/Familiar Interactions driver, and the Expertise Expectations driver as well as their possible subsequent values, behaviours, and consequences, refer to Section B1, Section B2, and Section B3 in Appendix B, respectively.
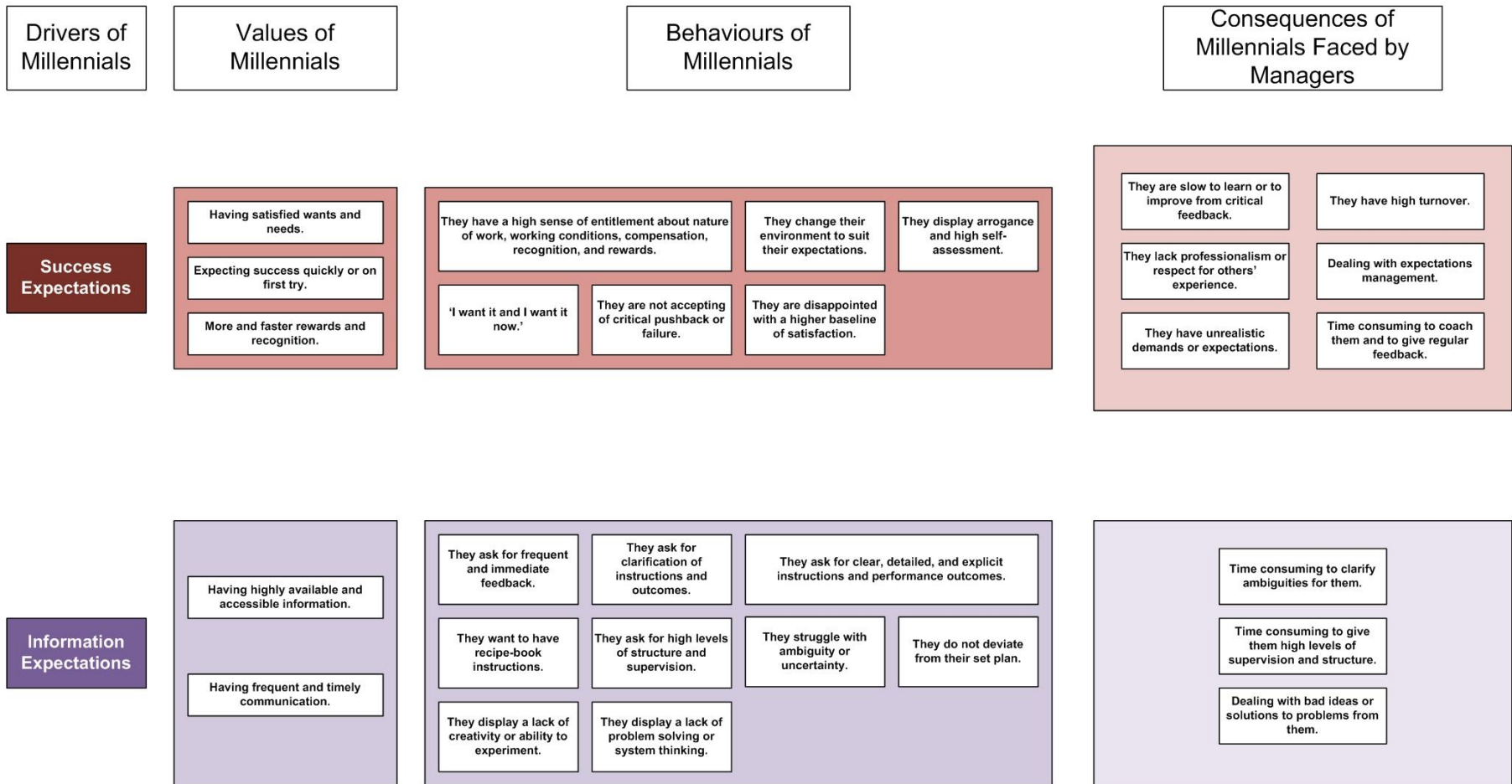
Figure 2 - Two Horizontal Slices of the Comprehensive Model: Success Expectations and Information Expectations

3.1 Success Expectations

3.1.1 Driver

Millennials are confident in themselves and optimistic about their future (Howe & Strauss, 2000). Their confidence relates to their high perception of their own abilities, skills, aptitude, and intelligence. Their optimism relates to their high estimation of their future success rate in various milestones of their lives, such as managing well both their careers and their family (Bibby, 2009).

Millennials' confidence and optimism may stem from a combination of two possible sources; their successful performance in primary and secondary schools or from the praise they heard from their parents. As a result of the NCLB act and Student Success / Learning to 18, more students graduated and graduated with higher GPAs but not necessarily because the students are higher in quality but possibly because of grade inflations or a lowering of standards in evaluations (Woods, 2008). This grade inflation and the perceived success of students may have boosted Millennials' confidence in themselves and optimism of their futures but may be set them up for unrealistic expectations for academic or professional success (Coomes & DeBard, 2004). Parents regularly told their children that they are smart and special (Howe & Strauss, 2000). Parents praised them for modest accomplishments and rewarded them with trophies. This confidence and optimism, if extended to the work environment, may correlate with Millennials having high expectations of positive outcomes for themselves in their careers. "They have a bright, clear picture of the way work ought to be, and they're used to getting what they want" (Zemke, Raines, & Filipczak, 2000).

If Millennials have high expectations of positive outcomes and successes for themselves, then these expectations may be a driver of some of the Millennials' system of values. Those values related to or a reflection of their high expectations of positive outcomes and successes will be called their Success Expectations Values.

3.1.2 Values

Regarding their expectations of their future success, there are a number of positive outcomes that Millennials may be accustomed to expect. For example, they may be accustomed to regularly getting what they want as well as what they need. They may be accustomed to receiving rewards, such as high marks and awards, for relatively little effort. Because of the lowered expectations on students, Millennials may be used to having easy problems to solve or assignments to complete and to finding answers with fewer mistakes or less rigorous investigation. From the ease Millennials found for achieving academic goals, Millennials may have come to expect success sooner, possibly on the first try, and with fewer failures, if any, along the way. They may also be accustomed to having minimal critical feedback or failure or they may have had a reduced exposure to different ideas. Their experiences may lead to expectations to be showered with praise on a regular basis (Bronson & Merryman, 2009). Because of the rewarding of trophies and prizes for participation, such as from sports (Alsop, 2008), Millennials may have come to expect and feel entitled to recognition and rewards for their efforts and participation, even if they are not among the top three performers.

Their regular exposure to achieving success with relative ease, to receiving infrequent and minimal critical feedback, and to receiving frequent recognition and rewards may become ingrained expectations in the value system of Millennials. In the workforce, Millennials may value receiving frequent praise and a short turn-around time on increasing responsibility, compensation, recognition, and rewards, regardless of a supervisor's perceived level of effort or difficulty of the assigned task or the perceived work output or level of success.

The values of Millennials can lead to outward expressions of those values such as observable behaviours. Those behaviours related to their Success Expectations Values will be called their Success Expectations Behaviours.

3.1.3 Behaviours and the Consequences Faced by Managers

Commentators have observed several behaviours of Millennials from different situations and contexts relating to their work, either in the workplace or in school, that may be outward expressions of their Success Expectations Values. The Millennials' behaviours may include expecting pay raises or promotions after a short time on the job (Erickson, 2009) and an impatience to succeed without paying one's dues, without working from the bottom up, and without delaying gratification (Ng, Schweitzer, & Lyons, 2010; Amble, 2005). They may freely or openly ask for what they want from their superiors, such as interesting, meaningful, challenging work (Ng, Schweitzer, & Lyons, 2010), exceptional working conditions such as flexible hours, or high and frequent compensation, recognition, and rewards for their performance. Their requests or demands can be perceived as stemming from a sense of entitlement and a high self-assessment or arrogance. In the more extreme cases, Millennials attitudes may be perceived as, "I know what I want, I want it all and I want it now" (Ng, Schweitzer, & Lyons, 2010) or "My employer owes me, even for just showing up to work." Their behaviour after receiving a poor performance review, critical feedback, or failure may be one of disappointment, disillusionment, or non-acceptance if they are unaccustomed to negative feedback (Paton, Gen Y still think the world owes them a living, 2009). Millennials may take the criticisms personally rather than accepting them professionally.

Managers, or even team members working with Millennials, may face a number of possible consequences as a result of these Success Expectations Behaviours. Millennials may be slow to learn or to improve their performance from critical feedback. They may lack professionalism to accept personal responsibility for decisions and actions (Moltz, 2009). Their resistance to critical feedback may result from Millennials' sense of superiority, specialness, and deservingness for respect and rewards that may be disconnected from their ability, experience, track record, or accumulated knowledge (Paton, Gen Y still think the world owes them a living, 2009). Millennials may have unrealistic expectations about promotions and raises (Hunt & Healey, 2010), which could lead to disappointment and a higher baseline of job satisfaction (Amble, 2005). They may have high turnover from unmet expectations and they may

not be committed to an organization for the long term (Hunt & Healey, 2010). Many Millennials are looking for managers who will coach and mentor them (Paton, 2008), which may be time consuming for the managers to give the necessary and regular feedback and to recalibrate and manage the expectations of Millennial workers.

3.1.4 Discussion

Ultimately for managers and team members, it may be time and energy consuming to provide the high levels of mentoring, expectations management, or other forms of assistance to Millennials. This assistance geared towards Millennials may drain resources away from a project and reduce the team's efficiency or effectiveness in their work. Additionally, Millennials may have a high resistance to their own self-improvement, and thus they may require assistance and support for a longer period of time.

Ultimately for Millennials, they may be disappointed or unhappy if their high expectations are unmet. Their unhappiness can lead to a lack of motivation in their work or can lead to them redirecting some of their time and efforts in changing their surroundings to suit their expectations. When applied to the workplace these consequences may result in Millennials being inefficient and ineffective in their work output or performance.

Below in Figure 3 is a proposed model of the Success Expectations Driver, including the resulting Values, Behaviours, and Consequences.
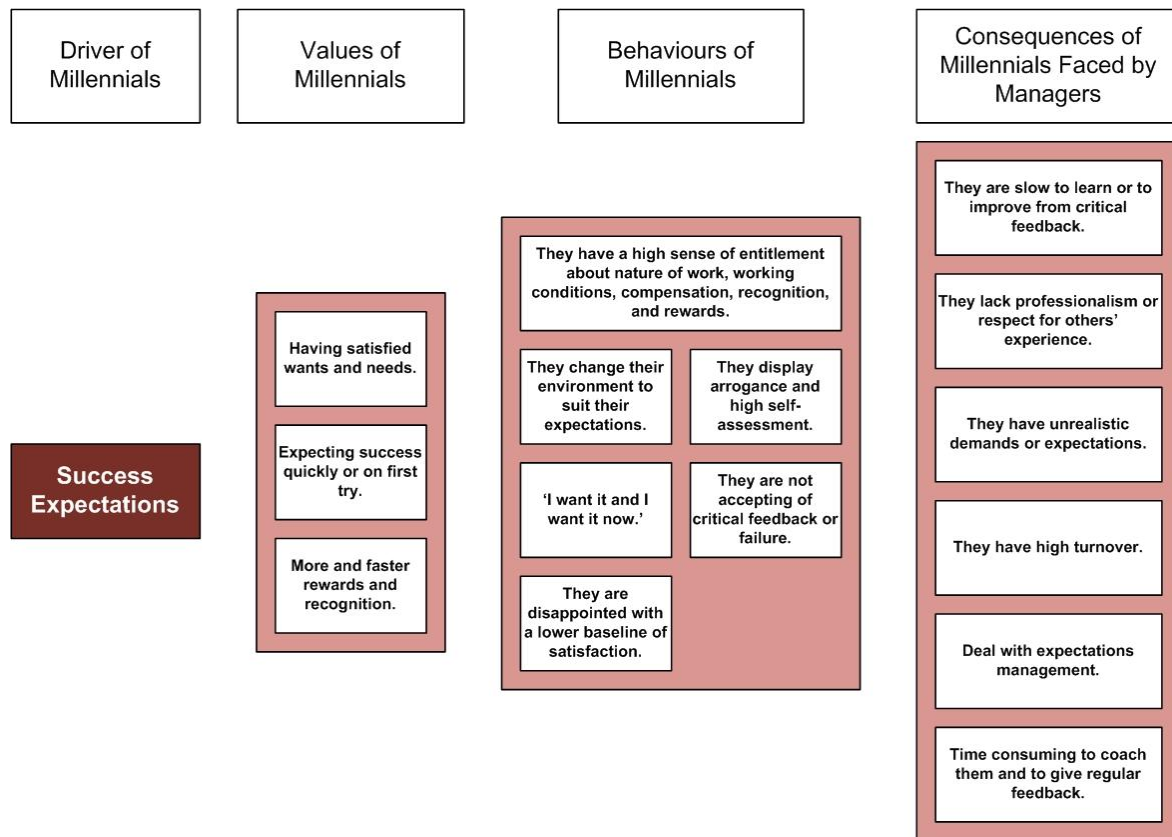
Figure 3 - Model of Success Expectations Values, Behaviours, and Consequences.

3.2 Information Expectations

3.2.1 Driver

Millennials have been subjected to more structure, supervision, and over-parenting than previous generations (Marano, 2008; Bronson & Merryman, 2009; Honore, 2009; Alsop, 2008) and they may be accustomed to high levels of attention or the notion of a "counselor for every kid" (Zemke, Raines, & Filipczak, 2000, p. 146). Millennials may be unaccustomed to facing challenging situations such as difficult customers (Zemke, Raines, & Filipczak, 2000), independent of their hovering 'helicopter' parents, because of their minimal exposure to them without their parents swooping in to help them.

   With so much of their time spent in pre-planned, adult supervised and approved activities, this generation excels in low ambiguity environments with detailed instructions and tasks (McMahon, Miles,

& Bennett, 2011). Also, they have come to trust authority figures (Howe & Strauss, 2000) and the boundaries imposed by them.

If Millennials have an aversion to ambiguity and uncertainty and have expectations for receiving high levels of attention through structure and supervision from an authority figure (Zemke, Raines, & Filipczak, 2000; Filipczak, 1998), then these traits may be a driver of some of the values in the Millennials' system of values. Those values related to or are a reflection of these traits will be called their Information Expectations Values.

3.2.2 Values

Millennials thrive in low ambiguity environments with detailed instructions and tasks (McMahon, Miles, & Bennett, 2011) and expect a high level of monitoring and individual attention. For example, Millennials are accustomed to regularly being closely monitored and mentored by their parents (Marano, 2008). Their parents might have regularly helped them if their children appear to be struggling to know the answer or guiding them if they appear to be experimenting or exploring paths that do not appear to be the 'right' or 'best' path.

To do things right the first time every time requires a significant amount of information without room for misinterpretation and can come in the forms of focused direction and supervision. In the workforce, Millennials value receiving high levels of information, such as clear and detailed plans and instructions, and attention, such as high levels of supervision and structure, on assigned tasks from their manager.

The values of Millennials can lead to outward expressions of those values such as observable behaviours. Those behaviours related to their Information Expectations Values will be called their Information Expectations Behaviours.

3.2.3 Behaviours and the Consequences Faced by Managers

Commentators have observed several behaviours of Millennials from different situations and contexts relating to their work, either in the workplace or in school, which may be outward expressions of their

Information Expectations Values. Millennials' struggles with ambiguity and uncertainty might come from or further fuel their need for high levels of supervision and structure.

From their need for high levels of supervision, Millennials are high maintenance (Armour, 2005) and want a lot of close attention and monitoring from their managers (Taylor, 2009). Millennials want to review their ideas and their work regularly (Taylor, 2009). They have a "direct communication style" (Kay, 2010, p. 16) and they expect and ask for frequent and immediate feedback, especially positive feedback, to gain a direct sense of their performance (Kay, 2010) and to reduce any uncertainty about task objectives. They want feedback throughout a project or soon after the completion of a task in the form of pats on the back and praise for modest accomplishments (Goldsmith, 2007) rather than at their annual performance evaluation. The regularity of Millennials' requested feedback can come across as wanting constant feedback and may aggravate their manager (Kay, 2010).

To counter their struggles with ambiguity, according to Sandeep Tatla of the Financial Post, Millennials need clear and specific instructions and expectations (2010). For them to succeed, Millennials need plans or instructions to be very clearly laid out, unambiguous, detailed, and explicit, which can come across to managers as asking to be spoon-fed recipe-book instructions. If the given instructions or plan have some ambiguities, Millennials are comfortable and not shy to ask for clarification to know exactly what is expected of them. It is not certain whether Millennials will follow the instructions or will deviate from the set plan after everything is made clear because of Millennials' divergence in their conventionality to follow the rules and trust authority figures (Howe & Strauss, 2000) or their self-perceived superiority that they might know better.

3.2.4 Discussion

Ultimately, giving Millennials high levels of attention, in the forms of structure and supervision, at regular or frequent intervals is time-consuming and can be perceived as highly disruptive to other team members or to managers. Given their preference for structure and focused instructions and their lack of creativity or problem solving ability (Bauerlein, 2009), Millennials may be unaccustomed to deviating

from the set plan or spending time in tasks where the payoff is uncertain or intangible. Without the high levels of supervision and structure, managers may have to deal with bad ideas and solutions from Millennials and their lower effectiveness at work.

Below in Figure 4 is a proposed model of the Information Expectations Driver, including the resulting Values, Behaviours, and Consequences.
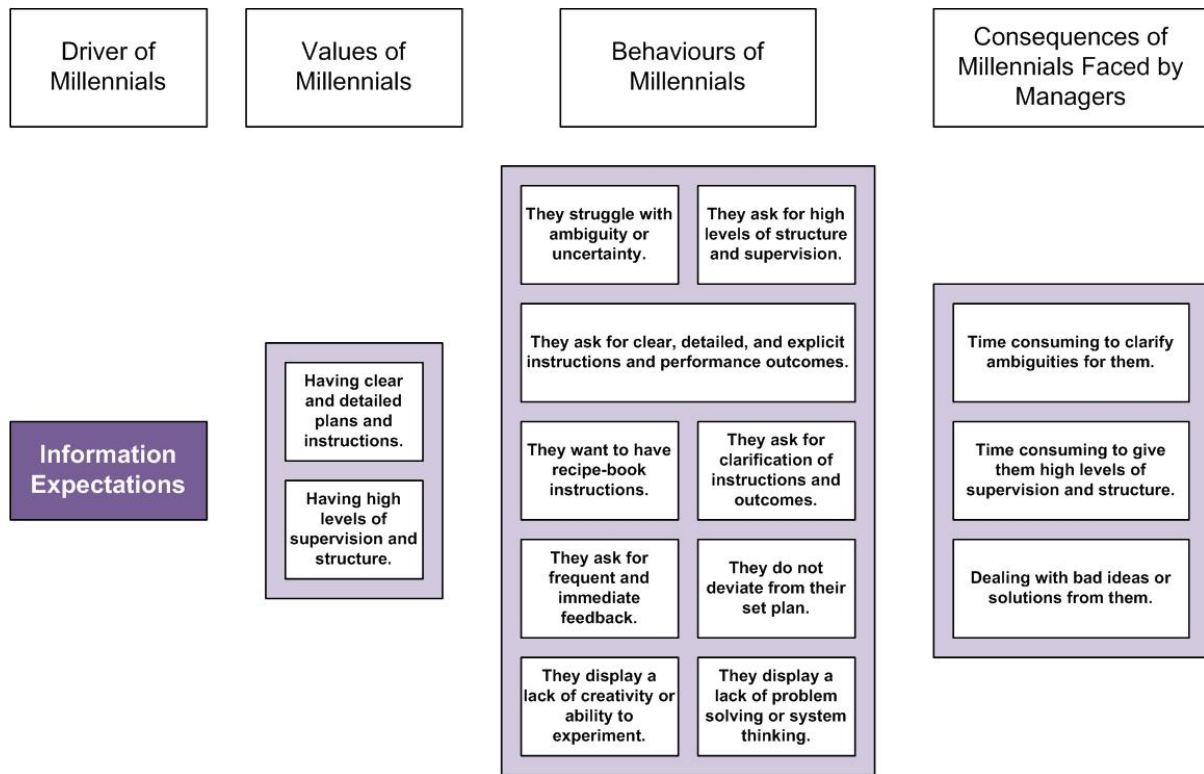
Figure 4 - Model of Information Expectations Values, Behaviours, and Consequence

3.3 Propositions and Outside Factors

In the literature review, there were a substantial number of opinions noted that suggest Millennials are significantly different than their preceding generations in terms of their observed behaviours. These behaviours can potentially lead to negative consequences, such as inefficiencies and ineffectiveness regarding the work output of Millennials, and may put a substantial strain on the triple constraints of the

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project thereby increasing the risk of the project ending in failure. In this thesis, it is proposed that Millennials' observed behaviours stem from a unique combination of drivers and related systems of values. From this main proposition, it is suggested that two of the possible drivers are **Success Expectations** and **Information Expectations** which drive observable behaviours through a related system of values.

When attempting to determine if Millennials are significantly different in their behaviours than preceding generations, there may be other factors, outside of those presented in the model of this thesis, that provide strongly plausible justification to disprove the model. These outside factors may also impact or influence Millennials' observed workplace behaviours. An aggregate model, including the possible impact of outside factors, is presented below in Figure 5. Figure 5 shows the proposed the relationship between a driver, a system of values, the observable behaviours, and the consequences faced by managers, and how an outside factor could impact the observed behaviours.

Some possible outside factors include the age and inexperience of Millennials and possible changes or new trends in society that may have affected the behaviours of all generations (Moltz, 2009). Because Millennials are relatively young with ages ranging between 10 to 30 years old, their maturity level and lack of knowledge or experience may have a strong influence or cause some of the observed Millennial behaviours. Millennials behaviours, while seeming new and different, may not be a unique phenomenon only seen in this generation but may be a reflection of new trends or a change in society and may be observed in all generations across the board.
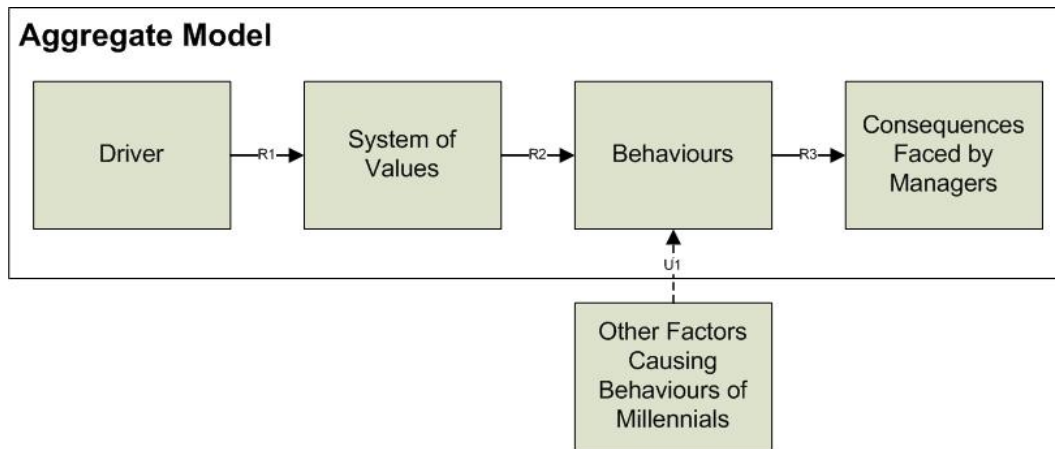
Figure 5 – An aggregate model and other possible factors, which are outside of the proposed model.

3.4 Summary

If the body of reviewed literature is assumed to be largely accurate, there are many possible negative consequences faced by managers of Millennials as a result of Millennials' behaviours. Unfortunately, almost all of the speculations about observed behaviours and consequences in the workplace do not stem from rigorous studies, or studies done outside of an educational context. There is also a lack of a outcome based taxonomy of Millennials' traits that captures the perceived value differences between the Millennials and the preceding generations.

In this chapter, a detailed comprehensive model has been presented from which two related components have been extracted for study. An aggregate model was developed that captures the relationships between drivers, values, behaviours, and consequences, and two drivers were explored in depth. The next chapter will develop propositions and research questions regarding these two drivers: Millennials' Success Expectations and Information Expectations in the workplace.

Chapter 4
Propositions and Research Questions

In an attempt to explore the validity of the proposed model, focusing on the two drivers, a study was conducted to assess the perceived differences in observed behaviours between Millennials and their preceding generations. The following are themes regarding Millennials to explore in this study:

1. Millennials are **significantly different** in their observed behaviours compared to **other current generations** in the workforce.

   <u>Specifically:</u> Millennials display **Success Expectations Behaviours**[8] and **Information Expectations Behaviours**[9] with a significant difference in frequency and in magnitude compared to **current Generation Xers or current Baby Boomers**. Some of these behaviours include having a sense of entitlement, having unrealistic demands or expectations, and asking for high levels of supervision and structure.

2. Millennials are **significantly different** in their observed behaviours compared to **previous generations of youths** in the workforce.

   <u>Specifically:</u> Millennials display **Success Expectations Behaviours** and **Information Expectations Behaviours** with a significant difference in frequency and in magnitude compared to **youths from a previous decade**. Some of these behaviours include having a sense of entitlement, having unrealistic demands or expectations, and asking for high levels of supervision and structure.

It is possible that all currently working generations, including Millennials, display Success Expectations Behaviours and Information Expectations Behaviours as a result of shift or new trends in

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[8] For more information on Success Expectations Behaviours, refer to Section 3.1.3 of Chapter 3.
[9] For more information on Information Expectations Behaviours, refer to Section 3.2.3 of Chapter 3.

society[10]. To determine if Millennials consistently display Success Expectations and Information Expectations behaviours that are significantly different in magnitude and frequency than the behaviours of other current generations, such as Generation Xers and Baby Boomers, two propositions are proposed:

P_1: Millennials display behaviours with a significantly **different frequency** when they are compared to **other current generations** in the workforce.

P_2: Millennials display behaviours with a significantly **different strength in magnitude** when compared to **other current generations** in the workforce.

"Since practically anyone can remember, adult society has grappled with the fear that the next generation is shot through with decadence, or headed for dissolution." (Gillis, 2009, pp. 36-37) Millennials should be compared to other generations of youths at a similar age to try to control for maturity level and flush out any reason to believe that today's youths are no different than previous generations of youths (Trzesniewski & Donnellan, 2010)[11]. To determine if Millennials consistently display Success Expectations and Information Expectations behaviours that are significantly different in magnitude and frequency than the behaviours of youths from previous generations, such as youths prior to 2004, two propositions are proposed:

P_3: Millennials display behaviours with a significantly **different frequency** when they are compared to **youths from previous generations**.

P_4: Millennials display behaviours with a significantly **different strength in magnitude** when compared to **youths from previous generations**.

In the next chapter, the field methodology and experimental design is detailed.

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[10] For more information about possible changes in society and the difficulties of controlling this factor in an experimental design, refer to Section C3 in Appendix C.
[11] For more information about the maturity of Millennials and the difficulties of controlling this factor in an experimental design, refer to Section C4 in Appendix C.

Chapter 5
Experimental Design

With the use of interviews, case descriptions were gathered to test the four propositions from the previous section:

P$_1$: Millennials display behaviours with a significantly **different frequency** when they are compared to **other current generations** in the workforce.

P$_2$: Millennials display behaviours with a significantly **different strength in magnitude** when compared to **other current generations** in the workforce.

P$_3$: Millennials display behaviours with a significantly **different frequency** when they are compared to **youths from previous generations**.

P$_4$: Millennials display behaviours with a significantly **different strength in magnitude** when compared to **youths from previous generations**.

To test these four propositions, P$_1$, P$_2$, P$_3$, and P$_4$, first level managers of local[12] Information Technology development companies and departments, were asked to answer questions regarding their experiences.

The interview questions consisted of five parts:

1. the participant was asked about who s/he is, such as his/her management experience, work experience, work environment, age, and level of education.

2. the participant was asked 10 open-ended questions about his/her perceptions or opinions about the behaviours of current reporting workers and any differences between the three age groups of reporting workers; 18-29 year olds, 30-39 year olds, and 40 year olds and older.

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[12] From the Kitchener-Waterloo, Guelph, and Toronto regions.

3. the participant was asked close-ended questions about his/her perceptions or opinions about the behaviours of current reporting workers, specifically those relating to the Success Expectations Behaviours and the Information Expectations Behaviours, for three different age groups of reporting workers.

4. the participant was asked 10 open-ended questions about his/her perceptions or opinions about the behaviours of reporting workers prior to 2004 and any differences between the three age groups of reporting workers.

5. the participant was asked close-ended questions about his/her perceptions or opinions about the behaviours of reporting workers prior to 2004 for three different age groups of reporting workers.

At any point in time during the interview, if the participant did not have reporting workers from a particular age group, then those questions were skipped. For the complete list of interview questions, refer to Section C5 of Appendix C.

Participants were asked to report each behaviour in terms of the observed quantity, such as how many in the group exhibited that particular behaviour, and to also report on the frequency and the strength in magnitude of each. Participants reported their observations of each behaviour within each age group.

Asking about the three age brackets, 18-29, 30-39, and 40-49, rather than about the three predominant generations in the workforce[13], was to reduce confusion and any discrepancies on the definition of the age bracket of each of the generations. Asking about the participants' current observations and their observations prior to 2004 was to allow for comparison between the present day behaviours and the behaviours of reporting employees prior to the introduction of Millennials in the workforce. Each behaviour was asked about a total of six times, once for all three age brackets and again for the same age

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[13] Millennials, Generation Xers, and Baby Boomers

brackets from prior to 2004, with the intention of finding a correlation, or lack thereof, between each behaviour against each of the generations.

Chapter 6
Data Analysis of the Case Descriptions

In this section, the results of the interviews for all ten participants are presented. For each participant, the participant's demographics, including his/her perception of the organization's culture, his/her observations of currently reporting employees, his/her observations of reporting employees from prior to 2004 if he/she was a manager at the time, and the interviewer's interpretation of the interview were documented[14]. The data reflects the situation at the time of interview[15].

All of the participants were asked about their age, educational level, working experience, and management experience. Participants were selected for the study based on whether s/he was:

- Employed in either a software development company or department and was closely involved in the actual work or development.

- A first-level manager or a manager who was directly managing and in regular contact with at least two employees who were involved in software development in some capacity and at least one employee under the age of thirty.

Ultimately, each of the selected participants was male[16] between the ages of 20-50 years old with at least an undergraduate university education. Their level of management seniority ranged from team lead to senior manager. Given the above constraints for the selection of participants, the participants were generally younger in age.

Each case description is presented in two parts. The first part describes each manager's observations and perceptions of their reporting employees. This part includes a description of their organization, their initial impressions of each age group that they were managing, and whether they had observed any of the

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[14] To protect the identity of the participants, all names have been changed.
[15] All interviews took place between February and March 2011.
[16] There were no female participants in this study.

'Millennial behaviours'[17] in their reporting employees. This process was repeated for their reporting employees prior to 2004, if they were a manager at the time. The second part is the researcher's analysis of the situation. Included with the researcher's analysis is a tabulated summary of that manager's observations.

The interviews were limited to approximately one hour each. As a result of this constraint, the focus and depth of each interview depended on the extent of the management experience of the participant. For example, the description of the present day reporting employees was usually in greater depth for a participant without management experience prior to 2004. In comparison, the description of all reporting employees under the age of thirty is in greater focus for a participant with management experience prior to 2004.

6.1 Participant: Antonio

6.1.1 Participant Demographics

Antonio is in his forties with a graduate education. He was working at his current company for less than 2 years. He had about 15-29 years of experience in his career and 10-14 of those years were as a manager.

At the time of the interview, he was a contractor working at a company where he described the culture as large, bureaucratic, disorganized, chaotic, and touchy-feely. He felt that the quality of the people there was low because mediocre or poor quality employees could hide easier in a large company than in a small company. His perception was that a large company absorbed bad employees more than a small company without it affecting the bottom line; however, it could be much harder for a manager to handle. The culture, given the heavy bureaucracy, did not allow for creativity and the people became complacent.

Prior to 2004, he worked at a smaller company as a senior manager for two years. He described that organization as a chaotic and fast-growing young company.

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[17]For a complete list of 'Millennial behaviours', refer to Section C1 and Section C2 in Appendix C.

Given his extensive experience as a manager, the focus of Antonio's observations was on his present-day employees under the age of thirty and how they compared to other employees that he had managed.

6.1.2 Present Day: Initial Observations of All Reporting Employees

Antonio was a middle manager for the last 8-9 months with about 20-30 people reporting to him; 10% under the age of 29, 70% in their thirties, and 20% were over the age of 40.

Right away, Antonio thought that while all of his employees were good workers, 40-50% of the employees in their twenties had behaviours that were unexpected. He said that those employees did not want to work very hard and that they were spoiled, entitled, and high maintenance. He gave an example of how one called in sick because he was hung over. To Antonio this type of unreliable behaviour was completely unexpected. They wanted to have fun at work and to socialize. They also wanted to have the salaries and types of tasks and responsibilities that came with seniority but they did not want to work hard for it. They seemed to want it all in their first job.

In comparison, Antonio thought that those in their thirties worked hard and were more responsible. While he pointed out that those in their thirties were more responsible, he also noted that they did not work as hard as he did at that age. When he was their age, he felt that he put in whatever overtime it took to get the job done and he was physically at the office. Now, even with the ability to work remotely from home or on the go with a Blackberry, these employees in their thirties did not typically work outside of normal work hours. Also, those in their thirties were at the point where they were starting families and they appreciated a work/life balance.

As for those in their forties and older, Antonio said that at this stage in their lives they felt that they had paid their dues and expected a work/life balance. They knew more about how much effort was necessary to put into their projects. They were less technically resourceful and they typically had older children.

6.1.3 Present Day: In-depth Observations of 18-29 Year Olds

With regard to a sense of entitlement, Antonio felt that 40-50% of his twenty year old employees exhibited this behaviour. It was surprising to him because he expected that they would not do it at all. They seemed to always be looking for a raise and promotion and as a result of their unrealistic expectations they had a high history of turnover in the context of their industry. They complained about their environment but they did not come up with solutions. They wanted it all in their first job, but, as Antonio explained, it was an eye-opening reflection of their quality for them if they had not progressed very much after 10 years passed.

Antonio supposed that this entitlement was related to their overconfidence in themselves. They seemed to think that they knew better than those around them. Antonio found them to be resourceful but that they thought that they knew everything because they could look things up in about two minutes. They thought that their work and their ideas were of high quality, yet they did not take responsibility for their work or ideas when things did not work out well in the end. For Antonio, his own work experience was very different than what they were exposed to in a school environment. For example, over time he had learned that one needed to learn how to play the game, so to speak. To elaborate, Antonio noted that it was difficult to learn how to get those around you to work hard and to still like you.

With regard to their expectations about feedback, they seemed to look for timely and informal feedback. They expected a culture of open communication. Though these employees did not want it, they needed a high level of supervision and structure. They were reasonable at learning and improving from feedback as long as it was constructive, and they were not easily disappointed because they did not seem as invested in the company, unless a particular setback impacted them directly.

6.1.4 Prior to 2004: Initial Observations of All Reporting Employees

Antonio was a senior manager for two years with about 15 people reporting to him; 50% under the age of 29 and 50% in their thirties. He viewed his management style as being very fair and he considered all of his employees innocent until proven guilty.

Antonio deemed his younger employees at that time, those under the age of thirty, as good workers who showed respect and were very reliable. They liked to work hard and play hard, such as going out for drinks at the end of the day. He viewed his employees in their thirties as really hard workers with a better understanding of responsibility after they had kids. He also thought they were more mellow, less vociferous about complaints, and easier to manage.

6.1.5 Prior to 2004: In-depth Observations of 18-29 Year Olds

Back in 2004, Antonio enjoyed working with this younger generation because they had a good attitude. He found them to be very respectful towards those who were more senior. Other positive traits he found were that they were humble with realistic expectations around compensation and promotion and they had a low history of turnover. Their organizational culture, within the dot-com environment of the time, focused more on reaching the end goal rather than following a process. Within that environment, Antonio found that the employees were entrepreneurial, creative, and did not need a high level of supervision or structure.

While he pointed out those positive aspects, he also observed some traits that were not as positive. As a few examples, he found that they needed clear and detailed instructions, they struggled with ambiguity and uncertainty, lacked some 'big picture' thinking, and were easily disappointed to a certain degree. For these aspects of this generation, he felt that they were within reasonable limits. He attributed those traits to their lack of experience, the organizational culture, and the nature of their dot-com environment, which was stretched for resources and could not always give employees what they wanted such as bonuses.

6.1.6 Interpretation of Antonio's Interview

The main takeaway point from Antonio's interview was his perception that Millennials are spoiled, entitled, and do not work as hard as other employees. Antonio observed several behaviours from those in their twenties that support the literature on Millennials and only a couple of behaviours that opposed the literature.

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Antonio's observations supported strongly the literature on younger employees in their twenties having a strong sense of entitlement and unrealistic expectations. In comparison, twenty year olds prior to 2004 were more humble, harder workers, and easier to manage. Antonio saw this sense of entitlement in other outward behaviours, such as their expectations about salary and promotion, their desire to change their environment to suit their needs, and their high history of turnover. Based on his perception of both generations, Millennials may be significantly different than youths from the past in terms of entitlement.

Antonio's observance of their overconfidence, which supports the literature on Millennials, did not end there. He spoke of their high perception of their work performance. He also spoke of their lack of experience in 'playing the game'. Possibly he meant to indicate that there was a sharp contrast between their positive self-perception and their lack of experiences in handling real-world situations, such as getting others to do what you want them to do and to still like you afterwards. Twenty year olds may be unaccustomed to handling corporate politics, which Antonio thought was a valuable skill to possess that comes from work experience rather than formal training. Their overconfidence may be unfounded because they may be oblivious to the importance of work experience and their ability to 'play the game' as part of the equation in their value as an employee. Millennials' overconfidence may stem from inexperience; however, Antonio did not note any similar overconfidence in youths prior to 2004. This discrepancy suggests that this difference might be distinct to Millennials rather than common to inexperienced youths.

Antonio agreed with the literature that twenty year olds expected timely and frequent communication and feedback, such as the type of communication prevalent among Twitter users. This expectation for high volumes of informal, frequent, and open communication has the potential of hindering other employees who were expected to give this feedback, yet that was not the impression that was received from Antonio's interview. While his observations supported the literature on Millennials, the implications of his observations may not be negative. Regarding feedback, Antonio did not support the idea that they were easily disappointed or resistant to critical feedback but just the opposite. This may

suggest that Millennials may want to improve and have casual conversations with others to do so. Together, Antonio's observations may suggest that Millennials are distinct from other current generations for their unique methods and efforts towards self-improvement, but not in a way that supports the literature.

Antonio noted some differences between present twenty year olds and those from prior to 2004. The current generation of twenty year olds had a reduced amount of creativity and a greater need for supervision and structure, though they did not want it. He distinctly noted that the past generation was respectful to those more senior and humble, suggesting that they were more so than the current generation. A possible difference in the youth generations suggests that there may be a difference in generational personalities and may support the literature on Millennials.

From Antonio's responses, it seemed that there was a sense of a shift in industriousness for all generations of reporting employees. First, he said that those in their twenties expected many perks and did not want to work hard for them. Second, he said that those in their thirties wanted a work/life balance and did not work as hard as he did at their age. Third, he said that those in their forties wanted a work/life balance and knew what work needed to be done to get by. Antonio's observations may suggest that all employees, regardless of their age, were generally less industrious than employees from prior to 2004. With this notion in mind, Millennials' perceived reduction in industriousness may be a reflection of a general trend in the workplace rather than a generational difference and opposes the literature on Millennials.

6.1.7 Antonio's Tabulated Observations of His Reporting Employees

Below in Table 2 is a tabulated summary of the interpretation of Antonio's interview. In each row, a number was assigned to represent the strength of each behaviour that he observed. Highlighted in green are those observations that support the literature. Observations that support the literature are ones where employees under the age of thirty displayed those behaviours and, when compared against older age groups or employees from prior to 2004, displayed them to a greater degree than other employees.

Highlighted in red are those observations that oppose the literature on Millennials. Observations that do not support the literature are ones where employees under the age of thirty displayed them to the same degree or less than other employees. Highlighted in orange are the behaviours where Antonio did not observe them or the results are inconclusive.

From Antonio's tabulated summary, his observations supported 14 of the 23 behaviours under investigation and opposed 4 of the 23 behaviours. From the results, Antonio's observations generally support the literature about Millennials.

Legend			
"-"	Did not observe this behaviour	■	Observation supports the Millennial literature
1-5	Strength of having observed this behaviour	■	Observation opposes the Millennial literature
"X"	Observed the opposite behaviour	■	Observation is lacking or inconclusive

Table 2 - Tabulated Summary of the Interpretation of Antonio's Interview

	Observations of Antonio	Present Day 18-29	Prior to 2004 18-29
1	A sense of entitlement	3	1
2	Unrealistic expectations about salary or compensation	3	X
3	Unrealistic expectations about promotion or recognition	3	X
4	Has a 'I want it and I want it now' attitude	-	-
5	Tried to change his/her work environment to suit his/her expectations	3	-
6	Overconfident in him/herself	3	X
7	Has a high perception about his/her work performance	3	X
8	Arrogant or has a high self-assessment	2	X
9	Need for a high level of supervision and structure	2	X
10	Need for clear, detailed, and explicit instructions, like a recipe book	-	2
11	Need for immediate or frequent feedback	3	1
12	Not accepting of critical pushback or feedback	-	-
13	Slow to learn or to improve from critical feedback	-	-
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	-
15	Easily disappointed or has a high baseline of satisfaction	-	2
16	Lacks professionalism	-	-
17	Lacks respect for others' experience or expertise	-	X
18	Lack ability or willingness to experiment	-	X
19	Lacks creativity	-	X
20	Lacks problem solving ability	-	X
21	Lacks 'big picture' thinking	1	1
22	Struggles with ambiguity or uncertainty	-	2
23	High history of turnover (in the context of your industry)	5	X

6.2 Participant: Denzel

6.2.1 Participant Demographics

Denzel is in his thirties with a graduate education. He started working at his current company about 3-5 years ago. With about 13 years of experience in his career, he had been a manager for seven of those years. At the time of the interview he was a senior manager with about 5-8 people reporting to him. Denzel mostly spoke about his experiences working with the two coop students that he managed in the past year.

6.2.2 Present Day: Initial Observations of 18-29 Year Olds

Denzel managed two coop students and had worked with other people who were under the age of thirty. He pointed out that he noticed a shift in the attitude of that age group towards work, especially toward placing a higher value in enjoying their work.

First, while working with them, Denzel observed that the young employees enjoyed having a diversity of tasks to work on at a time. They had difficulty concentrating on any one task for too long and that they preferred to have multiple tasks, such as three or four projects on the go. They wanted to learn about a wide array of items and to be exposed to new experiences. Second, Denzel found that the young employees were very familiar with technology and were always one step ahead of him on the use of different technologies or tools to accomplish a task. In one example, they typically preferred using instant messenger over using phone, text messages or email. Another example was when they needed to learn a new skill for a work-related task, such as how to code in Excel, sometimes they used YouTube while he used a professional learning centre available to their organization. He also found that they were highly motivated to take up the task of maintaining Wiki pages[18] for internal organizational use on information such as how to use Excel or PHP.

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[18] A Wiki website is one in which a community of users collaboratively develop the website by adding and editing its content.

Third, these coop students were very excited and motivated about working on projects or tasks where they had full responsibility or working on tasks that came about from their own ideas. Denzel also observed that these young people were more highly motivated when mentored or guided rather than managed. They did not want to be told detailed instructions for doing a task; instead, they wanted to be given the space to spread their wings. If they were given some independence and allowed to choose how to do a task rather than micromanaged, they were more motivated, dependable, and creative. Also, they were willing to put in a high amount of effort to complete the needed work with an "I'll take care of it" attitude.

Denzel noticed that these young people appreciated having their feedback valued by others. They felt like a respected member of the team and that they were adding to the organization.

For young employees, Denzel felt that they placed a high importance on enjoying their work. For them, it was not about just doing something because it needed to be done. They needed to care about the work. This trait contrasted against the traits of employees in their thirties. For them, if they knew it needed to be done they did it, regardless of whether they cared about it.

6.2.3 Present Day: In-depth Observations of 18-29 Year Olds

Denzel worked with many young people. He recently had two reporting coop students; one in the early part of 2010, who was very shy and quiet, and the other in the middle of 2010, who was more open and outgoing.

Compared to other generations in the work environment, Denzel perceived that his coop students were not as aware of the 'rules of the game' and they were not as boxed-in by those rules. Perhaps as part of not being boxed-in by unwritten rules, they were the most vocal generation that Denzel had ever seen and came across as having a very high sense of entitlement. They wanted many things and they wanted to change how things were done to suit their expectations. As was stated earlier, perhaps they wanted to add value to the organization and team and they appreciated having their ideas heard. They wanted what they perceived their friends had and expected more from their employer. These expectations manifested in a

"I want it and I want it now" attitude when it came to compensation, promotion, or working conditions to match those of their friends, such as the fabled working conditions at places such as Google. They also felt very deserving of what they had, such as their status.

When it came to feedback, Denzel noted that the coops needed frequent positive reinforcement but never criticism, such as how they were doing a "fine job" or an "amazing job". If they were told that something needed to be added to their work, that something was missing, or that it was not good enough, they became disheartened. Denzel found that he had to be very sensitive and gentle about how he phrased any kind of feedback. For example, he might have said, "What you did is very good, but if we do the following things then it will be amazing," in order to reinforce positive feedback and to say gently that something else needed to be added. For Denzel, giving feedback was not about what was said but about how it was said. If feedback was not given with the greatest of sensitivity, these young employees were not accepting of the critical feedback, easily disappointed, and unmotivated after hearing it. Their work slowed down or was possibly not done at all. Another possible consequence was that they took many sick days. His impression was that they both of his coop students seemed to have low or fragile self-esteem with regard to critical feedback.

Denzel observed that they frequently wanted to have a clear picture of what they were working on and how it contributed to the bigger picture. This was especially true for them when they directed their efforts towards working more effectively and contributing more value to the organization. Denzel gave the example of one coop who worked on a project to develop reports with Excel spreadsheets. While she was on a need-to-know basis she kept asking questions about where the information was coming from (a project charter) and who it was ultimately going to. After she found out, she came up with suggestions on automating the job and she wanted some statistical functionality to be added further up the pipe from where she was in order to make her job easier and automated.

6.2.4 Interpretation of Denzel's Interview

The main takeaway from Denzel's interview was his perception that Millennials place a higher value in enjoying their work compared to older employees; however, many times a task needs to be done that is not fun, not seemingly important, strictly managed, and still needs to be done. For Millennials this could be a problem for their internal motivation and whether they are perceived as having a sense of entitlement towards 'fun' tasks. Other factors that may contribute to their enjoyment of the work and ultimately to their internal motivation include pride in ownership, guidance rather than management, independence, and a sense of achievement. These factors may contribute to their dedication and dependability.

Some of Denzel's observations supported a number of Millennial traits found in the literature. Their sense of entitlement and deservingness of what they had support the literature about their sense of entitlement and their overconfidence or high self-assessment. It also supports the idea that they have a high baseline of satisfaction.

Their response to critical feedback supports the literature that they are not accepting of critical pushback or feedback. Their response also supports the ideas that they are unhappy or dissatisfied after receiving critical feedback and they are easily disappointed. Though Denzel did not agree with the statement when directly asked, their consequential behaviours he described after receiving critical feedback support the idea that Millennials may lack professionalism.

Denzel perceived their responses to critical feedback resulted from low self-esteem. This perception opposes the literature and the earlier notion that they are overconfident in themselves. There may be some conflicting information about whether young employees have high or low self-esteem, based on Denzel's interview.

A few of Denzel's observations opposed the literature about Millennials. One observation he had was that they wanted to know how their work contributed to the bigger picture. Another observation was that Denzel did not detect his coop students needing a highly detailed or explicit set of instructions or needing

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high levels of supervision or structure. In fact, Denzel found the opposite to be true and that they performed better when given free reins and guidance rather than micromanagement.

6.2.5 Denzel's Tabulated Observations of His Reporting Employees

Below in Table 3 is a tabulated summary of the interpretation of Denzel's interview. In each row, a number was assigned to represent the strength of each behaviour that he observed. Highlighted in green are those observations that support the literature. Observations that support the literature are ones where employees under the age of thirty displayed those behaviours and, when compared against older age groups or employees from prior to 2004, displayed them to a greater degree than other employees. Highlighted in red are those observations that oppose the literature on Millennials. Observations that do not support the literature are ones where employees under the age of thirty displayed them to the same degree or less than other employees. Highlighted in orange are the behaviours where Denzel did not observe them or the results are inconclusive.

From Denzel's tabulated summary, his observations supported 10 of the 23 behaviours under investigation and opposed 4 of the 23 behaviours. From the results, Denzel's observations generally support the literature about Millennials.

Legend			
"-"	Did not observe this behaviour		Observation supports the Millennial literature
1-5	Strength of having observed this behaviour		Observation opposes the Millennial literature
"X"	Observed the opposite behaviour		Observation is lacking or inconclusive

Table 3 - Tabulated Summary of the Interpretation of Denzel's Interview

	Observations of Denzel	Present Day 18-29
1	A sense of entitlement	5
2	Unrealistic expectations about salary or compensation	4
3	Unrealistic expectations about promotion or recognition	4
4	Has a 'I want it and I want it now' attitude	5
5	Tried to change his/her work environment to suit his/her expectations	4
6	Overconfident in him/herself	4 & X
7	Has a high perception about his/her work performance	4 & X
8	Arrogant or has a high self-assessment	4 & X
9	Need for a high level of supervision and structure	X
10	Need for clear, detailed, and explicit instructions, like a recipe book	X
11	Need for immediate or frequent feedback	4
12	Not accepting of critical pushback or feedback	5
13	Slow to learn or to improve from critical feedback	5
14	Unhappy or dissatisfied when s/he receives constructive criticism	5
15	Easily disappointed or has a high baseline of satisfaction	5
16	Lacks professionalism	-
17	Lacks respect for others' experience or expertise	-
18	Lack ability or willingness to experiment	-
19	Lacks creativity	X
20	Lacks problem solving ability	-
21	Lacks 'big picture' thinking	X
22	Struggles with ambiguity or uncertainty	-
23	High history of turnover (in the context of your industry)	-

6.3 Participant: Dustin

6.3.1 Participant Demographics

Dustin is in his twenties with a university education, worked at his current company for 6-9 years. Last summer, his company switched from a hierarchical structure to use Agile methodology. Before then, he was a team lead for less than two years, working with another team lead under their manager. He had four employees reporting to him, split evenly in their twenties and thirties, and was responsible for three more, one in his twenties and two in their thirties. Because of the change, he was no longer a team lead but a regular member of the team at the time of the interview. Also, Dustin worked on the same team and under the direction of Kevin.

Dustin described the work culture as "old man" with a high mean age. Since working there, he said that he saw 2-3 vice presidents and not much had changed because there was a reluctance to change in the organization. There was a previous attempt to implement a more youthful culture but Dustin said it was half-hearted. He gave the example of a party at the end of a project that seemed more like an afterthought. He compared this example to what he saw at another company early in his career during the dot-com era. Back then, he saw more of a Wild West attitude and 3-4 big parties in a four month period, which he thought could have been a reflection of the times. In any case, his current organization's attempt at a youth culture or for other major changes did not pan out.

While their department was migrating to an Agile software development methodology[19], Dustin felt that the upper management took what they liked and left out what they did not want. For example, the department removed the team leads and the hierarchy but still expected the team to follow top-down commands. Dustin felt that they did process for process's sake. To him, the changes gave the impression of just being lip service and that only superficial changes actually occurred.

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[19] The methodology encourages the use of self-directed teams to make their own decisions on priorities rather than following top-down commands, making the need for a hierarchy and team leads no longer necessary. For more information on the Agile software development methodology, refer to Section C6 in Appendix C.

Another recent change in the organization was the office location to a new floor in the same building and the layout. The cubicle walls changed from ¾ high to ½ high, new chairs were put in, and managers lost their spot near a window. The move, the new office furniture, and the switch to Agile methodology met with a high level of resistance and numerous complaints throughout the company. The morale declined because of both the move and the switch to Agile. As a result, people were not sure where they fit in the new system.

6.3.2 Present Day: Initial Observations of All Reporting Employees

Dustin's initial impression of his reporting employees in their twenties was that they were technically capable, fairly independent, quick to learn new things, and decent in general. Of the employees in their thirties, there was no difference from the twenty year olds in terms of their work ethic. There was one who was not as independent, who did the work and needed reassurance, and had a lack of confidence. The other was fairly independent, technical, and had more life experience to draw from, though was sometimes wrong and improved with time.

Dustin also mentioned that the company was casual in general and even more casual in his department and on his team. How people conducted themselves was reasonable within the context of that area. Good ideas came from everyone regardless of that person's age and, in general, his team members tended to listen and respect everyone else's experience and expertise. The turnover rate was medium, according to Dustin, with most employees staying with the company for three or more years.

6.3.3 Present Day: In-depth Observations of 18-29 Year Olds

For the younger employees, Dustin did not see a strong sense of entitlement, only somewhat. They may have overvalued themselves when they compared themselves to their peers. For example, some talked to their peers and compared their compensation. It may have been a valid point that his employees thought they were worth more than they were paid but it was not within Dustin's jurisdiction to grant raises. Some of them possibly needed some acknowledgement about their work but they did not have unrealistic

expectations about promotion or recognition. If any of them tried to change their work environment to suit their expectations it was always reasonable and not perceived as whining.

Regarding their response to critical feedback, this age group generally received feedback well and took it in stride, according to Dustin.

Problem solving was a very important skill in their department, such as debugging, digging deep, and investigating strange results from tests to determine the source of the problem. Dustin felt that one team member was decent and the other was very good.

Sometimes these younger employees lost sight of the bigger picture. In the purest sense for Dustin's team, the overarching goal was to deliver the product, to have done a good job, and to make lots of money for the company. Perhaps because of pride of ownership, they sometimes forgot the context of their work. They wanted to perfect the work that they were responsible for, even if it was not important, should not be focused on, and did not help with the delivery.

There was another person in his twenties who left before last summer and before the migration over to Agile. He was a hard worker and got things done. Even with vague instructions he did not ask for or need clarification. He was good at problem solving and a quick learner. This person had a quirk for needing a lot of affirmation and immediate feedback on his work. Dustin told the story about what transpired after this person completed his tasks. This employee emailed Dustin and the rest of the team about the tasks he completed, then immediately walked over to Dustin's desk to confirm if he received the email and to get feedback and acknowledgement for his work.

6.3.4 Present Day: In-depth Observations of 30 Year Olds and Older

Given the state of change towards Agile, no one in his team ever received explicit instructions, and those in their thirties needed them more than those in their twenties. One fellow did not do well with vague instructions and became emotional about it. His dissatisfaction came across in his body language. This

fellow did not let others know about his difficulties and did not ask for clarification. He needed a high

level of supervision and structure. The other thirty year old started the same way and improved with time.

With regard to feedback, one lacked self-confidence, focused on the details, did not seem to 'get it',

and needed immediate feedback. Both of them were not happy and possibly were easily disappointed

when they received any critical feedback, even if it was valid. One was slow to learn or to improve from

critical feedback while the other seemed to understand and improved.

In Dustin's opinion, the employees in this age group did not do well with large projects. Sometimes

they would lose the bigger picture and were too focused on the details and not anchored enough on the

larger objective. One of them had improved with time and instead of being held up on details he got

better at creating a plan and following it.

6.3.5 Interpretation of Dustin's Interview

If there was a central message to take away from Dustin's interview, it was that those in their twenties

were hard workers and their behaviours did not strongly support the literature on Millennials.

Of the very few Millennial behaviours that Dustin observed in his twenty-something employees, he

only saw them slightly or in an isolated incident. First, Dustin observed only a slight sense of entitlement

in this age group and nothing grossly out of line in their expectations. This may have come about from

their self-evaluation against their peers though it is difficult to judge the accuracy of their evaluation.

Regarding this point about a sense of entitlement, there is a weak support of the literature regarding an

inter-generational difference regarding a sense of entitlement. Second, Dustin did not observe unrealistic

expectations regarding promotion or recognition but some seemed to want acknowledgement about their

work. This is a weak support of the literature regarding expectations for promotion. Third, Dustin

described how younger employees lost sight of the bigger picture, perhaps because of pride of ownership

and their attempts to perfect their own work at the cost of the delivery date. While this observation

supports the literature, it should be noted that Dustin also described the thirty year olds losing sight of the

bigger picture and focussing too much on the details. It is inconclusive if there is a significant inter-

generational difference regarding this trait. Finally, there was one individual in his twenties who was described as an excellent worker but he had a strong need for immediate feedback. Because only one person did this and this trait was not described as a general trait of the age group, Dustin's observation of this trait in a twenty year old might be isolated to that individual rather than a generational trend.

Most of Dustin's observations opposed or strongly opposed the literature regarding Millennials. Dustin described the younger employees as independent, good problem solvers, and generally hard workers. They did not try to change their environment to suit unreasonable expectations and they generally received feedback well. Like the thirty year olds, their rate of turnover was not high and they listened to and respected other people's ideas.

From how Dustin described them, there may be a greater incidence of Millennial behaviours in thirty year olds than of twenty year olds. They needed more explicit instructions and handled and improved critical feedback more poorly. One fellow in his thirties became emotional about vague instructions, did not let others know about his difficulties, and needed more supervision and structure. For these traits, Dustin's observations of Millennial behaviours in thirty year olds, rather than in twenty year olds, contradicts and opposes the literature on Millennials for these traits.

6.3.6 Dustin's Tabulated Observations of His Reporting Employees

Below in Table 4 is a tabulated summary of the interpretation of Dustin's interview. In each row, a number was assigned to represent the strength of each behaviour that he observed. Highlighted in green are those observations that support the literature. Observations that support the literature are ones where employees under the age of thirty displayed those behaviours and, when compared against older age groups or employees from prior to 2004, displayed them to a greater degree than other employees. Highlighted in red are those observations that oppose the literature on Millennials. Observations that do not support the literature are ones where employees under the age of thirty displayed them to the same degree or less than other employees. Highlighted in orange are the behaviours where Dustin did not observe them or the results are inconclusive.

From Dustin's tabulated summary, his observations supported 2 of the 23 behaviours under investigation and opposed 14 of the 23 behaviours. From the results, Dustin's observations generally do not support the literature about Millennials.

Legend			
"-"	Did not observe this behaviour		Observation supports the Millennial literature
1-5	Strength of having observed this behaviour		Observation opposes the Millennial literature
"X"	Observed the opposite behaviour		Observation is lacking or inconclusive

Table 4 - Tabulated Summary of the Interpretation of Dustin's Interview

	Observations of Dustin	Present Day	
		18-29	30-39
1	A sense of entitlement	2	-
2	Unrealistic expectations about salary or compensation	1	-
3	Unrealistic expectations about promotion or recognition	-	-
4	Has a 'I want it and I want it now' attitude	-	-
5	Tried to change his/her work environment to suit his/her expectations	1	1
6	Overconfident in him/herself	-	- & X
7	Has a high perception about his/her work performance	-	-
8	Arrogant or has a high self-assessment	-	-
9	Need for a high level of supervision and structure	X	3 & X
10	Need for clear, detailed, and explicit instructions, like a recipe book	-	2
11	Need for immediate or frequent feedback	-	3 & -
12	Not accepting of critical pushback or feedback	X	4
13	Slow to learn or to improve from critical feedback	X	1
14	Unhappy or dissatisfied when s/he receives constructive criticism	X	4
15	Easily disappointed or has a high baseline of satisfaction	-	1
16	Lacks professionalism	X	X
17	Lacks respect for others' experience or expertise	X	X
18	Lack ability or willingness to experiment	-	-
19	Lacks creativity	-	-
20	Lacks problem solving ability	X	1
21	Lacks 'big picture' thinking	3	3
22	Struggles with ambiguity or uncertainty	2	3
23	High history of turnover (in the context of your industry)	-	-

6.4 Participant: Kevin

6.4.1 Participant Demographics

Right after graduating from university, Kevin, who is in his thirties, started working at his company 14 years ago. At the time of the interview, he was a manager, above a team lead and below a director, for two years. Kevin had a total of 11 years of management experience. Of the 12 people who reported to him, eight were in their twenties, and four were in their thirties. Kevin worked at the same company and on the same team as Dustin.

Kevin described his company as having a very middle aged, more established, and not aggressive atmosphere. The work day was typically 9-5 and they did not have 60-hour work weeks like some other software development companies might. When asked about whether there was a lack of professionalism in his team members, Kevin said that at his company there was a very casual atmosphere. There was a high level of acceptance for behaviours that might not be acceptable at another organization. He gave the examples that someone could swear in a meeting or publicly say that an idea was stupid and it would be fine.

Back in 2001, the culture at the organization was similar to the atmosphere before the boom and collapse of the dot-com era. Kevin said that there was a lot of money and it was thrown around everywhere. Any whim was taken on and there were a lot of wasted efforts. A lack of 'big picture' thinking was rampant and no one cared about the bottom line. Unimportant tasks were completed and never released while critical tasks were not attended.

At that time, there were many unfilled positions and too few developers. Anybody and everybody was hired and the bar was set very low for hiring. Developers could get any job that they wanted and do anything. They could wear sandals and shorts in the winter to work and come in at 4pm if they wanted, which would have been considered unprofessional in another company, such as at a bank.

6.4.2 Present Day: Initial Observations of All Reporting Employees

Most of Kevin's reporting employees were in their twenties. He described them as having high energy and a very 'go team!' and gung ho attitude. They were willing to do tons of work and were very easy to manage. Sometimes, when they were first hired, they wanted to be the CEO in three years and they were disappointed when they realized the reality of the situation. The rest of the employees, those in their thirties, had career direction because they knew the path that they wanted to go. Kevin said they wanted to go in one of two directions; either to continue doing more of the same as what they liked doing or to climb the corporate ladder and move upwards.

6.4.3 Present Day: In-depth Observations of 18-29 Year Olds

Around the time when his reporting employees hit thirty years old or had been working for about five years or so, Kevin felt that half of them developed a sense of entitlement and an attitude that "they wanted what they wanted". As mentioned above, they thought it would be easy to become a CEO within three years. By this age, Kevin imagined that they realized that there was lots of competition, red tape, and few positions at the C-level. To become a CEO starting from an entry level and working through each and every rung on the ladder took time. They learned that talent and hard work were not enough and the process was not as straight-forward as they thought. Some employees in this age group left for the nearby and large mobile device company, especially if they were looking for leadership roles or for faster advancement. Kevin thought that particular company had a different corporate culture than his own company. He suspected that each employee would be just a number and that there was more hiring and moving around to different positions within the company compared to his company.

   Though there were many unknowns in their line of work those in their twenties did not need a high level of supervision, structure, or explicit instructions. About two people in their twenties struggled with ambiguity and improved with time and experience. Most of the team, including those in their twenties, did not want to be micromanaged and the culture did not support it either. The twenty year olds followed a military style of leadership because they did as they were told and did not question it. Also, they were

more accepting of constructive criticism than those in their thirties. They did well in receiving and improving from feedback; however, they were more easily disappointed because they learned that it took more to succeed than they thought, as previously mentioned. Perhaps, as Kevin reasoned, they thought they were the missing link and the reason the company had not succeeded was because they had not worked there yet.

When asked about team members who needed immediate feedback, Kevin said that most were fine with the exception of one. This fellow regularly emailed Kevin about the half a dozen tasks he had just finished and, within 10 minutes, would walk over to Kevin's desk and ask for feedback on each of the items. He would not give his managers a chance to read over the email first and he needed very immediate feedback. This situation was also described by Dustin. The fellow no longer worked on Kevin's team and left for the large mobile device company down the street.

Across all age groups, Kevin found it to be a minor issue about his team's ability for experimentation, creativity, and problem solving. When it came to thinking outside the box, Kevin thought each person had a different-sized box, depending on their personality and level of curiosity. Training and experience increased the size of their box and improved their ability to think of the bigger picture. Those in their twenties had less experience to draw upon. For about five of them, their reduced experience hindered their ability to realize the bigger picture and how their work affected the bottom line. Unlike in marketing, Kevin explained, where one knew the impact of each tiny task and its impact on the bottom line or on the release of the product, in software research and development it was harder for those in their twenties to know their impact because they did not know as much in general.

6.4.4 Present Day: In-depth Observations of 30 Year Olds and Older

For Kevin, those in their thirties had many of the same qualities as those in their twenties. They did not need a high level of supervision, structure, or explicit instructions. About two people in their thirties struggled with ambiguity and improved with time and experience. They did not want to be micromanaged and the culture did not support it either. When they received feedback, Kevin pointed out

that those in their thirties were more unhappy than those in their twenties when they received constructive criticism. They were more open to sharing their thoughts and less open to not accepting feedback.

As Kevin stated previously, there seemed to be a sweet spot around the age of thirty when Kevin's reporting employees developed a sense of entitlement. One his team, there was one fellow in his thirties who was overconfident in himself. He assumed that seniority meant privilege, perks, more pay, or that working at the company for a while meant he was better than the others. Along the same lines, one or two of them had a high perception about their own work performance.

6.4.5 Prior to 2004: Initial Observations of All Reporting Employees

Back in 2001, Kevin described the corporate culture as more "go-go" and more loose than the present with less concern about consequences, process, formality, or prioritization. His team experienced a lot of burnout and high turnover rates. During that time, some employees typically stayed at a development company, such as Kevin's company, for a year and moved on. This type of short employment continued as late as 2005 for some people that worked for Kevin. It was a very fast-paced, youth culture with too many jobs and not enough people.

Kevin thought his 10-12 reporting employees in their twenties were the hardest to manage at the time. The five he managed in their thirties were the easiest to manage and they had experience from prior to the dot-com era. His two employees in their forties had families. Kevin felt that it was a hard challenge for them to juggle their family life and keep up with the long hours and fast-pace of the go-go environment. It was a bad fit for them because of the high demands on them. For Kevin, this age group was harder to manage than those in their thirties.

6.4.6 Prior to 2004: In-depth Observations of All Reporting Employees

There was a youth-focus on the project in 2001. The twenty year olds were hired straight out of university. Kevin described them to be similar to new graduate hires today because none of them seemed distinct when they all had the same experiences on the same programming coursework and school

projects. Managers, like himself, looked for extra-curricular activities or hobbies to distinguish them from each other. At the same time, there were too few people for the number of jobs. Many positions, like coop student positions, were unfilled back then. Once hired, Kevin perceived that about 25% of those in their twenties thought that older people did not have good ideas. Also, he thought that twenty year olds, more than the older employees and more than present day employees, had a lack of ability or willingness to experiment because there were more people who followed a checklist.

While those in their twenties did not seem distinct from one another, those in their thirties and forties were in high demand. Each had different experiences and skills that they brought with them. Their unique experiences and skills made them better negotiators at getting what they wanted at a time when the jobs were abound. Kevin said that because of the high demand for developers, the bar was set lower on hiring and there were more bad fits overall.

After they were hired, the employees got anything they wanted and were allowed to do any task or project they liked. This phenomenon occurred across all age groups. Kevin felt that this was not necessarily a result of a sense of entitlement but seemed more likely a result of an 'I want it and I want it now' attitude. The majority of the team tried to change their work environment to suit their expectations and the corporate culture encouraged it to some degree. Kevin gave the example that if an employee wanted to take the time to set up his cubicle over the course of a week that was allowed. Kevin said that quite often management was held back. Anything, like a process, that a manager tried to enforce would be seen as holding back the team and that manager would be deemed to be not a team player.

Kevin further described the loose structure and the lack of reining back the team. There were lots of ambiguous instructions, a lack of any plans, and no concern about each individual's work performance. Supervision, structure, and explicit instructions were needed but it was not really done. Each team member would go on their own, interpret the task in his/her own way, and did whatever s/he wanted without following a process. Kevin said it felt like the analogy, though not as bad, of a thousand monkeys coding will eventually get it right. This culture caused actual, not perceived, problems. The

numerous problems came from employees in their twenties, who did not ask for clarification, and some in their thirties. They thought that what they did was important and many times, in Kevin's opinion, it was not important. They did not question whether what they worked on was a good idea until after it was implemented. There was a lot of wasted effort. It seemed to Kevin that the employees begged for forgiveness rather than asking for permission. After implementation, very few reporting employees, about 10%, asked for feedback, which Kevin attributed to personality.

Because everyone thought that their work was great, there was a lack of acceptance of critical pushback, much stronger than now, for about half of the people in their twenties and thirties. The majority of the twenty year olds were unhappy or dissatisfied when they received constructive criticism. Kevin thought that their easy disappointment was a risk to the company. The thirty year olds were more realistic because they had seen more and had more experiences from which to draw. The speed of improving from feedback was no different than now. The turnover rate was very high, mostly for those in their thirties and less for those in their twenties. Turnover was lower for those in their twenties because they were grateful for a job.

Overall, Kevin noticed very little change in behaviours for the thirty and forty year olds. He also thought that a lot of the changes he did see had to do with the corporate culture, followed by personality and experience. Kevin added that youths seemed more accepting of a corporation's culture because they did not know of anything else. They tended to assimilate better.

6.4.7 Interpretation of Kevin's Interview

Kevin enjoyed sharing his extensive experiences. From his interview, it was surprising to find how strong an impact the corporate culture may have had on the predominant behaviours he observed in the workplace.

Kevin's observations support the literature that youths had unrealistic expectations regarding promotion and advancement. For his hires in their twenties, they had unrealistic expectations about promotion to CEO within three years. Later, they were easily disappointed when they did not become a CEO. For

those who wanted faster advancement, they left for a larger development company at the cost of moving around and being faceless. Around the age of thirty, he described an "I want what I want" attitude. These observations, while they blended slightly into the thirties age group, support the literature about an intergenerational difference regarding unrealistic expectations seen in youths.

The majority of Kevin's observations did not support the literature on Millennials. According to Kevin, twenty year olds were high energy and had a very good attitude. They generally did not struggle with uncertainty or ambiguity, they did not need a high level of supervision or structure, and they did not need explicit instructions. They did not want or need micromanagement and they were good at following instructions. With the exception of one former employee, they did not need immediate feedback.

Contrary to the propositions, there was a greater incidence of Millennial behaviours outside of youths in the present-day timeframe. The younger employees were better than those in their thirties at receiving and improving from feedback. More of Kevin's team in their thirties struggled with ambiguity, were unhappier with feedback than those in twenties, and were more open to pushing back on feedback and sharing their thoughts. One fellow in his thirties had overconfidence and one or two had a high perception of themselves.

Also contrary to the propositions, there was a greater incidence of Millennial behaviours prior to 2004 in all age groups. Developers from all age groups were in high demand and had an "I want it and I want it now" attitude. They had a high perception of their work performance. They tried to change their environment to suit their expectations and it was encouraged by the corporate culture to some degree. Supervision, structure, and explicit instructions were needed but it was not done. There was no struggle with ambiguous instructions and everyone worked on whatever they wanted, leading to much wasted effort. Employees rarely asked for feedback and when critical pushback was given, their lack of acceptance was very strong, they were unhappy, dissatisfied, or easily disappointed. The turnover rate was very high at about one year and was generally higher for those in their thirties. From Kevin's

recollection, twenty year olds did not respect the experience or expertises of older people. Also, they assimilated better into a corporate culture.

The difference in behaviours from the present-day youths versus those from prior to 2004 seems significant. The difference in corporate cultures between those two times seems just as significant. While the results from Kevin's interview may have some support of the literature on the personality traits of Millennial generation, they may be a stronger influence from the corporate culture on the outward behaviours of youths.

6.4.8 Kevin's Tabulated Observations of His Reporting Employees

Below in Table 5 is a tabulated summary of the interpretation of Kevin's interview. In each row, a number was assigned to represent the strength of each behaviour that he observed. Highlighted in green are those observations that support the literature. Observations that support the literature are ones where employees under the age of thirty, including employees in the 'sweet spot', displayed those behaviours and, when compared against older age groups or employees from prior to 2004, displayed them to a greater degree than other employees. Highlighted in red are those observations that oppose the literature on Millennials. Observations that do not support the literature are ones where employees under the age of thirty displayed them to the same degree or less than other employees. Highlighted in orange are the behaviours where Kevin did not observe them or the results are inconclusive.

From Kevin's tabulated summary, his observations supported 3 of the 23 behaviours under investigation and opposed 14 of the 23 behaviours. From the results, Kevin's observations generally do not support the literature about Millennials.

Legend			
"-"	Did not observe this behaviour		Observation supports the Millennial literature
1-5	Strength of having observed this behaviour		Observation opposes the Millennial literature
"X"	Observed the opposite behaviour		Observation is lacking or inconclusive

Table 5 - Tabulated Summary of the Interpretation of Kevin's Interview

	Observations of Kevin	Present Day			Prior to 2004		
		18-29	29-31	30-39	18-29	30-39	40+
1	A sense of entitlement	-	3	-	-	-	-
2	Unrealistic expectations about salary or compensation	1	-	-	-	-	-
3	Unrealistic expectations about promotion or recognition	-	3	-	-	-	-
4	Has a 'I want it and I want it now' attitude	-	3	-	3	3	3
5	Tried to change his/her work environment to suit his/her expectations	-	-	-	3	3	3
6	Overconfident in him/herself	-	-	1	-	-	-
7	Has a high perception about his/her work performance	-	-	2	2	2	2
8	Arrogant or has a high self-assessment	-	-	-	2	2	2
9	Need for a high level of supervision and structure	X	-	X	3	3	3
10	Need for clear, detailed, and explicit instructions, like a recipe book	-	-	-	2	2	2
11	Need for immediate or frequent feedback	-	-	-	1	1	1
12	Not accepting of critical pushback or feedback	X	-	2	4	4	4
13	Slow to learn or to improve from critical feedback	-	-	-	-	-	-
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	-	2	3	2	2
15	Easily disappointed or has a high baseline of satisfaction	2	-	-	3	2	2
16	Lacks professionalism	-	-	-	-	-	-
17	Lacks respect for others' experience or expertise	-	-	-	2	-	-
18	Lack ability or willingness to experiment	1	-	1	2	1	1
19	Lacks creativity	-	-	-	-	-	-
20	Lacks problem solving ability	-	-	-	-	-	-
21	Lacks 'big picture' thinking	3	-	-	5	5	5
22	Struggles with ambiguity or uncertainty	1	-	1	X	X	X
23	High history of turnover (in the context of your industry)	-	2	-	1	3	1

6.5 Participant: Marlon

6.5.1 Participant Demographics

Marlon is in his forties with a university education. When he started working at his current company, he was a manager with about 3-4 people reporting to him. Many changes occurred in the organization soon after he started. He became a director with about 20 people reporting to him and then the company went into a state of downsizing. Over the course of eight months he reduced his team back down to about 4-5 people again. At the time of the interview, he worked at his current company for about 3-5 years and had about 19 years of experience in software development. He was a manager with five male reporting employees plus one female coop student within the last year. Four on his team were in their twenties and the fifth one was over the age of 40. Marlon described his organization as having an atmosphere of chaotic harmony.

Marlon's management experience totaled to about 6-9 years over his career. Prior to 2004 he worked at a different organization. He was a manager with about five reporting employees, including coop students. Marlon described the culture as having a start-up feel with a friendly and close atmosphere.

Given his extensive experience as a manager, the focus of Marlon's observations was on his present-day employees under the age of thirty and how they compared to other employees that he had managed.

6.5.2 Present Day: Initial Observations of All Reporting Employees

Of his four reporting employees in their twenties, plus one recent coop student, Marlon observed that their attitude towards work was different than his attitude at their age. For example, he recalled a story about one young man who called in sick on a Monday. On Tuesday he came in with a tan on his face that looked like he had gone skiing recently because his tan was in the shape of ski goggles. He also said that the younger employees did not put in as much overtime as he did at their age, they seemed to buy a lot of gadgets, and they were open to guidance but not so much to arguments.

Marlon's reporting employee over the age of 40 was a Russian immigrant. Marlon thought there had been some language barriers in their communication. Marlon noticed that this particular fellow would over-analyse and, like other Russian immigrants that he worked with in the past, became more friendly and agreeable as they got to know each other. Until then, this employee frequently pushed back on decisions, which slowed down productivity.

6.5.3 Present Day: In-depth Observations of 18-29 Year Olds

Regardless of whether the observations were from present day or from ten years ago, Marlon straightaway said that he could not help but notice that young employees, immediately out of university with their first job, always borrowed money to buy a new car and they always regretted it afterwards!

Two fellows on Marlon's team in their twenties were A-level players who had excellent work output and attitudes. Marlon worked with them from a previous employment and encouraged them to join him at his current organization.

The two other fellows in their twenties were underconfident in themselves. They were not A-level players and, though they did not ask for it, they frequently needed a high level of supervision and structure. When faced with ambiguity or uncertainty, they could not resolve issues on their own.

Marlon described his recent coop student as having a sense of entitlement early on during the term. Marlon suspected she displayed this trait because she did not know better and did not know what to expect because it was her first job. That sense of entitlement quickly dissipated as the term went on. This same student seemed slow to learn or to improve and Marlon felt that she needed a lot of guidance. She may not have been very interested in the position, which may have contributed to a possibly low motivation to learn quickly.

When asked about his observation of other Millennial behaviours in his younger employees, Marlon noted that while he saw some behaviours that he had never seen before, such as the fellow who took a day off from work to go skiing, most of his observations were reasonable or isolated to one or two

individuals. He also noted that all of his younger employees seemed to lack an ability or willingness to experiment. To elaborate, they did as they were told to do and did not investigate alternatives or other options.

6.5.4 Present Day: In-depth Observations of 40 Year Olds and Older

Marlon's one reporting worker over 40 years old was very argumentative and he regularly broke into arguments about decisions or ideas. He was very sure of himself and of his ideas with a high perception of his work. When he received critical pushback or feedback from Marlon, this fellow usually did not listen. He was dissatisfied from the feedback even if his ideas did not work.

Recently, though Marlon was not managing him at the time of the interview, there was a fellow in his fifties who had unrealistic expectations about salary and compensation. At a time when the company was going through a phase of downsizing, this fellow expected raises and promotions and was generally not cooperative. He was let go fairly early on in the downsizing process.

6.5.5 Present Day In-depth Observations of All Age Groups

Marlon's self-described style of management was to give direction and less structure, so he did not see any of his reporting employees who needed clear and explicit instructions. Also, from his perspective, all of them had excellent problem solving abilities and he did not see issues in this area.

To some extent, Marlon did see some of the 'Millennial traits' in all of his team, but the impression from the interview was that these occurrences were not overtly problematic or completely unreasonable. One trait he observed regarded his employees' lack of 'big picture' thinking. As Marlon saw it, perhaps this issue was because they were not privy to see and not expected to deal with more than what they needed to know. Another issue that Marlon saw in a few employees, across all age groups, was their attempt to change their work environment; however, their attempts were always within reason and for the purpose of doing their job better. When it came to their need for or their response to feedback, his employees wanted reasonable amounts of feedback but typically did not want to go through a long

performance review. As he put it, it was as if they were saying, "Give me my raise and let me go back to work!"

6.5.6 Prior to 2004: Initial & In-depth Observations of All Reporting Employees

All of Marlon's employees, as he remembered them from around 2003 to 2004, were very industrious, excellent workers and dedicated to their jobs. At the time, he had a different mix of people on his team, including one full time reporting employee in his twenties, one in his thirties, another in his forties, and two coop students.

Marlon's team member in his thirties was an immigrant from China who was very smart and achieved a high score on a technical test. He had some language barriers and required more guidance because of it.

The team member who was over the age of forty was a Russian immigrant. Marlon's impression of him was that at first he had a high self-assessment and others needed to prove themselves to him. Once everyone got to know each other, this fellow had a respect for his team members and their ideas.

6.5.7 Interpretation of Marlon's Interview

Overall, it seemed that Marlon's experiences opposed the literature on Millennials. His experiences with his reporting employees suggest some support of the literature regarding particular behaviours and some opposition for a greater number of other behaviours.

From Marlon's interview, twenty year olds displayed some of the 'Millennial' behaviours to varying degrees. First, he reported that they viewed work less seriously than he did, such as less overtime and skipping work on a Monday, which seems like a lack of professionalism on their part. Second, they seemed to lack an ability or willingness to experiment, such as generating alternative solutions; however, this may be due to their excellent ability to follow instructions. Third, half of them struggled with ambiguity and uncertainty and needed a high level of supervision and structure; however, Marlon thought this was due to their limited abilities and lower self-confidence. Fourth, his coop student had a sense of entitlement, but Marlon believe this was due to the individual's inexperience rather than a generational

difference. Finally, this same student was slow to learn and needed a lot of guidance, but Marlon guessed that the cause of these traits was her lack of interest in the position. Overall, there was some support of the literature regarding particular behaviours, but there was the possible influence of other factors, such as individuals' personality traits.

From Marlon's interview, some of the outward behaviours of all of his reporting employees opposed the literature and the propositions of finding a greater incidence of the 'Millennial' behaviours in youths. For example, half of those in their twenties were under-confident, not overconfident as was proposed. More importantly, the employees who displayed a greater amount of overconfidence, a high perception of their work performance, a non-acceptance of critical feedback, and unrealistic expectations on raises and promotions were employees in their forties and fifties, not in their twenties; however, because of the lack of other employees over the age of forty, it is difficult to determine if the observance of these traits was isolated to those particular individuals or a result of a generational trend.

Marlon observed several 'Millennial behaviours' that he perceived in all of his employees without any significant differences between the age groups. He observed excellent problem solving abilities, a mild lack of 'big picture' thinking, justifiable and reasonable attempts for changing their work environment, and a reasonable need for feedback with a tolerance for long performance reviews. Because he observed similar levels of each of these behaviours in all employees, there is little support, in these aspects, that there was a substantial personality difference between the generations.

Given the interview's focus on present-day youths, that was little detail about Marlon's impressions of his employees prior to 2004. They were excellent and industrious workers all around who were dedicated to their jobs. Marlon mentioned a few things about particular employees that stuck out in his mind, such as the forty year old who had a high self-assessment and a reduced respect for others' ideas until he got to know them.

6.5.8 Marlon's Tabulated Observations of His Reporting Employees

Below in Table 6 is a tabulated summary of the interpretation of Marlon's interview. In each row, a number was assigned to represent the strength of each behaviour that he observed. Highlighted in green are those observations that support the literature. Observations that support the literature are ones where employees under the age of thirty displayed those behaviours and, when compared against older age groups or employees from prior to 2004, displayed them to a greater degree than other employees. Highlighted in red are those observations that oppose the literature on Millennials. Observations that do not support the literature are ones where employees under the age of thirty displayed them to the same degree or less than other employees. Highlighted in orange are the behaviours where Marlon did not observe them or the results are inconclusive.

From Marlon's tabulated summary, his observations supported 6 of the 23 behaviours under investigation and opposed 12 of the 23 behaviours. From the results, Marlon's observations both support and oppose different aspects regarding the literature about Millennials.

Legend			
"-"	Did not observe this behaviour	■	Observation supports the Millennial literature
1-5	Strength of having observed this behaviour	■	Observation opposes the Millennial literature
"X"	Observed the opposite behaviour	■	Observation is lacking or inconclusive

Table 6 - Tabulated Summary of the Interpretation of Marlon's Interview

	Observations of Marlon	Present Day		Prior to 2004		
		18-29	40+	18-29	30-39	40+
1	A sense of entitlement	1	-	-	-	-
2	Unrealistic expectations about salary or compensation	-	3	-	-	-
3	Unrealistic expectations about promotion or recognition	-	1	-	-	-
4	Has a 'I want it and I want it now' attitude	-	-	-	-	-
5	Tried to change his/her work environment to suit his/her expectations	1	1	-	-	-
6	Overconfident in him/herself	- & X	3	-	-	-
7	Has a high perception about his/her work performance	-	3	-	-	-
8	Arrogant or has a high self-assessment	-	3	-	-	3
9	Need for a high level of supervision and structure	3	-	-	-	-
10	Need for clear, detailed, and explicit instructions, like a recipe book	X	-	-	-	-
11	Need for immediate or frequent feedback	X	X	-	-	-
12	Not accepting of critical pushback or feedback	-	3	-	-	-
13	Slow to learn or to improve from critical feedback	1	-	-	-	-
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	3	-	-	-
15	Easily disappointed or has a high baseline of satisfaction	-	-	-	-	-
16	Lacks professionalism	2	-	-	-	-
17	Lacks respect for others' experience or expertise	-	-	-	-	-
18	Lack ability or willingness to experiment	3	-	-	-	-
19	Lacks creativity	-	-	-	-	-
20	Lacks problem solving ability	X	X	-	-	-
21	Lacks 'big picture' thinking	1	1	-	-	-
22	Struggles with ambiguity or uncertainty	3	-	-	-	-
23	High history of turnover (in the context of your industry)	-	-	-	-	-

6.6 Participant: Morgan

6.6.1 Participant Demographics

Morgan is in his twenties with a university education. At the time of the interview he was a team lead in software testing. He started working at his current company straight out of university about 3-5 years ago. He had recently led or was leading four team members, two under thirty and two in their thirties. He was in that position as a team lead for less than two years and he described the work culture as transitional.

6.6.2 Present Day: Initial Observations of All Reporting Employees

Of the two team members under thirty, both of whom were coop students and male, Morgan's first impressions were that they worked hard. He said that if he asked them to do overtime they would readily do it but at the same time they expected that he, Morgan, would be there too. If they were asked to complete a task that they considered tangential or divergent from the main task, then they could not see the value in it or how it tied back into the big picture. The coops had a lot of pushback and asked a lot of questions when asked to do a task because they wanted to know if it was worthwhile.

The two remaining members of Morgan's team, both in their thirties, worked off-shore in India. In comparison to the coops, Morgan's impressions were that they also worked hard and they did not question their assigned tasks. Their attitude, as Morgan explained it, was that they knew an assigned task must be done and they just got it done.

6.6.3 Present Day: In-depth Observations: 18-29 Year Olds

Morgan observed a very high need for supervision and structure from the coop students. They needed to be checked on regularly in order for them to stay on-track because they often did not report it when they were off-track or had difficulties.

Depending on the situation and context, they sometimes needed immediate or frequent feedback; however, with an employment period of four months, it seemed reasonable to Morgan that they wanted a

fast turnaround time on feedback. For the coops, they had a short employment period to accomplish as much as they could. They did not have a lot of time to experiment and they asked for feedback to know that they were in the right direction. Morgan observed that sometimes they needed clear, detailed instructions, but again, perhaps this was due to the short working period of their employment. When they received feedback, he noted that they seemed to adjust and improve but then they slid right back to old habits with time.

Morgan did not observe a lack of creativity or problem solving ability. Instead, he saw just the opposite. He thought a possible bias was the hiring process since it was a highly necessary skill for the job.

Also, Morgan did not see a lack of respect for others' experience or expertise. If one of the coop students disagreed with another's idea from someone more senior, he noticed that the coops would question themselves first, internally, and were very quiet during those meetings.

Finally, he did not observe the coops trying to change their work environment to suit their expectations. This was possibly a result of the relaxed working environment of the company, in Morgan's opinion.

6.6.4 Present Day: In-depth Observations: 30-39 Year Olds

Morgan's two team members in their thirties were off-shore in India. He did not have face-to-face conversations with them and he experienced a time difference of 11.5 hours. Morgan noted that these team members needed high levels of communication and immediate feedback. This was to be expected, as Morgan noted, because of the time it took for the off-shore team to adjust for any necessary changes. Once they received the feedback, they were very good about learning and improving.

The off-shore team members did not struggle with ambiguity but they typically needed to know what tasks were coming down the pipes at least three days in advance to reduce the risk of having idle time. Morgan said that all instructions conveyed to them had to be very clear and detailed with little room for vagueness. It became an exercise for the local team to guess what the off-shore team might ask and have

clear answers prepared. With regard to their level of creativity, they did not explore or deviate outside of the set plan with a slight lack of willingness to experiment.

6.6.5 Interpretation of Morgan's Interview

From the interview, Morgan's observations supported some of the Millennial behaviours in the literature and opposed some behaviours. For a number of behaviours it was difficult to determine because of the possible influence of a number of outside factors, such as the short-term employment period of coop students and off-shoring.

   With regard to the observed behaviours that supported the literature, Morgan observed a very high need for supervision and structure, a lack of 'big picture' thinking, a possible slowness to improve from feedback, and a possible sense of entitlement from those in their twenties.

   Morgan said his coop students did not raise issues or difficulties and, as a team lead, Morgan had to check up on them. Even though these employees did not raise issues, they wanted immediate and frequent feedback. Morgan presumed they wanted to give as much value to the organization as they could in their short employment period. They did not experiment much and needed clear, detailed instructions. Morgan also presumed that the cause was their short employment; however, one would expect that these students might, for the same reasons, raise their issues and difficulties rather than spending time struggling.

   Morgan saw some lack of 'big picture' thinking from the twenty year olds, such as a high volume of questions when faced with a tangential task. This behaviour was in strong contrast to those in their thirties, who did not question tasks. Two possible reasons for this difference are the short-term employment period of coop students and the nature of off-shoring. For a similar reason that they wanted immediate and frequent feedback, the coops might have questioned tangential tasks and their value-added when their time was constrained. Another reason for the difference in behaviours may be because of the thirty year olds and the nature of virtual teams. Because they could not have face-to-face conversations, they might be more inclined to follow a more military style of followship and not quest their assigned

tasks. It is difficult to determine if the difference in behaviours was because of a generational difference or because of other factors.

Morgan also gave some indication of a slowness to improve from feedback from the coop students and a possible sense of entitlement. Regarding their speed to improve, there was no other indication of a resistance or backlash to critical feedback, hence there was no other support of the literature in those aspects about receiving feedback. When Morgan asked his employees to put in overtime, his coop students expected him, their team lead, to be there as well. When asked, Morgan did not agree that his employees of the Millennial generation had a sense of entitlement; however, this expectation that they all did overtime together may indicate a sense of entitlement in that they expected their team lead to show a good example and be there too, regardless of whether he needed to be there or not.

With regard to the observed behaviours that opposed the literature, Morgan did not observe a lack of creativity or problem solving, a lack of respect for others' experience or expertise, or any attempts to change the work environment. While these observations imply an opposition to the literature, there may be outside factors at play to suggest that the cause of these observations were not related to inter-generational personality differences. For example, a bias from the hiring process may have filtered out potential hires with poor problem solving abilities. Another example, a relaxed working environment and casual corporate culture may have reduced any motivations for employees to desire to change their work environment. Again, it is difficult to determine if the difference in behaviours was because of a generational difference or because of other factors.

Morgan observed some of the 'Millennial behaviours' in the thirty year olds on his team, which may be expected and reasonable for dealing with virtual team members. First, they needed a high level of communication and immediate feedback, but this was to deal with the time difference and lack of face-to-face communication. While it was surprising that the off-shore team did not struggle with ambiguity, it may have been because of they needed and received clear and detailed instructions. Second, their lack of experimentation and creativity may have derived from their following of instructions and not deviating

from the plan. While the thirty year olds displayed these 'Millennial behaviours' to a stronger degree than the twenty year olds did, against what was expected, it may have been a result of working with virtual team members, to some degree, rather than purely a generational difference.

6.6.6 Morgan's Tabulated Observations of His Reporting Employees

Below in Table 7 is a tabulated summary of the interpretation of Morgan's interview. In each row, a number was assigned to represent the strength of each behaviour that he observed. Highlighted in green are those observations that support the literature. Observations that support the literature are ones where employees under the age of thirty displayed those behaviours and, when compared against older age groups or employees from prior to 2004, displayed them to a greater degree than other employees. Highlighted in red are those observations that oppose the literature on Millennials. Observations that do not support the literature are ones where employees under the age of thirty displayed them to the same degree or less than other employees. Highlighted in orange are the behaviours where Morgan did not observe them or the results are inconclusive.

From Morgan's tabulated summary, his observations supported 3 of the 23 behaviours under investigation and opposed 7 of the 23 behaviours. From the results, Morgan's observations generally oppose the literature about Millennials.

Legend			
"-"	Did not observe this behaviour		Observation supports the Millennial literature
1-5	Strength of having observed this behaviour		Observation opposes the Millennial literature
"X"	Observed the opposite behaviour		Observation is lacking or inconclusive

Table 7 - Tabulated Summary of the Interpretation of Morgan's Interview

	Observations of Morgan	Present Day	
		18-29	30-39
1	A sense of entitlement	-	-
2	Unrealistic expectations about salary or compensation	-	-
3	Unrealistic expectations about promotion or recognition	-	-
4	Has a 'I want it and I want it now' attitude	-	-
5	Tried to change his/her work environment to suit his/her expectations	X	-
6	Overconfident in him/herself	-	-
7	Has a high perception about his/her work performance	-	-
8	Arrogant or has a high self-assessment	-	-
9	Need for a high level of supervision and structure	4	-
10	Need for clear, detailed, and explicit instructions, like a recipe book	4	4
11	Need for immediate or frequent feedback	4	4
12	Not accepting of critical pushback or feedback	-	-
13	Slow to learn or to improve from critical feedback	2	X
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	-
15	Easily disappointed or has a high baseline of satisfaction	-	-
16	Lacks professionalism	-	-
17	Lacks respect for others' experience or expertise	X	-
18	Lack ability or willingness to experiment	X	4
19	Lacks creativity	X	4
20	Lacks problem solving ability	X	-
21	Lacks 'big picture' thinking	4	-
22	Struggles with ambiguity or uncertainty	-	-
23	High history of turnover (in the context of your industry)	-	-

6.7 Participant: Pierce

6.7.1 Participant Demographics

Pierce is in his forties with a graduate degree. At the time of the interview, he had 20 years of experience and 10 of those years were as a manager. His job was as a senior manager, his highest level of seniority in his career at that point. He became a senior manager six years ago in his large organization. Pierce described the corporate culture as fast paced, a little unstructured, challenging, and demanding. He worked at his company for 16 years, on and off, and continuously for the last 10 years.

6.7.2 Present Day: Initial Observations of All Reporting Employees

Pierce had 20 reporting employees; 10% in their twenties or younger, 70% in their thirties, and 20% in their forties and older.

Pierce's reporting employees under the age of thirty were recent graduates and former coop students. Pierce thought that they were inexperienced yet eager to learn and to find their career. They were hard workers and reliable. They were not at their full capacity yet and were considered a future investment. Typically, they had fewer responsibilities outside of work such as a family at home, and it seemed to Pierce that they redirected their focus from needing a work/life balance towards fast-tracking the corporate ladder.

For his reporting employees in their thirties, Pierce thought that they had a little bit more experience and, as a result, the organization relied on them heavily. They were at a point in their lives where they were juggling their family life, so Pierce described them as being in two spaces at once. They seemed to be trying to determine their career, a suitable work/life balance, how much to sacrifice, and whether they were comfortable where they were.

Pierce considered the reporting employees in their forties and older were more set in their ways and happy where they were. They knew their own strengths and weaknesses and what they wanted in their

career. Also, Pierce described them as being in a plateau in their career. They had a stable family life, some with adult children, and had more to lose if they left their jobs for something new.

6.7.3 Present Day: In-depth Observations of 18-29 Year Olds

To start, Pierce did not observe a sense of entitlement in his employees under thirty. Not many were hired right out of school into his group. As Pierce described it, they seemed aware of the difficulty of getting their foot in the door and how lucky they were to be there. They did not try to change their work environment to suit their needs. Pierce gave the example that they did not try to work from home or have flexible work hours. Because most of them lived near the office and there was no excuse for them not to come in.

In general, Pierce did not think that his employees in this age group were overconfident in themselves. He observed some young employees, prior to those he managed, who thought they were worth more than they were paid and they pushed for more. In the end, those employees left the company to advance their careers and to get as much experience as possible elsewhere.

Their need for supervision, detailed instructions, or feedback was more than other employees but not to the point where their needs were unreasonable or unexpected. Pierce viewed them as new and inexperienced who needed more guidance and hand-holding to get accustomed to their working environment. They picked things up along the way. When he gave pushback or feedback, Pierce considered it easy to give to them. They seemed young and more flexible in accepting of pushback or feedback in order to learn as much as they could.   Pierce felt that their speed of improvement was as he had expected when measured within the context of their inexperience and their industry. Pierce said his younger employees were not easily disappointed. At that point in their careers, they did not know how to react or know what to expect. Their turnover rates may have been higher than those of older generations. They had more flexibility to change jobs and less to lose if they left than someone 20 or 30 years older.

There were a number of observed behaviours and traits that Pierce attributed to their lack of experience to draw from and not a generational trend. In general, those in their twenties did not have experimental or

creativity issues but they sometimes struggled with developing a proof of concept or coming up with an approach or a good solution to a problem. Depending on the individual's personality, some had a preference for or did better than others when faced with varying levels of freedom, micromanagement, or ambiguity.

6.7.4 Present Day: In-depth Observations of 30-39 Year Olds

Pierce depicted those in their thirties as hard workers who provided value to the organization and were heavily relied on by the organization. In his opinion, perhaps they questioned themselves about whether they could do better elsewhere or whether their current organization was properly compensating them for their value. This age group was more outspoken or aggressive about negotiation, though not to extreme or unrealistic proportions. Pierce believed this behaviour did not seem to be driven by ego but because there were more issues that pressed on them, such as a mortgage and demands from their family life. They asked for flexible hours to work from home since more of them lived far from the office and commuted. Pierce felt that this pushback was all part of the negotiation process to determine what was fair. Despite the greater amounts of negotiation, they did not move around as much to different jobs as those in their twenties.

Typically, Pierce did not observe those in this age group to need a high level of supervision; however, there was the rare instance when an employee did not perform his or her job as expected of someone who had 5-10 years of experience. When they received pushback or feedback, the thirty year olds were more set in their ways than the younger employees. A few were more easily disappointed when they did not get a promotion or a raise because, as Pierce guessed, they had lived with the disappointment for a longer time. Those in their thirties would question judgement or openly criticise more than other age groups, though not consistently. Also, they had greater difficulty controlling their emotions in a meeting. Similar to those in their twenties, depending on the individual's personality, some had a preference for or did better than others when faced with varying levels of freedom, micromanagement, or ambiguity.

6.7.5 Present Day: In-depth Observations of 40 Year Olds and Older

In Pierce's opinion, the behaviours of those in their forties were very similar to those in their thirties, though perhaps these behaviours were observed to be stronger. For example, Pierce detected a greater "I have been here so long and I know so much" attitude among them.

There was a greater amount of negotiation in this age group. They had more experience in negotiation to get work/life balance, as an example. They used their subjective analysis of the state of the market and supply and demand during negotiations. Even with the negotiations for compensation or work/life balance, most thought they were fairly treated and they had more freedom to focus on their work when their kids got older and graduated.

Forty year olds and older were more settled in their jobs. From Pierce's perspective, it was harder for them to start over, leading to a reduced turnover in this age group.

They enjoyed receiving feedback to learn from it. Sometimes they challenged that feedback, such as its accuracy, to try to understand it better. In a similar manner to those in their twenties and thirties, depending on the individual's personality, some did better than others when faced with varying levels of freedom, micromanagement, or ambiguity.

6.7.6 Prior to 2004: Initial & In-depth Observations of All Reporting Employees

In 2001, Pierce had 3-5 people reporting to him, split evenly in their twenties and thirties. His self-evaluation was he had less experience back then as a manager, such as setting expectations and following up, because he was just starting and still learning.

Project management was less formalized in his organization[20]. At that time, they embarked on a big implementation for a large and challenging project. All of his reporting employees worked many overtime hours. They learned a lot and had high amounts of stress and excitement. Compared to now,

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[20] It was the same company as where he worked at the time of his interview.

there was less focus on career management for them. Also, given the state of the technology at the time, they had less flexibility to work from home and they had to work from the office.

As Pierce remembered those days, no one on the project had a sense of entitlement or unrealistic expectations about salary or promotion. They were trying to stay afloat and anyone with those expectations left and moved onto other jobs. Also, everyone on the team needed a high level of creativity to deal with the constant high levels of ambiguity they faced. In regards to turnover, they all stuck it out but none of them remained on the team up until the time of the interview.

6.7.7 Interpretation of Pierce's Interview

Overall, Pierce believed that there was no significant change in behaviours between 10 years ago and now. Also, regarding any of the 'Millennial behaviours' that he observed, he was certain they stemmed from individual personalities or from their current stage of life than from generational trends.

Of his reporting employees under thirty, Pierce's observations had some possible support of the literature related to their needing a high level of supervision, detailed instructions, and immediate feedback. While he agreed that he saw these behaviours in his younger employees, he did not see unreasonable or disruptive levels of these behaviours. From his interview, it seemed that these employees had a good attitude towards work and were industrious, humble, grateful, and eager to learn the ropes. Pierce seemed very aware and tolerant of their limitations due to inexperience, which he was clearly convinced was the cause of those outward behaviours.

Regarding a sense of entitlement, first, Pierce's observations may point to the possibility that his current reporting employees in their thirties and forties had a greater sense of entitlement than those under thirty. Those in their twenties did not have the same negotiation power nor the same demands on them as older employees, such as a family obligations, a long commute time, or a mortgage. It seemed that those in their twenties did not voice the same requests as those over thirty or forty, so presumably they did not have an observable sense of entitlement. Those employees in their thirties, and more so for those in their forties, pushed harder to negotiate for work/life balance or compensation. Their justification was likely

based on their perceived value to the organization because of their knowledge and expertise. There is a possibility that the older employees had a sense of entitlement if their demands or justifications were unreasonable. If that were the case, it would oppose the literature that Millennials have a greater sense of entitlement than older employees.

Second, Pierce's observations may raise a point that managers might misinterpret youths' focus on corporate ladder climbing as a sense of entitlement or unreasonable expectations. Pierce mentioned that those in their twenties, because they did not have other demands on their time such as a family, focused on climbing the corporate ladder. If youths were to ask their manager for a timeline for promotions or for more information about the promotion process, their request could be misinterpreted as having a sense of entitlement rather than a combination of inexperience, career drive, and open communication. This misinterpretation could be a point of further investigation when evaluating a sense of entitlement in employees.

Third, it seemed surprising that those over the age of forty would push, with some degree of assertiveness, for flexible work hours or work/life balance. As Pierce pointed out, if their children were more likely to be older and graduating, then these older employees might have more time and energy to focus on their career.

Regarding feedback, those employees in their twenties received feedback more graciously than those in their thirties. To Pierce, they seemed very accepting and eager to learn from it. Also, because they were humble about working on Pierce's team and unsure of what to expect, they were not easily disappointed when they received feedback. These positive reactions to critical feedback oppose the literature that Millennials are resistant to critical feedback or easily disappointed. Their reception of feedback contrasts against the reception of thirty year olds. Pierce described his employees in their thirties as more set in their ways. They had lived with their disappointments for longer than the twenty year olds and were more outwardly disappointed when they did not get a promotion or a raise as they had expected. They were more likely to question judgment, openly criticize, or lose control of their emotions in a meeting. With

respect to feedback, it seems that Pierce's employees in their thirties had a greater occurrence of 'Millennial behaviours' than his employees in their twenties, which opposes the literature.

On the topic of turnover, Pierce's observations of his employees supported the literature regarding higher turnover rates in youths. As age increased, it seemed that Pierce's employees became more settled and stable. They seemed to have more to lose from leaving and starting over than younger employees, who seemed to have more flexibility to advance their careers and gain experience elsewhere. As age increased, the turnover rates decreased, which supports the literature that Millennials have a higher turnover rate.

During the time of the high pressure project that Pierce worked on back in 2001, many of the behaviours believed to be characteristics of Millennials were not found. For example, Pierce did not see a sense of entitlement or unrealistic expectations because, as he saw it, they were all trying to stay afloat. Also, he observed a high level of creativity to deal with the high levels of ambiguity. Despite the high demands and stress there was no turnover until sometime after that project. One might suspect that the observance of these traits was a result of the working environment and the stressful project. Together, they may have encouraged employees to remove themselves from the project who might otherwise have displayed a sense of entitlement, lack of creativity, struggle with ambiguity, or high turnover.

At the risk of sounding repetitive, it should be noted again that Pierce attributed most, if not all, of his observations to stem from his employees' individual personalities or their current stage in life. He did not support the notion that any correlation between 'Millennial behaviours' and generation existed.

6.7.8 Pierce's Tabulated Observations of His Reporting Employees

Below in Table 8 is a tabulated summary of the interpretation of Pierce's interview. In each row, a number was assigned to represent the strength of each behaviour that he observed. Highlighted in green are those observations that support the literature. Observations that support the literature are ones where employees under the age of thirty displayed those behaviours and, when compared against older age groups or employees from prior to 2004, displayed them to a greater degree than other employees.

Highlighted in red are those observations that oppose the literature on Millennials. Observations that do not support the literature are ones where employees under the age of thirty displayed them to the same degree or less than other employees. Highlighted in orange are the behaviours where Pierce did not observe them or the results are inconclusive.

From Pierce's tabulated summary, his observations supported 5 of the 23 behaviours under investigation and opposed 11 of the 23 behaviours. From the results, Pierce's observations generally do not support the literature about Millennials.

Legend			
"-"	Did not observe this behaviour	🟩	Observation supports the Millennial literature
1-5	Strength of having observed this behaviour	🟥	Observation opposes the Millennial literature
"X"	Observed the opposite behaviour	🟧	Observation is lacking or inconclusive

Table 8 - Tabulated Summary of the Interpretation of Pierce's Interview

	Observations of Pierce	Present Day			Prior to 2004	
		18-29	30-39	40+	18-29	30-39
1	A sense of entitlement	-	1	2	X	X
2	Unrealistic expectations about salary or compensation	-	1	2	X	X
3	Unrealistic expectations about promotion or recognition	-	-	-	X	X
4	Has a 'I want it and I want it now' attitude	-	-	-	X	X
5	Tried to change his/her work environment to suit his/her expectations	-	2	1	X	X
6	Overconfident in him/herself	-	-	-	-	-
7	Has a high perception about his/her work performance	-	-	-	-	-
8	Arrogant or has a high self-assessment	-	-	-	-	-
9	Need for a high level of supervision and structure	2	-	-	-	-
10	Need for clear, detailed, and explicit instructions, like a recipe book	2	-	-	-	-
11	Need for immediate or frequent feedback	2	-	-	-	-
12	Not accepting of critical pushback or feedback	X	2	-	-	-
13	Slow to learn or to improve from critical feedback	X	-	-	-	-
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	2	-	-	-
15	Easily disappointed or has a high baseline of satisfaction	-	2	-	-	-
16	Lacks professionalism	-	2	-	-	-
17	Lacks respect for others' experience or expertise	-	-	-	-	-
18	Lack ability or willingness to experiment	-	-	-	-	-
19	Lacks creativity	1	-	-	X	X
20	Lacks problem solving ability	-	-	-	-	-
21	Lacks 'big picture' thinking	-	-	-	-	-
22	Struggles with ambiguity or uncertainty	1	1	1	X	X
23	High history of turnover (in the context of your industry)	2	-	X	-	-

6.8 Participant: Richard

6.8.1 Participant Demographics

Richard is in his forties with a university degree. At the time of the interview, he was a manager, one

level above a team lead, for 2-3 years. He had 18 people reporting to him; two in their forties and the rest

split evenly in their twenties and thirties. Richard worked on the same team as Russell.

Richard spoke of his organization as having a relaxed, fun, and challenging environment with good

people working there who got along well. Over the years that he had been there, the organization had

grown quite a bit in size, both regionally and globally. From this growth, Richard thought the

organization had more developers, bureaucracy, and process. He said it felt less like a mom and pop

operation and less personal. People seemed more nameless and faceless; however, there were still lots of

good people working there and Richard continued to like his job.

6.8.2 Present Day: Initial Observations of All Reporting Employees

Richard said that working with his younger employees under the age thirty felt familiar and comfortable.

These younger employees knew what to do and were dedicated. From his management perspective, they

required a little damage control. They wanted mentorship and they typically went to the thirty year olds

to learn the ropes and to ask for help. Also, they wanted to take over new teams as time went on. One or

two wanted to move up the ranks quickly, mostly for monetary reasons.

Richard considered himself to be quite fortunate to have the employees in their thirties on his team.

They were good workers and more responsible than those under thirty. They seemed comfortable with

their place in the world and they were where they wanted to be. Some of the newer hires in this age

group needed to fit themselves to the culture of the organization. As an example, some had some trouble

adjusting to Richard's self-assessed "goofy" management style.

Richard worked at his company for 15 years. Over that time, he had worked and grown with a few

members of his team, also in their forties. They all knew each other for a while and "all knew what was

going on", as he put it. They were older than him and reported to him. He did not regard his working relationship with them as "weird" because they did not seem to want to be in management positions. One of them was sloppy in terms of following procedures. In a way, Richard felt that this employee was treated like one of the younger employees in his twenties because more checks needed to be in place for him.

6.8.3 Present Day: In-depth Observations of All Reporting Employees

Overall, Richard considered himself very lucky with his hires. In fact, he thought that the results of his interview would be an outlier because he did not have almost any problems at all with his team.

When asked whether he observed any of his reporting employees needing a high level of supervision or structure, Richard said "no" and that it was hard from him to judge. He explained that he relied on his team leads to raise or escalate problems to him but, but at the time of the interview, they never had. He had an open door policy but if he did not hear anything he thought everything was fine. He added that he was not sure if he was hands-off in his management style or if he had too much of a blind reliance on the team leads.

Though Richard had very little critical feedback to give to his reporting employees, they sometimes disagreed on the degree or severity of the critical feedback they received. It was common for him to observe some angst in new hires about adjusting to the culture, learning how to get things done, and getting accustomed to the organization's processes or lack of them. For them, they needed some extra feedback to help them become acclimatized. On occasion in about 10% of his reporting employees in all age groups he saw some struggle with ambiguity or uncertainty, though not in large amounts. He thought the amount of struggle was very intrinsic to the individual because some people wanted instructions, some did not, some improved with time, and some did not.

6.8.4 Present Day: In-depth Observations of 18-29 Year Olds

Richard noted that the twenty year olds had a slight sense of entitlement. He gave the example that he sensed an expectation from some of them, within reasonable amounts, that it was easy to go up in the ranks. Another example he gave was that two employees, who had a medium level sense of entitlement, asked for timetables for promotion.

Unlike the older employees, this age group seemed less self-aware. For example, they did not know that they were doing well in their work. They needed positive feedback and pats on the back. Another example, which was within reasonable amounts in Richard's opinion, was that they had some difficulty with 'big picture' thinking. Richard elaborated that they did not think of other alternatives or the impact of their ideas to other criteria of the solution.

6.8.5 Present Day: In-depth Observations of 30 Year Olds and Older

When asked about a sense of entitlement among his reporting employees, Richard said that those in their thirties were usually happy where they were. They liked working at their company, though some would like to get more compensation.

All of the older employees generally knew when they were performing well. They did not need pats on the back like the younger employees did.

Richard did not have team members with a history of high turnover. 50% of his team were hired straight out of university without a prior history of employment or turnover. One third of his team were new, and the rest had an average of five years on his team, with four or five having been there for ten years or more like himself.

6.8.6 Interpretation of Richard's Interview

Richard had many good things to say about his employees, including those in their twenties. Again, he thought that the results of his interview would be an outlier because he did not have almost any problems

at all with his team. This suggests that if he did observe some 'Millennial behaviours' in his reporting employees, they were not significant or unreasonable to the point of being a hindrance.

Overall, they were all dedicated and good workers in his eyes. There were a few traits that he observed equally across all age groups. Richard did not observe his reporting employees to have a history of high turnover, which does not support the literature that Millennials have a higher rate of turnover. He thought that the amount of struggle with ambiguity or uncertainty, though it was not in large amounts, depended on the individual's personality, not age. As Richard put it, some wanted instructions and some did not, and some improved with time and some did not. Again, the lack of variance between age groups for struggling with ambiguity, needing explicit instructions, and improving from feedback slowly does not support the literature that suggests that Millennials would should a greater incidence of these behaviours.

Twenty year olds did seem to have a slight sense of entitlement and expectations about ease of promotion; however, they did not seem to have unrealistic expectations. To elaborate, Richard said they wanted to take over new teams as time went on. Two employees asked for timetables for promotion. One or two wanted to move up the ranks for monetary reasons, but these observations did not come across as being unreasonable. There was less of a sense of entitlement among the older employees and, as Richard said, they were happy where they were. One can infer that they were most likely intermediate or senior developers, not junior developers or in a management position. Perhaps this difference in a sense of entitlement in the age groups was linked to a difference in generational personalities, but perhaps whoever is at the bottom of the totem pole wishes that s/he was not there. It is difficult to determine, but there seems to be an decrease of entitlement with age, which supports the literature about Millennials having a greater sense of entitlement than older generations.

When asked, Richard did not view those in their twenties as wanting a high level of supervision and structure; however, later in the interview he described some behaviours that may suggest that they need supervision.

First, they wanted mentorship. They typically asked the thirty year olds for help. Perhaps the twenty year olds asked the thirty year olds, rather than the team leads, the forty year olds, or himself, because it was more informal to talk to the thirty year olds. The thirty year olds were closer in age and had enough experience to help the twenty year olds. It is difficult to determine exactly why they typically spoke to the thirty year olds, but it suggests that they may have received supervision elsewhere and not from the manager. This could explain why Richard did not view those in their twenties as wanting a high level of supervision.

Second, Richard mentioned something that implied that twenty year olds needed more supervision for damage control. Richard talked about one of the older employees in his forties who was sloppy about following procedures. Richard said that checks were put in place for this employee and, in a way, he was treated like an employee in his twenties. This statement implied that twenty year olds needed checks in place for them as well, which suggests that they needed more supervision than the older employees.

From these points about mentorship and damage control, Richard's employees under thirty may have needed more supervision than other older employees. This may give some support to the literature about Millennials needing a higher level of supervision.

Regarding their perception of their own work performance, Richard's employees under thirty seemed less self-aware of the quality of their work. Perhaps they were not yet properly calibrated to know when their work performance was good or not or to know whether they satisfactorily met the expectations of others or not. In comparison, Richard thought older employees were well aware and well calibrated about their work performance. They did not think the quality or quantity of their work was better or worse than how others view it. Also, Richard's employees under thirty were not as aware of the bigger picture and how their ideas or suggestions would impact other aspects of the solution. These observations suggest a generational difference in their behaviours; however, while the observations regarding 'big picture' thinking support the literature, the observations regarding work performance self-perception do not support the literature that Millennials have a high perception of their work performance.

Richard described his reporting employees in their thirties as being more set in their ways and less flexible in adjusting themselves to the corporate culture in comparison to those in their twenties. New hires, regardless of age, had to adjust to the culture and it was common for Richard to observe some angst about getting used to the organization's processes or lack of them. Perhaps this point speaks to the importance of the corporate culture and its alignment to the individual's expectations of the culture. While there can be an adjustment period for new hires, older employees may be more resistant to an organization's culture if it is not in-line with their expectations. Younger employees may not have many preconceived ideas or expectations and may have an easier time adjusting themselves to the culture, thus influencing their outwards behaviours.

On the whole, Richard did not see very much of the 'Millennial behaviours' in any employees. Perhaps this was because he had such high quality team members, as he believed, or because of the filtering process from team leads. It is possible that he may not have been aware of issues or did not interact with his team members regularly. This is difficult to confirm, but he had mentioned in his interview that issues with his team needed to be raised up to him from his team leads. It is possible that the team leads dealt with issues themselves and thus reduced Richard's possible observance of 'Millennial behaviours'.

6.8.7 Richard's Tabulated Observations of His Reporting Employees

Below in Table 9 is a tabulated summary of the interpretation of Richard's interview. In each row, a number was assigned to represent the strength of each behaviour that he observed. Highlighted in green are those observations that support the literature. Observations that support the literature are ones where employees under the age of thirty displayed those behaviours and, when compared against older age groups or employees from prior to 2004, displayed them to a greater degree than other employees. Highlighted in red are those observations that oppose the literature on Millennials. Observations that do not support the literature are ones where employees under the age of thirty displayed them to the same degree or less than other employees. Highlighted in orange are the behaviours where Richard did not observe them or the results are inconclusive.

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From Richard's tabulated summary, his observations supported 4 of the 23 behaviours under investigation and opposed 3 of the 23 behaviours. From the results, Richard's observations do not support the literature about Millennials because Richard did not observe very many of the Millennial behaviours, only 4 of the 23 behaviours, or of a strong degree for the ones that he did observe.

Legend				
"-"	Did not observe this behaviour		Observation supports the Millennial literature	
1-5	Strength of having observed this behaviour		Observation opposes the Millennial literature	
"X"	Observed the opposite behaviour		Observation is lacking or inconclusive	

Table 9 - Tabulated Summary of the Interpretation of Richard's Interview

	Observations of Richard	Present Day		
		18-29	30-39	40+
1	A sense of entitlement	2	-	-
2	Unrealistic expectations about salary or compensation	-	-	-
3	Unrealistic expectations about promotion or recognition	1	-	-
4	Has a 'I want it and I want it now' attitude	-	-	-
5	Tried to change his/her work environment to suit his/her expectations	-	-	-
6	Overconfident in him/herself	-	-	-
7	Has a high perception about his/her work performance	-	-	-
8	Arrogant or has a high self-assessment	-	-	-
9	Need for a high level of supervision and structure	-	-	-
10	Need for clear, detailed, and explicit instructions, like a recipe book	-	-	-
11	Need for immediate or frequent feedback	1	-	-
12	Not accepting of critical pushback or feedback	1	1	1
13	Slow to learn or to improve from critical feedback	-	-	-
14	Unhappy or dissatisfied when s/he receives constructive criticism	1	1	-
15	Easily disappointed or has a high baseline of satisfaction	-	-	-
16	Lacks professionalism	-	-	-
17	Lacks respect for others' experience or expertise	-	-	-
18	Lack ability or willingness to experiment	-	-	-
19	Lacks creativity	-	-	-
20	Lacks problem solving ability	-	-	-
21	Lacks 'big picture' thinking	1	-	-
22	Struggles with ambiguity or uncertainty	1	1	1
23	High history of turnover (in the context of your industry)	-	-	-

6.9 Participant: Russell

6.9.1 Participant Demographics

Russell is in his thirties with a university education. At the time of the interview, he had worked at his current company for six years. Over his whole career, Russell worked for 12 years and spent three and a half years in a management capacity. His highest level of seniority in his career was his current position as a senior manager, which he had been performing for two and a half years. 23 people reported to him; 12 in their twenties, 7 in their thirties, and 4 in their forties. Russell and Richard were on the same team.

Russell's organization used Agile[21] software development. He described the culture as business casual and friendly. In Russell's view, the business culture was less rigid than it might be at another company and drifted away from artificial corporate rules. For example, there was a greater use of email and instant messenger in the organization, even directly to the company's president.

6.9.2 Present Day: Initial Observations of All Reporting Employees

Russell described his younger reporting employees, those under the age of thirty, as interested, flexible with their time, and just starting out. Also, they did not mind outdated tools. Russell observed that they needed a bit of career guidance and they preferred using instant messenger to communicate.

Depending on how long they had been working, those in their thirties wanted more flexible hours than those under thirty.

Those in their forties had progressed more and were architects rather than just developers. They preferred using the phone to communicate.

6.9.3 Present Day: In-depth Observations of All Reporting Employees

As a result of the organization's embrace with Agile[22], Russell thought that the expectations on developers were higher than before. For example, at the time of the interview, they mostly hired developers with a computer science, computer engineering, or software engineering degree. To compare,

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[21] For more information on the Agile software development methodology, refer to Section C6 of Appendix C.
[22] For more information on the Agile software development methodology, refer to Section C6 of Appendix C.

in the past developers were hired and they were not required to have a computer-related degree. Russell talked about how he and another manager became developers and had university degrees in geography and English.

When asked about their work performance, Russell said each member of the team had perfect code and seemed to be well aware of what s/he was expected to be working on and how well s/he was performing with well calibrated confidence. Russell believed it was because the team was honest with each other and gave each other feedback regularly.

Russell did not generally see a need for immediate feedback in his team. His team had stand-up team meetings everyday and one-on-one meetings every two weeks for 30 minutes with Russell.

After receiving critical feedback, there were a few of Russell's reporting employees who understood it but did not like it. Russell said that he did not hear it openly but could see it in their body language. Depending on how they perceived their work environment, some were unhappy or dissatisfied enough that they left. Perhaps, as Russell guessed, they were in the wrong role, or their expectations did not meet with the reality of the job, such as the predominant programming language, and they realized that fact after they received the critical feedback. The turnover rate seemed to be less than four percent. Russell did not see any slowness to improve from the feedback he gave. Russell believed that those employees who were slow were usually weeded out. This applied to all age groups.

About 20% of Russell's employees across all age groups lacked the ability or willingness to experiment and they prioritized work differently. Russell attributed both traits to the individuals' personalities. Sometimes, though, outside of work hours his team developed prototypes and experimented on their own time to test out new functionality. Upon completion, they used the prototype to sell their ideas and get buy-in from others.

Russell made a final note that as a manager he believed that people were who they were and that he would work with them within those constraints.

6.9.4 Present Day: In-depth Observations of 18-29 Year Olds

To start, Russell said that he did not see a sense of entitlement from those in their twenties. He thought that they paid less attention to the formal hierarchy or to following unwritten corporate rules. Their behaviours had been encouraged on occasion by the organization. Russell told the story of one young person in the organization who argued with the CTO in a meeting about his ideas. Afterwards, this person was awarded an iPad for speaking up about his good ideas. The 30-40% in this age group who were consistently outspoken were not rude, inappropriate, or unprofessional, in Russell's opinion. In comparison, many of those in their thirties and forties did not fully believe that the corporate culture wanted them to behave in such a way, even if they were encouraged to be outspoken and to speak up to their managers or to the CTO. As Russell described it, it was as if they were waiting for the other shoe to drop.

When asked about it, Russell thought that those in their twenties typically needed a high level of supervision and structure at first. Given the corporate culture towards an Agile philosophy, they would eventually 'get it' that the developer team sorted out their own decisions and that they had full ownership over their own tasks. Once they understood and accepted that philosophy, they flourished. Russell added that they did not struggle with ambiguity and were very independent.

For the reporting employees in this age group, Russell did not observe a high perception of their own work performance; instead, he thought that managers needed to back up them up and reinforce their ideas and expertise. In comparison, those in their thirties or forties were likely to have more seniority as developers or as architects. Older employees did not need as much reinforcement about their ideas.

There was a greater incidence of a lack of 'big picture' thinking in this age group. Russell offered the example that sometimes they did not realize the impact of a feature on security or performance. Russell considered this trait resulted from their level of experience than from a generational personality trend.

While there was some resistance to critical feedback across all age groups, those in their twenties and thirties were more emotional. They were quiet compared to the older employees. To discuss the

feedback, Russell needed to pull them out of their shell to get a dialogue going. He asked them questions such as, "How do you feel?" When asked about disappointment, Russell considered some in their twenties to be easily disappointed if the wording of his feedback was too strong. He also found some to be easily disappointed when a project took longer than they expected. To explain further, Russell inferred that many of them thought that a project would take four months, possibly eight months, like a school term project. Later, they were disappointed to find out it would take five years.

6.9.5 Present Day: In-depth Observations of 30-39 Year Olds

By the time they were in their thirties, Russell's employees had been working for a while. They had expectations about reaching certain milestones in their careers by that point and there were things that they had been waiting for. Generally, Russell saw realistic expectations and a good attitude in most of them but there were some who had a sense of entitlement and one who had a 'I want it and I want it now' attitude. Russell elaborated that some had poor performance reviews but still expected and were waiting to become a team lead. He thought it may have been related to a subtle overconfidence in themselves.

About 25% of those in this age group seemed to have a fairly strong need for a high level of supervision and structure. For example, they asked for sign-off on almost everything. About the same percentage on Russell's team had a high need for clear and detailed instructions. This need was for large task break-downs and it occurred nearly all the time.

Thirty year olds struggled, more that the other employees, with ambiguity and uncertainty in the context of their corporate culture. Having played the 'game' of following unwritten corporate rules and structure, many did not always fully believe or embrace the corporate culture towards Agile as well as the twenty year olds did. From what Russell saw, they had a higher respect for the hierarchy rather than embracing self-directed teams. Also they were more familiar with adhering to plans given from above than having the ability, as developers, to have a say in their decisions.

Like those in their twenties and forties, those in their thirties had some resistance to critical feedback, but, like those in their twenties, they were more emotional. Russell had to pull them out of their shell to get a dialogue going to chat about the feedback by asking questions such as, "How do you feel?"

6.9.6 Present Day: In-depth Observations of 40 Year Olds and Older

Over the years, Russell worked with about ten people over forty. Generally, most had realistic expectations but there were some who had a sense of entitlement. For example, some were lacking certain skills, such as public speaking, but wanted to be promoted to higher positions which required those skills. Also, they became more direct with age, in Russell's opinion. About 50% of them were vociferous and had a greater dialogue with Russell about their expectations regarding promotion or compensation compared to those under forty.

While there was some resistance to critical feedback across all age groups, for those in their forties they were not as emotional as those in their twenties and thirties. As mentioned, there was more open dialogue about the feedback. Regarding improvement from feedback, Russell pointed out that those in their forties had more incidences of slowness to improve, such as the above example about improvement in public speaking ability.

Just as those in their thirties struggled, this age group struggled with ambiguity and uncertainty in the context of their corporate culture. Having played the 'game' of following unwritten corporate rules and structure many did not always fully believe or embrace the corporate culture towards Agile as well as the twenty year olds did.

6.9.7 Interpretation of Russell's Interview

Overall, it seems that what from Russell had observed, young employees under thirty did not have many of the Millennial behaviours. For those behaviours that they did have, most were not significantly stronger or distinct from other generations.

From Russell's interview, it seems possible that a result of the organization's adoption of the Agile methodology was that a number of 'Millennial behaviours' seemed to be lacking across all age groups. For example, each of the team members knew what they were doing and how well they were meeting expectations. They were well-calibrated because, as Russell explained, they had daily stand-up meetings and gave each other honest feedback regularly. Another example, Russell did not generally see any of his employees needing immediate feedback or being slow to improve from feedback. Russell did not see a need for a high level of supervision or structure either. Those under thirty needed some career guidance, which seemed very reasonable. Russell's lack of observance of these behaviours in the younger employees does not support the literature.

Russell could see it in their body language that his reporting employees, across all age groups, did not like critical feedback. Those employees under forty were more emotional, quiet, and reserved after receiving critical feedback. Less than 4% were unhappy or dissatisfied enough that they left. Again, Russell's observations do not support the literature that Millennials display a greater amount of dissatisfaction from critical feedback and a higher turnover rate than other generations.

In all age groups, there was some lack of ability or willingness to experiment, but Russell thought it was related to the personalities of his employees; however, some of them experimented on their own time, usually for the purpose of getting buy-in for their ideas. Either way, this observation does not clearly or strongly support the literature that Millennials have a greater lack of ability or willingness to experiment.

Overall, it seemed that Russell's observations of thirty year olds had a greater occurrence of some of the 'Millennial behaviours' than twenty year olds. For example, some of the thirty year olds had more of a sense of entitlement than the twenty year olds, such as expecting to become a team lead even after a poor performance review. About 25% of the thirty year olds had a fairly strong need for a high level of supervision and structure and needing clear and detailed instructions. This point seems contradictory to what was discussed earlier that Russell did not see a need for a high level of supervision or structure across all age groups. If it is valid that thirty year olds had a fairly strong need for high levels of

supervision and structure, it could be a result of their resistance to the corporate culture. This point may be supported by Russell's other observation that thirty year olds, more than other employees, struggled with ambiguity and uncertainty in the context of the corporate culture. They may be more accustomed to playing the 'game' than the twenty year olds. These points about entitlement, supervision and structure, and struggling with ambiguity and uncertainty do not support the literature that employees under thirty would display a greater amount of these behaviours than older employees.

Also, it seemed that Russell's observations of forty year olds had a greater occurrence of some of the 'Millennial behaviours' than twenty year olds. For example, most had realistic expectations but some of them had a sense of entitlement. Some of them wanted to be promoted to higher positions even though they lacked the necessary skills to do those jobs. Compared to younger employees, they were more direct, vociferous, and outspoken about their expectations regarding promotion or compensation. Also, they were slower to improve from feedback, but still had expectations about getting promoted regardless. They, like those in their thirties, seemed more comfortable with following the unwritten corporate rules rather than embracing the Agile philosophy to the same degree as the twenty year olds. Forty year olds may not have spoken up during a meeting to critique the CEO's ideas, but they were more likely to speak up about their expectations about promotion and compensation than the younger employees. These points about entitlement, expectations regarding promotion or compensation, and speed to improve from feedback do not support the literature that employees under thirty would display a greater amount of these behaviours than older employees.

An important note that Russell made about managers was that he thought they should realize the strengths and weakness of their team members and work with them within their limitations.

6.9.8 Russell's Tabulated Observations of His Reporting Employees

Below in Table 10 is a tabulated summary of the interpretation of Russell's interview. In each row, a number was assigned to represent the strength of each behaviour that he observed. Highlighted in green are those observations that support the literature. Observations that support the literature are ones where

employees under the age of thirty displayed those behaviours and, when compared against older age groups or employees from prior to 2004, displayed them to a greater degree than other employees. Highlighted in red are those observations that oppose the literature on Millennials. Observations that do not support the literature are ones where employees under the age of thirty displayed them to the same degree or less than other employees. Highlighted in orange are the behaviours where Russell did not observe them or the results are inconclusive.

   From Russell's tabulated summary, his observations supported 2 of the 23 behaviours under investigation and opposed 10 of the 23 behaviours. From the results, Russell's observations do not support the literature about Millennials.

Legend				
"-"	Did not observe this behaviour		Observation supports the Millennial literature	
1-5	Strength of having observed this behaviour		Observation opposes the Millennial literature	
"X"	Observed the opposite behaviour		Observation is lacking or inconclusive	

Table 10 - Tabulated Summary of the Interpretation of Russell's Interview

	Observations of Russell	Present Day		
		18-29	30-39	40+
1	A sense of entitlement	-	2	2
2	Unrealistic expectations about salary or compensation	-	-	-
3	Unrealistic expectations about promotion or recognition	-	-	-
4	Has a 'I want it and I want it now' attitude	-	1	-
5	Tried to change his/her work environment to suit his/her expectations	-	-	-
6	Overconfident in him/herself	-	2	-
7	Has a high perception about his/her work performance	-	-	-
8	Arrogant or has a high self-assessment	-	-	-
9	Need for a high level of supervision and structure	2	3	-
10	Need for clear, detailed, and explicit instructions, like a recipe book	-	3	-
11	Need for immediate or frequent feedback	-	-	-
12	Not accepting of critical pushback or feedback	3	3	1
13	Slow to learn or to improve from critical feedback	-	-	2
14	Unhappy or dissatisfied when s/he receives constructive criticism	1	1	1
15	Easily disappointed or has a high baseline of satisfaction	2	-	-
16	Lacks professionalism	-	-	-
17	Lacks respect for others' experience or expertise	-	-	-
18	Lack ability or willingness to experiment	1	1	1
19	Lacks creativity	-	-	-
20	Lacks problem solving ability	-	-	-
21	Lacks 'big picture' thinking	2	-	-
22	Struggles with ambiguity or uncertainty	1	2	2
23	High history of turnover (in the context of your industry)	-	-	-

6.10 Participant: Tommy

6.10.1 Participant Demographics

Right after graduating from university in 1999, Tommy, who is in his thirties, helped start his company. He was a manager right away.

At the time of the interview, Tommy worked at the same company as a director and had taken a few graduate-level courses. He had 17 employees reporting to him; three coop students, six under the age of thirty, six in their thirties, and two in their forties. All of the people who worked for him 12 years ago were still at the company.

Tommy considered the work culture to be fast-paced, friendly, fun, cooperative, and challenging. He described the atmosphere as less certain and more fast-paced, challenging, informal and fun back in 1999 compared to now. Since then, Tommy felt that more had been done in the software industry. Because the industry was so fast paced, it was harder to find solutions to problems. Only bigger or extremely complex problems were unsolved. Also, the tools and technology kept changing so rapidly that it was difficult to know what to do with them.

6.10.2 Present Day: Initial Observations of All Reporting Employees

Tommy regarded his reporting employees in their twenties, plus his coop students, as young, technology-oriented, mature for their age, hard working, and dedicated. Compared to them, his employees in their thirties were not as energetic or as gung ho. The thirty year olds had worked at the company for longer than the employees under thirty and were more conscientious, thoughtful, and better able to handle bigger tasks and decisions. Those in their forties were dedicated, loyal, more invested, more permanent, and slower moving than those in their thirties.

6.10.3 Present Day: In-depth Observations of 18-29 Year Olds

Regarding his employees under thirty and their needs for supervision, Tommy said the managers generally gave his employees the help they needed. To elaborate, the company's new hires for full-time

positions were typically recent graduates, with a preference for those who were former coop students. This meant that the new hires were generally young and inexperienced. When someone was a new hire to the company or facing a new challenge, Tommy explained that it was expected that this person would need clear and detailed instructions at first. The managers did not let them drown. Many of these younger employees were not confident in themselves and would ask for a lot of help when faced with new challenges, such as running coop interviews for the first time. Some of them learned quickly from help and feedback and did not need explicit instructions faster than others.

Tommy thought that most in this age group were accepting of feedback. He further explained that feedback was not given to reprimand typically but to improve their problem solving ability. If the employee had different ideas about what was best, then Tommy had to present his own ideas, prove that his were better and get buy-in from that employee. After receiving constructive criticism, most were agreeable to improve but there were a few exceptions, such as terrible employees or those who reached their mental capacity. As a manager, Tommy said that he needed to recognize that limit in his employees when a challenge or project was too big for them to handle. At that point, he gave them challenges they could handle, such as ones on a different task or in a different role, rather than to continuously criticize them for their shortcomings.

In Tommy's opinion, there seemed to be a phenomenon that occurred in his reporting employees at a particular "sweet spot" when they hit their late twenties and early thirties. At that point in their lives, about 25% of them developed a sense of entitlement. These employees were not new or junior, they had experience to offer, and they were still fresh and fast workers. They developed an 'I want it all' attitude and unrealistic expectations. For some that Tommy observed, their entitlement was about salary but for most it was about recognition.

Tommy described some of the people in this "sweet spot" as very confident in themselves. These employees thought that they performed well and should get more recognition for their abilities. They

were convinced that they were right and exerted their ideas on others. They tried to change their work environment to suit their expectations and work on the tasks that they wanted.

6.10.4 Present Day: In-depth Observations of All Reporting Employees

Tommy's company hired most of its employees who were the top 5-10% of recent graduates and they were always very eager to be there. No one had ever left the company and their employees grew and grew older with the company. Of the few exceptions that were let go over the years, Tommy believed those people had worked at different places for about three years at a time, including at Tommy's company. He explained further that three years were considered short in the context of his company where the average employment period was closer to six to eight years, but were considered unheard of in the context of Silicon Valley.

There were a number of traits that Tommy saw in his employees from all age groups at his company. For example, all of Tommy's employees had excellent problem solving abilities and an ability to experiment because it was a very important skill for their job. He explained that any employees who were poor problem solvers were weeded out during the interview process. Quite often, Tommy saw half of his reporting employees, from each age group, who lacked 'big picture' thinking and focused on the details. For those who were more junior, Tommy thought it was possibly because they were less invested in the company and less exposed to how things worked. They may not have known the impact of their work on the bottom line.

Some of the weaker employees, who all happened to be in their thirties, needed help and feedback more often. They struggled with ambiguity more than the other employees. These employees were more sensitive to frequent criticism and during those times they needed more recognition for what they did well. Regardless of how strong or weak an employee was, Tommy's self-evaluation as a manager was that he took into account the abilities of the individual, such as their level of formal education and whether they were less self-confident or maxed out, and worked with that individual's unique abilities and limitations.

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6.10.5 Prior to 2004: Initial & In-depth Observations of 18-29 Year Olds

Back in 1999 during the infancy of the company, all of Tommy's employees were in their twenties and hired right out of university. Because the company was just starting up, each employee was very critical to the success of the company. The owners wanted to have strict control of the quality of the employees and of the direction of the work being produced.

The bar for the hiring process was set high and only very strong people came on board. These strong employees needed less feedback, had very strong problem solving abilities, and did not struggle with ambiguity.

Compared to now, there was less ambiguity and more supervision, instructions, and direction. This greater level of micromanagement was more than what the employees may have wanted. It was considered necessary because the owners were very invested in the outcome of every project and task.

When asked about the differences between employees under thirty presently versus back then, Tommy said the three differences that were the most significant were less entitlement, less urgency for information, and the employees were less sure of themselves back in 1999. Because the internet was more infantile there was less urgency for information. There were fewer options to change one's environment, so employees came to work and worked and did not ask to work from home.

Even with these differences in the management culture, maturity of the company, and the quality of the employees, over the past 12 years one trait remained the same for employees in their twenties; their ability to see the 'big picture.' Tommy attributed their youth and inexperience as the cause of this similarity in their ability.

6.10.6 Interpretation of Tommy's Interview

Overall, Tommy's observations did not support the literature of a greater incidence of 'Millennial behaviours' in his employees in the Millennial Generation; however, there was a significant increase in the number of observations of these behaviours during a particular age range around late twenties to early

thirties. Though this age range does not fall within the strict definition of the Millennial generation, for the analysis this age range will be included with the evaluation of employees under the age of thirty rather than over the age of thirty.

From Tommy's interview, employees in their twenties needed clear and detailed instructions at first. Also, they asked for help when they faced new challenges. These behaviours did not seem unreasonable to Tommy. Tommy attributed these behaviours to their lack of self-confidence, does not support the literature about Millennials overconfidence. Perhaps the lack of self-confidence of the employees in their twenties was because of most of them had not faced these situations elsewhere and gained the self-confidence from experience. Tommy spoke of his personal management philosophy of working within an employee's capabilities, and he may have been well-aware of these behaviours and not surprised when he observed them. The impression from his interview was that he considered the limitations, due to inexperience, of his younger employees as par for the course when hiring employees straight out of university. On the surface, it seems that his employees under thirty needed clear and detailed instructions and a greater amount of supervision and feedback; however, from Tommy's responses these behaviours seemed to be expected, reasonable, and a result of a lack of self-confidence and inexperience rather than a generational trend. These behaviours do not support the literature.

The acceptance of feedback from employees in their twenties and younger did not support the literature. Most in this age group were agreeable to the feedback with a few exceptions. From what Tommy said, it seemed that not much could be done about employees who were terrible. For those who were not terrible and were not agreeable to or capable of improving, it seemed that Tommy put the responsibility on the managers, not on the employees. It seems likely that continuous critical feedback may be frustrating for both the manager and the employee. If the employee cannot meet the challenge, then it seemed reasonable to Tommy that it was up to the managers to give that employee different achievable tasks.

Some of them learned how to deal with these challenges quickly and did not need explicit instructions for very long. This suggests that the speed of learning from feedback is not necessarily a generational trait but may be linked to another factor such as the individuals' personalities.

There were a number of traits and behaviours that Tommy observed in all of his reporting employees. First, he stated that they had excellent problem solving and experimentation abilities. Second, there was a low rate of turnover. Third, about half of his employees lacked 'big picture' thinking. Because Tommy observed these behaviours in all age groups, his observations do not support the literature about a generational difference for these particular traits and behaviours; however, the hiring process of his company may have eliminated potential hires with poor problem solving or experimentation abilities and thus removing evidence that might have supported the literature.

Tommy described a 'sweet spot' that occurred around late twenties and early thirties in his reporting employees. At that age, his employees developed many of the so-called 'Millennial behaviours', such as a sense of entitlement, an 'I want it all' attitude, and unrealistic expectations. Also, these employees were very confident, wanted recognition, and convinced that they were right. Some of their outward behaviours included trying to exert their ideas on others, to change their work environment, and to work on the tasks that they wanted. Perhaps at that age, they may consider themselves to be very valuable workers because they a great combination of experience and energy. As they became older, it seems that Tommy's employees gained more years of experience and slowly lost energy and the gung ho attitude. While this 'sweet spot' phenomenon does not support the literature about Millennials because the age range does not fall within our definition the Millennial Generation's age range, it seems significant enough to be noteworthy.

Those employees who needed more feedback, who struggled with ambiguity, who were more sensitive to frequent criticism and who needed more recognition and praise during those times were weaker employees. Those weaker employees all happened to be in their thirties. The observation of a higher incidence of these behaviours in employees over the age of thirty does not support the literature.

In 1999, all the employees were in their twenties and hired straight out of university. Only the very best were hired. These employees needed less feedback, had very strong problem solving abilities, and did not struggle with ambiguity. It is possible that the observation of these behaviours was the result of the strict hiring process or the infancy of the company rather than a generational difference between youths.

Even though they were A-level workers, they were all subject to a high level of supervision, instruction, and direction. According to Tommy, this high involvement from management was not a result of a need for it by that generation of employees but a result of many strict controls that were in place.

When asked about the differences between employees under thirty presently versus back then, Tommy said the differences that were the most significant were less entitlement, less urgency for information, and the employees were less sure of themselves. These differences suggest that present employees under thirty are more entitled and more sure of themselves, both of which support the literature on Millennials having a high sense of entitlement and overconfidence. The main similarity was their ability to see the 'big picture', which may have come from youth and inexperience in his opinion.

6.10.7 Tommy's Tabulated Observations of His Reporting Employees

Below in Table 11 is a tabulated summary of the interpretation of Tommy's interview. In each row, a number was assigned to represent the strength of each behaviour that he observed. Highlighted in green are those observations that support the literature. Observations that support the literature are ones where employees under the age of thirty, including employees in the 'sweet spot', displayed those behaviours and, when compared against older age groups or employees from prior to 2004, displayed them to a greater degree than other employees. Highlighted in red are those observations that oppose the literature on Millennials. Observations that do not support the literature are ones where employees under the age of thirty displayed them to the same degree or less than other employees. Highlighted in orange are the behaviours where Tommy did not observe them or the results are inconclusive.

From Tommy's tabulated summary, his observations supported 11 of the 23 behaviours under investigation and opposed 8 of the 23 behaviours. From the results, Tommy's observations support the literature about Millennials.

Legend			
"-"	Did not observe this behaviour		Observation supports the Millennial literature
1-5	Strength of having observed this behaviour		Observation opposes the Millennial literature
"X"	Observed the opposite behaviour		Observation is lacking or inconclusive

Table 11 - Tabulated Summary of the Interpretation of Tommy's Interview

	Observations of Tommy	Present Day				Prior to 2004
		18-29	29-31	30-39	40+	18-29
1	A sense of entitlement	-	3	-	-	-
2	Unrealistic expectations about salary or compensation	-	2	-	-	-
3	Unrealistic expectations about promotion or recognition	-	3	-	-	-
4	Has a 'I want it and I want it now' attitude	-	3	-	-	-
5	Tried to change his/her work environment to suit his/her expectations	-	3	-	-	-
6	Overconfident in him/herself	-	3	-	-	-
7	Has a high perception about his/her work performance	-	3	-	-	-
8	Arrogant or has a high self-assessment	-	-	-	-	-
9	Need for a high level of supervision and structure	2	-	1	1	-
10	Need for clear, detailed, and explicit instructions, like a recipe book	2	-	-	-	-
11	Need for immediate or frequent feedback	2	-	-	-	X
12	Not accepting of critical pushback or feedback	1	-	-	-	-
13	Slow to learn or to improve from critical feedback	1	-	1	1	-
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	-	-	-	-
15	Easily disappointed or has a high baseline of satisfaction	-	-	2	-	-
16	Lacks professionalism	-	-	-	-	-
17	Lacks respect for others' experience or expertise	-	-	-	-	-
18	Lack ability or willingness to experiment	X	-	X	X	X
19	Lacks creativity	X	-	X	X	X
20	Lacks problem solving ability	X	-	X	X	X
21	Lacks 'big picture' thinking	3	-	3	3	3
22	Struggles with ambiguity or uncertainty	-	-	2	-	X
23	High history of turnover (in the context of your industry)	-	-	X	X	-

Chapter 7

Analysis of Participants' Observations

Below in Table 12 is a tabulated summary all observations of each participant regarding his reporting employees. Each row is a 'Millennial behaviour' and each column is one of the ten participants. If, from his individual tabulated observations, a participant's observations supported the literature regarding that behaviour, that behaviour is highlighted in green and marked with a "Y". If a participant's observations did not support the literature, that behaviour is highlighted in red and marked with a "N". Highlighted in orange and marked with "-" are the behaviours where the participant did not observe them or the results are inconclusive.

For each behaviour, the total number of participants whose observations supported the literature, opposed the literature, or is inconclusive is indicated at the end of the row for that behaviour. If the summation of each row is five or more observations that supported the literature, then that behaviour is highlighted in green and marked with a "Y" under the column labelled "Trend". If the summation is less than five, then that behaviour is highlighted in red and marked with a "N".

Under the "Trend" column, those behaviours marked with a "Y" and highlighted in green indicate that the majority of the participants' observations supported the literature that the behaviour was stronger or observed more frequently for the current generation of Millennials than other current older generations or other past generations of youths. These behaviours marked with a "Y" are behaviours that support the propositions of this study. Those behaviours marked with a "N" and highlighted in red indicate that the majority of the participants' observations did not support the literature regarding that behaviour and did not support the propositions of this study.

From Table 12, the participants' observations supported five of the behaviours and did not support 18 of the behaviours under study. This result suggests that the participants' observations did not support the

existence of all of the 'Millennial behaviours' under investigation; however, the results suggest that there is support for a subset of the behaviours.

Also from Table 12, the results for each participant indicate that only three of the ten participants had observations that supported the literature. Of the rest of the participants, one participant was inconclusive in his observations and the remaining six participants had observations that did not supported the literature overall. This result suggests that the majority of the participants did not support the notion that Millennials display these 'Millennial behaviours' to a greater and more frequent degree than other current generations or other past generations of youths.

Legend			
"-"	Did not observe this behaviour		Observation supports the Millennial literature
1-5	Strength of having observed this behaviour		Observation opposes the Millennial literature
"X"	Observed the opposite behaviour		Observation is lacking or inconclusive

Table 12 - Tabulated Observations of All Participants, Showing Support and Opposition of the Literature

	Support or Opposition of Literature	Antonio	Denzel	Dustin	Kevin	Marlon	Morgan	Pierce	Richard	Russell	Tommy	Y Total	N Total	"-" Total	Trend
1	A sense of entitlement	Y	Y	Y	Y	Y	-	N	Y	N	Y	7	2	1	Y
2	Unrealistic expectations about salary or compensation	Y	Y	Y	Y	N	-	N	-	-	Y	5	2	3	Y
3	Unrealistic expectations about promotion or recognition	Y	Y	-	Y	N	-	N	Y	-	Y	5	2	3	Y
4	Has a 'I want it and I want it now' attitude	-	Y	-	N	-	-	N	-	N	Y	2	3	5	N
5	Tried to change his/her work environment to suit his/her expectations	Y	Y	N	N	N	N	N	-	-	Y	3	5	2	N
6	Overconfident in him/herself	Y	-	N	N	N	-	-	-	N	Y	2	4	4	N
7	Has a high perception about his/her	Y	-	-	N	N	-	-	-	-	Y	2	2	6	N

	work performance														
8	Arrogant or has a high self-assessment	Y	-	-	N	N	-	-	-	-	-	1	2	7	N
9	Need for a high level of supervision and structure	Y	N	N	N	Y	Y	Y	-	N	Y	5	4	1	Y
10	Need for clear, detailed, and explicit instructions, like a recipe book	N	N	N	N	N	N	Y	-	N	Y	2	7	1	N
11	Need for immediate or frequent feedback	Y	Y	N	N	N	N	Y	Y	-	Y	5	4	1	Y
12	Not accepting of critical pushback or feedback	-	Y	N	N	N	-	N	N	N	Y	2	6	2	N
13	Slow to learn or to improve from critical feedback	-	Y	N	-	Y	Y	N	-	N	N	3	4	3	N
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	Y	N	N	N	-	N	N	N	-	1	6	3	N
15	Easily disappointed or has a high baseline of satisfaction	N	Y	N	N	-	-	N	-	Y	N	2	5	3	N
16	Lacks professionalism	-	-	N	-	Y	-	N	-	-	-	1	2	7	N

#																
17	Lacks respect for others' experience or expertise	Y	-	N	N	-	N	-	-	-	-	1	3	6		N
18	Lack ability or willingness to experiment	Y	-	-	-	Y	N	-	-	N	N	2	3	5		N
19	Lacks creativity	Y	N	-	-	-	N	Y	-	-	N	2	3	5		N
20	Lacks problem solving ability	Y	-	N	-	N	N	-	-	-	N	1	4	5		N
21	Lacks 'big picture' thinking	N	N	N	N	N	Y	-	Y	Y	N	3	6	1		N
22	Struggles with ambiguity or uncertainty	N	-	N	-	Y	-	N	N	N	N	1	6	3		N
23	High history of turnover (in the context of your industry)	Y	-	-	N	-	-	Y	-	-	N	2	2	6		N
	Y Total	14	10	2	3	6	3	5	4	2	11					5
	N Total	4	4	14	14	12	7	10	3	10	8					18
	"-" Total	5	9	7	6	5	13	8	16	11	4					
	Trend	Y	Y	N	N	N	N	N	-	N	Y					N

7.1 Millennial Behaviours Supported by Participants' Observations

The five behaviours supported by the participants' observations were 1) a sense of entitlement, 2) unrealistic expectations about salary or compensation, 3) unrealistic expectations about promotion or recognition, 4) need for a high level of supervision and structure, and 5) need for immediate and frequent feedback. The first three of these behaviours are related to a sense of entitlement, while the last two behaviours are related to increased management involvement.

The proposition that the Millennial Generation shows a greater or more frequent incidence of a sense of entitlement was supported by the observations of seven of the ten participants. Likewise, the propositions regarding unrealistic expectations about salary or compensation and unrealistic expectations about promotion or recognition were supported by the observations of half of the participants. For all three 'Millennial behaviours', the observations of two of the ten participants did not support these propositions. Also, the other behaviours related to a sense of entitlement, such as having an 'I want it and I want it now' attitude or trying to change the work environment to suit their expectations, were not supported by the majority of the participants' observations. Overall, these results may suggest that Millennials have a sense of entitlement and unrealistic expectations. This possible suggestion may be significant or noteworthy for further investigation.

The proposition that the Millennial Generation shows a greater or more frequent incidence of a need for a high level of supervision and structure was supported by the observations of five of the ten participants. Similarly, the proposition regarding the need for immediate and frequent feedback was supported by the observations of five of the ten participants. For both of these 'Millennial behaviours', the observations of four of the ten participants did not support these propositions, suggesting that while the majority of the participants' observations support these behaviours, the support is not strong. Also, the other behaviour related to increased management involvement, such as a need for clear, detailed, and explicit instructions, was not supported by the majority of the participants' observations. Overall, these results suggest that

Millennials need a somewhat greater amount of management involvement, such as supervision, structure, and feedback. This possible suggestion may be significant or noteworthy for further investigation.

The majority of 'Millennial behaviours' were not supported by the participants' observations. These unsupported behaviours are related to a resistance to or disappointment from critical feedback, a lack of respect for others' experience or expertise, a lack of ability to problem solve or experiment, or think of the 'bigger picture', and high turnover.

The literature on Millennials suggests that there are a large number of traits, such as behaviours, that distinguish Millennials from their predecessors. The lack of support from the study may be a result of one of two situations:

1. The Millennial Generation is not significantly different in their generational personality compared to other current generations in the work environment or compared to other recent generations of youths.

2. Factors outside of the proposed model may have affected the perceptions of the participants and reduced the number of observations that support the propositions of this study[23], resulting in a false rejection of the propositions of this study.

In the case where the lack of support is a result of the latter of the two situations, the following chapter discusses some possible outside factors that were found during the course of the study and the impact these factors may have had on the results of the study.

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[23] For more information about how an outside factor could impact the proposed model and the observed behaviours, refer to Section 3.3 in Chapter 3.

Chapter 8
Possible Outside Factors for Consideration

Possible factors, outside of those presented in the model in Figure 1, may have confounded participants' observations, causing a lack of observation of Millennial behaviours in recent graduates, or influenced the results of this study. The presence of outside factors, if significant enough, could result in a false rejection of the propositions of this research. Possible outside factors include the relative age and inexperience of young employees or recent graduates, age and management experience of the participants, the age definition of the Millennial Generation, the organizational culture, the personality and management philosophy of each participant, and misinterpretation of the questions during the interview. This section provides an analysis of these six outside factors and their possible impact on the results of the study.

8.1 Age and Inexperience of Recent Graduates

There is a possibility that any inter-generational differences between Millennials and other current generations could be a result of inexperience or immaturity. If youth and inexperience are significant factors in the observation of Millennial behaviours in recent graduates, then it is expected that there would be no significant difference in the observation of Millennial behaviours between employees under thirty year olds in present day versus prior to 2004. This subsection delves into the possible relationship between recent graduates' youth and relative inexperience versus the incidence of the Millennial behaviours.

Five participants managed employees under the age of thirty, both in present day and prior to 2004. Below in Table 13, Table 14, Table 15, Table 16, and Table 17 are the tabulated summaries of the interpretation of the interviews of these five participants, Antonio, Kevin, Marlon, Pierce, and Tommy, respectively. The tables below contain only the data regarding the employees of this age group and are derived from Table 2, Table 5, Table 6, Table 8, and Table 11, respectively. Also, these tables include employees in the 'sweet spot'.

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Highlighted in green are those observations that support the literature. Observations that support the literature are ones where present day employees under the age of thirty, including employees in the 'sweet spot', displayed those behaviours and, when compared against employees from prior to 2004, displayed them to a greater degree. Highlighted in red are those observations that oppose the literature on Millennials. Observations that do not support the literature are ones where employees under the age of thirty displayed them to the same degree or less than other employees. Highlighted in orange are the behaviours where the participant did not observe them or the results are inconclusive.

From Antonio's tabulated summary in Table 13, his observations:

- Supported 13 of the 23 behaviours

- Did not support 4 of the 23 behaviours

- Generally supported the literature that present day employees display Millennial behaviours to a greater degree than recent graduates from prior to 2004.

From Kevin's tabulated summary in Table 14, his observations:

- Supported 5 of the 23 behaviours

- Did not support 13 of the 23 behaviours

- Generally did not support the literature that present day employees display Millennial behaviours to a greater degree than recent graduates from prior to 2004.

From Marlon's tabulated summary in Table 15, his observations:

- Supported 8 of the 23 behaviours

- Did not support 4 of the 23 behaviours

- Generally supported the literature that present day employees display Millennial behaviours to a greater degree than recent graduates from prior to 2004.

From Pierce's tabulated summary in Table 16, his observations:

- Supported 11 of the 23 behaviours

- Did not support 2 of the 23 behaviours

- Generally supported the literature that present day employees display Millennial behaviours to a greater degree than recent graduates from prior to 2004.

From Tommy's tabulated summary in Table 17, his observations:

- Supported 12 of the 23 behaviours

- Did not support 5 of the 23 behaviours

- Generally supported the literature that present day employees display Millennial behaviours to a greater degree than recent graduates from prior to 2004.

In total, four of the five participants who managed youths presently and prior to 2004 had observations that supported the literature about present day employees under thirty displaying these behaviours to a greater degree than youths from prior to 2004. The remaining participant had observations that did not support the literature overall.

Without waiting and following the Millennial Generation over the course over of several years or decades, one cannot know for certain if current inter-generational differences are simply due to inexperience; however, of the participants who had observed recent graduates since prior to 2004, the majority of their observations suggests that there is a significant difference between recent graduates from present day versus those from prior to 2004. This majority gives some support that for further research in the Millennial Generation and inter-generational differences is warranted.

Table 13 - Tabulated Summary of Antonio's Interview for Employees Under Thirty Years Old

	Observations of Antonio	Present Day 18-29	Prior to 2004 18-29
1	A sense of entitlement	3	1
2	Unrealistic expectations about salary or compensation	3	X
3	Unrealistic expectations about promotion or recognition	3	X
4	Has a 'I want it and I want it now' attitude	-	-
5	Tried to change his/her work environment to suit his/her expectations	3	-
6	Overconfident in him/herself	3	X
7	Has a high perception about his/her work performance	3	X
8	Arrogant or has a high self-assessment	2	X
9	Need for a high level of supervision and structure	2	X
10	Need for clear, detailed, and explicit instructions, like a recipe book	-	2
11	Need for immediate or frequent feedback	3	1
12	Not accepting of critical pushback or feedback	-	-
13	Slow to learn or to improve from critical feedback	-	-
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	-
15	Easily disappointed or has a high baseline of satisfaction	-	2
16	Lacks professionalism	-	-
17	Lacks respect for others' experience or expertise	-	X
18	Lack ability or willingness to experiment	-	X
19	Lacks creativity	-	X
20	Lacks problem solving ability	-	X
21	Lacks 'big picture' thinking	1	1
22	Struggles with ambiguity or uncertainty	-	2
23	High history of turnover (in the context of your industry)	5	X

Table 14 - Tabulated Summary of Kevin's Interview for Employees Under Thirty Years Old

	Observations of Kevin	Present Day 18-29	Present Day 29-31	Prior to 2004 18-29
1	A sense of entitlement	-	3	-
2	Unrealistic expectations about salary or compensation	1	-	-
3	Unrealistic expectations about promotion or recognition	-	3	-
4	Has a 'I want it and I want it now' attitude	-	3	3
5	Tried to change his/her work environment to suit his/her expectations	-	-	3
6	Overconfident in him/herself	-	-	-
7	Has a high perception about his/her work performance	-	-	2
8	Arrogant or has a high self-assessment	-	-	2
9	Need for a high level of supervision and structure	X	-	3
10	Need for clear, detailed, and explicit instructions, like a recipe book	-	-	2
11	Need for immediate or frequent feedback	-	-	1
12	Not accepting of critical pushback or feedback	X	-	4
13	Slow to learn or to improve from critical feedback	-	-	-
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	-	3
15	Easily disappointed or has a high baseline of satisfaction	2	-	3
16	Lacks professionalism	-	-	-
17	Lacks respect for others' experience or expertise	-	-	2
18	Lack ability or willingness to experiment	1	-	2
19	Lacks creativity	-	-	-
20	Lacks problem solving ability	-	-	-
21	Lacks 'big picture' thinking	3	-	5
22	Struggles with ambiguity or uncertainty	1	-	X
23	High history of turnover (in the context of your industry)	-	2	1

Table 15 - Tabulated Summary of Marlon's Interview for Employees Under Thirty Years Old

	Observations of Marlon	Present Day 18-29	Prior to 2004 18-29
1	A sense of entitlement	1	-
2	Unrealistic expectations about salary or compensation	-	-
3	Unrealistic expectations about promotion or recognition	-	-
4	Has a 'I want it and I want it now' attitude	-	-
5	Tried to change his/her work environment to suit his/her expectations	1	-
6	Overconfident in him/herself	- & X	-
7	Has a high perception about his/her work performance	-	-
8	Arrogant or has a high self-assessment	-	-
9	Need for a high level of supervision and structure	3	-
10	Need for clear, detailed, and explicit instructions, like a recipe book	X	-
11	Need for immediate or frequent feedback	X	-
12	Not accepting of critical pushback or feedback	-	-
13	Slow to learn or to improve from critical feedback	1	-
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	-
15	Easily disappointed or has a high baseline of satisfaction	-	-
16	Lacks professionalism	2	-
17	Lacks respect for others' experience or expertise	-	-
18	Lack ability or willingness to experiment	3	-
19	Lacks creativity	-	-
20	Lacks problem solving ability	X	-
21	Lacks 'big picture' thinking	1	-
22	Struggles with ambiguity or uncertainty	3	-
23	High history of turnover (in the context of your industry)	-	-

Table 16 - Tabulated Summary of Pierce's Interview for Employees Under Thirty Years Old

	Observations of Pierce	Present Day 18-29	Prior to 2004 18-29
1	A sense of entitlement	-	X
2	Unrealistic expectations about salary or compensation	-	X
3	Unrealistic expectations about promotion or recognition	-	X
4	Has a 'I want it and I want it now' attitude	-	X
5	Tried to change his/her work environment to suit his/her expectations	-	X
6	Overconfident in him/herself	-	-
7	Has a high perception about his/her work performance	-	-
8	Arrogant or has a high self-assessment	-	-
9	Need for a high level of supervision and structure	2	-
10	Need for clear, detailed, and explicit instructions, like a recipe book	2	-
11	Need for immediate or frequent feedback	2	-
12	Not accepting of critical pushback or feedback	X	-
13	Slow to learn or to improve from critical feedback	X	-
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	-
15	Easily disappointed or has a high baseline of satisfaction	-	-
16	Lacks professionalism	-	-
17	Lacks respect for others' experience or expertise	-	-
18	Lack ability or willingness to experiment	-	-
19	Lacks creativity	1	X
20	Lacks problem solving ability	-	-
21	Lacks 'big picture' thinking	-	-
22	Struggles with ambiguity or uncertainty	1	X
23	High history of turnover (in the context of your industry)	2	-

Table 17 - Tabulated Summary of Tommy's Interview for Employees Under Thirty Years Old

	Observations of Tommy	Present Day		Prior to 2004
		18-29	29-31	18-29
1	A sense of entitlement	-	3	-
2	Unrealistic expectations about salary or compensation	-	2	-
3	Unrealistic expectations about promotion or recognition	-	3	-
4	Has a 'I want it and I want it now' attitude	-	3	-
5	Tried to change his/her work environment to suit his/her expectations	-	3	-
6	Overconfident in him/herself	-	3	-
7	Has a high perception about his/her work performance	-	3	-
8	Arrogant or has a high self-assessment	-	-	-
9	Need for a high level of supervision and structure	2	-	-
10	Need for clear, detailed, and explicit instructions, like a recipe book	2	-	-
11	Need for immediate or frequent feedback	2	-	X
12	Not accepting of critical pushback or feedback	1	-	-
13	Slow to learn or to improve from critical feedback	1	-	-
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	-	-
15	Easily disappointed or has a high baseline of satisfaction	-	-	-
16	Lacks professionalism	-	-	-
17	Lacks respect for others' experience or expertise	-	-	-
18	Lack ability or willingness to experiment	X	-	X
19	Lacks creativity	X	-	X
20	Lacks problem solving ability	X	-	X
21	Lacks 'big picture' thinking	3	-	3
22	Struggles with ambiguity or uncertainty	-	-	X
23	High history of turnover (in the context of your industry)	-	-	-

8.2 Participants' Ages and Management Experience

This subsection delves into the possible relationship between the each participant's age and management experience versus the support or lack of support that their observations had towards the literature.

Below in

Table 18, each participant was mapped according to his age and management experience in years. Beside each participant's name is an indication about whether his observations generally supported the literature, did not support the literature, or was inconclusive.

From

Table 18, only participants in their twenties had observations that did not support the literature. Also, the participants who had five years or less of experience had observations that did not support the literature. Those participants whose observations did support the literature were over the age of thirty and had at least six years of management experience. Of the participants over the age of thirty with at least six years of management experience, only three of the six participants had observations that supported the literature.

There may be some reasoning behind this possible relationship between age, management experience, and observations that support the literature. First, those participants under the age of thirty may be considered to be a part of the Millennial Generation. Perhaps, because they are a part of this generation under investigation, they do not notice or are less aware of 'Millennial behaviours'. Second, those participants with less than six years of management experience may not have been managers for a long enough time to have detected a shift or a difference in youth behaviours, if one exists. The cusp or transition period between the Millennial Generation and Generation X could be five years (Lancaster & Stillman, 2002). The participants with less than six years of management experience may not have managed Generation X employees when they were recent graduates. As a result, those participants may have limited management experiences with other generations to compare against, which may explain why they did not have observations that supported the literature.

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Because of the lack of data points, correlations between age and management experience versus support of the literature cannot be made; however, from these results there is a possibility that the participants' ages and management experience may have influenced their perceptions and observations of Millennial behaviours. For future research, there could be further examination on the relationship between participants' age and management experience and their observation of Millennial behaviours.

Table 18 - Participants' Age and Experience versus Support or Opposition to Literature

Management Experience (In Years)	Age		
	20-29	30-39	40-49
0-2	Dustin – Not agree Morgan – Not agree		
3-5		Russell – Not agree	Richard – Inconclusive
6-9		Denzel – Agree	Marlon – Not agree Pierce – Not agree
10-14		Kevin – Not agree Tommy - Agree	Antonio - Agree

8.3 Age Definition of the Millennial Generation and the "'Sweet Spot" Phenomenon

Two participants, Kevin and Tommy, both talked about an interesting phenomenon that they observed in their employees recently. It occurred around the time when their employees were in their late twenties to early thirties or had been working for about five years. The employees in this age range were not new or junior, they had experience to offer, and they were still fresh and fast workers. At that time in their lives, there was a significant difference in their observable behaviours. Compared to older or younger employees, employees in this age range had a greater incidence of 'Millennial behaviours'. Using the words of Tommy, this phenomenon will be called the "Sweet Spot". This subsection looks at the Sweet

Spot phenomenon and the possible impact on the analysis of changing the age definition of the Millennial Generation.

For Kevin, he felt that 50% of his employees in the Sweet Spot developed a sense of entitlement and an attitude that "they wanted what they wanted". Sometimes, when they were first hired, they wanted to be the CEO in three years. When they reach this age, they were disappointed when they realized the reality of the situation. Some employees in this age group left, especially if they were looking for leadership roles or for faster advancement.

For Tommy, he thought that 25% of his employees in the Sweet Spot developed a sense of entitlement. They developed an 'I want it all' attitude and unrealistic expectations, which for some was about salary but for most it was about recognition. They were confident in themselves. These employees thought that they performed well and should get more recognition for their abilities. They were convinced that they were right and exerted their ideas on others. They tried to change their work environment to suit their expectations and work on the tasks that they wanted.

This age range does not fall within this study's definition of the Millennial Generation. For the analysis, the employees in this age range were considered to be a part of the Millennial Generation, but it may be noteworthy to consider the impact on the analysis if these employees were not considered to be a part of the Millennial Generation. This sub-section will investigate the impact on the analysis where the employees in the Sweet Spot are considered to be outside of the Millennial Generation.

Below in Table 19 is a tabulated summary of Kevin's interview and Tommy's interview for their current employees under the age of forty. In each row, a number was assigned to represent the strength of each behaviour that he observed. Each row is highlighted in green, red, and orange as they were according to Table 5 and Table 11 regarding each behaviour and whether the observations supported, opposed, or were inconclusive towards the literature. Highlighted in yellow are only the behaviours where, because of the exclusion of the Sweet Spot employees from the Millennial Generation, the observations no longer support the literature where they did previously in the analysis.

For Kevin, two behaviours are no longer supported by his observations, which is a reduction from three to one behaviour supported by his observations. For Tommy, seven behaviours are no longer supported by his observations, which is a reduction from 11 to four behaviours supported by his observations. For Kevin, ultimately his overall results do not change because the majority of his observations did not support the literature on Millennials; however, because Tommy's results had such as significant reduction, his overall results changed from one of supporting the literature to one that does not.

By excluding the Sweet Spot employees from the Millennial Generation in the analysis, the number of participants whose observations support the literature reduces from three to two.

Table 19 is a modified Table 12 with the changes from excluding the Sweet Spot from the Millennial Generation in the analysis. Again, highlighted in yellow are only the behaviours where, because of the exclusion of the Sweet Spot employees from the Millennial Generation, the observations no longer support the literature while they did previously in the analysis.

From Table 19, the two behaviours that were previously supported by the majority of the participants' observations, unrealistic expectations about salary or compensation and unrealistic expectations about promotion or recognition, are no longer supported by the majority. The remaining behaviours supported by the majority of the participants' observations are 1) a sense of entitlement, 2) a need for a high level of supervision and structure, and 3) a need for immediate and frequent feedback. These three remaining behaviours are supported by five of the 10 participants and not supported by four, suggesting that while the majority of the participants' observations support these behaviours, the support is not strong.

By excluding the Sweet Spot employees from the Millennial Generation in the analysis, the number of behaviours supported by the participants' observations reduces from five to three and the strength of each is only somewhat.

The exclusion of the Sweet Spot employees from the Millennial Generation in the analysis seems to have a significant impact on the results of this study. Ultimately, this may mean that the definition of the age range of the Millennial Generation has a possibly significant impact on inter-generational research.

For future research, there could be further examination on the impact of the definition of the age range of the Millennial Generation on participants' observations and whether those observations support of the literature.

Legend			
"-"	Did not observe this behaviour	(green)	Observation supports the Millennial literature
1-5	Strength of having observed this behaviour	(red)	Observation opposes the Millennial literature
"X"	Observed the opposite behaviour	(orange)	Observation is lacking or inconclusive
		(yellow)	Observation no longer supports the literature because of the exclusion of the Sweet Spot employees from the Millennial Generation

Table 19 - Tabulated Summary of the Interpretation of Kevin's Interview and Tommy's Interviews of Current Employees Between 18-39 Years Old

	Millennial Behaviours	Kevin's Observations			Tommy's Observations		
		18-29	29-31	30-39	18-29	29-31	30-39
1	A sense of entitlement	-	3	-	-	3	-
2	Unrealistic expectations about salary or compensation	1	-	-	-	2	-
3	Unrealistic expectations about promotion or recognition	-	3	-	-	3	-
4	Has a 'I want it and I want it now' attitude	-	3	-	-	3	-
5	Tried to change his/her work environment to suit his/her expectations	-	-	-	-	3	-
6	Overconfident in him/herself	-	-	1	-	3	-
7	Has a high perception about his/her work performance	-	-	2	-	3	-
8	Arrogant or has a high self-assessment	-	-	-	-	-	-
9	Need for a high level of supervision and structure	X	-	X	2	-	1
10	Need for clear, detailed, and explicit instructions, like a recipe book	-	-	-	2	-	-
11	Need for immediate or frequent feedback	-	-	-	2	-	-
12	Not accepting of critical pushback or feedback	X	-	2	1	-	-
13	Slow to learn or to improve from critical feedback	-	-	-	1	-	1
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	-	2	-	-	-
15	Easily disappointed or has a high baseline of satisfaction	2	-	-	-	-	2
16	Lacks professionalism	-	-	-	-	-	-
17	Lacks respect for others' experience or expertise	-	-	-	-	-	-
18	Lack ability or willingness to experiment	1	-	1	X	-	X
19	Lacks creativity	-	-	-	X	-	X
20	Lacks problem solving ability	-	-	-	X	-	X
21	Lacks 'big picture' thinking	3	-	-	3	-	3
22	Struggles with ambiguity or uncertainty	1	-	1	-	-	2
23	High history of turnover (in the context of your industry)	-	2	-	-	-	X

Legend			
"-"	Did not observe this behaviour		Observation supports the Millennial literature
1-5	Strength of having observed this behaviour		Observation opposes the Millennial literature
"X"	Observed the opposite behaviour		Observation is lacking or inconclusive
			Observation no longer supports the literature because of the exclusion of the Sweet Spot employees from the Millennial Generation

Table 20 - Tabulated Observations of All Participants, Showing Support and Opposition of the Literature with Exclusion of Sweet Spot

	Support or Opposition of Literature	Antonio	Denzel	Dustin	Kevin	Marlon	Morgan	Pierce	Richard	Russell	Tommy	Y Total	N Total	"-" Total	Trend
1	A sense of entitlement	Y	Y	Y	N	Y	-	N	Y	N	N	5	4	1	Y
2	Unrealistic expectations about salary or compensation	Y	Y	Y	Y	N	-	N	-	-	N	4	3	3	N
3	Unrealistic expectations about promotion or recognition	Y	Y	-	N	N	-	N	Y	-	N	3	4	3	N
4	Has a 'I want it and I want it now' attitude	-	Y	-	N	-	-	N	-	N	N	1	4	5	N
5	Tried to change his/her work environment to suit his/her expectations	Y	Y	N	N	N	N	N	-	-	N	2	4	2	N
6	Overconfident in him/herself	Y	-	N	N	N	-	-	-	N	N	1	5	4	N

#	Characteristic														
7	Has a high perception about his/her work performance	Y	-	-	N	N	-	-	-	-	N	1	3	6	N
8	Arrogant or has a high self-assessment	Y	-	-	N	N	-	-	-	-	-	1	2	7	N
9	Need for a high level of supervision and structure	Y	N	N	N	Y	Y	Y	-	N	Y	5	4	1	Y
10	Need for clear, detailed, and explicit instructions, like a recipe book	N	N	N	N	N	N	Y	-	N	Y	2	7	1	N
11	Need for immediate or frequent feedback	Y	Y	N	N	N	N	Y	Y	-	Y	5	4	1	Y
12	Not accepting of critical pushback or feedback	-	Y	N	N	N	-	N	N	N	Y	2	6	2	N
13	Slow to learn or to improve from critical feedback	-	Y	N	-	Y	Y	N	-	N	N	3	4	3	N
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	Y	N	N	N	-	N	N	N	-	1	6	3	N
15	Easily disappointed or has a high baseline of satisfaction	N	Y	N	N	-	-	N	-	Y	N	2	5	3	N
16	Lacks professionalism	-	-	N	-	Y	-	N	-	-	-	1	2	7	N

#															
17	Lacks respect for others' experience or expertise	Y	-	N	N	-	N	-	-	-	-	1	3	6	N
18	Lack ability or willingness to experiment	Y	-	-	-	Y	N	-	-	N	N	2	3	5	N
19	Lacks creativity	Y	N	-	-	-	N	Y	-	-	N	2	3	5	N
20	Lacks problem solving ability	Y	-	N	-	N	N	-	-	-	N	1	4	5	N
21	Lacks 'big picture' thinking	N	N	N	N	N	Y	-	Y	Y	N	3	6	1	N
22	Struggles with ambiguity or uncertainty	N	-	N	-	Y	-	N	N	N	N	1	6	3	N
23	High history of turnover (in the context of your industry)	Y	-	-	N	-	-	Y	-	-	N	2	2	6	N
	Y Total	14	10	2	1	6	3	5	4	2	4				3
	N Total	4	4	14	15	12	7	10	3	10	15				20
	"-" Total	5	9	7	6	5	13	8	16	11	4				
	Trend	Y	Y	N	N	N	N	N	-	N	N				N

8.4 Corporate Culture

The corporate culture may have played some role in the results of this study. Many of the participants made reference to their corporate culture to put their observations into context. In this subsection, the possibility of a relationship is explored between the corporate culture and the participants' observations supporting the literature. First, an analysis is presented of each participant's organizational culture and the possible effect on his observations. Second, an examination is presented comparing the similarities and differences of the observations of participants who were from the same workplace.

8.4.1 Corporate Culture and Participants' Observations

There is a possibility that each participant's organizational culture influenced his observations of Millennial behaviours and impacted the results of the study. The analysis below explores this possibility.

Antonio pointed out that prior to 2004, the company he worked at was a chaotic, fast-growing, and young company compared to the large, bureaucratic, disorganized, and touchy-feely company he presently worked at. His observations supported the literature that current employees under thirty displayed 'Millennial behaviours' to a greater strength and frequency than other current employees or other recent youths. He also said that at his present company the employees were of lower quality as they could survive in a large company more easily than at a small company. Perhaps this might suggest that a larger, slower, more disorganized company would observe a greater number of 'Millennial behaviours' in their younger employees because these behaviours would be tolerated more than in a smaller, faster-paced company.

Kevin observed many of the 'Millennial behaviours' prior to 2004 when the corporate culture was very different from the present day. Prior to 2004, the reins were very loose and there was less

concern about consequences, process, formality, or prioritization. The culture may have inadvertently encouraged the 'Millennial behaviours' that he observed in all of his employees during that time because of the shortage of developers and the allowance for them to do whatever they wanted to keep them around. In his interview, Kevin also mentioned that his present day employees under thirty did not need a lot of supervision and structure and said that those types of behaviours were not supported by the organization. From this statement, perhaps if these employees did need a high level of supervision and structure, possible 'Millennial behaviours' may have been suppressed because the culture did not support those types of behaviours.

Morgan worked with off-shore employees, who happened to be in their thirties. Because of the off-shore team members, he saw some of the 'Millennial behaviours' in them. His observations may have been a result of the nature of working with virtual team members. Perhaps if they were not virtual team members, those employees in their thirties may have, for example, not needed clear and detailed instructions to such a high degree, and they would have displayed fewer 'Millennial behaviours'.

Pierce did not think there was a generational difference and thought the observation of 'Millennial behaviours' had more to do with the individual's personality or stage in life; however, he also thought that prior to 2004 he was on a highly demanding and stressful project and observed the opposite of the 'Millennial behaviours' several times. During this challenging project, Pierce said that everyone was trying to stay afloat. Because of the environment of the time, employees who might have otherwise displayed 'Millennial behaviours' perhaps were not encouraged to do so or would have left the team, thus reducing Pierce's observations of 'Millennial behaviours' prior to 2004 as a result of the work environment.

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Both Russell and Dustin, though they worked at different organizations, had some similar remarks about their organization culture and their employees on their team. These two participants both raised the point that they worked in an Agile software development environment. They talked about the casualness of their organization, how it was less rigid than most companies, and how it drifted away from artificial corporate rules. They also talked about how employees in their thirties or older had more difficulty fitting in with the culture compared to the employees in their twenties who assimilated better. Perhaps this suggests that employees under thirty flourish better in an Agile environment and that any 'Millennial behaviours' that they may have would possibly be better tolerated or encouraged in the setting.

Tommy explained that prior to 2004 the employees' work was more strictly controlled and monitored by the managers in his company. The culture was more fast-paced and challenging. Perhaps because the reins were loosened since then, there may have been a greater tolerance for 'Millennial behaviours' by the organization. This change in the corporate culture between 1999 and the present might correlate with Tommy having seen a greater incidence of 'Millennial behaviours' in his employees under thirty presently.

For future research, there could be further examination on the impact of corporate culture and its impact on participant's perceptions of generational differences in the workplace.

8.4.2 Comparison of Participants from the Same Workplace Environment

If participants were from the same workplace environment, it is expected that they would have similar observations from having observed similar, if not the same, reporting employees. If they had similar observations, then the analysis might have been biased or weighted by their responses because of a 'double counting' effect. There is a possibility that participants from the same workplace, when not all of the participants were from the same workplace, may have impacted the results of the study.

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The analysis below explores this possibility by examining the similarities and differences in the observations of the two pairs of participants who worked in the same workplace, Dustin versus Kevin and Richard versus Russell.

Below in Table 21 are the tabulated observations of Dustin and Kevin, who both worked in the same workplace. The data in Table 21 are based from the data presented in Table 12. Their observations were similar for 12 of the 23 behaviours under investigation. More than 50% of their observations were similar. Of their observations that were similar, their observations did not support the literature for ten of the behaviours and their observations supported two of the behaviours.

Table 21 - Tabulated Observations of Dustin and Kevin, Showing Support and Opposition of the Literature

	Support or Opposition of Literature	Dustin	Kevin	In Agreement
1	A sense of entitlement	Y	Y	Y
2	Unrealistic expectations about salary or compensation	Y	Y	Y
3	Unrealistic expectations about promotion or recognition	-	Y	
4	Has a 'I want it and I want it now' attitude	-	N	
5	Tried to change his/her work environment to suit his/her expectations	N	N	N
6	Overconfident in him/herself	N	N	N
7	Has a high perception about his/her work performance	-	N	
8	Arrogant or has a high self-assessment	-	N	
9	Need for a high level of supervision and structure	N	N	N
10	Need for clear, detailed, and explicit instructions, like a recipe book	N	N	N
11	Need for immediate or frequent feedback	N	N	N
12	Not accepting of critical pushback or feedback	N	N	N
13	Slow to learn or to improve from critical feedback	N	-	
14	Unhappy or dissatisfied when s/he receives constructive criticism	N	N	N
15	Easily disappointed or has a high baseline of satisfaction	N	N	N
16	Lacks professionalism	N	-	
17	Lacks respect for others' experience or expertise	N	N	N
18	Lack ability or willingness to experiment	-	-	
19	Lacks creativity	-	-	
20	Lacks problem solving ability	N	-	
21	Lacks 'big picture' thinking	N	N	N

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22	Struggles with ambiguity or uncertainty	N	-	
23	High history of turnover (in the context of your industry)	-	N	
	Y Total	2	3	2
	N Total	14	14	10
	"-" Total	7	6	
	Trend	N	N	N

Below in Table 22 are the tabulated observations of Richard and Russell, who both worked in the same workplace. The data in Table 21 are based from the data presented in Table 12. Their observations were similar for four of the 23 behaviours under investigation and they did not have similar observations for the majority of the behaviours. Because Richard had very few observations of his employees overall, it could also be said that more than 50% of Richard's observations were similar to Russell's observations.

Table 22 - Tabulated Observations of Richard and Russell, Showing Support and Opposition of the Literature

	Support or Opposition of Literature	Richard	Russell	In Agreement
1	A sense of entitlement	Y	N	
2	Unrealistic expectations about salary or compensation	-	-	
3	Unrealistic expectations about promotion or recognition	Y	-	
4	Has a 'I want it and I want it now' attitude	-	N	
5	Tried to change his/her work environment to suit his/her expectations	-	-	
6	Overconfident in him/herself	-	N	
7	Has a high perception about his/her work performance	-	-	
8	Arrogant or has a high self-assessment	-	-	
9	Need for a high level of supervision and structure	-	N	
10	Need for clear, detailed, and explicit instructions, like a recipe book	-	N	
11	Need for immediate or frequent feedback	Y	-	
12	Not accepting of critical pushback or feedback	N	N	N
13	Slow to learn or to improve from critical feedback	-	N	
14	Unhappy or dissatisfied when s/he receives constructive criticism	N	N	N
15	Easily disappointed or has a high baseline of satisfaction	-	Y	
16	Lacks professionalism	-	-	
17	Lacks respect for others' experience or expertise	-	-	

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18	Lack ability or willingness to experiment	-	N	
19	Lacks creativity	-	-	
20	Lacks problem solving ability	-	-	
21	Lacks 'big picture' thinking	Y	Y	Y
22	Struggles with ambiguity or uncertainty	N	N	N
23	High history of turnover (in the context of your industry)	-	-	
	Y Total	4	2	1
	N Total	3	10	3
	"-" Total	16	11	
	Trend	-	N	N

Of the two pairs of participants who worked in the same workplace, Dustin and Kevin had more than 50% similar observations and more than 50% of Richard's observations were similar to Russell's observations. The number of similar observations between the pairs of participants is significant[24]. From a 'double counting' effect, the observations of these pairs of participants may have skewed the analysis by increasing the number of participants' observations that supported the literature[25].

For future research, there is a potential to reduce corporate culture as an outside factor to the model by selecting participants from the same workplace environment.

8.5 Personality and Management Philosophy of Each Participant

A number of the participants made reference to their self-assessed management style or philosophy when dealing with their employees. The personalities of the participants and their management philosophy may have impacted the results of their cases. This sub-section reviews some possible correlations between the personality and management philosophy of the participants and whether their observations supported the literature.

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[24] The probability is very low for any two participants in this study to have similar observations for 50% of their observations. This analysis is presented in Section C7 of Appendix C.
[25] For more information on measuring the possible impact of the 'double counting' effect on the results of the study, refer to Section C8 of Appendix C.

Antonio considered himself to be a fair manager who considered everyone innocent until proven guilty. He also thought that he worked really hard as a recent graduate and did not think employees under forty, especially those in their twenties, worked as hard as he did. Marlon also thought that current young employees did not work as hard as he did at their age; however, Marlon's observations did not support the literature and Antonio's observations did. This inconsistency may suggest that a participant's self-perceived industriousness after graduating may not bias how he perceives current Millennials and their level of industriousness. Ultimately, this lack of bias may not impact whether their observations support or do not support the literature; however, it is difficult to determine based off of the results of two interviews.

Both Pierce and Richard came across as very tolerant of differences between different employees. Pierce thought that the behaviours of his employees stemmed from the individuals' personalities and stages in life, not from a generational difference. Richard's casual and self-assessed "goofy", hands-off, open-door management style may have biased him to be more tolerant or less aware of 'Millennial behaviours'. For the 'Millennial behaviours' that they observed, both participants thought that the behaviours were never very high, disruptive, or unexpected. This may suggest that varying levels of participant patience, understanding, and tolerance might impact how he perceives and evaluates his employees and, ultimately, whether his observations support or do not support the literature; however, it is difficult to determine based off of the results of two interviews.

During their interviews, both Russell and Tommy spoke about the responsibility of managers. It seemed that their management philosophy was that it was up to the managers to work with their employees rather than to try to force the employees to fit a mold. As Russell put it, people were who they were and he worked with them within those constraints. As Tommy put it, managers need to recognize the limit in their employees when a challenge or project was too big for them to handle.

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Tommy said he gave his employees the help they needed rather than letting them drown. Tommy also said that he gave his employees manageable roles and tasks rather than criticizing them continuously for their shortcomings. Because Russell's observations were inconclusive and Tommy's observations supported the literature, this inconsistency may suggest that participants with a tendency to have this type of leniency in their management philosophy may not bias how he perceives current Millennials. Ultimately, this lack of bias may not impact whether their observations support or do not support the literature; however, it is difficult to determine based on the results of two interviews.

Because of the lack of data points, correlations between personality and management philosophy versus support of the literature cannot be made. For future research, there could be further examination on the impact of participants' personality and management philosophy on their observations and whether those observations support of the literature.

8.6 Misinterpretation of Questions

Over the course of interviewing participants, there was the impression that some of the interview questions might have been vague and misinterpreted. This sub-section describes the possible misinterpretation of some of the interview questions.

For example, the participants were asked whether they observed their employees to have a need for a high level of supervision and structure. This question could be interpreted in one of two ways. The first way, as was intended, was to interpret the question as asking whether employees wanted a high level of supervision and structure and, from the participant's point of view, needed it because they, as employees, were less effective or efficient otherwise. The second way was to interpret the question as asking whether employees needed a high level of supervision and structure, for the same reasons as

above, but did not want them. For example, Kevin interpreted the question in the second way and described his employees prior to 2004 as needing high levels of supervision and structure but the employees did not want it.

A similar misinterpretation could have occurred for the interview questions associated with employees' needs. This includes questions related to supervision and structure, clear and detailed instructions, and immediate and frequent feedback. From the analysis, the behaviours related to a need for a high level of supervision and structure and for immediate and frequent feedback were both supported by the participants' observations. These two behaviours could possibly have been misinterpreted by the participants interpretation of the quest is as the study and interviewer intended.

For future research, researchers should be very clear about the wording of their questions and verify that participants understand what is being asked.

Chapter 9
Discussion

A proposed model, presented in Figure 1, was created for the purpose of organizing Millennial traits based on those noted in the literature reviewed. The challenges of this thesis were to move the research forward on Millennials in the workplace and to describe, examine, and validate two aspects of the model while maintaining fidelity to the comprehensive model of the Millennials' drivers, values, behaviours, and consequences.

An attempt was made using a study to explore the validity of the proposed model, focusing on the two drivers, Success Expectations and Information Expectations. The study was conducted to assess the perceived differences in observed behaviours between Millennials and their preceding generations. The following themes regarding Millennials were explored in this study:

1. Millennials are **significantly different** in their observed behaviours compared to **other current generations** in the workforce.

2. Millennials are **significantly different** in their observed behaviours compared to **previous generations of youths** in the workforce.

From the tabulated summary of all participants, presented in Table 12, the participants' observations supported five of the behaviours under study and did not support the remaining 18 behaviours. The overall results for each participant indicate that only three of the ten participants had observations that supported the literature. Of the rest of the participants, one participant was inconclusive in his observations and the remaining six participants had observations that did not supported the literature overall. From the analysis, the participants' observations did not support the overall notion that Millennials display many behaviours, such as those often noted in the literature, to

a greater and more frequent degree than other current generations or other past generations of youths; therefore, the participants' observations did not support the over-arching propositions explored in this study; however, there was some support for a number of the behaviours.

The five behaviours supported by the participants' observations were 1) a sense of entitlement, 2) unrealistic expectations about salary or compensation, 3) unrealistic expectations about promotion or recognition, 4) a need for a high level of supervision and structure, and 5) a need for immediate and frequent feedback. The first three of these behaviours are related to a sense of entitlement, while the last two behaviours are related to increased management involvement. Participants' observations which support the presence of these behaviours suggest that Millennials have a greater sense of entitlement, have more unrealistic expectations, and need a greater amount of management involvement, such as supervision, structure, and feedback, compared to other current generations and to other recent generations of youths.

Below in Figure 6 are the two horizontal slices of the model that describe the two concepts relating to the Millennials' Success Expectations and Information Expectations. In Figure 6, the behaviours that were supported by the participants' observations are highlighted in black.

9.1 Strengths of the Study

There were a number of strengths in this study that should be noted for future research.

First, because of level of detail in the comprehensive model, presented in Figure 1, interviews were used to gather case descriptions to test the propositions.   With such a rich subject and a complex proposed aggregate model, the use of a questionnaire or a survey as a research instrument would not be successful. An attempt was made to use a survey to explore the validity of the proposed model,

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which proved to be unsuccessful.[26] The use of interviews, while possibly time-consuming and subject to interpretation by the interviewer, is better able to capture the shades of grey in participants' experiences that cannot be captured in the same way with a quantitative tool such as a survey instrument. For future research, either interviews should be used for the investigation of such a rich subject or a survey instrument could be used for the investigation of a small and very limited slice of the comprehensive model.

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[26] For more information on the Survey Research Instrument and its results, refer to Section D1 and Section D2, respectively, of Appendix D.
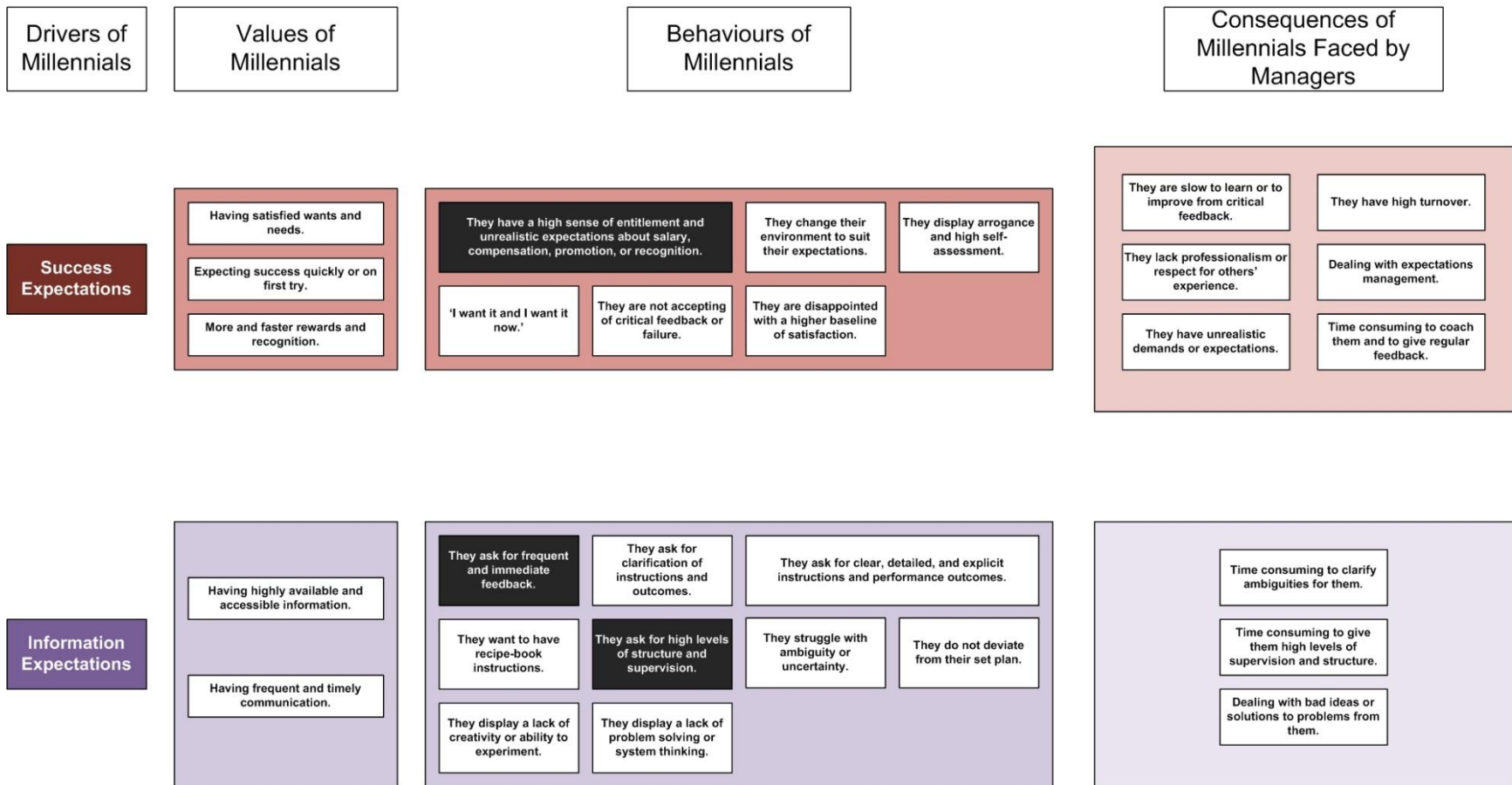
Figure 6 - Success Expectations and Information Expectations with Supported Behaviours Highlighted

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Second, all of the participants of the study had some similar demographic traits. For example, all of the participants were male and managers of local[27] Information Technology and software development companies and departments. Because of these similar traits in the participants, differences, due to the nature of their industry or due to management styles between males and females, were reduced or eliminated from impacting the results of the study. For future research, researchers should develop an ideal profile of the type of participants that would be most desirable and, when inviting potential candidates to participant in the research, select those candidates that best fit with the profile.

The choice of the appropriate research instrument and the use of an ideal profile for selecting potential participants would strengthen the results of any future research in this field.

9.2 Weaknesses of the Study

There were a number of weaknesses in this study that should be noted for future research.

First, while all of the participants of the study had some similar demographic traits, the participants may not have been representative of the general population. For example, the participants were under the age of fifty years old and were all male. In a similar way to the participants, their employees under observation may not have been representative of Millennials as a generation. Different observations may be found if the participants are from a different industry, such as retail or construction, if the participants are both male and female, or if the participants included older managers.

Second, there is a possibility that participants from the same workplace, when not all of the participants were from the same workplace, may have biased the results of the study. Two pairs of participants were from the same workplace environment and had significantly similar observations

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[27] From the Kitchener-Waterloo, Guelph, and Toronto regions.

from having observed similar, if not the same, reporting employees. The analysis of this study might have been biased or weighted by their responses because of a 'double counting' effect. Different results, such as a reduced number of Millennials behaviours supports by the participants' observations, may be found if all participants were from different workplace environments.

Third, while it seemed that the use of interviews was a good choice for exploring the subject, there are some drawbacks to using interviews. Responses in interviews may be subject to interpretation or bias by the interviewer, which can impact the results. This risk can be mitigated by having the same interviewer for all of the interviews. Also, the qualitative nature of interviews can prove more challenging than a survey for quantitative analysis of the results. Different results may be found for different interviewers or if there is more than one interviewer performing the study.

Fourth, some of the participants had a very small sample of reporting employees or had a limited amount of management experience. For example, Denzel spoke about only two of his reporting employees in extensive detail, though he had others reporting to him. Another example, Dustin and Morgan were younger managers who had less than two years of management experience. A participant's small sample of reporting employees or his limited breadth and depth of management experience may bias or limit that individual's observations of Millennial behaviours and impact the results of the study.

Fifth, with so many factors under consideration, ten participants were enough for a preliminary study; however, they may not have been enough for a rigorous study on the subject of Millennials. A number of possible factors outside of the model, discussed in Chapter 8, could have impacted the results of the study. These factors include age, management experience, corporate culture, personality, and management philosophy of the participants. A more rigorous investigation would be needed to measure the influence of these possible factors on the results of the study.

Chapter 10
Conclusions

From the perceptions and drawn conclusions of various commentators about Millennials, a central message in the literature states that it is the combination of experiences and the lack of experiences of Millennials that has shaped this generation to who they are and to be distinct from other preceding generations. There is ad hoc and non-robust evidence in the literature that suggests that the Millennial Generation's distinction can be observed by their outward behaviours. In the limited research on Millennials, there appears to be two major gaps: a lack of empirical studies outside of a secondary or post-secondary educational environment and a lack of a taxonomy of Millennials' traits.

This study is an attempt at moving beyond this level of research, to systematically investigate the issues, and to advance the research forward on Millennials. Compared to the empirical studies on Millennials, this research is one of the first to develop a comprehensive taxonomy of Millennials' traits. It is also one of the first post-educational studies to investigate Millennials in a workplace environment.

One key contribution to the research is the development of a comprehensive taxonomy of Millennials' traits, which is presented in Chapter 3. The Millennial traits were organized into 1) themes of values, behaviours, and consequences and 2) possible driver or motivation-driven behaviour. The purpose of this contribution is to give clarity and cohesion on the topic of Millennials and to guide the analysis for further questions or probing in future research.

A key finding of the study is that not all of the propositions explored in this study, which are presented in Chapter 4, were supported by the observations of the participants, which are presented in Chapter 7. From the results, the participants' observations did not support the notion that Millennials

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displayed all of the 'Millennial behaviours' to a greater and more frequent degree than other current generations or other past generations of youths; however, the participants' observations supported a subset of the behaviours. The majority of the participant's observations supported five Millennial behaviours in the workplace environment. These five behaviours were 1) a sense of entitlement, 2) unrealistic expectations about salary or compensation, 3) unrealistic expectations about promotion or recognition, 4) a need for a high level of supervision and structure, and 5) a need for immediate and frequent feedback. Participants' observations suggested that Millennials have a greater sense of entitlement, have more unrealistic expectations, and need a greater amount of management involvement, such as supervision, structure, and feedback, compared to other current generations and to other recent generations of youths.

Another key finding of this study is that outside factors, some of which were found during the course of conducting the study, may have impacted the results. The presence of outside factors, if significant enough, could result in a reduction of participant observations of the Millennial behaviours in Millennials and a false rejection of the propositions of this research, or a Type I error. Based on the analysis of the outside factors, which are presented in Chapter 8, there is some support to the recommendations that more probing is needed and that larger longitudinal ethnographic studies are warranted. Possible outside factors include the relative age and inexperience of young employees or recent graduates, age and management experience of the participants, the age definition of the Millennial Generation, the organizational culture, the personality and management philosophy of each participant, and misinterpretation of the questions during the interview. A more rigorous study with a strengthened field methodology may explore better the impact of various factors on the results of intergenerational and Millennial investigations.

The subject of intergenerational differences, especially with regard to Millennials, is a growing and a current 'hot' topic. According to the literature, there is a possibility that Millennials' characteristics may have consequences that can put a substantial strain on the constraints of a project and increase the risk of a project ending in failure. This possibility has gained the attention of many managers and project managers. No general statements can be made based on the study because of the possible influence of confounding outside factors that were found during the course of the study; however, this exploratory research has taken a step towards getting a better understanding of Millennials by providing a comprehensive taxonomy of Millennial traits and some academic findings for future research to build upon.

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Appendix A

Shaping the Millennial Generation

A1.   Defining Generations

Individual people have a unique combination of values, experiences, and behaviours, but individuals of a similar age can have common experiences of historical or social significance, which can lead to common values and behaviours. These individuals can be grouped together as a 'generation'. Strauss and Howe (1991) define a peer personality as a "generational persona recognized and determined by (1) common age location; (2) common beliefs and behavior; and (3) perceived membership in a common generation" (p. 64). The peer personality of a generation is shaped by its interactions with existing generations and by important social moments, resulting in generations that are not static (Coomes & DeBard, 2004). This suggests that while an individual may not fit the generalization of values and behaviours perceived of his/her generation, that individual will usually share common values and behaviours perceived of his/her generation.

A2.   Shaping the Peer Personality of Millennials

The peer personality of Millennials, like other generations, is shaped, not just by social and historical events of significance, but is also "shaped by its interactions with other generations" (Coomes & DeBard, 2004, p. 8). Most Millennials are the children of both Baby Boomers and Generation Xers. As an example of how these two generations may have greatly shaped the peer personality of Millennials, part of Millennials' uniqueness may be a result of the cultural norms of parenting practices during their development from childhood to adulthood, when they are the most impressionable and when they develop their system of values. Another example is that to compensate for the deficiencies of previous generations, Millennials may have developed values and behaviours that are in sharp divergence to those of previous generations.

Millennials, like other generations, are "shaped by its interactions with other generations" (Coomes & DeBard, 2004, p. 8). To compensate for the deficiencies of previous generations, Millennials may have developed values and behaviours that are in sharp divergence to those of previous generations (Howe & Strauss, 2000). For example, they prefer to work in teams rather than as free agents, they are less aloof than Generation Xers, and they highly value authority (Lancaster & Stillman, 2002; Coomes & DeBard, 2004). Millennials value conventionality and expectation of structure compared to narcissism and iconoclasm of the college years of Baby Boomers (Howe and Strauss, 2000).

Intergenerational conflicts may stem from misunderstandings regarding the difference in peer personalities as a result of a difference in upbringing, values, and expectations (Zemke, Raines, & Filipczak, 2000; Lancaster & Stillman, 2002).

A3. Prevalence of Technology

The technology age may have impacted Millennials expectations during their development (Tapscott, 2009). Millennials may be accustomed to the quantity, accessibility, availability, and acquisition ease of information on the Internet, which may have influenced their perceived norms of information in general. Millennials may also be accustomed to high timeliness and frequency or volume of communication through a variety of different technologies, such as email, cell phones, Facebook, Blackberrys, instant messaging, text messaging, and YouTube. If the perceived norms are for timely and frequent communication, this perception may influence their expectations regarding communication behaviours.

A4. Hyperattentive Parenting

The shift in parenting norms towards child-centred and hyperattentive parenting may have impacted Millennials during their development. They are "the most watched over generation in memory"

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(Howe & Strauss, 2000, p. 9) and they have been subjected to more structure, supervision, coddling and obsessive over-parenting (Marano, 2008; Bronson & Merryman, 2009; Honore, 2009; Alsop, 2008) with adult-organized enrichment (Brooks, 2001) than previous generations.

There are two possible causes for the shift in parenting norms.

First, because of the prevalence of contraception, parenting became very child-centred. For many parents, parenthood became a consciously planned and deliberate event rather than an accidental event. Once they were born, children became a higher priority in their parents' lives, "the most important extra-credit arts project" (Brooks, 2001, p. 6). Parenting became a science, where "authority and accountability have replaced experimentation and flexibility" (Brooks, 2001, p. 9). The author of "A Nation of Wimps", Hara Estroff Marano (2008) felt that parenting became very child-focused and child-centred and noted that "somewhere in the 1990s, priorities shifted dramatically, children were given starring roles in the family drama, and preparation for adulthood lost ground to parental need for emotional closeness and control" (p. 22). It is possible that some of the significant historical events, such as the Columbine school shootings, which pointed the finger at a lack of parental involvement (Brooks, 2001), struck a fear reaction in parents who then compounded the child-centred parenting norms towards even higher levels of 'family values' in everyday decisions. The perceived demands on parents to protect, safe-guard and nurture their children increased (Brooks, 2001) and may have lead to the second possible cause for the shift in parenting norms.

Second, many adults turned parenting into a professional job or competitive sport (Blekin, 2007) to manage their children's lives and parents became very attentive or hyperattentive to their children's needs. This may be more true for those families in particular socioeconomic circles who could afford one adult to quit his/her professional career in order to become a full-time parent. There may be a

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generation of women who cut back on work and applied and transferred the skills, attention and energy that was normally put into a job into their children (Blekin, 2007). The author of *Worried All the Time*, David Anderegg, a child psychologist in Lenox, Massachusetts, and professor of psychology at Bennington College, finds parents are "anxious and hyperattentive to their kids, reactive to every blip of their child's day, eager to solve every problem for their child, and to believe that type of behaviour is good parenting instead of overparenting" (Marano, 2008, p. 14). These types of hyperattentive parents are also known as helicopter parents because "they hover and make a lot of noise, rescuing their children whenever difficulty arises" (Marano, 2008, p. 19) or snowplow parents because "they work hard to clear the path for their kids, push obstacles out of the way, and make the traveling as smooth and safe as possible" (Marano, 2008, p. 19).

   Children of hyperattentive parents may be accustomed to high levels of attention and monitoring through adult-organized structure and supervision and unaccustomed to facing challenging situations independent of their parents. The high levels of structure and supervision may lead to Millennials having a nearly crippling dependence on others for help in adulthood compared to other recent youth generations. Millennials' "lack of challenging and life-defining experiences all their own impairs their ability to develop vital coping skills and build the inner resources necessary to adapt to life in all its unpredictability" (Marano, 2008, p. 4). Millennials may be accustomed to being the centre of attention and having high supervision, structure, and involvement from their superiors. They may be unaccustomed to facing challenges on their own because of their minimal exposure to them. Millennials may be accustomed to receiving rewards, such as gold stars and consolation trophies, for participation rather than for outstanding achievement (Alsop, 2008). The early successes in life, instant gratification, and coddling parents may disillusioned Millennials and may not have prepared

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them for the realities of adulthood (Irvine, 2005). Millennials may lack the basic abilities, skills, knowledge, and maturity expected for their age and level of education (Bauerlein, 2009).

A5. NCLB

The No Child Left Behind law, NCLB, enacted on January 8, 2002 by President George W. Bush, worked "to close the academic gap and make sure all students, including those who are disadvantaged, achieve academic proficiency" (Four Pillars of NCLB, 2010). The Bush administration wanted to toughen up schools so that American students would not be outdone by their peers in other developed countries on achievement tests (Romsho, 2005). NCLB aimed to reduce drop-out rates, to increase the admission numbers into post-secondary institutions, and to make schools more accountable for the success of their students. This accountability was reported for each school and measured with metrics such as standardized testing of students' abilities and the drop-out rates of students from school.

To comply with the government's NCLB act, the intention for schools was to implement improved methods of instruction in order to increase student achievement on the tests and to reduce drop-out rates. Many schools and teachers made a number of adjustments and reformations on their teaching and evaluation methods but those adjustments may have had a negative impact on students. A possible effect of NCLB is the incentive for teachers to teach material geared towards performing well on the tests and to narrow the curriculum, thus decreasing student learning overall. Another possible effect is for schools to lower their imposed achievement goals on students, such as reducing or eliminating homework or the scope of projects. To increase marks when evaluating students, teachers may lower their evaluation expectations, raise their leniency towards mistakes or errors, and lower their intolerance towards a negotiation with students about evaluations. A student may be exposed to critical feedback less frequently or allowed to dispute or resubmit an assignment until the

student is satisfied with the mark. The restructured and lenient evaluation, combined with the reduced workload, would allow students to achieve higher marks and GPAs with less work, which could achieve the goals of NCLB, such as reduced drop-out rates and increased admission numbers.[28]

This reformation of the school system may have impacted Millennials' values and sense of self during their development. Millennials may be overconfidence in their abilities and have a high sense of achievement and high expectations for future success because of their perceived success in school. Millennials may lack the ability to handle critical feedback because of their minimal exposure to negative performance reviews. Millennials may be accustomed to leniency in the evaluations of their performance, to negotiations of evaluations that were below their expectations, and to the ability to speak openly with their superiors for what they want.

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[28] Refer to Appendix A5 for more information on the possible impact of the NCLB Act on Millennials' system of values.

Appendix B

Possible Drivers, Values, Workplace Behaviours, and Consequences of Millennials

B1.   Group Work Preference

Millennials may have a strong team and community orientation. This orientation may correlate with Millennials having a strong desire or preference for working within a group rather than working independently. This orientation, if extended to the work environment, may correlate with Millennials having a strong desire to work in groups or in teams rather than independently.

If Millennials have a strong desire to work in groups, then these desires may be a driver of some of the values in the Millennials' system of values which will be called their Group Work Values. In their experiences in groups, Millennials may have learned behaviours and developed values for them to work better within groups and to reduce the drawbacks of working in groups. For example, because of their community orientation and their desire to stay well connected with their community, Millennials may have learned the importance of regular and frequent communication. Millennials may value the sharing of risks and failure and the reduction of individual blame that they may otherwise experience if they were working independently. To continue working in groups, Millennials may have learned the importance of maintaining positive group relations by moderating or eliminating some of their behaviours that can lead to negative group relations. With the goal of maintaining high cohesion and tight peer bonds within the group, this behaviour moderation can lead to members being highly cooperative and agreeable with each other within the group and a 'follow the crowd' mentality may be a result.

The values of Millennials can lead to or be reflected in their observed behaviours in the workplace which will be called their Group Work Behaviours. When working on a task, they are more

comfortable in a group or with others than when they are working independently. This discomfort when working independently may be observed as Millennials struggling to deliver within the required quality, quantity, budget, and time constraints. They may lack the independence or the self-confidence in their abilities to work on their own. When faced with a decision, Millennials often cross-check with the opinions of their close circle of friends, or colleagues. Each may feel the need to have their opinions validated within their group and together they may feed off of each other's validations. They may have an aversion raising opposing opinions or disagreements or to creating a conflict within that group that can lead to negative group relations.

Managers may be faced with navigating a number of possible consequences as a result of the behaviours of Millennials in order to reduce their negative impact on their projects. First, Millennials may be inefficient in their work output because it may be time consuming for them to communicate and cross-check with others. Second, Millennials may be ineffective in their work output because their aversion to raising opposing opinions to maintain group cohesion can lead to group decision making fallacies such as groupthink (Coomes & DeBard, 2004). Third, Millennials may be ineffective because there is a limit on what Millennials can accomplish by themselves if they struggle when working independently and are highly reliant on others to validate their ideas. These consequences can lead to Millennials being inefficient and ineffective in their work output.

Below in Figure 7 is a possible model of the Group Work Preference Driver, including the resulting Values, Behaviours, and Consequences.

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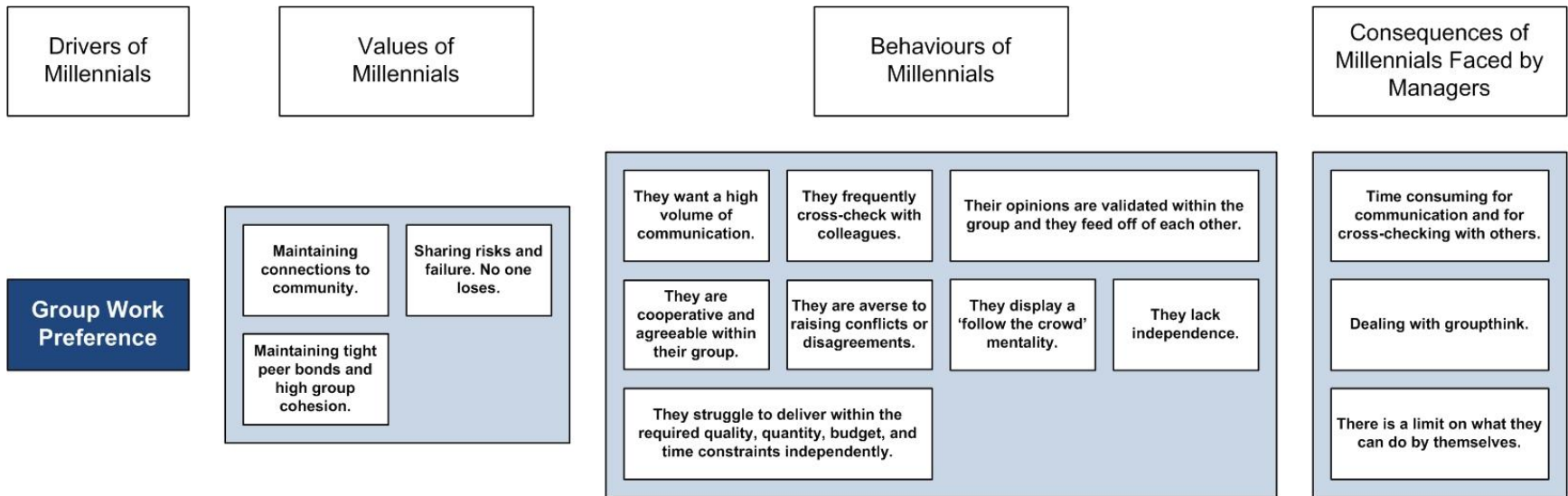
Figure 7 - Model of Group Work Preference Values, Behaviours, and Consequences

B2. Filial/Familiar Interactions

Millennials feel a strong connection to their community, and especially to their friends and to their parents. During their development, Millennials may have come to expect a high amount of influence and involvement in their lives from others, such as their parents in the form of structure and supervision, because of parenting trends towards child-focused and hyperattentive overparenting. Millennials' strong connection to their community may extend from how they interact with friends and family to how they interact with others such as in the workplace. They may have a tendency for having similar familiar and filial interactions with their colleagues and with their superiors, respectively, in the workplace.

If Millennials have a tendency or preference to act familiarly or filially with others, then these tendencies may be a driver of some of the values in the Millennials' system of values. Those values related to their tendency for filial or familiar interactions will be called their Filial/Familiar Interactions Values. During their development, Millennials may have come to expect a high amount of influence and involvement in their lives from others and they may value relying and depending on their community for support and guidance.

In familiar interactions, such as those with friends or colleagues, there may be some norms that dictate the acceptable and expected behaviour in those interactions. One example of a norm in familiar interactions is that everyone is equal and a peer. This means that everyone has an equal standing with each other, regardless of one's demographics. For school assignments or work, there can be a high expectation for perceived fairness. Everyone in the group would be expected to put in his/her fair and equal share of the work and time and everyone's ideas or opinions are equally valid and should be respected and weighted equally. Another example is that peers make suggestions or requests and ask for favours of each other rather than giving commands. This means that one can

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decline a request or disregard a suggestion from a friend. Millennials may perceive that they have a choice when colleagues give commands and Millennials may value the ability to decline.

In filial interactions, such as those with parents, there may be some norms that dictate the acceptable and expected behaviour in those interactions. One example of a norm in filial interactions from child-focused parenting is the involvement of all parties, including children, in important family decisions, such as location for a family vacation. Millennials may be accustomed to having involvement and influence in important decisions. Millennials may feel that their opinions matter and they may expect to have their voices heard for decisions. In a recent example, many students at the University of Waterloo felt unhappy because they felt that they should have been involved in or consulted for the decision of the university's logo redesign (Hill, 2009). Another example a norm of child-focused parenting practices is the negotiability of decisions, deadlines, or task requirements that were set by superiors. Some educators have noted the increasing pushback from students about marks, deadlines, or requirements and the increasing assertiveness from students to negotiate academic objectives to suit their needs. Millennials may feel that their opinions are important because that idea has been reinforced by their parents. Educators, who are pressured by the NCLB and by parents, may be increasing lenient towards these Millennial behaviours and accept pushback and negotiation from students, thus reinforcing students that they can negotiate decisions with superiors to get what they want. Over time, Millennials may value having their opinions heard and the ability to negotiate decisions. This greater tendency for negotiation may also decrease the authority of commands from superiors and reduce them to requests, which then allows a Millennial the choice to perform or disregard a command, similar to that of their peers.

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Millennials' strong connection to their community may lead to Millenials having a tendency to interact with others in either a familiar or filial manner, and this tendency can lead to or be reflected in their observed Filial/Familiar Interactions Behaviours.

Commentators have observed several Filial/Familiar Interactions Behaviours of Millennials from different situations and contexts relating to their work, either in the workplace or in school. When receiving performance feedback, there is a lack of recognition of criticisms, an aversion to talking about their poor performance, and a lack of ability to deal with criticisms about their performance. These behaviours may stem from Millennials inexperience with critical pushback, either from the reformed school system, from their parents who praise and have a high regard for their children, or from their friends who moderate their behaviours to maintain positive group relations. Millennials may suffer from disappointment about their performance review because they have difficulty forming "accurate (and) realistic appraisal of their present capabilities" (Bauerlein, 2009, p. 192). When they have such a high appraisal of their performance and capabilities, they may feel equal with their superiors. This, in turn, can mean that they put inaccurate weight on the measurable track record of themselves compared to others. They may not accept critical feedback in a professional manner or they may pushback against performance reviews that are below their expectations.

If Millennials put inaccurate appraisal of themselves compared to others and value having an equal standing with their peers, having influence and involvement in decisions with superiors, and having the choice to follow a command, then Millennials may have a reduced sense of importance on the concept of authority. Millennials may be less accepting of the power distance or chain of command and may have less respect for legitimate power. They may backlash against or negotiate decisions made without their involvement.

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Managers may be faced with navigating a number of possible consequences as a result of the Filial/Familiar Interactions Behaviours of Millennials in order to reduce their negative impact on their projects. First, Millennials may be ineffective because there may be a limit on what Millennials can do by themselves because of their need for supervision and structure (Zemke, Raines, & Filipczak, 2000) because they are accustomed to a high involvement in their lives from their parents. Second, Millennials may be ineffective because they may be difficult to manage (Taylor, 2009), they may not do the work they were told to do or are unreliable (Taylor, 2009), and may be slow to learn or to improve their performance from critical feedback. Third, Millennials may be ineffective because they may lack professionalism and a sufficient amount of respect for others' experience, track record, or accumulated knowledge. When applied to the workplace, each of these consequences can lead to Millennials being inefficient and ineffective in their work output.

Below in Figure 8 is a possible model of the Filial/Familiar Interactions Driver, including the resulting Values, Behaviours, and Consequences.

Figure 8 - Model of Filial/Familiar Values, Behaviours, and Consequences

Drivers of Millennials	Values of Millennials	Behaviours of Millennials	Consequences of Millennials Faced by Managers

Filial/Familiar Interactions

Equality among friends.

Peers and superiors give requests not commands.

Involvement and influence in decisions.

They do not recognize and lack ability to deal with criticisms.

They are disillusioned of their performance review.

They have an aversion to talking about poor performance.

They have wrong appraisal of themselves versus others.

They feel and act equal to superiors.

They have a lack of respect and accommodation for authority.

They are less accepting of power distance or chain of command.

They have less respect for legitimate power.

They perceive commands as choices.

They give pushback or disregard commands.

They negotiate decisions.

There is a limit on what they can do by themselves.

They are difficult to manage.

They do not do the work they were told to do.

They are slow to learn or to improve from critical feedback.

They lack professionalism or respect for others' experience.

B3.   Expertise Expectations

Millennials are the first generation to come of age with ICTs and the technology age may have impacted Millennials expectations regarding norms for information and communication during their development.

The technology age may have impacted Millennials' information expectations during their development. Currently, there is a vast quantity of information available on the Internet. This information is highly accessible and available and requires minimal effort to acquire. Millennials may be accustomed to the quantity, accessibility, availability, and acquisition ease of information on the current state of the Internet, which may have influenced their perceived norms of information in general. Millennials may extend this expectation to other areas of their lives and expect information to have similar qualities in the workplace.

The technology age may also have impacted Millennials' communication expectations during their development.   Millennials may also be accustomed to high timeliness and frequency of communication.   The current state of technology allows for a potentially high timeliness and frequency of communication available through a variety of different technologies, such as email, cell phones, Facebook, Blackberrys, instant messaging, text messaging, and YouTube. If the perceived norms are for timely and frequent communication, this perception may influence their expectations regarding communication behaviours.

Millennials' team and community orientation for communication may augment a preference for timely, if not instant, and frequent communication in order to remain closely connected with their friends and family.   If this preference is positively reinforced from their perceived norms of communication, then Millennials may continue to expect timely and frequent communication in other aspects of their lives, such as in the workplace.

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If Millennials have expectations regarding the timeliness and the frequency of communication, then these desires may be a driver of some of the values in the Millennials' system of values. If Millennials have high expectations of the quantity, accessibility, availability, and acquisition ease of information, then these expectations may also be a driver of some of the values in the Millennials' system of values. Those values related to their expectations for communication and information will be called their Information Expectations Values.

Millennials' exposure to the technology age may lead to Millennials having a high expectation for timely and frequent communications and for the quantity, accessibility, availability, and acquisition ease of information. These expectations may reflect Millennials Information Expectations Values.

Prior to the prevalence of the current state of ICTs, communication was typically slower and less frequent. Because the majority of ICTs used for communication were landline phones, answering machines, typewriters, and fax, combined with regular postal mail, communication was more dependent on the physical location of the individuals. This dependency could increase the latency of communication, thus decreasing the timeliness and turnaround or frequency of communication. After the prevalence of ICTs, the technology allowed individuals to have mobility and a reduced dependency on location for communication, such as cell phones and Blackberrys. The advancements in technology allowed for more timely and frequent turnarounds on communication and may have impacted the norms or expectations of communication.

If Millennials have expectations for timely and frequent communication that are extended to the workplace, then Millennials may value having timely and frequent communication about their performance or about their ideas and work output. When performing a task, Millennials may expect frequent feedback throughout the process about their ideas and work output, such as pats on the back and praise for modest accomplishments, possibly to the point of Millennials being perceived as

wanting constant feedback. They may expect timely feedback about their performance soon after the completion of the task rather than waiting until a month later or until their annual performance review. Millennials may also value frequent communications for information, such as email and instant messages, with others in a short timeframe, possibly to the point of being perceived as constant and instant communications. When communicating with others, the channels may include more than phone and fax, but email, text messaging, instant messaging, message boards and discussion forums in order to stay connected with others constantly and instantly.

Prior to the prevalence of ICTs, more effort was required for information acquisition, such as accessing a library or searching and photocopying encyclopaedias or journal articles for assignments or personal learning. Information acquisition was more dependent on the physical location of the information or the distribution of the information. These dependencies could decrease the quantity, accessibility, availability, and acquisition ease of information. After the prevalence of ICTs, the advancements in technology, such as the Internet, allowed individuals to easily share and distribution information and individuals could acquire the information with a reduced dependency on location. The use of the Internet may have impacted the norms or expectations of the qualities of information.

If Millennials have expectations that information will be highly accessible, available, and easily acquirable, Millennials may be accustomed to expect easily searchable and retrievable information with minimal effort when performing an investigation or research process. Because frequent and timely communication, combined with highly accessible information, can diminish ambiguity or uncertainty of the objectives or outcomes of a task, Millennials may value communications that are transparent, instructions that are specific, clear, detailed, or explicit, and performance outcomes that are clear-cut and definite.

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The values of Millennials can lead to or be reflected in their observed behaviours in the workplace. Those behaviours related to their Information Expectations Values will be called their Information Expectations Behaviours.

Commentators have observed several Information Expectations Behaviours from different situations and contexts relating to their work, either in the workplace or in school. Because Millennials have been exposed to frequent and timely communication, combined with highly accessible and available information, they are unaccustomed to and struggle with ambiguity or uncertainty for task objectives or outcomes. To reduce any perceived ambiguity, Millennials may ask for frequent and timely feedback and clarification of communications. For example, Millennials may ask for regular and timely feedback about their ideas, their work, or their performance. Because Millennials may value transparent, clear, detailed, or explicit instructions, and clear-cut and definite outcomes for their performance, they may ask for clarification of their communications from others, such as their instructions and their performance outcomes. Taken further, they may be perceived by managers as wanting to be mentored or coached so thoroughly that they may respond well to spoon fed recipe-book instructions. They may display a high level of dependence on the Internet for information or ideas, such as suggestions for best practices. These requests may be frequent as to be perceived as constant and disruptive to other team members or to managers. Given their preference for structure and narrowed or focused instructions, they may be unaccustomed to deviating from the set plan or waiting time in tasks where the payoff is uncertain or intangible. They may display a lack of experimenting, creativity, problem solving, seeing beyond their blinders or system thinking when performing a task.

There are a number of possible consequences for these Information Expectations Behaviours. It may be time consuming for the managers to provide the supervision and structure that Millennials

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demand. It may also be time consuming to give clear, detailed, and explicit instructions and to clarify ambiguities. Millennials may be overconfident in themselves and underestimate what they do not know (Medina, 2010). Managers may also have to deal with bad ideas and solutions to problems from Millennials. When applied to the workplace each of these consequences can lead to Millennials being inefficient and ineffective in their work output.

Below in Figure 9 is a possible model of the Expertise Expectations Driver, including the resulting Values, Behaviours, and Consequences.

Figure 9 - Model of Expertise Expectations Values, Behaviours, and Consequences

| Drivers of Millennials | Values of Millennials | Behaviours of Millennials | Consequences of Millennials Faced by Managers |

Expertise Expectations

Values of Millennials:
- Acquiring expertise with little time or effort.
- Having respect for their perceived expertise.
- Dislike unnecessary wastes of time or energy.

Behaviours of Millennials:
- They do not want to put in the time or effort for expertise.
- They just want to know how to do it right.
- They rely on technology for shortcuts.
- They have a misconception of their work performance.
- They do not recognize and lack ability to deal with criticisms.

Consequences of Millennials Faced by Managers:
- They are overconfident in themselves, do not know their shortcomings.
- Time consuming to coach them and to give regular feedback.
- Dealing with expectations management.

Appendix C

Experimental Design Tools

C1. List of Success Expectations Behaviours

Below is the list of Success Expectations Behaviours. For more information, refer to Section 3.1.

- A sense of entitlement
- Unrealistic expectations about salary or compensation
- Unrealistic expectations about promotion or recognition
- Tried to change his/her work environment to suit his/her expectations
- Overconfident in him/herself
- Has a high perception about his/her work performance
- Arrogant or has a high self-assessment
- Has a 'I want it and I want it now' attitude
- Not accepting of critical pushback or feedback
- Unhappy or dissatisfied when s/he receives constructive criticism
- Easily disappointed or has a higher baseline of satisfaction
- Slow to learn or to improve from critical feedback
- High history of turnover (in the context of your industry)
- Lacks professionalism
- Lacks respect for others' experience or expertise

C2. List of Information Expectations Behaviours

Below is the list of Information Expectations Behaviours. For more information, refer to Section 3.2.

- Need for frequent feedback
- Need for immediate feedback
- Need for clear, detailed, and explicit instructions, like a recipe book
- Need for a high level of supervision and structure
- Struggles with ambiguity or uncertainty
- Lacks creativity
- Lack ability or willingness to experiment

- Lacks problem solving ability
- Lacks 'big picture' thinking

C3. Controlling for Changes or New Trends in Society in the Experimental Design

There may be a divergence in expectations between managers and Millennials, such as the expectation of how Millennials should behave and the expectations from Millennials of what is considered acceptable behaviour. While it is possible to suggest that this divergence is a particularly serious issue for Millennials, it is also possible that there may be a divergence of expectations between all managers and employees to some degree. One possible example of this divergence of expectations is trends towards an increased pressure from managers for employees to work evenings and weekends to get a job done and greater pushback from employees for work/life balance and flexible hours. These possible trends may reflect changes in society in general rather than unique behaviours only seen in Millennials.

When testing the validity and strength of the proposed model regarding the Success Expectations Driver, all other variables should remain constant. This means that attempts must be made to control for or reduce the impact of any variables relating to changes in society. Millennials should be compared to other current working generations.

I want to acknowledge that this issue of a divergence of expectations between managers and employees is a complex one as it may be influenced by a number of other factors outside of changes or new trends in society, such as organizational culture, the expectations or perceptions of others, improperly calibrated expectations of the manager or the employee, or individual personality traits. This issue can be viewed as a complex problem that may exist between all managers and employees but it may be magnified in certain areas for Millennials more than for other generations.

C4. Controlling for Millennials' Maturity Level in the Experimental Design

Because Millennials are relatively young with ages ranging between 10 to 30 years old, their maturity level may influence or cause some of the observed Millennial behaviours and should be examined. With their youth, it is expected that Millennials will not necessarily be childish or childlike in their behaviours, but it is expected that Millennials will not have the same amount of experience, training, skill level, or knowledge as the general population, who are on average older and are expected to have a higher maturity level. Over time, one can acquire more training, gain more exposure to different situations, and practice different skills to develop one's overall knowledge and, subsequently, to become more mature. It is assumed that age and maturity have a correlation. In general, researchers found that subjects are overconfident in knowledge areas that they know little about (Hoch, 1985; Klayman, Soll, Gonzalez-Vallejo, & Barlas, 1999). With greater amounts of information, one's overconfidence can be reduced, resulting in a better calibrated or accurate level of confidence and subsequent arrogance or a sense of entitlement may be reduced.

When testing the validity and strength of the proposed model regarding the Success Expectations Driver, all other variables should remain constant. This means that attempts must be made to control for or reduce the impact of any variables relating to age and maturity level. Millennials should be compared to other generations of youths at a similar age and maturity level.

When comparing the behaviours of Millennials to other generations, controlling for age and maturity level may be difficult for two reasons. First, there is presently a lack of data to assess accurately and thoroughly the behaviours and values of other generations at a similar age and maturity level. Second, the accuracy of an evaluation of youths at a similar age and maturity level from previous decades may be influenced by the perceptions of those providing the evaluation, who may themselves have changed in their outward behaviours and disposition towards others over time. To evaluate Millennials it is important to control for variables regarding age and maturity level by evaluating and comparing

Millennials against previous generations of youths; however, I acknowledge that the perceptions and biases of those providing information may impact the accuracy of the comparison.

C5. Case Description Research Instrument: Interview Questions

Initial Demographic Questions

Questions about Current Position

1. How long have you worked at your current company?

   - N/A
   - 0-2 years
   - 3-5 years
   - 6-9 years
   - 10-14 years
   - 15-29 years
   - 20 or more years

2. How would you describe the work culture?

3. What is your level of seniority?

   - Coop/summer
   - Entry
   - Experienced/Journeyman
   - Junior Project Manager
   - Senior Project Manager
   - Junior Manager
   - Middle Manager
   - Senior Manager

4. At your current position and level of seniority, how long have you worked?

   - N/A
   - 0-2 years
   - 3-5 years
   - 6-9 years
   - 10-14 years
   - 15-29 years
   - 20 or more years

5. Do you currently or did you recently have employees reporting to you?

   - Yes / No (How long ago?)

6. At your current position and level of seniority, how long have you had employees reporting to you?

   - N/A
   - 0-2 years
   - 3-5 years
   - 6-9 years
   - 10-14 years
   - 15-29 years
   - 20 or more years

7. How many people do you have reporting to you right now?

8. Of those people, how many fall in the age range of:

- 18-29 years old?
- 30-39 years old?
- 40 years old and older?

9. Over your entire cumulative work history, how long have you worked?

- N/A
- 0-2 years
- 3-5 years
- 6-9 years
- 10-14 years
- 15-29 years
- 20 or more years

Questions about Position Prior to 2004

1. Did you have employees reporting to you prior to 2004?

- Yes / No

IF YES:

Think of a recent position prior to 2004 when you had employees reporting to you:

2. How long have you worked at that company?

- N/A
- 0-2 years
- 3-5 years
- 6-9 years
- 10-14 years
- 15-29 years
- 20 or more years

3. How would you describe the work culture?

4. What was your level of seniority?

- Coop/summer
- Entry
- Experienced/Journeyman
- Junior Project Manager
- Senior Project Manager
- Junior Manager
- Middle Manager
- Senior Manager

5. At that position and level of seniority, how long had you been working?

- N/A
- 0-2 years
- 3-5 years
- 6-9 years
- 10-14 years
- 15-29 years
- 20 or more years

6. At that position and level of seniority, how long did you have employees reporting to you?

- N/A
- 0-2 years

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- 3-5 years
- 6-9 years
- 10-14 years

- 15-29 years
- 20 or more years

7. How many people did you have reporting to you at the time?

8. Of those people, how many fall in the age range of:
   - 18-29 years old?
   - 30-39 years old?
   - 40 years old and older?

Questions about Total/Cumulative Work History

1. How long have you been working in your whole life?

- N/A
- 0-2 years
- 3-5 years
- 6-9 years

- 10-14 years
- 15-29 years
- 20 or more years

2. How many years have you had employees reporting to you?

- N/A
- 0-2 years
- 3-5 years
- 6-9 years

- 10-14 years
- 15-29 years
- 20 or more years

3. Have you ever had a position where you were at a higher level of seniority than what we've discussed? What level was that? When was that?
   - Coop/summer
   - Entry
   - Experienced/Journeyman
   - Junior Project Manager

   - Senior Project Manager
   - Junior Manager
   - Middle Manager
   - Senior Manager

4. In that position, from the previous question, how long had you worked?

- N/A
- 0-2 years
- 3-5 years
- 6-9 years

- 10-14 years
- 15-29 years
- 20 or more years

Current Observational Questions

1. Can you tell me a bit about your experiences working with your current reporting employees between the ages of:

   - 18-29 years old?

   - 30-39 years old?

   - 40 and older?

2. You may or may not have observed the following behaviours from current reporting employees. Can you tell me:

   - If you have observed any of these behaviours listed below?

   - Who (age and time frame) behaved this way?

   - How many behaved this way?

   - How strong was the behaviour?

   List of Behaviours (20s, 30s, 40+s):

   i. A sense of entitlement

   ii. Unrealistic expectations about salary or compensation

   iii. Unrealistic expectations about promotion or recognition

   iv. Has a 'I want it and I want it now' attitude

   v. Tried to change his/her work environment to suit his/her expectations

   vi. Overconfident in him/herself

   vii. Has a high perception about his/her work performance

   viii. Arrogant or has a high self-assessment

   ix. Need for a high level of supervision and structure

   x. Need for clear, detailed, and explicit instructions, like a recipe book

   xi. Need for immediate feedback

   xii. Need for frequent feedback

   xiii. Not accepting of critical pushback or feedback

   xiv. Slow to learn or to improve from critical feedback

   xv. Unhappy or dissatisfied when s/he receives constructive criticism

   xvi. Easily disappointed or has a higher baseline of satisfaction

   xvii.   Lacks professionalism

   xviii.   Lacks respect for others' experience or expertise

xix. Lack ability or willingness to experiment

xx. Lacks creativity

xxi. Lacks problem solving ability

xxii. Lacks 'big picture' thinking

xxiii. Struggles with ambiguity or uncertainty

xxiv. High history of turnover (in the context of your industry)

3. Prior to 2004, can you tell me a bit about your experiences working with your reporting employees between the ages of:

- 18-29 years old?

- 30-39 years old?

- 40 and older?

4. You may or may not have observed the following behaviours from reporting employees. Can you tell me:

- If you have observed any of these behaviours listed below?

- Who (age and time frame) behaved this way?

- How many behaved this way?

- How strong was the behaviour?

List of Behaviours (20s, 30s, 40+s):

i. A sense of entitlement

ii. Unrealistic expectations about salary or compensation

iii. Unrealistic expectations about promotion or recognition

iv. Has a 'I want it and I want it now' attitude

v. Tried to change his/her work environment to suit his/her expectations

vi. Overconfident in him/herself

vii. Has a high perception about his/her work performance

viii. Arrogant or has a high self-assessment

ix. Need for a high level of supervision and structure

x. Need for clear, detailed, and explicit instructions, like a recipe book

xi. Need for immediate feedback

xii. Need for frequent feedback

xiii. Not accepting of critical pushback or feedback

xiv. Slow to learn or to improve from critical feedback

xv. Unhappy or dissatisfied when s/he receives constructive criticism

xvi. Easily disappointed or has a higher baseline of satisfaction

xvii. Lacks professionalism

xviii. Lacks respect for others' experience or expertise

xix. Lack ability or willingness to experiment

xx. Lacks creativity

xxi. Lacks problem solving ability

xxii. Lacks 'big picture' thinking

xxiii. Struggles with ambiguity or uncertainty

xxiv. High history of turnover (in the context of your industry)

Final Questions

1. Have you noticed a significant change in behaviours overall between 2004 and now for your reporting employees between the ages of:

   - 18-29 years old?

   - 30-39 years old?

   - 40 and older?

   - How significant was the change in behaviour in terms of frequency of observing a behaviour or in the magnitude of the behaviour?

2. What age range do you fall within?

   - 18-29 years old?
   - 30-39 years old?
   - 40-49 years old?
   - 50-59 years old?
   - 60-69 years old?
   - 70 years old or older?

3. What is your gender?

4. What is your highest level of education that you have completed to this point?

   - High school
   - Community college
   - University
   - Graduate

C6. Agile Software Development

Agile software development is a group of software development methodologies. Its defining characteristic is that requirements and solutions evolve iteratively and incrementally using collaborative, self-managed, cross-functional teams. Agile differs from a waterfall model of software development because its software development life cycle is more cyclical through the different stages rather than strictly linear. Ideally, it is also more adaptive to changes at the cost of less focus on detailed future planning. Agile can include methodologies such as Scrum and Extreme Programming.

There are a number of common practices that organizations implement while using Agile. These can include:

- Co-location of the team

- Daily face-to-face stand-up meetings, approximately ten minutes long, to discuss updates and roadblocks

- Self-organizing or self-managed teams

Some implications of these practices include:

- Teams may make their own decisions on priorities.

- There may be a reduction of micromanagement from senior management levels.

- There may be a reduced adherence to a detailed, low-level plan from a top-down hierarchy.

- There may be a reduction in the levels of the formal hierarchy, such as the elimination of team leads.

C7. Statistical Significance and Impact

It was found that Dustin and Kevin had over 50% similar observations, and possibly also Richard and Russell. To determine if this result is statistically significant, each participant was compared against all other participants to see how often the participants had similar observations to each other. It was found that there are 45 pairs of participants, and from each pairing, on average they had 5.09 similar observations out of 23, or approximately 22%, with a standard deviation of 2.44. This means that it is statistically significant for participants to have over 50% similar observations. In fact, Dustin and Kevin had the most number of similar observations of all of the pairings.

C8. Measuring the Possible Impact the 'Double Counting' Effect on the Results of the Study

One method to measure the impact from 'double counting' is to remove one of the participants from each of the pairs determine if there is a significant difference in the final results.[29]

There are four combinations of eliminating one of the participants from each of the pairs. These combinations are:

1. Dustin and Richard eliminated.

2. Dustin & Russell eliminated.

3. Kevin & Richard eliminated.

4. Kevin & Russell eliminated.

Below in Table 23, Table 24, Table 25, and Table 26 are the tabulated observations of all of the participants except those two participants that were removed to measure the 'double counting' effect.

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[29] This would reduce the number of participants in the analysis and the impact of each participant would be greater on the final results.

These combinations of an eliminated participant from each pair, along with the number of the eight remaining participants whose observations supported or did not support the literature, are:

1. Table 23: Dustin & Richard eliminated. Final Result: 3 support the literature and 5 do not support the literature. No change in the majority.

2. Table 24: Dustin & Russell eliminated. Final Result: 3 support the literature, 4 do not support the literature, and 1 is inconclusive. No change in the majority.

3. Table 25: Kevin & Richard eliminated. Final Result: 3 support the literature and 5 do not support the literature. No change in the majority.

4. Table 26: Kevin & Russell eliminated. Final Result: 3 support the literature, 4 do not support the literature, and 1 is inconclusive. No change in the majority.

For each of the behaviours, the total number of participants whose observations supported the literature, opposed the literature, or is inconclusive is indicated at the end of the row for that behaviour. If the summation of each row is four or more observations that supported the literature, then that behaviour is highlighted in green and marked with a "Y" under the column labelled "Trend". If the summation is less than four, then that behaviour is highlighted in red and marked with a "N".

Under the "Trend" column, those behaviours marked with a "Y" and highlighted in green indicate that the majority of the participants' observations supported the literature that the behaviour was stronger or observed more frequently for the current generation of Millennials than other current older generations or other past generations of youths. These behaviours marked with a "Y" are behaviours that support the hypotheses of this study. Those behaviours marked with a "N" and highlighted in red indicate that the majority of the participants' observations did not support the literature regarding that behaviour and did not support the hypotheses of this study.

From Table 23, Table 24, and Table 26, the majority of the eight remaining participants' observations supported the literature for five of the behaviours and the remaining 18 behaviours were not supported by

the majority. For those respective combinations of eliminated pairs, there was not change in the final results.

In the case where Kevin and Richard were eliminated, there was enough of a change to affect the final result. In Table 25, one of the behaviours that was previously supported by the majority of the participants' observations is no longer supported as a result of the elimination of Kevin and Richard. The consequence of this elimination is that the participants' observations supported only four of the behaviours instead of five and the remaining 19 behaviours were not supported by the majority.

Table 23 - Tabulated Observations of All Participants Except Dustin and Richard, Showing Support and Opposition of the Literature and Changes without Dustin and Richard

	Support or Opposition of Literature	Antonio	Denzel	Kevin	Marlon	Morgan	Pierce	Russell	Tommy	Y Total	N Total	"-" Total	Trend
1	A sense of entitlement	Y	Y	Y	Y	-	N	N	Y	5	2	1	Y
2	Unrealistic expectations about salary or compensation	Y	Y	Y	N	-	N	-	Y	4	2	2	Y
3	Unrealistic expectations about promotion or recognition	Y	Y	Y	N	-	N	-	Y	4	2	2	Y
4	Has a 'I want it and I want it now' attitude	-	Y	N	-	-	N	N	Y	2	3	3	N
5	Tried to change his/her work environment to suit his/her expectations	Y	Y	N	N	N	N	-	Y	3	4	1	N
6	Overconfident in him/herself	Y	-	N	N	-	-	N	Y	2	3	3	N
7	Has a high perception about his/her work performance	Y	-	N	N	-	-	-	Y	2	2	4	N
8	Arrogant or has a high self-assessment	Y	-	N	N	-	-	-	-	1	2	5	N

#	Description									Y	N	-	
9	Need for a high level of supervision and structure	Y	N	N	Y	Y	Y	N	Y	5	3	0	Y
10	Need for clear, detailed, and explicit instructions, like a recipe book	N	N	N	N	N	Y	N	Y	2	6	0	N
11	Need for immediate or frequent feedback	Y	Y	N	N	N	Y	-	Y	4	3	1	Y
12	Not accepting of critical pushback or feedback	-	Y	N	N	-	N	N	Y	2	4	2	N
13	Slow to learn or to improve from critical feedback	-	Y	-	Y	Y	N	N	N	3	4	2	N
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	Y	N	N	-	N	N	-	1	4	3	N
15	Easily disappointed or has a high baseline of satisfaction	N	Y	N	-	-	N	Y	N	2	4	2	N
16	Lacks professionalism	-	-	-	Y	-	N	-	-	1	1	6	N
17	Lacks respect for others' experience or expertise	Y	-	N	-	N	-	-	-	1	2	5	N
18	Lack ability or willingness to experiment	Y	-	-	Y	N	-	N	N	2	3	3	N

#													
19	Lacks creativity	Y	N	-	-	N	Y	-	N	2	3	3	N
20	Lacks problem solving ability	Y	-	-	N	N	-	-	N	1	3	4	N
21	Lacks 'big picture' thinking	N	N	N	N	Y	-	Y	N	2	5	1	N
22	Struggles with ambiguity or uncertainty	N	-	-	Y	-	N	N	N	1	4	3	N
23	High history of turnover (in the context of your industry)	Y	-	N	-	-	Y	-	N	2	2	4	N
	Y Total	14	10	3	6	3	5	2	11				5
	N Total	4	4	14	12	7	10	10	8				18
	"-" Total	5	9	6	5	13	8	11	4				
	Trend	Y	Y	N	N	N	N	N	Y				N

Table 24 - Tabulated Observations of All Participants Except Dustin and Russell, Showing Support and Opposition of the Literature and Changes without Dustin and Russell

	Support or Opposition of Literature	Antonio	Denzel	Kevin	Marlon	Morgan	Pierce	Richard	Tommy	Y Total	N Total	"-" Total	Trend
1	A sense of entitlement	Y	Y	Y	Y	-	N	Y	Y	6	1	1	Y
2	Unrealistic expectations about salary or compensation	Y	Y	Y	N	-	N	-	Y	4	2	2	Y
3	Unrealistic expectations about promotion or recognition	Y	Y	Y	N	-	N	Y	Y	5	2	1	Y
4	Has a 'I want it and I want it now' attitude	-	Y	N	-	-	N	-	Y	2	2	4	N
5	Tried to change his/her work environment to suit his/her expectations	Y	Y	N	N	N	N	-	Y	3	4	1	N
6	Overconfident in him/herself	Y	-	N	N	-	-	-	Y	2	2	4	N
7	Has a high perception about his/her work performance	Y	-	N	N	-	-	-	Y	2	2	4	N
8	Arrogant or has a high self-assessment	Y	-	N	N	-	-	-	-	1	2	5	N

#													
9	Need for a high level of supervision and structure	Y	N	N	Y	Y	Y	-	Y	5	2	1	Y
10	Need for clear, detailed, and explicit instructions, like a recipe book	N	N	N	N	N	Y	-	Y	2	5	1	N
11	Need for immediate or frequent feedback	Y	Y	N	N	N	Y	Y	Y	5	3	0	Y
12	Not accepting of critical pushback or feedback	-	Y	N	N	-	N	N	Y	2	4	2	N
13	Slow to learn or to improve from critical feedback	-	Y	-	Y	Y	N	-	N	3	2	3	N
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	Y	N	N	-	N	N	-	1	4	3	N
15	Easily disappointed or has a high baseline of satisfaction	N	Y	N	-	-	N	-	N	1	4	3	N
16	Lacks professionalism	-	-	-	Y	-	N	-	-	1	1	6	N
17	Lacks respect for others' experience or expertise	Y	-	N	-	N	-	-	-	1	2	5	N
18	Lack ability or willingness to experiment	Y	-	-	Y	N	-	-	N	2	2	4	N

19	Lacks creativity	Y	N	-	-	N	Y	-	N	2	3	5	N
20	Lacks problem solving ability	Y	-	-	N	N	-	-	N	1	3	4	N
21	Lacks 'big picture' thinking	N	N	N	N	Y	-	Y	N	2	5	1	N
22	Struggles with ambiguity or uncertainty	N	-	-	Y	-	N	N	N	1	4	3	N
23	High history of turnover (in the context of your industry)	Y	-	N	-	-	Y	-	N	2	2	4	N
	Y Total	14	10	3	6	3	5	4	11				5
	N Total	4	4	14	12	7	10	3	8				18
	"-" Total	5	9	6	5	13	8	16	4				
	Trend	Y	Y	N	N	N	N	-	Y				N

Table 25 - Tabulated Observations of All Participants Except Kevin and Richard, Showing Support and Opposition of the Literature and Changes without Kevin and Richard

	Support or Opposition of Literature	Antonio	Denzel	Dustin	Marlon	Morgan	Pierce	Russell	Tommy	Y Total	N Total	"-" Total	Trend
1	A sense of entitlement	Y	Y	Y	Y	-	N	N	Y	5	2	1	Y
2	Unrealistic expectations about salary or compensation	Y	Y	Y	N	-	N	-	Y	4	2	2	Y
3	Unrealistic expectations about promotion or recognition	Y	Y	-	N	-	N	-	Y	3	2	3	N
4	Has a 'I want it and I want it now' attitude	-	Y	-	-	-	N	N	Y	2	2	4	N
5	Tried to change his/her work environment to suit his/her expectations	Y	Y	N	N	N	N	-	Y	3	4	1	N
6	Overconfident in him/herself	Y	-	N	N	-	-	N	Y	2	3	3	N
7	Has a high perception about his/her work performance	Y	-	-	N	-	-	-	Y	2	1	5	N
8	Arrogant or has a high self-assessment	Y	-	-	N	-	-	-	-	1	1	6	N

#													
9	Need for a high level of supervision and structure	Y	N	N	Y	Y	Y	N	Y	5	3	0	Y
10	Need for clear, detailed, and explicit instructions, like a recipe book	N	N	N	N	N	Y	N	Y	2	6	0	N
11	Need for immediate or frequent feedback	Y	Y	N	N	N	Y	-	Y	4	3	1	Y
12	Not accepting of critical pushback or feedback	-	Y	N	N	-	N	N	Y	2	4	2	N
13	Slow to learn or to improve from critical feedback	-	Y	N	Y	Y	N	N	N	3	4	1	N
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	Y	N	N	-	N	N	-	1	4	3	N
15	Easily disappointed or has a high baseline of satisfaction	N	Y	N	-	-	N	Y	N	2	4	2	N
16	Lacks professionalism	-	-	N	Y	-	N	-	-	1	2	5	N
17	Lacks respect for others' experience or expertise	Y	-	N	-	N	-	-	-	1	2	5	N
18	Lack ability or willingness to experiment	Y	-	-	Y	N	-	N	N	2	3	3	N

#													
19	Lacks creativity	Y	N	-	-	N	Y	-	N	2	3	3	N
20	Lacks problem solving ability	Y	-	N	N	N	-	-	N	1	4	3	N
21	Lacks 'big picture' thinking	N	N	N	N	Y	-	Y	N	2	5	1	N
22	Struggles with ambiguity or uncertainty	N	-	N	Y	-	N	N	N	1	5	2	N
23	High history of turnover (in the context of your industry)	Y	-	-	-	-	Y	-	N	2	1	5	N
	Y Total	14	10	2	6	3	5	2	11				4
	N Total	4	4	14	12	7	10	10	8				19
	"-" Total	5	9	7	5	13	8	11	4				
	Trend	Y	Y	N	N	N	N	N	Y				N

Table 26 - Tabulated Observations of All Participants Except Kevin and Russell, Showing Support and Opposition of the Literature and Changes without Kevin and Russell

	Support or Opposition of Literature	Antonio	Denzel	Dustin	Marlon	Morgan	Pierce	Richard	Tommy	Y Total	N Total	"-" Total	Trend
1	A sense of entitlement	Y	Y	Y	Y	-	N	Y	Y	6	1	1	Y
2	Unrealistic expectations about salary or compensation	Y	Y	Y	N	-	N	-	Y	4	2	2	Y
3	Unrealistic expectations about promotion or recognition	Y	Y	-	N	-	N	Y	Y	4	2	2	Y
4	Has a 'I want it and I want it now' attitude	-	Y	-	-	-	N	-	Y	2	1	5	N
5	Tried to change his/her work environment to suit his/her expectations	Y	Y	N	N	N	N	-	Y	3	4	1	N
6	Overconfident in him/herself	Y	-	N	N	-	-	-	Y	2	2	4	N
7	Has a high perception about his/her work performance	Y	-	-	N	-	-	-	Y	2	1	5	N
8	Arrogant or has a high self-assessment	Y	-	-	N	-	-	-	-	1	1	6	N

#		1	2	3	4	5	6	7	8				
9	Need for a high level of supervision and structure	Y	N	N	Y	Y	Y	-	Y	5	2	1	Y
10	Need for clear, detailed, and explicit instructions, like a recipe book	N	N	N	N	N	Y	-	Y	2	5	1	N
11	Need for immediate or frequent feedback	Y	Y	N	N	N	Y	Y	Y	5	4	0	Y
12	Not accepting of critical pushback or feedback	-	Y	N	N	-	N	N	Y	2	4	2	N
13	Slow to learn or to improve from critical feedback	-	Y	N	Y	Y	N	-	N	3	3	2	N
14	Unhappy or dissatisfied when s/he receives constructive criticism	-	Y	N	N	-	N	N	-	1	4	3	N
15	Easily disappointed or has a high baseline of satisfaction	N	Y	N	-	-	N	-	N	1	4	3	N
16	Lacks professionalism	-	-	N	Y	-	N	-	-	1	2	5	N
17	Lacks respect for others' experience or expertise	Y	-	N	-	N	-	-	-	1	2	5	N
18	Lack ability or willingness to experiment	Y	-	-	Y	N	-	-	N	2	2	4	N

#	Description												
19	Lacks creativity	Y	N	-	-	N	Y	-	N	2	3	3	N
20	Lacks problem solving ability	Y	-	N	N	N	-	-	N	1	4	3	N
21	Lacks 'big picture' thinking	N	N	N	N	Y	-	Y	N	2	5	1	N
22	Struggles with ambiguity or uncertainty	N	-	N	Y	-	N	N	N	1	5	2	N
23	High history of turnover (in the context of your industry)	Y	-	-	-	-	Y	-	N	2	1	5	N
	Y Total	14	10	2	6	3	5	4	11				5
	N Total	4	4	14	12	7	10	3	8				18
	"-" Total	5	9	7	5	13	8	16	4				
	Trend	Y	Y	N	N	N	N	-	Y				N

Appendix D
Survey Research Instrument

D1. Experimental Design Using a Survey Research Instrument

I used an exploratory study using a questionnaire to test the four propositions, which are:

P_1: Millennials display behaviours with a significantly **different frequency** when they are compared to **other current generations** in the workforce.

P_2: Millennials display behaviours with a significantly **different strength in magnitude** when compared to **other current generations** in the workforce.

P_3: Millennials display behaviours with a significantly **different frequency** when they are compared to **youths from previous generations**.

P_4: Millennials display behaviours with a significantly **different strength in magnitude** when compared to **youths from previous generations**.

To test these four propositions, P_1, P_2, P_3, and P_4, I asked the participants of the study to answer questions regarding their experiences, which can be divided into four components.

The first component of the study was for participants to report on their observations of the behaviours of their reporting workers. Each question pertains to either a Success Expectations Behaviour[30] or an Information Expectations Behaviour[31]. The behavioural questions were:

1. How many of them had a sense of entitlement? How high was it?
2. How many of them had unrealistic expectations about salary or compensation? How high were these expectations?

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[30] Refer to Section 3.1.3 for more information on Success Expectations Behaviours.
[31] Refer to Section 3.1.33.2.3 for more information on Information Expectations Behaviours.

3. How many of them had unrealistic expectations about promotion or recognition? How high were these expectations?

4. How many of them were easily disappointed? How strong was it?

5. How many of them had a history of high turnover? How high was it?

6. How many of them exhibited the need for frequent feedback? How high was the need?

7. How many of them exhibited the need for immediate feedback? How high was the need?

8. How many of them exhibited the need for explicit instructions? How high was the need?

9. How many of them exhibited the need for explicit deliverables? How high was the need?

10. How many of them exhibited the need for a high level of structure and supervision? How high was the need?

11. How many of them struggled with ambiguity or uncertainty? How high was the level of struggle?

12. How many of them exhibited a lack of creativity? How high was it?

13. How many of them exhibited a lack of ability or willingness to experiment? How high was it?

14. How many of them exhibited a lack of problem solving ability? How high was it?

15. How many of them exhibited a lack of systemic thinking? How high was it?

16. How many of them lacked professionalism? How high was this?

17. How many of them were overconfident? How high was this overconfidence?

18. How many of them exhibited dissatisfaction from receiving constructive criticisms? How high was this dissatisfaction?

19. How many of them have tried to change their work environment? How high was this effort?

20. How many of them were not accepting of critical pushback or feedback? How high was this lack of acceptance?

21. How many of them were arrogant or have a high self-assessment? How high was this arrogance?

22. How many of them were slow to improve from critical feedback? How high was this?

23. How many of them lacked respect for others' experience or expertise? How high was this?

24. How many of them had a misconception about their work performance? How high was this misconception?

25. How many of them had this attitude? How high was it?

The second component of the study was for participants to report each behaviour in terms of the observed quantity and quality by asking for the frequency and the strength in magnitude of each.

Participants reported how many reporting employees displayed each behaviour and the magnitude of that behaviour within that group. These questions, one for each behaviour, would be phrased in a way as shown below in Table 27. Participants could check which box(es) were the most applicable to their experiences.

Table 27 - Measuring the Quantity and Quality of Each Observed Behaviour.

Please fill in the table below with one answer per row. If this question is not applicable to you, please skip this question and move on to the next question.					
	No one	About ¼ of them	About ½ of them	About ¾ of them	Everyone
Very Low					
Low					
Medium					
High					
Very High					

The third piece of information was for participants to report their observations of reporting employees within the age ranges of 18-29, 30-39, and 40-49 for both the current time period and for a time period prior to 2004. Asking about the three age brackets, rather than about the three predominant generations in the workforce[32], was to reduce confusion and any discrepancies on the definition of the age bracket of each of the generations. Asking about the participants' current observations and their observations prior to 2004 is to allow for comparison between the present day behaviours and the behaviours of reporting employees prior to the introduction of Millennials in the workforce. Each behaviour was asked about a total of six times, once for all three age backets and again for the same age brackets from prior to 2004, with the intention of finding a correlation, or lack thereof, between each behaviour against each of the generations.

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[32] Millennials, Generation Xers, and Baby Boomers

Finally, the fourth piece of information was for participants to report about their own personal work and management experience and their level of seniority. These questions were the same as those asked using interviews, which can be found in Section C5 in Appendix C.

The research survey was administered online to members of local[33] businesses and industries and other professionals in the workplace. The survey was conducted to be completed anonymously and potentially administered to a broad cross-section of professional working adults from businesses and industries in the local community. To participate in the survey, the members of six regional Ontario chapters of the Project Management Institute (PMI), a leading association for project management professionals, were invited. Below in Table 28 are the names of the six PMI chapters, the regions that they cover, their approximate membership numbers as of December 2010, and the number of responses to the research survey.

Table 28 - The Six Regional Ontario Chapters of PMI.

Name	Membership Numbers	Survey Participants
Canada's Technology Triangle Chapter (CTT)	650	27
Durham-Highlands Chapter (DHC)	540	27
Lakeshore Chapter (LC)	1800	20
Ottawa Valley Outaouais Chapter (OVOC)	1963	3
Southern Ontario Chapter (SOC)	4500	0
South-Western Ontario Chapter (SWOC)	450	1

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[33] Within Ontario.

D2. Results of the Survey

The use of a survey as a research instrument for this study proved to be unsuccessful. After approaching over 5000 members of PMI[34] and gathering nearly 80 responses, 64 of the responses were blank. This meant that 80% of participants who participated in the study submitted blank responses to the online survey and only 0.32% of those invited participated. While it was quite unclear as to the reason or reasons why the survey was unsuccessful, there are many suspicions as to the possible causes.

First, it is possible that the invitation to the survey was ignored. It is possible that the potential participants who were invited to participate were typically bombarded with surveys or emails on a regular basis. They may have chosen to ignore the invitation to participate, especially because there was no value or incentive for them.

Second, there was no compensation for completing the survey. There was no prize or draw to entice participants to contribute to the survey. This was done to keep participants' responses completely anonymous. If the survey were to ask for participants' names and contact information, there would be a risk of losing anonymity. Potential participants may not have seen any value to complete the survey and chose not to do it.

Third, it is possible that there were too many questions. It may have been too time-consuming to answer the extensive list of questions. Participants may have skipped to the end of the survey and submitted what they had completed in the time that they had.

Fourth, it is possible that the survey questions were confusing. Questions may have been difficult for them to understand or interpret, thereby increasing the difficulty for participants to complete the

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[34] Though invited, PMI-SOC did not participate in the survey.

survey. Without the use of an interviewer to clarify the survey questions, participants may have been frustrated with the survey and chose not to complete it.

Fifth, it is possible that the participants did not have relevant experiences to contribute to the survey. Many, if not most, of the invited participants were project managers. Project managers may not have the same experiences as a functional manager who would deal with hiring, evaluating, and firing employees. Project managers may have a greater amount of experience strictly managing projects rather than managing employees. There were a significant number of participants who indicated in their responses that they did not have relevant experience in managing employees.

These are five possible causes for why the survey instrument was unsuccessful in exploring the validity of the proposed model.