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Perceptions of Millennial Teachers' Commitment to Teaching as a Career

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Perceptions of Millennial Teachers' Commitment to
Teaching as a Career

Perceptions of Millennial Teachers' Commitment to
Teaching as a Career

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

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ABSTRACT

Just like the childhood game of Hide and Seek, "Ready or not, here they come," numbering 92 million strong, the Millennial Generation is the largest generational cohort in history. By 2025, it is predicted they will comprise 75% of the workforce. Millennials are highly educated, willing to learn, technologically advanced, and socially conscious—all traits important for the making of a great teacher.

The purpose of my study is to understand the mindset of six beginning Millennial teachers regarding teaching as their career of choice and how this mindset impacts their decision to remain committed to teaching. This study attempts to analyze beginning Millennial teachers' experiences teaching in a public school. Six Millennial teachers and six building level administrators from one urban Southwest Missouri school district participated in this study. Data were collected, analyzed and coded to reveal six axial codes from which three main theories emerged: (1) Millennial teacher persona, (2) career commitment, and (3) relationships with leaders.

While public education has changed instruction to prepare students for the 21st century, many educational leaders are still using the same leadership practices to recruit, hire, and retain teachers of years' past. It will behoove school leaders to understand this generation's values and motivators in order to capitalize on their strengths and establish an organizational climate where teachers and students will thrive. My study will provide school leaders insight into the mindset of beginning Millennial teachers.

ACKNOWLEDGMENTS

Although my name stands as the author, this dissertation wouldn't have been possible without the support and guidance of many. No lengthy undertaking of research can solely rest on one person and my work has been no different. First, I must acknowledge God as being my primary support when tackling life's endeavors.

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This has been a lengthy ordeal but in the words of Maya Angelou, "Wouldn't take nothing for my journey now."

DEDICATION

Don't Ever Give Up Your Dreams

"I know you're going to make it….

It may take time and hard work.

You may become frustrated and

at times you'll feel like giving up.

Sometimes you may even

wonder if it's really worth it.

But I have confidence in you,

and I know you'll make it, if you try."

Amanda Pierce

Dedicated to:

My parents, Gary and Evelyn…..for instilling in me the faith to accomplish my dreams. I love

you both now and forever.

Deana Lyn

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Organization of the Chapter

The introduction and background for the study begin Chapter 1. Ensuing is the statement of the problem, the purpose for the study, and the significance of the study. The primary research question and sub-questions follow. The theoretical framework describes the qualitative approach of phenomenology used as the research method for this study. In the conceptual design section, I introduce and explain Maslow's (1943) Hierarchy of Needs and its relevance to the phenomenon of this study. Subsequently, an explanation of theoretical sensitivity detailing professional experience, personal experience, knowledge of the research, and analytic rigor follows. For the purpose of clarifying what this study is and is not, the parameters of the study are elucidated, definition of terms are operationally defined or research developed, and limitations of the study are enumerated. A summary and a description of the organization of the dissertation conclude chapter one.

"Everybody has a story. And there is something to be learned from every experience."
Oprah Winfrey

Introduction

According to Hartman (2014) in *The New York Times* article "Millennials at Work: Young and Callow, Like Their Parents," Millennials are accused by employers and older colleagues of being entitled, arrogant, self-absorbed, undependable, and lacking a strong work ethic. Solomon (2008) in the online edition of *The Wall Street Journal* wrote human resource managers have generalized Millennials to be "the most self-entitled, irresponsible and immature workers to date" (para. 3). Further, she noted managers find them to be "a little high

maintenance" (para. 4). If Millennials do not receive constant affirmation or if the job is not fun

or rewarding, abandonment of their positions is common (Hartman, 2014).

Astroph (1994) coined the term ephebiphobia or "a fear and loathing of adolescence" and

proffered older generations claims of deterioration among younger generations can be linked in

nearly every epoch (p. 412). Psychologist and University Chancellor, Tanya Byron (2009)

identified examples of disconnect between the various generations dating back to 6,000 BC.

> " 'We live in a decaying age. Young people no longer respect their parents. They are
> rude and impatient. They frequently inhabit taverns and have no self-control.' These
> words—expressing the all-too-familiar contemporary condemnation of young people—
> were actually inscribed on a 6,000-year-old Egyptian tomb. Later, in the fourth century
> BC, Plato was heard to remark: 'What is happening to our young people? They
> disrespect their elders; they disobey their parents. They ignore the law. They riot in the
> streets, inflamed with wild notions. Their morals are decaying. What is to become of
> them?' And then, a few hundred years later, in AD 1274, Peter the Hermit joined chorus.
> 'The young people of today think of nothing but themselves. They have no reverence for
> parents or old age. They are impatient of all restraint'." (para. 1-3)

Fast forward to this decade, Stein (2013) referred to Millennials as "lazy, entitled, selfish, and

shallow" (p. 1) in his *Time* magazine article entitled "Millennials: The Me Me Me Generation."

Howe and Strauss (2000) reported only one third of adults believe today's youth as adults will

make the world a better place. In a national survey conducted by Lancaster and Stillman (2010),

Traditionalists, Baby Boomers, and Generation Xers identified Millennials as the toughest

generation to work with.

As shown above, historically, older generations struggle to understand younger

generations. However, today's living generations face challenges never before experienced. For

the first time in history, four generational cohorts are working together (Abrams & von Frank,

2014; Downing, 2006; Espinoza, Ukleja, & Rusch, 2010; Guthrie, 2009; Magnuson &

Alexander, 2008; Zemke, Raines, & Filipczak, 2013). In the workplace, these four generations

are in conflict due to their ingrained perspectives (Shaw, 2013). Traditionalists created a strong

work ethic and unrelenting loyalty to employers (Zemke et al., 2013). Baby Boomers (or Boomers), often viewed as workaholics, challenged the status quo and advanced the level of professionalism (Abrams & von Frank, 2014; Lancaster & Stillman, 2002). Magnuson and Alexander (2008) proclaimed Generation X (or Xers) rejected the Boomers' philosophy through their independence and lack of loyalty. Favoring a work-life balance, Xers demanded flexibility within their work environments (Espinoza et al., 2010). Contrasting Millennials with the three other cohorts, we see a group that seemingly lacks loyalty to anything other than interpersonal relationships, causing employers to struggle with retaining Millennials to offset the burgeoning retiree pool (Alsop, 2008; Lancaster & Stillman, 2010; Zemke et al., 2013).

When it comes to recruiting and retaining Millennials, Behrstock and Clifford (2009) posited the education world is far behind the private sector. Their research found the business and medical fields have been studying this generation and preparing for the retirement of Traditionalists and Boomers for years. It is estimated Millennials will make up 44 to 50% of the work force by 2020 and 75% by 2025 (Meister & Willyerd, 2010).

Kopkowski (2008) referenced a study by the National Education Association that found one-third of teachers leave the profession within the first three years and up to 46% leave in the first five years; however, Shakrani (2008) referenced a study by the National Commission on Teaching and America's Future that reports more than one-half of new teachers leave the profession within their first three to five years. The state of Missouri reported 24% of teachers leave within three years and 33% leave within five years (Missouri Department of Elementary and Secondary Education, 2014). This high rate of teacher attrition costs the nation's school districts close to $7 billion annually to recruit, hire, and train replacement teachers (Shakrani, 2008). The use of outdated recruiting and retention methods exacerbates the loss of classroom

teachers. In contrast to the time when women or minorities had few career choices, today's public educational institutions are competing against private sector employers. Behrstock and Clifford (2009) found the following:

> While employers in other professions have been diligently addressing the effect of generational difference on human capital management, most education-sector employers are continuing to engage in the same recruitment, retention, and leadership practices that have been in place for the last 50 years. (p. 3)

As a result, the educational community must compete against private sector recruiters who understand and have developed desirable strategies to not only recruit but also to retain Millennials.

Background of the Study

Marzano, Pickering, and Pollock (2003) and Marzano, Marzano, and Pickering (2003) noted studies conducted by Sanders and Horn and Wright, Horn, and Sanders each identifying the teacher as the single most important factor affecting student achievement. The No Child Left Behind (NCLB) federal mandate of 2001 increased accountability on school districts by focusing on student achievement, but also made apparent the importance of the teacher by setting an expectation for all public educational systems to have highly qualified teachers by June 2006, a deadline that no state met, according to Johnson, Birkeland, Donaldson, Kardos, Kauffman, Liu, and Peske (2004).

According to Johnson, et al. (2004), "For the first time in history public schools must compete for new talent and work hard to retain the new teachers they hire" (p. xi). Retaining newly hired teachers involves not only keeping them in the classroom but extends beyond the classroom to retaining them within the district. Benner (2000) estimated the cost of turnover to a district is 20% of the leaving teacher's salary. Johnson, et al. (2004) maintained the cost to

replace a teacher who moves to another district is as much as replacing one who leaves the field of education.

Statement of the Problem

According to Carroll and Foster (2010) as many as 1.5 million public school teachers will leave the classroom by 2018 as a result of retirements, career changes, or family issues. Teachers of the Baby Boom era are approaching retirement thus forcing educational institutions to replace them with the new generation of teachers. Similarly to how the Baby Boomer generation shaped the education profession and the world merely because of the size of their generation (Magnuson & Alexander, 2008), the Millenial generation is causing managers and leaders to scratch their heads while trying to figure out how to face the age-related challenges they are encountering on a daily basis (Lancaster & Stillman, 2010).

Johnson et al. (2004) maintained Millenials' work ethic and work expectations are causing those responsible for hiring and retaining teachers to rethink their current practices to extend the retention of new hires. With the Millennial generation, gone are the days of hiring a teacher who will remain in the same district for the duration of his or her career (Johnson et al., 2004). Research supports the serious challenge facing school districts across the nation when it comes to retaining new teachers. Ingersoll's (2002) research on teacher attrition found 15% of new teachers leave education after one year, while another 15% change schools. Further, his research demonstrated approximately 30% of new teachers leave the field of teaching within three years, and 40 to 50% leave within five years. This high rate of teacher attrition costs the nation's school districts close to $7 billion annually to hire, recruit, and train new teachers (Shakrani, 2008).

For more than a decade, student achievement and school performance have been the focus of public and political scrutiny. The No Child Left Behind Act of 2001 set high

expectations for student performance in the content areas of mathematics, language arts, and science. Headlines such as "Why Can't US Students Compete with the Rest of the World" (Hanushek, 2011) and "Why Do Americans Stink at Math?" (Green, 2014) from news agencies and news magazines repeatedly grace newsstands and media outlets. While the financial cost of teacher attrition to school districts and taxpayers is high, it is the belief of this researcher the cost of teacher attrition on student achievement is even greater.

Purpose of the Study

Research is clear on the high rate of teacher attrition and the cost to schools and taxpayers, as well as the negative impact it has on student achievement and school culture (Johnson et al., 2004). There is a plethora of research available describing the perspective of each generation and their contributions to the workforce. While the medical and business fields have been preparing for the newest members of the workforce, the educational field continues to use the same methods they have used for years to recruit and retain new teachers (Behrstock & Clifford, 2009). As a result, the research on recruitment and retention of Millennials in the educational field is limited. The purpose of this phenomenological study is to understand the mindset of beginning Millennial teachers regarding teaching as their career of choice and how this mindset impacts their decision to remain committed to teaching. This study is going to identify what those charged with hiring and retaining public school teachers must do to retain Millennial teachers within their schools.

Significance of the Study

This research is important to the field of education and educational leaders in order to spotlight the need for recognizing generational differences when recruiting and retaining new teachers. Teacher attrition is prominent in the minds of policymakers, school leaders, and educational researchers due to the impact teachers have on student achievement as shown in

research on the topic. One-third of new teachers leave the profession within their first three years of teaching, while another one-third change schools or districts by their fourth year (Johnson et al., 2004; Rebore & Walmsley, 2010). Johnson et al. (2004) made the argument the days of teaching as a career or until retirement are no longer. Understanding the generational differences as they relate to motivation and retention must be of primary concern for school leaders responsible for retaining committed teachers. Johnson et al. (2004) proclaim it will only be through studying the attitudes and actions of today's teachers' that future policy and practice will be impacted.

This study will offer insight into the mindset of Millennial teachers and how they interact with other generations. Moreover, this study will advance school leaders understandings of this emerging issue and how workplace environment and leadership practices affect Millennials' decision to remain in their career. The results of this study can be used by teacher education programs, educational leadership programs, and school administrators to restructure how Millennial teachers are prepared, received, and supported in the public school system.

Research Question

To understand teacher commitment from a beginning Millennial teacher perspective, this study explores the perception of six beginning Millennial teachers and six school administrators from one public school district in southwest Missouri. To understand this phenomenon from the beginning Millennial teacher perspective, the following research question will guide the study: What is it like being a beginning Millennial teacher?

Research Sub-Questions

1. Why did you choose to teach?

2. What is your long-term career plan?

Theoretical Framework

This study utilized a qualitative phenomenological approach. I chose this type of methodology to describe the essence of the phenomenon for a collective group of beginning teachers. As suggested in my opening quote, every individual has a story and there is something to learn from each experience. Choosing to understand beginning Millennial teachers' experiences will aid in creating policies and best practices for those responsible to retain teachers in the classrooms thereby enhancing teacher commitment. As the researcher, I must "bracket out" to the extent possible, my own experiences (Creswell, 2013, p. 81). Through multiple interviews with participants, data will be collected through semi-structured, face-to-face interviews. I will ask open-ended questions to explore the shared phenomenon, looking for significant statements that will be grouped into "meaning units or themes" (Creswell, 2013, p. 193). Patton (2002) stated this interview approach "…provides topics or subject areas about which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject" (p. 111). After interviewing the participants, a textural description of their shared experiences will be written to describe what participants experienced. A structural description will follow to describe the "conditions, situations, or context" of the experience (Creswell, 2013, p. 80). To share an overall essence of the experience, I will describe a combination of textural and structural descriptions (Creswell, 2013).

Conceptual Design

To understand how teacher commitment has changed I must delve into what motivates people from a generational perspective. I will examine changes from the time Traditionalists and Baby Boomers entered the field of education through Generation X and Millennials' entry into the teaching field. Motivational research runs along two theories of beliefs: content theories and

process theories. Content theories contend that people are moved by basic needs and learned

needs whereas process theories argue motivation is derived from a cognitive process—set a goal

and believe you can achieve it (Hanson, 2003). For this study, I will utilize the theory of

Maslow and his study on human motivation from the content theory perspective.

Maslow's (1943) Hierarchy of Needs is a universal theory in the field of management.

Maslow developed his theory of self-actualization based upon drives applicable to human

behavior. He originally postulated "human motivation can be divided into five basic categories

of needs: 1) physiological, 2) safety, 3) social, 4) esteem, and 5) self-actualization" (Hanson,

2003, p. 193). Maslow opined the "deficiency needs or basic needs of the body, such as food,

water, and sleep" must first be satisfied before one moves up the hierarchy to meet the "growth

needs or the desire of having friends and feeling good about oneself" (Maslow, 1943, p. 22).

Though seldom achieved, the pinnacle of growth is self-actualization. This is the need "to

become everything one is capable of becoming" (Maslow, 1943, p. 24). Maslow positioned that

once a need has been met that need no longer works as a motivator. Conversely, the more

burning a need is to an individual the greater the motivation. The only need that increases with

fulfillment is that of self-actualization. According to Maslow, self-actualization is only achieved

by a small percentage of the population and can be transitory. Maslow's Original Hierarchy of

Needs, as seen in Figure 1, identifies Maslow's five basic categories of needs.
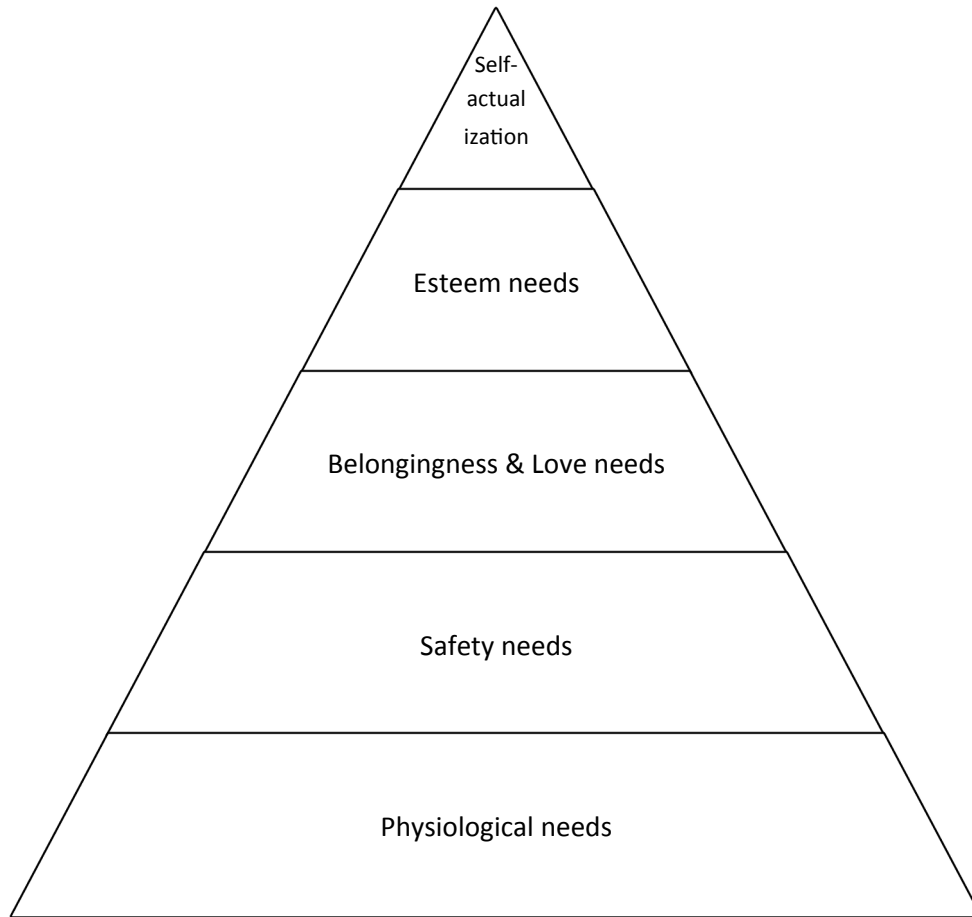
Figure 1. Maslow's original hierarchy of needs (Maslow, Frager, Fadiman, 1987).

Maslow (1971) later inserted two additional needs, cognitive and aesthetic, below self-actualization, as well as a higher need, transcendence, above self-actualization. Humans have a natural tendency to be inquisitive. To fulfill the cognitive level of the hierarchy, people acquire knowledge to "know, understand and explore the world," while the aesthetic level refers "to the need for order and beauty" (Ciccarelli & White, 2013, p. 279). Upon meeting each level of needs, including self-actualization, one can focus on transcendence or, according to Ciccarelli and White (2013), "helping others to achieve their full potential" (p. 280). Maslow's Revised Hierarchy of Needs, shown below in Figure 2, demonstrates how Maslow inserted the two additional levels of needs along with the new concept of transcendence.
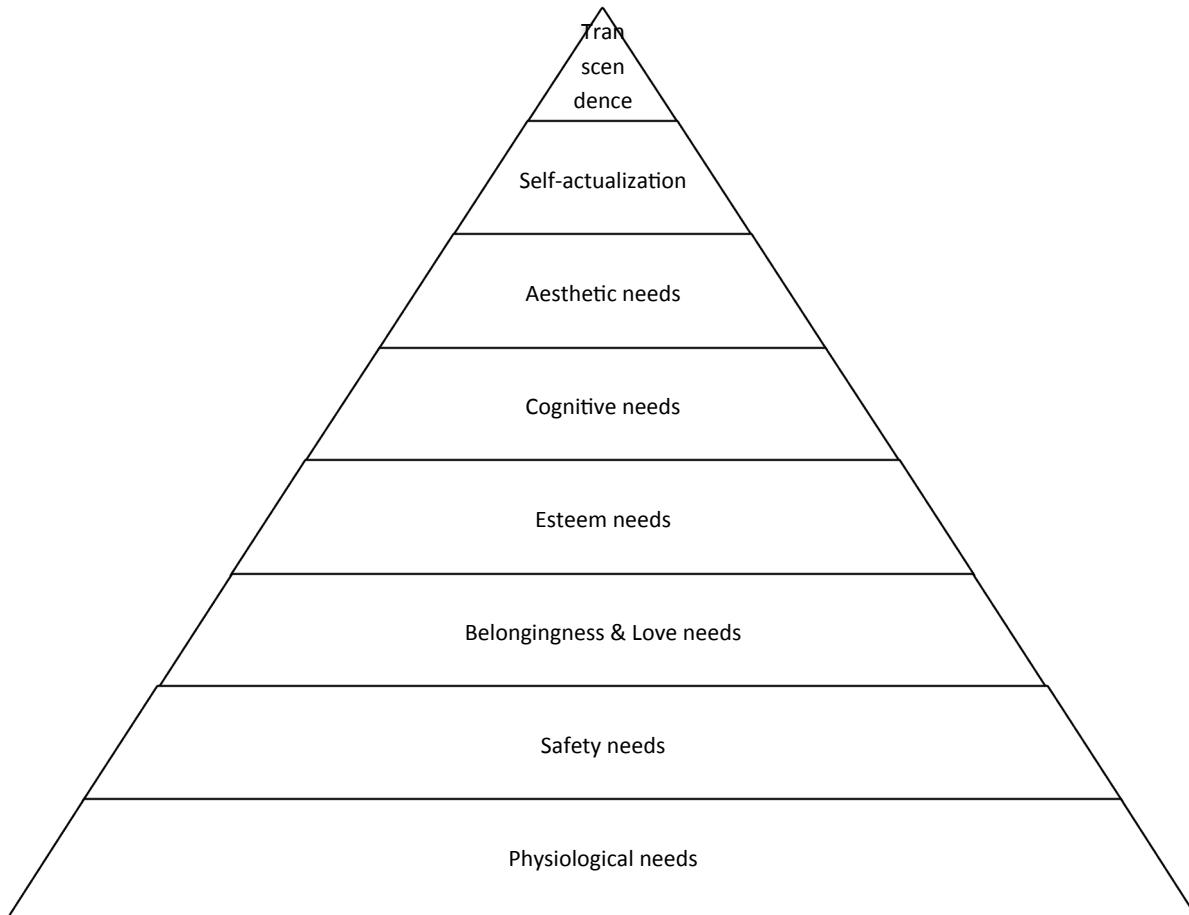
Figure 2. Maslow's revised hierarchy of needs (Maslow, Frager, & Fadiman, 1987)

Using Maslow's theory to guide this qualitative study, I must establish the relationship between characteristics of each generational cohort and the levels defined in Maslow's Hierarchy of Needs. For Traditionalists affected by the Great Depression, Pearl Harbor, and World War II, the basic physiological needs of food and water along with the safety needs of secure resources and property motivated Traditionalists to remain with a job no matter how difficult it was (Strauss & Howe, 1991). Job opportunities were limited and Traditionalists' interests rested on job security over individual enterprise according to Strauss and Howe (1991). Research on this generation conducted by Strauss and Howe (1991) found in addition to family and church, employment provided the sense of acceptance by others to meet Maslow's third level need of love and belonging. Abrams and von Frank (2014) identified respect for others and by others as

a need of Traditionalists. They stated Traditionalists have a need to be valued and respected.

Further, Abrams and von Frank (2014) described Traditionalists as hard working and confident

employees. Collectively, these needs and characteristics moved Traditionalists to achieve

Maslow's fourth level need, esteem. Traditionalists worked hard and valued providing for their

family (Abrams & von Frank, 2014). Because of Traditionalists' conservative values and

aversion to risks, as well as limited job prospects and acceptance of the status quo, only a select

few of this civic-minded generation achieved self-actualization (Rainer & Rainer, 2011).

According to Strauss and Howe (1991) Baby Boomers enjoyed growing up during times

of economic prosperity. This "me" generation had the advantage of never knowing a time when

their physiological needs could not be met (Strauss & Howe, 1991). However, safety needs were

less stable due to such defining events of this time as the Cold War, the apparent imminent threat

of atomic and hydrogen bombs, the Cuban Missile Crisis, the assassinations of prominent

political and social leaders, and the looming risk of being drafted (Strauss & Howe, 1991).

Many youth from this generation experienced the economic prosperity as a result of the end of

the war. According to Hicks and Hicks (1999), salaries increased, inflation stabilized, and

unemployment remained low. This economic prosperity allowed Boomers to achieve Maslow's

safety needs. Through association with similarly aligned individuals such as the

"beatniks/hippies" or the "establishment" (Hicks & Hicks, 1999, p. 133), Boomers achieved

Maslow's third level of needs of belongingness and love (Ciccarelli & White, 2013). This

generational cohort demanded enforcement of civil rights laws by protesting unfair treatment

against blacks (Hicks & Hicks, 1999). According to one Boomer, "We basically tried to create a

new culture based on love" (Hicks & Hicks, 1999, p. 133). Steinhorn (2006) posited Boomers'

social tolerance and belief in personal freedom are the cultural center of today. Boomers' esteem

needs were met as a result of their educational and career accomplishments. Boomers were raised during a time when education was a priority; as a result, they were more educated than their parents (Hicks & Hicks, 1999). As this group entered adulthood and midlife, it was their work that provided much of their identity (Espinoza et al., 2010). They approached their careers with a fierce competitiveness, a willingness to sacrifice family and personal time for success (Abrams & von Frank, 2014). Boomers were workaholics. In fact, Espinoza, Ukleja, and Rusch (2010) credited Boomers for adding one month per year to the workweek. Living during the time of prosperity, Boomers were able to focus on their own goals and achievement to fulfill the self-actualization needs (Abrams & von Frank, 2014). Similarly to the 60s, today, Boomers are fighting social issues and injustices, such as child abuse, drug abuse, and sexual orientation rights (Hicks & Hicks, 1999).

According to Strauss and Howe (1991), Generation Xers are characterized as somewhat cynical and jaded as a result of their exposure through television to governmental corruption and the increase of violence and sex during their formative years. This generation witnessed governmental corruption like Vice President Agnew resigning due to tax evasion, Richard Nixon's resignation over Watergate, and President Ford's pardon of Nixon (Hicks & Hicks, 1999). Coupled with corporate downsizing and an increase in inflation and unemployment, Gen Xers developed a distrust and disrespect for adults in general (Hicks & Hicks, 1999). This generation also experienced the decline of moral values (like the introduction of birth control pills, legalized abortion, an increase in divorce, and drug use) (Strauss and Howe, 1991). Growing up in single parent households and being "latchkey" kids made Xers self-reliant (Espinoza et al., 2010). Their pragmatism and resourcefulness contributed to this generation satisfying their physiological and safety needs. Hicks and Hicks (1999) described Xers concept

of family to be more about emotional commitment and support rather than related through blood or marriage. Creating such a support system allowed this generational cohort to fulfill the next level of belongingness and love needs. Magnuson and Alexander (2008) posited Xers are not impressed with job titles or authority. Hicks and Hicks (1999) asserted Xers do not find their identity in a career. This could explain why Xers are perceived as "slackers" in the workforce (Magnuson & Alexander, 2008, p. 37). However, this description would be inaccurate and is insulting to Xers. Xers self-actualization needs are met through the personal fulfillment they place upon their family and their place within the community (Hicks & Hicks, 1999).

Millennials are defined by the events of the Oklahoma City bombing, the September 11 attacks, a national fear of terrorism, the Columbine High School shootings, Hurricane Katrina, the wars in Iraq and Afghanistan, corporate scandals such as the fall of the Enron Corporation, and the abuse of power of Bernie Madoff and Presidential candidate John Edwards (Magnuson & Alexander, 2008). Millennials' parents have been involved in every facet of their child's life from birth through adulthood. The term "helicopter parents" often is used to describe the parents of Millennials (Rainer & Rainer, 2011, p. 55). Millennials' parents give advice in an attempt to keep their children from failing. However, it is important to understand Millennials seek out their parents' opinions and value their input as evident by Millennial Ashley Strub noting, "They are definitely who I look to for all of my advice" (Lancaster & Stillman, 2010, p. 19). Most Millennials consider their parents as friends rather than authoritarians (Rainer & Rainer, 2011). As a result of this close relationship with their families, Millennials' physiological and safety needs are met. In the words of one Millennial, "If we don't like a job, we quit, because the worst thing that can happen is we move back home" (Espinoza et al., 2010, p. 3).

This generation has grown up in a world driven by technology. In fact, there has never been a time when technology did not exist for this generation; cell phones, text messaging, social networking and information at their fingertips are their way of life (Spiegel, 2013). Through technology, this generation has changed how the workforce uses technology. Lancaster and Stillman (2010) claimed organizations and businesses used technology to gather information, organize and store its content whereas today, technology is used for connecting organizations and businesses globally 24/7. Millennials place a high value on relationships and socialization. "Connecting to people is important to me. I am on Facebook a lot, but I prefer to be with people," according to a Millennial interviewed by Ranier and Ranier (2011, p. 19). The needs of belongingness and love are met through their socialization and the importance they place on relationships. Moreover, the need to belong is met by working in teams or collaborating at work. As young children of working parents, Millennials were enrolled in daycare where they learned how to get along in a group (Magnuson & Alexander, 2008). Parents scheduled them in a plethora of team-type sports and activities. Team-orientation has been a way of life for this generational cohort; when they enter the workforce, they want to be part of a team (Sujansky & Ferri-Reed, 2009).

With the change in the racial and ethnic demographics of America, diversity and acceptance of differences is another important tenet for this generational group. In the most recent census (2010), Caucasians showed a 5.7% increase in total population between 2000 and 2010, while Black or African Americans showed a total population increase of 12.3% and Asians had a total population increase of 43.3% (U.S. Census Bureau). As a result, this generation has moved from simple tolerance (the norm of previous generational groups) to acceptance of racial and ethnic diversity (Alsop, 2008).

Millennials are commonly referred to as "trophy kids" (Alsop, 2008, p. 67). Spiegel (2013) claimed Millennials earned this sobriquet by receiving a certificate, a ribbon, or a trophy, as well as accolades by caregivers, not only when deserved but often for merely participating so as to not damage their self-esteem. According to Spiegel (2013), this generation has been coddled and convinced they can do anything, resulting in an inflated sense of self and an impatience for change. Alsop (2008) asserted Millennials are highly educated and achievement oriented. They place a high value on achieving fame and fortune while making a difference; thus meeting the level of esteem needs in Maslow's Hierarchy of Needs (Alsop, 2008).

Theoretical Sensitivity

Theoretical sensitivity comes from the background the researcher brings to the study. Theoretical sensitivity, as defined by Strauss and Corbin (1990) is "the attribute of having insight, the ability to give meaning to data, the capacity to understand, and capability to separate the pertinent from that which isn't" (p. 42). Theoretical sensitivity comes from the researcher's knowledge of the literature, professional and personal experience, as well as the research process itself when the researcher is analyzing the data. While each source of sensitivity can enhance what the researcher brings to the study, each can also be a hindrance to the researcher. Professional experience provides a strong knowledge base since the researcher will have developed an understanding of how things work and why they work the way they do or what makes things work. Professional knowledge can prevent the researcher from seeing something due to the phenomenon being routine to the researcher's eyes. Personal experience creates an understanding for the researcher but it is important the researcher does not assume a research subject's experience as similar to the researcher's experience. Being familiar with the current and relevant literature provides the researcher with background information that helps the

researcher to understand the phenomenon of study. The review of literature serves a different purpose in qualitative research as it does for quantitative research. Qualitative researchers use the literature review to build background. The researchers then use this background to "explain phenomenon in light of the theoretical framework that evolves during the research itself" while not being "constrained by having to adhere to a previously developed theory that may or may not apply to the area under investigation" (Strauss & Corbin, 1990, p. 49).

Professional experience. As the researcher for this qualitative study, I brought extensive experience in education working with all four generations of educators. Nearly three decades ago, I began my career as a classroom teacher in a mid-sized, rural school district in a southwestern Missouri town. Through career progression, I became a building-level administrator working with 35 elementary teachers in a mid-sized school district in suburban southwestern Missouri. With advancement, I became a district-level administrator in south central Missouri responsible for working with more than 150 K-12 teachers in the area of curriculum, instruction, and student assessment. Presently, my position as a field service director with the Missouri State Teachers Association (MSTA) allows me the opportunity to work with 40 school districts of varying size employing more than 7,000 teachers in southwest Missouri.

Personal Experience. Within my extended family, there are four generational cohorts of educators. My great aunt is a retired Traditionalist teacher, my mother is a retired Baby Boomer teacher, I am a Generation X teacher, and several cousins are Millennial teachers. During my ten years with MSTA, I have worked on a daily basis representing teachers from all four generations with employment related issues. The generational collisions within the educational communities are apparent in this role. When faced with conventional teacher responsibilities and expectations, I have first-hand experience working with Millennial teachers who appear to

demonstrate a lack of commitment to a legally binding contract. In contrast, Traditionalists,

Boomers, and Xers often complain how the "new" teachers act entitled or have an air of

arrogance and superiority, showing disregard and a lack of respect for what experienced or

"older" teachers know. It is my personal experience that led me to recognize the different

mindsets among the generations within my profession, as well as a concern for the commitment

of Millennial teachers to the field of education.

Knowledge of the literature. Three key areas of literature, as established in Figure 3,

built the background for this study. Research studies already conducted were reviewed to

determine if further research was supported, as well as ascertain gaps, if any, in the research.
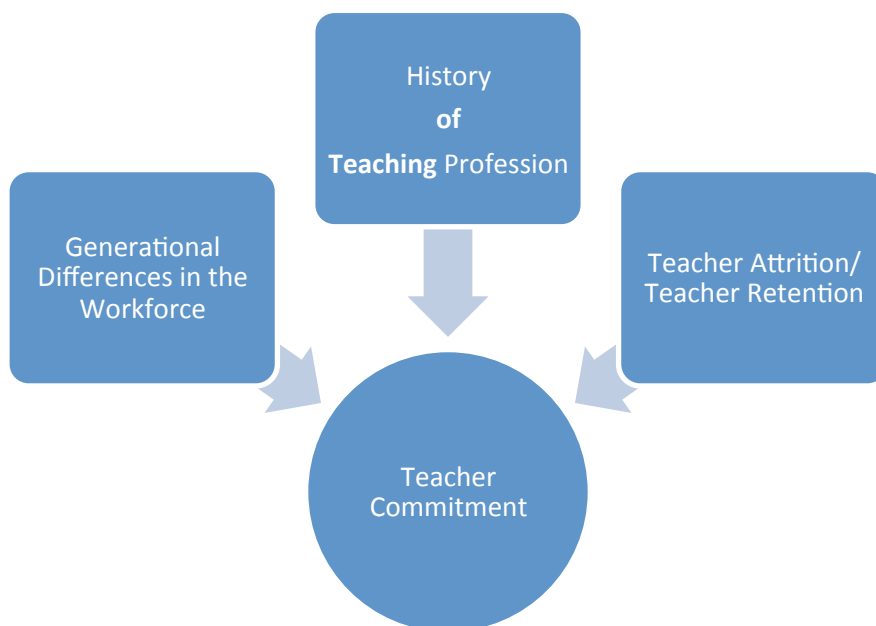
Figure 3. Key areas of literature reviewed for background and to determine need for study

I reviewed generational identity as a social phenomenon. Using Maslow's Hierarchy of

Needs, this discourse analyzes the defining events, collective values, and workplace

contributions characterized in the four generational cohorts coexisting in today's workforce as it

relates to education. According to Magnuson and Alexander (2008), "A generational shift is

changing the dynamics of the workplace. This shift, a demographic reality, will continue to

grow in the next decade and beyond" (p. ii). Then, I examined the history of public school

teachers and compared what historically attracted people to the teaching profession with what

attracts those who choose to teach in today's world. According to Moore Johnson, as reported

by Abrams and von Frank (2014), "Retention once was less of an issue, because the generation

facing retirement went into teaching expecting to remain in education in the same school and

even in the same classroom their entire career" (p. 85). Last, I explored the vast amount of

research relating to teacher attrition in public schools with a focus on the commitment of

Millennials to the field of teaching. Behrstock and Clifford (2009) honed in on the problem of

Millennial teacher commitment by noting:

> While employers in other professions have been diligently addressing the effect of
> generational differences on human capital management, most education-sector employers
> are continuing to engage in the same recruitment, retention, and leadership practices that
> have been in place for the last 50 years. (p. 3)

Magnuson and Alexander (2008) asserted, "Leaders today cannot assume that practices of the

past will be relevant to managing people in the future" (p. 62). The combined literature

established the framework I worked from to develop the background to understand the "lived

experiences" of Millennials and their commitment to teaching.

Analytic rigor. The literature reviewed for this research study was chosen using the

following criteria to determine good writing: (1) relevance, (2) scholarly and empirical nature,

and (3) quality. To evaluate relevance, I determined if the literature and the studies reviewed

were applicable to the research questions, as well as to the context of the study. Due to the

coexistence of four generational cohorts in the workforce and the topic of retention for teachers,

older literature and studies are included in the research and used to reflect the changes needed to

recruit and retain millennial teachers. Once relevance was established, I determined if the

material was scholarly and empirical in nature, in addition to being of high quality. I looked for books, articles, and studies of research that were written in a funnel pattern; based on a specific population or group for the study; supported by statistical analysis; provided background for the study and conclusions; used scientific research terminology; and were rigorous in nature (Heppner & Heppner, 2004).

Parameters of the Study

This study is limited to six public school teachers and six public school administrators in southwest Missouri who volunteered to participate. All the data were collected over a period of time. To ensure participants were a part of the Millennial generational cohort, only volunteers born between 1981 and 2000 were allowed to participate. All teacher participants have five years of classroom experience and have participated in a mentoring program. The exclusion of teachers with fewer than five years of classroom experience was purposeful due to a certain amount of experience needed to determine satisfaction and teacher commitment.

Since this study is qualitative by design, statistically the results cannot be extrapolated or generalized to the population of teachers. This study will focus on the "how" and the "what" of teacher commitment from the beginning Millennial teachers' experiences (Suter, 2012). As a qualitative study it strives to tell a story from the lived experiences of the participants. To ensure this research is of quality, it is imperative to bring to life the research participants' experiences with "in-depth, convincing, compelling, and detailed descriptions" of the data (Corbin & Strauss, 2008, p. 302). In addition, the research must have substance, provide insight, and show sensitivity (Corbin & Strauss, 2008). Suter (2012) referenced Patton asserting, "The goal of qualitative data analysis is to uncover emerging themes, patterns, concepts, insights, and understanding" (p. 344).

In qualitative research, the data are allowed to "speak for themselves" (Suter, 2012, p. 346). Methods I used to construct meaning from the data will be:

- noting iterative patterns and/or themes;

- clustering;

- making metaphors;

- counting;

- partitioning variables;

- incorporating particulars into more general categories;

- plausibility; and

- making conceptual/theoretical coherence (Miles, Huberman, & Saldaña, 2014).

 A comprehensive overview will provide me the means to cluster and categorize these clusters. The use of metaphors will help in making sense of the participants' lived experiences, as well as provide ways to connect or find patterns useful in explaining the phenomenon of study. Counting as a way to protect against bias will be utilized for analytical honesty. Counting may also be used to identify trends or unexpected differences and the possibility to go in a new direction for further study. Partitioning variables will allow me to see differences that might be overlooked in order to distinguish the extraneous from the substance of descriptions and explanations. Incorporating the strategy of "subsuming particulars into the general" (Miles et al., 2014, p. 285) specific actions, events, and state of minds will be used to identify the general category of beginning Millennial teachers. Seeing plausibility will make me cognizant of how my intuition can be misleading without supportive data to validate a conclusion. Making conceptual/theoretical coherence involves tying the findings of my study into answering the questions of 1) how to keep beginning Millennial teachers committed to their school district and

2) why beginning Millennial teachers' commitment is important to school districts (Miles et al., 2014).

Definition of Terms

For the purposes of this study, some terms were operationally defined while others are researcher-developed definitions.

- *Attrition*: Attrition refers to a loss of teachers and includes teachers who leave a school but remain within the same district, leave a district but remain in the same state, or leave the state or profession completely (Henry, Bastian, & Fortner, 2011).

- *Beginning Teacher*: A beginning teacher is a teacher who has five years of classroom experience and has participated in a two-year mentoring program.

- *Baby Boomer:* Baby Boomers are the generation of Americans born between 1946 and 1964. Baby Boomers represent the largest generational cohort in history. Other names for Baby Boomers include "Boomers," "Dr. Spock," "Pepsi," "Sixties," "Woodstock," "Vietnam," "Me," or "Yuppie" Generation (Magnuson & Alexander, 2008; Strauss & Howe, 1991).

- *Generational cohort*: A generational cohort refers to any group living during the same historical or social period of time.

- *Generation X*: Generation Xers are the generation of Americans born between 1965 and 1980. Other names include "Xers," "Thirteenth," "Baby Busters," "Latchkey Kids," "MTV generation," and "Slackers" (Magnuson & Alexander, 2008; Strauss & Howe, 1991).

- *Maslow's Hierarchy of Needs*: Maslow's Hierarchy of Needs is a theory on human motivation that identifies levels of basic human needs culminating with self-actualization.

In later years, Maslow added two additional needs below self-actualization (Ciccarelli & White, 2013).

- *Millennials*: Millennials are the generation of Americans born between 1981 and 2000. Other names include "Generation Y," "Echo Boomers," "Generation Next," "Nexters," "Internet Generation," and "iGeneration" (Abrams & von Frank, 2014; Magnuson & Alexander, 2008; Strauss & Howe, 1991). For the purpose of this study, this term refers to teachers who are age 33 or younger.

- *No Child Left Behind Act:* The No Child Left Behind Act is a federal regulation that set national standards in education for both students and teachers in 2001 (U. S. Department of Education, 2001).

- *Perspectives*: Perspectives refers to the mental models of teachers—the "what" and "how" teachers learn from the environment. Perspectives assist in explaining underlying causes of teacher behavior (Leithwood & Beatty, 2008).

- *Teacher Commitment*: Teacher commitment is the degree of fealty to the teaching profession.

- *Teacher Retention*: Teacher retention is the time a teacher remains in a school district. For the purpose of this study, teacher retention will refer to the time a teacher remains in the same position.

- *Traditionalists*: Traditionalists are the generation of Americans born between 1922 and 1945. Other labels include "Silent Generation," "Veterans," "Radio Babies," and "The Greatest Generation" (Abrams & von Frank, 2014; Strauss & Howe, 1991).

- *Turnover*: The rate at which an organization gains or loses employees.

Limitations

      This study utilized a small sample size and was conducted in an abbreviated timeframe. Other than age, this study did not consider demographic variables such as race, gender, ethnicity, sexual orientation, socio-economic, district or building size, grade level or subject area taught, or whether the district was urban, suburban or rural. No effort was made to determine whether participants were effective or ineffective teachers. Further, the culture of the buildings and districts could limit the results of the study. Only teachers currently in the field were used as participants. The findings cannot be used to generalize all new Millennial teachers.

Summary

      For the first time in history, there are four generational cohorts in the workforce (Abrams & von Frank, 2014; Downing, 2006; Espinoza, Ukleja, & Rusch, 2010; Guthrie, 2009; Magnuson & Alexander, 2008; Zemke, Raines, & Filipczak, 2013). The Millennials are the largest generational cohort in history; consequently, they will undoubtedly leave an imprint on the workforce, much like Baby Boomers (Alsop, 2008). Unlike the business and medical fields that prepared for the inevitable attrition of the Traditionalists and Baby Boomers while preparing for the onset of the Millennials entering the workforce, the educational sector ignored the shift of the generational contrast and continued recruitment and hiring practices developed for previous generational cohorts (Behrstock & Clifford, 2009). Recognizing the financial and human cost of attrition in education, this study will identify what those responsible for hiring and retaining public school teachers must do to preserve Millennial teachers within their school districts.

Organization of the Dissertation

      Five chapters comprise this dissertation. Chapter One, the introductory chapter, contains the background of the study, statement of the problem, purpose of the study, research question

and sub-questions to be answered, and the significance of the study. Further included within the chapter is the conceptual design of the study and the theoretical sensitivity. In addition, the parameters of the study, definitions of terms, and limitations are clarified. The chapter concludes with the organization of the dissertation.

The review of research and literature relevant to the study is found in Chapter 2. This chapter includes a review of the databases searched, as well as a procedure for selecting the studies. Topics of study reviewed include historical trends of the teaching profession, teacher attrition, teacher retention, and generational cohorts.

The methodology of the study is the subject of Chapter Three. A description of the sample population being studied is included. A narrative of the study design and instrumentation follows, as well as a description of the data collection and data analysis process used.

Chapter Four contains the findings of the study. These findings address the research question and sub-questions discussed in Chapter One.

Chapter Five presents a summary of the study along with the results and conclusions drawn from the study. Recommendations for future research and implications to the field of education are stated.

Chapter Two

Review of Literature

Organization of the Chapter

Chapter Two begins with an introduction and an explanation of the problem that led to this research study. A description of the search strategy and databases utilized to yield pertinent research follows. An explanation of the process used to ensure academic rigor and relevance of the collected research is provided. The three broad areas of literature used as the framework for the study are (a) history of teaching as a career, (b) generational differences in the workforce, and (c) teacher attrition and retention. The content of this chapter begins with the historical perspective on the career of teaching. Following are research findings on the motivational factors that attract individuals to teaching. A comprehensive interpretation of each generation including Traditionalists, Baby Boomers, Generation X, and Millennials follows. Similarities and differences among the generations are delineated. Exploration of strategies to strengthen the bond between the generational cohorts and conciliate the commitment of Millennial beginning teachers ensues. Enlightenment on the perceived status of teachers and the public perception of teachers and their career choice is included. Current statistics and research on teacher attrition and teacher retention, causes for teacher attrition, and conditions to effectuate teacher retention are presented. A summary of the literature review closes the chapter.

> "No occupation which fails to attract new members, inculcate its subculture, or sustain commitment through time can survive or maintain its identify." (Lortie, 1975, p. 24)

Introduction

The 21st century marks the first time public schools have had to compete against other careers to recruit and retain teachers in the classroom (Johnson et al., 2004). Carroll and Foster (2010) predicted as many as 1.5 million public school teachers will leave the classroom by 2018

as a result of retirements, career changes, or family issues. The Millennial generation of workers will be the focus of those charged with recruiting and retaining teachers. In the United States, Millennials account for 20% of practicing teachers in the classrooms (Coggshall, Behrstock-Sherratt, & Drill, 2011). In Missouri, Millennials comprise 26% of the teaching force (Missouri Department of Elementary and Secondary Education, 2014). The U. S. Bureau of Labor projected by 2020 Millennials will comprise 44 to 50% of the workforce by 2020 and 75% by 2025 (Behrstock & Clifford, 2009; Meister & Willyerd, 2010). While the business and medical fields have been studying the values and beliefs of the four generational cohorts and how employers can better serve the generational differences in the workforce, the educational sector continues to use the antiquated leadership practices and retention methods relied on for more than 50 years (Behrstock & Clifford, 2009).

Research conducted by Ingersoll (2002) determined 11% of new teachers leave the profession within their first year and another 10% leave after year two. Other researchers have found that 30% of new teachers leave within three years, and between 40 to 50% leave the profession within five years (Alliance for Excellent Education, 2014; Boe, Cook, & Sunderland, 2008; Ingersoll & Smith, 2003; Kopkowski, 2008; Shakrani, 2008). In Missouri, the percentages of new teachers leaving teaching are comparable to the statistics from the aforementioned research. In their annual report to Missouri's General Assembly, the Department of Elementary and Secondary Education (DESE; 2014) conveyed 24% of new Missouri teachers left the classroom within three years of teaching and 33% left the classroom after five years of teaching.

Johnson et al. (2004) contended the days of teaching as a career, or until one retires, are gone. Millennials, unlike previous generations, are known job hoppers (Alsop, 2008). Abrams and von Frank (2014) posited Millennials could have seven different jobs throughout their

lifetimes. Alsop (2008) asserted Millennials remain less than two years with an employer. These statistics collectively suggest the question "Who will teach America's students" when the predicted exodus of Traditionalists and Boomers occurs.

Research supported both the direct and indirect costs of attrition to school districts. Shakrani (2008) estimated the financial cost to taxpayers nationwide to be $7 billion dollars. Many educational analysts have predicted this cost will continue to rise as salaries increase and schools struggle to recruit teachers for hard-to-staff schools and subject-specific areas such as math and science (Shakrani, 2008). The indirect cost of teacher attrition to the school culture and student achievement is incalculable.

It is incumbent upon school leaders to develop an understanding and appreciation for the next generation of teachers--the Millennials. Likewise, school leaders must bring their recruitment and retention practices up to date with the 21st century workforce comprised of four generational cohorts. According to Lancaster and Stillman (2002), "Organizations that can understand and bridge generation gaps have real competitive edge in the retention game" (p. 7). To do this, school leaders must become educated on the values of each generational cohort and how those values shape each cohort's expectations and needs within the workplace. Combined with the research on retention, it is my intent to supplement the paucity of research on the topic of teacher commitment from the Millennial beginning-teacher generational perspective.

Method and Search Strategy

Working with Elizabeth McKee, Education Research Librarian at the University of Arkansas, key search terms were extrapolated to garner research for background on the topic, to ascertain research already conducted on the topic, as well as determine if any gaps in the current research exist. Broad searches of the literature on the correlates of teacher attrition and retention,

historical trends of teaching as a career, and generational cohorts were conducted using several search strategies.

First, I did a search using ProQuest Dissertations and Theses Global. Using the search terms Millennials and careers; generational cohorts and careers; and generational cohorts and teaching, 23, 31, and 19 dissertations respectively were retrieved. These dissertations were overwhelmingly reflective of studies from the business and medical fields. Only three dissertations were written from a public education teacher perspective. This search validates what has been recognized: the business and medical fields proactively prepared for the 21st century's multigenerational workforce.

Second, I used the following electronic databases to do a comprehensive search focusing on articles or reports published: ERIC, PsychINFO, Ebsco, ProQuest, LexisNexis, JSTOR, Google Scholar, and WorldCat Classic. I searched these databases for all publications containing at least one of several terms related to generational cohorts, teachers, and career loyalty. Collectively, these searches produced more than 400,000 references. Examples of key words in the original search include:

- Teaching and careers

- Teacher career change

- Teacher career paths

- Career choices

- Teacher retention

- Teacher persistence

- Teacher resilience

- Teacher attrition

- Teacher turnover

- Teacher commitment

- Teacher attitudes

- Employee loyalty

- Millennial generation

- Teacher generations

- Generational cohorts

- Multigenerational teachers

- Multigenerational workforce

- Millennial teachers

- Millennials and careers

- History of teachers

- History of American public schools

- History of teachers in United States

Indexes of institutions such as the U.S. Department of Education, U.S. Department of Labor, U.S. Census Bureau, Consortium for Policy Research in Education, and American Educational Research Association, as well as Missouri Department of Elementary and Secondary Education were searched for specific reports. The specific reports searched were related to the projected future needs for teachers, educational workforce demographics, and recruitment, attrition, and retention of educators.

I narrowed the search by tightening the search terms and establishing criteria for relevance and rigor. Literature and research studies were relevant if applicable to the research questions and context of the study. When reviewing the three key areas to build the background

for this study, older literature and research studies were included to provide the foundation for the practices of recruitment and retention used throughout public schools today. Once establishing the material was relevant to the research topic, I determined if the material was scholarly and empirical in nature. I selected peer-reviewed journals and organizations with well-established publications. Further, books and book chapters were included that related to recruiting and retaining teachers, generational perspectives, and teaching as a career.

History of Teaching Profession

Although the history of education has been well documented, the study of teaching as an occupation is limited. According to Webb, Metha, and Jordan (1996), the first known school was in Mesopotamia dating back to Third Millennium Before Common Era (BCE), and the first genuine educators were the Greeks. According to Castle, "They were the first Western Peoples to think seriously and profoundly about educating the young, the first to ask what education is, what it is for, and how children and men should be educated" (Webb, Metha, & Jordan, 1996, p. 68; Webb, Metha, & Jordan, 2003, p. 126). Preeminent Greek educators' (Socrates, Plato, and Aristotle) philosophies on thinking and learning have continued to influence education throughout the millennia. Of these three, Aristotle is believed to be the most influential, with his contributions still pervasive in education today (Webb et al., 1996, Webb et al., 2003).

From the early part of colonial America through the early part of the 19th century, the role of "teacher" was 90% male (Hoffman, 1981). Moral standing was of significance for those selected to be a teacher. As a result, teaching frequently was an interlude for young men's work until they qualified for the ministry (Lortie, 1975). While female teachers existed, they were either in dame schools or teaching summer sessions in the regular school. The female teachers in the public setting were paid for their position, but the salary paid was substantially less than a

man received (Lortie, 1975). Dame schools' teachers frequently were widows with minimal education. These "teachers" were paid on a fee-basis to educate children of the common citizenry. Their classrooms were set in their own homes usually in the kitchen or parlor (Webb et al., 1996). From the beginning, local officials hired teachers (Lortie, 1975). Today, these local officials are known as the board of education. Lortie (1975) stated this body of supervising officials is the one constant throughout the history of American public education.

The local schoolhouse was universally established away from the common community setting, resulting in a teacher having minimal supervision from those to whom he reported. This autonomous setting provided the teacher with the opportunity to teach students without concern for intervention or distraction from others within the community.

The transition of men dominating the teaching profession to the entry of female teachers began with Catharine Beecher. Beecher's establishment of the Hartford Female Seminary and the Western Institute for Women advanced her dream of a profession for women as teachers to both girls and boys in a Common School setting (Webb et al., 1996/2003). Albeit controversial to achieve the radical shift from a male-dominated profession, Beecher argued for female teachers from an emotional and an economic level (Hoffman, 1981). Emotionally, she purported teaching and mothering were the same but in different settings. She asserted female teachers were "the ideal mother who worked not for money, not for influence, not for honor, nor for ease, but with the simple, single purpose of doing good" (Hoffman, 1981, p. 10). Hoffman (1981) noted her argument from the financial perspective focused on how the industrial revolution provided more opportunities for men. As a result of the industrial revolution, there was an influx of immigrants coming to the East Coast looking for a better way of life. The immigrants brought with them their children necessitating many more teachers to provide the higher standard of

education expected during this industrial boom. In Beecher's opinion, these combined facts made women the "natural" (Hoffman, 1981, p. 10) choice to staff the schools. She claimed, "Women would be grateful for the work despite the fact that they received a third to a half of a man's pay" (Hoffman, 1981, p. 10).

The timing of the industrial revolution coinciding with the philosophical transformation headed by Beecher provided the catalyst for Cyrus Peirce, Horace Mann, and Henry Barnard to begin changing the image of "teacher from second rate young man to exemplary woman" (Hoffman, 1981, p. 11). These learned men proclaimed the necessity to reform the educational system with the expectation to change society. They acknowledged the need for schools to develop the mind and character of their students. It was believed for the schools to be successful, no longer would "untrained, temporary male teachers" be adequate since that type of teacher was "symbolic of the low status and lack of respect for the common school" (Hoffman, 1981, p. 12). It was from this vision Lexington Academy, the first teachers' college in Massachusetts, opened to 25 young women on a path to a new profession that was starting to require special training—teacher (Hoffman, 1981).

Contrasting Beecher's position of the female teacher as cheap labor, her contemporary, Susan B. Anthony, sought equal pay and higher social standing for teachers (Goldstein, 2014). Anthony began the fight for equal salaries and access to administrative careers for females, but it would not be until the early 1900s her vision began to come to fruition (Goldstein, 2014). As a result of the collective group of educational reformers, by the year 1873 the Northern states, with the exception of Indiana and Missouri, had more female teachers than male teachers (Goldstein, 2014).

With the industrialization of America and the influx of immigrants from 1890 through the 1920s, American school systems saw a 70% increase in enrollment and an 80% growth in the number of teachers and support personnel (Webb et al., 2003). By 1920, while 86% of the total profession was female, nearly all elementary school teachers were female. Yet, the majority of secondary teachers and administrative positions still remained dominated by males (Hoffman, 1981). Teaching has long been viewed as a lifelong career for women but only a temporary vocation for men with higher aspirations (Lortie, 1975). In a contrasting viewpoint, Ingersoll (2013) suggested historically, teaching has been a temporary job for males and females alike. For females, it is temporary until they assume their real job of raising a family; for males teaching is temporary, serving as a steppingstone, until moving into the role of administrator. Lortie (1975) submitted teaching is synonymous with a middle-class lifestyle and has an "above-average social rank" (p. 23). Though not a high-paying profession commensurate with professions of equal educational requirements, Lortie (1975) purported teaching provided "stability in life-style and income predictability" (p. 13). Further, he extended the belief that teaching is considered a white-collar job. As such, the choice of teaching as a career has provided many individuals whose parents were blue-collar workers or from lower socioeconomic standings the opportunity to advance within the stratification of classes (Lortie, 1975).

Reasons for Teaching

Based upon the review of research, there are a myriad of motivating factors that entice teachers into teaching. The reasons why individuals choose teaching as a career have changed little throughout history. What changed over time are the career opportunities available to young adults, especially women and minorities.

Lortie (1975) interviewed practicing teachers to ascertain what attracted them to the profession. From these interviews, Lortie determined five (5) attractors:

1. Interpersonal: desire to work with young people
2. Service: performing a mission or answering a calling
3. Continuation: fond memories of schooling and the desire to be a life-long participant in education
4. Material benefits: financial, respectable status, job security
5. Time compatibility: being off major holidays and summer months, similar schedule with their own children. The time compatibility factor made teaching more enticing than other professions. Female teachers were able to work while fulfilling family obligations and male teachers could supplement their income with additional employment opportunities. (1975)

Another study assessed 50 first- and second-year Massachusetts teachers with varying career paths to identify commitment to the profession (Peske, Liu, Jonson, Kauffman, & Kardos, 2001). Thirty-six of the participants received certification through traditional college or university teacher preparation programs; the remaining 14 had alternative certifications. Overall, the participants approached teaching tenuously. Five of the 50 participants proclaimed a commitment to classroom teaching, whereas 12 expected to remain in education but not necessarily in the classroom. Peske et al. (2001) reported some of the participants were "exploring teaching to see if they might choose it as their primary career, while others anticipated having multiple careers over the course of their lives" (p. 305). Individuals who entered teaching towards the end of previous careers were found to be more likely to remain in teaching long term (Peske et al., 2001).

Wadsworth (2001) researched teachers with one to five years of experience to identify why they chose to teach. A survey was administered to 664 public school teachers and 250 private school teachers. Of those participants, 97% noted teaching was a means to give back to society, 96% reported teaching provided them a job they loved, and 79% cited teaching provided them time to spend with their families.

Papanastasiou and Papanastasiou (1997) identified and compared the factors that had influenced 157 third- and fourth-year students from Pennsylvania State University (PSU) and 176 third- and fourth-year students from University of Cyprus (UC) to major in elementary education. Influential intrinsic, extrinsic, and alternative factors identified were "variety of benefits, internal motives, status of the profession, interpersonal influence, and academic ability" (p. 305). There was a significant disparity in the findings between the two groups. For the PSU participants, the intrinsic factors such as the love of children and the art of teaching and learning were their motivators. UC students were motivated more by the extrinsic factors of salaries, short working hours, vacation time, and status.

Another study conducted to ascertain teachers' impetus for teaching indicated teachers chose the classroom for an altruistic reason---the chance to change the world. Coggins, Zuckerman, and McKelvey (2010) reviewed applications from more than 200 early career teachers for the Teach Plus Policy Fellows program. The primary motivation to teach for the majority of teachers applying to the program was "the commitment to social justice" (p. 72). These teachers believed teaching allowed them the opportunity to improve society by making a difference in the world.

Understanding the reasons why individuals choose to enter teaching could help school leaders build relationships and establish common goals. Additionally, having this knowledge can empower school leaders to match those motivators with the generational identity of Millennial teachers to develop their teacher persona. Moreover, to be successful with 21st century educators, understanding the generational cohorts values will help build a cohesive and engaging working environment to increase teacher commitment.

Defining the Generations

A great deal of attention has been given to determining the length of a generational unit, but no consensus has been reached. Schlesinger (1986) emphasized this is not an exact science when he proclaimed, "A generation is a rough, not an exact unit; almost a metaphor" (p. 30). Strauss and Howe (1991) submitted age units are "suggestive" but the "borders" for each unit must be well defined (p. 61). A study of six books (Abrams & von Frank, 2014; Foot & Stoffman, 1998; Lancaster & Stillman, 2002; Magnuson & Alexander, 2008; Strauss & Howe, 1991; Zemke et al., 2013) showed researchers vary in opinion of where generational units begin and end. It was found the generational units range from 15 to 24 years with the length of each unit shifting slightly from one era to another. This researcher selected the generational units time definition contributed by Magnuson and Alexander (2008) because their generational units most closely represented the literature I reviewed. For the purpose of this study the following generational units are: Traditionalists born between 1922 and 1945, Baby Boomers born between 1946 and 1964, Generation X born between 1965 and 1980, and Millennials born between 1981 and 2000 (Alsop, 2008; Magnuson & Alexander, 2008).

Traditionalists (1922-1945)

This generational cohort is also known as the GIs, the Silent Generation, the Matures, or Veterans (Alsop, 2008; Magnuson & Alexander, 2008; Struass & Howe, 1991; Zemke et al., 2013). Brokaw (1998), in his aptly titled book, referred to this cohort as "The Greatest Generation." Born mostly during war and depression eras, this is the smallest cohort group of the four. Traditionalists married and had children at younger ages than any other generation in American history. Men married on the average by age 23, while women married by 20. 94% of women from this cohort had an average of 3.3 children (Strauss & Howe, 1991). This generation

is considered to be the "last gasp of a generation that largely respected authority and believed in American institutions and corporate paternalism" (Sheehy, 1995, p. 29). Traditionalists value uniformity, are conformers, believe in law and order, trust the government, and spend conservatively (Zemke et al., 2013). Traditionalists maintained the lowest rates during the 20th century for crime, suicide, and illegitimate births (Sheehy, 1995; Strauss & Howe, 1991). In the workforce, Traditionalists are known for their dependability, hard work, and attention to detail. They are uncomfortable with conflict and are private people by nature. They are practical, dedicated, and loyal. Because more than 50% of males in this generation served in a war, authority is respected and a control and command mentality is pervasive in both their home and work lives (Abrams & von Frank, 2014; Magnuson & Alexander, 2008).

One of the defining moments for this generational cohort was the crash of the U. S. Stock Market in 1929, catapulting the world into an economic depression and leaving 14 million people unemployed. These individuals witnessed 86 thousand businesses close, more than 2,000 banks fail, and 9 million people lose their life savings (Zemke et al., 2013). Perpetuating the financial catastrophe came the weather-induced Dust Bowl of the Midwest. This generation exemplified the term sacrifice (Meister & Willyerd, 2010). They lived the expression "Use it up, wear it out, make it do, or do without" (Abrams & von Frank, 2014, p. 8).

Tempered by war, this group witnessed Hitler's troops invading Europe as a prelude to the bombing of Pearl Harbor, which facilitated the entrance of the U.S. into World War II. In addition to the involvement and sacrifices during World War II, the younger cohort members served in the Korean War, Vietnam War, and the Cold War. Entering adulthood, these members were leaving the farms and the agrarian way of life for factories and manufacturing. As a result of war and the advancement of industrialization, women entered the workforce en masse. This

group is credited with being the forerunners of the "hippie and civil rights movements" (Magnuson & Alexander, 2008, p. 25; Strauss & Howe, 1991; Zemke et al., 2013).

These defining events shaped the conservative characteristics of Traditionalists. Notable qualities of this generational cohort are: patriotism; belief in law and order; respectful of authority; hard work; loyalty; dedication; formalness; respectfulness; and professionalism with colleagues and peers (Abrams & von Frank, 2014; Magnuson & Alexander, 2008; Zemke et al., 2013). As a result of this generation's defining moments, Traditionalists value "respect, commitment, consistency, and privacy" (Abrams & von Frank, 2014, p. 14). Traditionalists hold firm to the belief with hard work and loyalty you can make it to the top of any organization. This explains why members of this generation remain with the same company until retirement (Kyles, 2005).

While many of the Traditionalists' characteristics are assets for employers, one must acknowledge the liabilities of Traditionalist employees. Traditionalists are compliant due to their dislike of conflict and confrontation. Their value of privacy often causes Traditionalists to refrain from publicly disclosing workplace shortcomings or issues. If employers want insight from a Traditionalist into how something might work better, it is best to meet one-on-one with the employee. The military background of many Traditionalists can be a liability since the top-down management approach restricts employees from challenging the status quo. Traditionalists rely on a structured environment for its order. They are uncomfortable with change and ambiguity (Lancaster & Stillman, 2002; Zemke et al., 2013).

In the workforce, other cohorts see Traditionalists as out of place. Baby Boomers find them to be too rigid and dictatorial. Further, they believe Traditionalists should learn to be flexible and learn how to adapt to change. Boomers perceive Traditionalists as technologically

ignorant (Zemke et al., 2013). Generation Xers identify Traditionalists as affluent and financially stable. They experience frustration with Traditionalists' unwillingness to adapt to new technologies, processes, and ways of thinking (Zemke et al., 2013). Unlike the Boomers and the Generation Xers, Millennials admire and respect Traditionalists. Millennials consider Traditionalists as great leaders and believe them to be trustworthy and brave (Lancaster & Stillman, 2002; Zemke et al., 2013).

Several Traditionalists have either returned to the workforce or continue working as a result of the economic recession that began in 2007, thereby prolonging the conflict within the workplace (Meister & Willyerd, 2010; Zemke et al., 2013). Many Traditionalists feel compelled to provide financial assistance to their children and grandchildren, while others simply have no desire to retire (Lancaster & Stillman, 2002). Employers can increase cohesiveness between generational cohorts by providing an environment where Traditionalists feel valued. Traditionalists feel valued through employers acknowledging their life experiences and work accomplishments (Zemke et al., 2013). Employers should keep in mind the varying views Traditionalists possess toward technology. Some see technology as wasteful, others are hesitant in learning how to use it, and yet others embrace it with fervor. While Traditionalists need opportunities to express their opinions, they may feel most comfortable doing so privately and in a non-confrontational setting (Zemke et al., 2013).

With limited career options for Traditionalist women and minorities, teaching was a revered career offering stability and upward mobility, and was, in the case of women, conducive to raising a family (Lortie, 1975). The National Center for Education Information (NCEI) has been studying teachers since 1979. A 2011 study profiling United States teachers showed demographic trends of teachers over 25 years (Feistritzer, 2011). Traditionalists comprised 53%

of public school teachers in 1986. The study further indicated 69% of teachers were female while 31% were male. Five years later in 1990, 40% of public school teachers were represented by Traditionalists and in 1995, 24% of public school teachers were Traditionalists. During the same 10-year period, teaching remained a female-dominated career. Demographically, the percentage of female teachers nationally continues to grow, while the percentage of male teachers continues to decline. In 1990, 71% of teachers were female, while 29% were male. In 1995, 74% of teachers were female, while 26% were male (Feistritzer, 2011).

Baby Boomers (1946 to 1964)

Demographers have given this generational cohort the name Baby Boomer as a result of the "baby boom" that occurred after World War II (Strauss & Howe, 1991). Prior to the arrival of Millennials, Baby Boomers were the largest generational cohort, with 79 million members; due to their size, they definitely left a mark on society (Magnuson & Alexander, 2008). They are also known as the Now Generation, the Love Generation, the Me Generation, and the Boomers. The pivotal events defining this generation were television becoming the center of social and family life and the introduction of color television; rock and roll; the Vietnam and Korean Wars; the Civil Rights Act; Woodstock; the energy crisis; space travel and watching a man walk on the moon; the assassinations of John F. Kennedy, Martin Luther King, and Robert Kennedy; Chappaquiddick; and Watergate (Abrams & von Frank, 2014; Alsop, 2008; Strauss & Howe, 1991).

Parenting changed with the Baby Boomers as parents embraced the philosophy of pediatrician Dr. Benjamin Spock, who encouraged parents to spend more time with their children and be more flexible. Mothers of Baby Boomers were referred to as "my-child-is-my-career moms" and sought to provide their children with the newest and best toys or experiences money

could buy (Strauss & Howe, 1991, p. 308). Even though there were recessions, Boomers grew up during promising economic times (Magnuson & Alexander, 2008). Boomers lived in child-focused homes and parents applied democratic discipline dealing with children "thoughtfully, reasonably, and kindly" (Strauss & Howe, 1991, p. 307). As a result of permissive parenting, this generation "grew up spoiled and pampered" and "were not taught delayed gratification" (Hicks & Hicks, 1999, p. 243, 244).

As the Boomers became adolescents, a generation gap developed between them and their parents. Hicks and Hicks (1999) explained this gap centered on "differing attitudes toward money, sex, religion, drugs, and war" (p. 248). These attitudinal differences "led to conflict, mistrust, and a major clash of gut-level values" (Hicks & Hicks, 1999, p. 248). This generation's rate of "drunk driving, suicide, illegitimate births, and teen unemployment all doubled or tripled. Serious youth crime grew twice as fast as the number of youths" (Strauss & Howe, 1991, p. 305).

Boomers witnessed hypocrisy and double standards in their homes, churches, schools, and government. They experienced corruption in the government with Watergate and believed the Vietnam War was handled badly by the Traditionalists. As a result, Boomers became disillusioned with the government and large institutions. They challenged anything connected to the establishment. They became activists and led anti-war movements, marched for civil and women's rights, and took on the established educational system (Hicks & Hicks, 1999; Strauss & Howe, 1991).

Upon entering the workforce, Boomers placed great value on education and were the most educated generation in history (Lancaster & Stillman, 2010). Young Boomers were idealists who wanted careers that were meaningful and fulfilling. Boomers believed they could

change the world. To that end, Boomers began working in public service overseeing nonprofit

organizations and working for government agencies. However, this generation also had a dark

side. Being the generation raised on "Don't wait, get yours today," illegal transgressions in the

form of "insider trading, banking problems, and corruption in industry" occurred in the

workplace (Hicks & Hicks, 1999, p. 250). Boomers rationalized their crimes by claiming they

did nothing wrong; they simply did what was best for them.

As Boomers aged, they began to understand working hard and paying their dues were

necessary to ascend the hierarchy of the workforce (Underwood, 2007). In fact, many willingly

moved wherever corporations told them to go (Magnuson & Alexander, 2008). The term

"workaholic" was created to describe the Boomer generation (Abrams & von Frank, 2014).

Being such a large generational cohort, Boomers had to be highly competitive to stand out.

Boomers believed by working long hours and giving more to the company, their reward would

be the power and prestige they desired (Zemke et al., 2013). The Boomer generation was

accustomed to getting their way; after all, they are referred to as the "Me Generation." Boomers

can be demanding in their pursuit of success. Job titles and the corner office are a symbol of

their prowess (Alsop, 2008).

Boomers like to work on teams and are considered to be team players. They are pedants

when it comes to policies and protocol. Further, they believe in "paying their dues" before

advancing in their career (Alsop, 2008).

Having Boomers in the workplace has several rewards. Boomers are hard workers. They

do whatever is necessary to accomplish a task. Their communication style is diplomatic. They

bring wisdom from the experiences they have witnessed during their lifetime (Underwood,

2007). Boomers are good at building relationships within a group. Boomers are articulate and

outgoing (Underwood, 2007). Boomers like recognition for jobs well done (Abrams & von Frank, 2014).

Boomers also bring challenges to the work setting. Boomers often are self-centered and assertive (Underwood, 2007). Boomers can slow down a project due to their penchant for details. They can become defensive with constructive criticism or when a colleague's opinion differs from theirs. Because they are highly opinionated, Boomers do not understand how to effectively disagree or deal with conflict. If a Boomer believes the boss or supervisor is mismanaging or devaluing employees, they will influence the work environment by sharing their thoughts of the leader with colleagues (Abrams & von Frank, 2014).

Traditionalists and Gen Xers describe fellow Boomer colleagues as being self-absorbed and self-righteous. Traditionalists, being private in nature, think Boomers tend to over share when it comes to their personal lives. Generation Xers criticize Boomers for being workaholics trying to impress the bosses. Millennials and Generation Xers share in the belief that Boomers need to lighten up. Millennials view Baby Boomers as good mentors and positive role models. Zemke, Raines, and Filipczak (2013) predicted Baby Boomers will continue to influence the workplace environment until at least 2030.

To retain Baby Boomers, employers need to understand the importance of praise to this cohort. Employers should provide opportunities for the Boomer to use their experience and knowledge. This will help Boomers feel respected and valued. Boomers appreciate having their accomplishments and strong work ethic recognized by employers. Assigning Boomers to mentoring positions is a win-win for the employer and the Boomer. It capitalizes on the Boomers experience and knowledge while placing them in a leadership position where they feel valued (Zemke, Raines, & Filipczak, 2013).

Boomer men and women were heavily recruited in the 1960s to enter the field of teaching. These prospective teachers were induced by the promise of a rewarding career with pension and health benefits when ready to retire. As a result of these enticements, many Boomers chose teaching as a career. In 2009, 53% of career teachers were Baby Boomers (Dillon, 2009).

Today, some Boomers are pursuing an "encore career" or a second career and becoming "deferred teachers" (Foster, 2010, p. 1, 6). In 2004-2005, 20% of the 35,000 people seeking certification through a non-traditional method were 50 years of age or older (Feistritzer, 2005). In 2008-2009 of the 54,000 new hires, approximately one-third of the hires were deferred teachers (Feistritzer, 2011; Olson, 2011). Many of these individuals had wanted a career in teaching but due to financial or other circumstances selected a different career. Once retired, the encore worker can defer to their first passion--teaching.

Generation X (1965 to 1980)

Generation X is the smallest of the four generations (Zemke et al., 2013). They grew up in an era when the divorce rate tripled and women of childbearing age were uncertain about wanting children (Lancaster & Stillman, 2002). In fact, Generation X was the "most aborted generation in American history" (Strauss & Howe, 1991, p. 324). The conventional family unit became much more complex during this era. In 1980, 56% of dependent children lived with their biological parents; 11% had a stepparent; 19% lived with only one parent; 14% of dependent children lived with a formerly married parent; and one in five children had half siblings (Strauss & Howe, 1991). Parents of this generation were the Boomer workaholics and were not involved in their children's lives. "Latchkey kids" was coined to describe young

Generation X. Other terms used to refer to this cohort during their youth were "The Great Unsupervised Generation" and the "MTV Generation" (Strauss & Howe, 1991, p. 325). As a result of the parenting of this generation, Generation X grew up to be more family-focused, determined not to repeat what they perceived as the errors of their parents (Lancaster & Stillman, 2002).

Calamitous events such as the Challenger explosion, the AIDS epidemic, the Chernobyl nuclear plant accident, the Oklahoma City bombing, and the Clinton/Lewinsky scandal provided a framework of a dismal worldview. Many have labeled Generation X as the "lost" generation. They grew up observing scandals in every major American institution—political, military, corporate, and religious (Lancaster & Stillman, 2002).

As they reached adulthood, Generation Xers were the first generation to be told they would probably not improve upon or even come close to replicating the lifestyles of their Baby Boomer parents. They were "deliberately encouraged to react to life as you would hack through a jungle: Keep your eyes open, expect the worst, and handle it on your own." (Strauss & Howe, 1991, p. 329). As a result, Generation X developed a strong distrust of people and organizations. They came to rely on themselves rather than others. As a resourceful group, they do not expect job security and they challenge authority (Lancaster & Stillman, 2002).

Due to the importance Xers place on balancing work and life, they expect flexibility in the workplace (Alsop, 2008). They are the employees willing to come in early and work late, as long as they have the freedom to leave for a child's event or help out an aging parent when needed (Magnuson & Alexander, 2008). Gen Xers have perfected the work/life balance. They keep personal problems separate from work obligations and, during personal time, they disengage from work (Strauss & Howe, 1991). Without feeling a commitment to the

organization, Generation Xers are loyal to friends and bosses who, in their opinion, have earned their loyalty. Xers saw their parents' loyalty to the organization rewarded with layoffs; as a result, they vowed not to "sell their souls to the man" (Strauss & Howe, 1991, p. 328). Generation X desires workplace "fun" and responds positively to a light-hearted environment. They hope and look for fairness in the workplace, even expecting not to find it (Magnuson & Alexander, 2008). Xers are tied to their careers but not a job; consequently, they change jobs every few years to "build their resume" (Lancaster & Stillman, 2002, p. 59).

Generation Xers are technology and media savvy. Zemke, Raines, and Filipczak (2013) assert Generation Xers use Facebook and other social media more than Millennials. In fact, Xers see their identity as a direct correlation to their use of technology and ultimately to their survival. Recognizing Generation Xers' cynicism and distrust, corporate America created marketing strategies to encapsulate Xers' values, attitudes, and self-perceptions (Magnuson & Alexander, 2008; Underwood, 2007).

Xers have been labeled "slackers." Some consider them unmotivated (Magnuson & Alexander, 2008; Zemke et al., 2013). Neither characterization could be farther from the truth when describing this misunderstood generation. Shaped by independence and self-reliance, Generation Xers choose to define success on their own terms. For example, individuals from this generation are more likely to select a town, city, or state they want to live then secure a job within that location (Underwood, 2007). In contrast to their Boomer parents who willingly moved for a new corporate assignment, Generation Xers are less inclined to relocate for their jobs (Magnuson & Alexander, 2008).

Generation X has a "just do it" attitude and a proclivity toward action even without sufficient information. They work toward goals and objectives, rather than just putting in time.

Xers see bureaucracy "as a waste of time that could better be used to do their job and go home" (Zemke et al., 2013, p. 106). According to Lancaster and Stillman (2002), "For years now, Xers have been able to say 'show me the money' and mean it in the business world, ticking off remarkable accomplishments as managers, inventors, and entrepreneurs" (p. 25). Moreover, they are also the fastest growing group of small business owners in history (Alsop, 2008).

As employees, Generation Xers have many assets to add to the workplace. Xers are adaptable and comfortable with change. They are technologically savvy. Xers are independent self-starters who do not require a lot of oversight from supervisors. They work hard and are open-minded and creative (Zemke et al., 2013). While not as assertive as Boomers, Xers are willing to stand up for what they believe (Underwood, 2007).

Generation Xers' negative traits stem from their innate skepticism and cynicism. Xers can be impatient. They prefer to work alone rather than with a group. They distrust authority and are inept with office politics. As a result, many Xers are not inclined to lead. They prefer to "execute and implement" (Underwood, 2007, p. 230). Xers are not necessarily followers; the leaders this generation was exposed to during their formative years; overall, were not leaders to be idolized (Lancaster & Stillman, 2002).

Other generations perceive Generation X colleagues with a negative connotation. Traditionalists see them as being rude and disrespectful of the Traditionalists' experiences. Further, they see them as non-compliant to rules. Boomers believe they are slackers since Xers expect a work/life balance. Moreover, Boomers think they are aloof and lack social skills. Xers' insistence to do things their way rather than the "right" way is a common frustration to Boomers. Millennials find most Generation Xers to be pessimistic and doomsayers. They wish Xers would "cheer up" and be more optimistic about the future (Zemke et al., 2013, p. 111). Millennials

wish Xers would become team players and allow others to contribute to the group effort. Millennials think Xers are not good communicators and wish they would take the time to explain their thoughts and processes to colleagues (Zemke et al., 2013).

To motivate and retain Generation Xers, employers need to convey the following: 1) management does not micromanage; they trust their employees to get the job done; 2) they do not believe in useless meetings; and 3) they value a sense of humor at work. In return, employers will acquire a Gen X hard working, straightforward, and talented employee (Zemke et al., 2013). While many Generation Xers do not aspire to be leaders, those that do pursue leadership roles do so for altruistic reasons. Gen X leaders generally are fair, competent, straightforward, and brutally honest. As a result of their straightforwardness, Generation X leaders often come across as having poor people skills. They see no value in playing political games with supervisors and believe the 20% of their generation who engage in such practices do so as "corporate stooges" (Zemke et al., 2013, p. 109).

Generation Xers became teachers in the late 1980s. When this cohort graduated from college, they "considered education to be a less prestigious career path than had previous generations and were less likely to view their peers who entered teaching as the best of their generation" (Strauss, 2005, p. 12). Xers entered the workforce during a time when the largest private employer was a temporary employment agency (Wilson, 1998). Many Xers will have more than three careers and 12 employers throughout their working lives. When an Xer leaves a job, they leave seeking more money, better benefits, more prestige or greater appreciation, or a new challenge (Fletcher et al., 2009). Today, Xers constitute the majority of teachers. Understanding this generation's values, motivators, and workplace expectations will help school

leaders to develop a level of respect and appreciation for this generation while trying to defy the research on their commitment to organizations.

Millennials (1981 to 2000)

Alternatively known as Generation Y, the Net Generation, and the Digital Generation, Millennials also wear the title as being the Over-Supervised Generation. This generation had the most diverse age group of parents, ranging from adolescent Generation Xers to middle-aged Boomers. Alsop (2008) declared Millennials as the largest generational cohort with 92 million members, while Boomers maintain 79 million members. One reason this generation is so large is due to the number of Hispanic and Asian immigrants who moved to the United States the past half century and whose U. S. born children are now Millennial adults. Approximately 43% of Millennial adults are non-white and about half of newborns are non-white. Hispanics are the fastest growing racial ethnic group in the United States. One in five Millennials is Hispanic (Pew Research Center, 2014). To parallel this population trend, the fastest growing non-white teacher group is teachers of Hispanic origin. In addition, Hispanics have passed African-Americans as the largest minority group of teachers (Feistritzer, 2011).

The philosophy practiced by parents and schools with Millennial children was to make them all feel great about themselves and build their self-esteem (Tulgan, 2009). As a result, Millennials received the label "Trophy Kids" (Alsop, 2008). The term "helicopter parent" was created to describe the parenting style of Millennial parents. Millennials are like "Generation X on-fast-forward-with-self-esteem-on-steroids" (Tulgan, p. 6). They were the busiest children ever seen, because parents and teachers micromanaged their time leaving very little free time. Corporal punishment began to be seen as child abuse in American society (Zemke et al., 2013). Parents began negotiating with their children, and children were given a say in decision-making

in the household (Lancaster & Stillman, 2002; Zemke et al., 2013). This generation was immersed in digital media. During their formative years, Millennial children knew more about technology and often taught their parents how to use it.

Millennials are the children of the Baby Boomers and sometimes are called "echo boomers" (Lancaster & Stillman, 2010, p. 5). Millennials see their parents as advisors and friends who shaped their beliefs and remain major players in their lives (Lancaster & Stillman, 2010). Living in a world of constant conflict such as frequent school shootings, the September 11 attacks, wars in Iraq and Afghanistan, Hurricane Katrina, and public corporate scandals, Millennials live with heightened anxiety. Witnessing various acts of foreign and domestic terrorism, Millennials or "Generation Give" has become the most civic-minded generation since the Traditionalists after World War II (Underwood, 2007, p. 250).

This generation is more educated, more affluent, and more ethnically diverse than other generations. Due to the sheer size of the Millennial cohort, America's businesses and public institutions have reshaped their marketing strategies to reflect this generations' values and attitudes (Underwood, 2007). Upon entering public education, this generation has been the catalyst of the many reform efforts that have taken place in our public schools over the last 20 plus years (Mitchell, 2002; Strauss & Howe, 1991). This generation has grown up with AIDS, drugs, divorce, and guns. In addition, "having learned in school about recycling, global warming, the destruction of the rain forests, and acid rain, this generation is, and probably will continue to be, the most concerned and actively involved group of advocates for the environment" (Zemke et al., 2000, p. 136).

Much of Millennials' youth was spent in daycare learning to get along with others as part of a group. As children and teens, Millennials were heavily involved in team sports and

activities. Although they often have inflated expectations, Millennials are strong team players (Alsop, 2008).

Millennials do not deal well with ambiguity. They have a fear of making mistakes and struggle with the desire to be perfect. As a result, Millennials are not independent thinkers or risk takers; they hesitate to make decisions without obtaining as much information as possible and seeking guidance from their parents. Millennials follow rules while accepting and trusting authority (Lancaster & Stillman, 2010).

Millennials are socially adept, placing a value on relationships with parents as well as co-workers. Having been involved with group activities throughout their childhood, Millennials have a competitive nature that can cause stress and anxiety. Some sociologists assert the rise in suicide rates and school violence among teens is due to the unrealistically high expectations being placed on this generation (Underwood, 2007). Millennials will engage in unhealthy activities such as binge drinking, abuse of illegal and prescription drugs, and sexual promiscuity (Rainer & Rainer, 2011).

Millennials are job hoppers, and many still live at home so they have the financial safety net of their parents (Alsop, 2008; Rainer & Rainer, 2011, Underwood, 2007). This generation prolongs adolescence by delaying marriage, delaying children, delaying home ownership, and even delaying a steady career. Millennials seem to drift for a while, exploring their options in the hope to find their true passion in life (Alsop, 2008; Rainer & Rainer, 2011; Tulgan, 2006). Alsop (2008) noted a study conducted in Australia that found two-thirds of the Millennials studied remained with an employer less than two years whereas Abrams and von Frank (2014) contend Millennials will have seven different jobs throughout their lifetimes.

Millennials have high self-esteem and plenty of hope and ambition. In a study from the Pew Research Center (2007), Millennials were asked to identify their goals in life. The two most important goals were to get rich and be famous (p. 12).

Millennials offer the workforce a resilient optimism. Regardless of the impact the economic downturn had on this generation, they have maintained the belief of a brighter future in themselves and America (Zemke et al., 2013). Millennials have confidence in themselves and are not afraid to express their expectations, agenda, and opinion (Espinoza et al., 2010). Millennials are disciplined when it comes to accomplishing goals and meeting deadlines. In their minds, Millennials view deadlines as a means for ownership and success (Expinoza et al., 2010). They are comfortable working in a collaborative environment and work well with older generations. Millennials excel at multi-tasking and in the use of technology (Lancaster & Stillman, 2010; Underwood, 2007).

Workplace challenges will include the expectation for frequent and empathetic feedback. Millennials react to criticism emotionally and may quit the job as a result of constructive feedback (Abrams & von Frank, 2014; Espinoza et al., 2010). Lancaster and Stillman (2010) asserted, "When you hire a Millennial you get three for the price of one---here comes Mom and Dad" (p. 6). Workplaces are being forced to acknowledge how parenting norms have changed with this generation. In a survey conducted by Lancaster and Stillman (2010), more than 10% of Millennials conceded they would be "comfortable having my parents call the boss if there is a problem" (p. 29). Although this percentage is not sizeable, it is significant when compared to just 1% of Xers and Boomers. Organizations are addressing parent involvement with company policies setting forth limits of when and if parents are permitted to be involved (Lancaster & Stillman, 2010).

Family comes first to Millennials. A family event will take precedence over work obligations resulting in employers questioning Millennials commitment to the organization. Having been raised in the era of receiving a trophy for simply being present, Millennials feel entitled to be placed on the fast track for promotions (Abrams & von Frank, 2014; Espinoza et al., 2010; Lancaster & Stillman, 2010). Millennials need for frequent social interaction prevents them from feeling successful if working independently (Lancaster & Stillman, 2010). Millennials do not respect conventional chain of command and may circumvent by directly contacting a higher authority (Abrams & von Frank, 2014). Due to Millennials comfort level with social networking, unsolicited personal information is shared with colleagues and superiors (Abrams & von Frank, 2014).

Employers perceive Millennials as book smart but believe they lack common sense (Alsop, 2008). To other generations, Millennials appear to be slackers but actually are incredibly efficient as long as their job is engaging and will help advance their careers. If a job is boring and unfulfilling, they are out the door leading employers to believe Millennials are disloyal. The other generations perceive Millennials to be spoiled, unrealistic brats. Traditionalists believe Millennials do not respect tradition (Zemke et al., 2013).

To retain Millennials within an organization, employers need to recognize the importance Millennials place on relationships and a work/life balance. Employers need to provide networking opportunities for Millennials. They want to get to know their colleagues and supervisors. For Millennials, it is all about connections. Millennials expect to work for a supervisor who has an open-door policy, is approachable, and is willing to allow employees' input into policies and practices. Millennials want a supervisor who is their advocate and partner in career development. Millennials are open to learning and will benefit from a mentorship to

acclimate them to the organization. Millennials need to be engaged in their work while receiving frequent feedback. Millennials need to work in a collaborative environment (Abrams & von Frank, 2014; Espinoza et al., 2010; Lancaster & Stillman, 2010; Zemke et al., 2013).

Millennials' job satisfaction needs are diametrically opposed to the reality of the bureaucratic public school organization. Millennials expecting to be rewarded for their successes may become disillusioned considering the educational community rewards are based on longevity and credit hours. Further, Millennials expectations for rapid career advancement can cause angst when traditionally career advancement in education is based on years of service and acquiring advanced degrees. The need for Millennials to connect with colleagues and work within a collaborative environment is complicated by the sense of isolation that is commonplace among classroom teachers. While school leaders are trying to resolve this universal concern through implementing professional learning communities, the feeling of isolation is palpable among practitioners (Margolis, 2008). To retain this generational cohort of teachers, it is incumbent upon school leaders to acknowledge career needs and expectations of the Millennials.

Teaching as a Caste

With the advent of the 21st century and the federal mandate of No Child Left Behind (2001), public schools and teachers have been excoriated. There is a dichotomy between the public perception and the perception of those in the profession. Lortie (1975) described the teaching status as a profession with many anomalies. He contended teaching "is honored and distained, praised as 'dedicated service' and lampooned as 'easy work,' permeated with the rhetoric of professionalism yet features incomes below those earned by workers with considerably less education" (p. 10).

The fact early teachers received no special preparation before entering a classroom has created the view that teaching is an easy-entry profession. People in the United States have an attitude reflective of George Bernard Shaw when he asserted "he who can, does; he who cannot teaches." Furthermore, some contend teaching attracts people who "have lackluster skills and little drive and are lured by the promise of secure jobs with summers off and predictable pay raises" (Wadsworth, 2001, p. 25).

Ihme and Möller (2014) directed three studies in Germany to ascertain whether stereotype threat affected students choosing a career in teaching. Stereotype threat was defined as a "situational threat that diminishes performance, originating from a negative stereotype about one's own social group" (Ihme & Möller, 2014, p. 1). The first two studies were exploratory and used different methods to discover if there was any truth to the stereotype that education majors are perceived as less competent than students in other fields of study. The third study was the experimental study to explore whether education majors confronted with negative stereotypes would be adversely affected in their ability to perform on a cognitive assessment.

In the first study, 82 education majors were surveyed to determine how they believe other students perceive those studying education. Of the statements generated, 398 were categorized in terms of competence or warmth. Findings from this study showed education majors were cognizant other fields perceived teachers as less competent but social (Ihme & Möller, 2014).

The second study asked 120 individuals, both students and current workers from various fields, to identify how students majoring in education, law, computer science, and psychology were perceived by others. Researchers found those surveyed perceived education majors to be significantly less competent than students majoring in law, psychology, and computer science.

The third study tested the hypothesis that when one's competence is subjected to

stereotype threat, weaker performance will result. Included in this study were 262 education

majors and 128 psychology majors. Some of the education majors were subjected to stereotype

threat while others were not. Those education majors not subjected to stereotype threat and the

psychology majors were the control group. Results from this study confirmed when individuals

are associated with a negative stereotype there is a negative effect on their performance.

Ihme and Möller's study (2014) confirmed the negative stereotype surrounding the

teaching profession to be prevalent not only with practicing teachers but with those training for

the profession. Further, their study showed the impact stereotyping has on performance of those

subjected to negative stereotyping. Higher education institutions and policy makers need to be

aware of the implications this study has on the field and the role negative stereotyping can have

on students when choosing a career, as well as the potential effects on those already in the field.

The review of literature suggested the reasons teachers chose to teach are significantly

different from the reasons they chose to remain in the profession (Marso & Pigge, 1986; Rydell,

Gage, & Coines, 1986). Understanding the reasons why individuals choose to enter teaching and

decide to stay could help school leaders establish the kind of environment conducive to those

characteristics.

Teacher Attrition

Attrition is defined as a "gradual, natural reduction in membership or personnel as

through retirement, resignation, or death" (American Heritage Dictionary, 1992, p. 120). From

the public school perspective, attrition applies to those teachers who leave a school but remain

within the same district, leave a district but remain in the same state, or leave the state or

profession completely (Henry, Bastian, & Fortner, 2011). Ingersoll, Merrill, and Stuckey (2014)

indicated a substantial increase in teacher turnover in U.S. public schools over the past three

decades. Delineating the research by years of experience, Ingersoll (2002) claimed 11% of new teachers leave the profession within their first year and another 10% leave after year two. Additional research studies have found that 30% of new teachers leave within three years, and between 40 to 50% leave the profession within five years (Alliance for Excellent Education, 2014; Boe, Cook, & Sunderland, 2008; Ingersoll, 2002; Kopkowski, 2008; Shakrani, 2008). An analysis of the 2008-09 Teacher Follow-up Survey reported teachers under 30 years of age leave the profession at a rate that is 51% higher than older teachers, including retirees. Equally alarming is the statistic that 91% of teachers 30 years of age and under leave their current school to work at another school (Keigher & Cross, 2010).

Attrition is not a problem unique to school districts in the United States. Educational systems around the world are struggling to retain public school teachers thereby focusing on the ubiquitous issue of teacher retention (Buchanan, Prescott, Schuck, Aubusson, & Burke, 2013; Changying, 2007; Goddard & Foster, 2001; Lindqvist, Nordänger, & Carlsson, 2014; Schuck, Aubusson, Buchanan, & Russell, 2012). In China, a study on teacher attrition revealed an exodus of 300,000 teachers between the years 1984 and 1987. At the same time, a survey conducted on practitioners showed 42% of teachers were dissatisfied with teaching and another 58% reported if they had to do it again, teaching would not be their career choice (Changying, 2007).

Data collected on teacher attrition in Australia indicated a loss of 30 to 40% of beginning teachers in their first five years. Further, 24% of 1,351 beginning teachers surveyed indicated in all likelihood they would leave teaching within five years. In another survey of 1,200 beginning teachers, 45% of them indicated they would not be teaching in 10 years' time (Buchanan, Prescott, Schuck, Aubusson, & Burke, 2013).

In Sweden, a study following 87 beginning teachers was conducted to identify teacher attrition rates. After five years, 18% were no longer teaching. Ten years later, 32% of the cohort had left the field. The findings of this 20-year study led the researchers to postulate it was time to recognize the career trajectories of teachers from a lifelong career to a multi-dimensional career (Lindqvist, Nordänger, & Carlsson, 2014).

Mouthrop, Calegari, and Eggers (2005) studied U.S. teacher attrition and found 16% of teachers leave the classroom each year, compared to 11% of other professions that require a college degree. Ingersoll et al. (2014) analyzed national attrition data and found teacher attrition to be higher than nurses and much higher than professions such as law, engineering, architecture, and academia.

Some researchers have suggested a different explanation for the attrition rates in education. These researchers speculated retirement is the foremost reason districts are replacing teachers (Borman & Dowling, 2008; Grissmer & Kirby, 1987). Contrast this retirement theory with the U.S. Labor Bureau's statistics of workforce trends that show an estimated 56% of workers eligible for retirement now work full-time compared to 44% in the late 90s. Additionally, 16% of those between the ages of 50 and 64 have no intention of retiring (Meister & Willyerd, 2010; Zemke et al., 2013). Congruent with the Labor Bureau's statistics, Ingersoll et al. (2014) called the avoidance of retiring as a "graying of the field" (p. 1).

In a polemical meta-analysis, Borman and Dowling (2008) cited studies by Harris and Adams and Grissmer and Kirby. As a result of teachers participating in retirement systems allowing teachers to retire with 25 to 30 years of service, both research studies give credence to retirement as the primary factor of teacher attrition. As a result of their findings, these researchers champion changing retirement systems to affect teacher attrition. Moreover, Harris

and Adams reported nursing, accounting, and social work to have higher attrition rates than teachers; therefore, for these researchers, retaining beginning teachers does not have the same implications for policy as Ingersoll advocates.

To rebut the researchers and policymakers contention there is a shortage of teachers due to retirements of Baby Boomers, Ingersoll maintained, "The whole retirement thing has been consistently exaggerated" and argued the focus should be on retaining those hired (Kopkowski, 2008, p. 2). According to Ingersoll, "the recent rise in experience level can be traced in part to the recession, which slowed hiring of first-year teachers and helped keep the 2007 hires in place as other job opportunities dwindled" (Banchero, 2014, p. A3). Ingersoll predicted, "As the economy picks up, we'll see more teachers leaving, more beginners hired and a worrisome return to the ballooning and greening of the teaching workforce" (Banchero, 2014, p. A3). Lindqvist, Nordänger, and Carlsson (2013) compare the practice of hiring more teachers versus retaining those already teaching by metaphorically asserting "it is better to patch the holes in the bucket before trying to fill it up" (p. 95). Whether teachers leave due to retirement or a change in classroom positions or school districts, the effect on student achievement and district finances is deleterious.

Numerous studies have been conducted to explore the relationship between classroom teacher and student achievement (Alliance for Excellent Education, 2014; Brill & McCartney, 2008; Darling-Hammond, 2000). Marzano, Pickering, and Pollock (2001) and Marzano, Marzano, and Pickering (2003) referenced a study by Sanders and Horn to explain the impact a teacher can have on student achievement. Sanders and Horn gathered data from elementary school students in Tennessee. Their research found a difference of 39 percentile points in

student achievement for those students assigned to effective teachers compared to those students with less effective teachers.

Marzano and his colleagues have reached similar conclusions as the aforementioned researchers when investigating student achievement. Through meta-analysis, Marzano and colleagues have synthesized the research on effective schools and extrapolated the effect the school itself has on student achievement from the effect of the individual teacher. The research is conclusive; the most significant factor affecting student achievement is the teacher (Marzano, Pickering, & Pollock, 2001; Marzano, Marzano, & Pickering, 2003).

Rockoff (2004) investigated the link between student achievement and teaching experience in New Jersey County. Data were collected over 10 years from two elementary schools with 10,000 students and 300 teachers participating in the study. Students in Kindergarten through fifth grade in District A and students from second through sixth grade in District B were tested. His research found a significant increase in student test scores, especially in the area of reading where scores varied by 0.17 standard deviations on average between beginning teachers and teachers with 10 or more years teaching experience.

Hanushek, Kain, and Rivkin (2004) found student achievement declined when students are taught by a succession of new teachers. Hanushek, Kain, and Rivkin (2004) stated, "Experienced teachers are, on average, more effective at raising student performance than those in their early years of teaching" (p. 1).

Demonstrating the instability of teacher commitment, the modal experience of classroom teachers has waned over the last 30 years. In 1987-88, 15 years was the most common number of years of experience for teachers, whereas in the 2007-08 school year, the most common teacher was someone in their first year of teaching. In 2011-12, the modal teacher had grown to

five years of experience. This increase coincided with the economic recession that began in 2007-08 resulting in hiring freezes and reductions in force. It is predicted as the economy improves, teachers will once again migrate to other schools or leave the field (Alliance for Excellent Education, 2014; Banchero, 2014; Walker, 2014). Based upon this prediction, the educational world could be looking at the forces aligning themselves for the proverbial "perfect storm" where attrition rates soar and the modal experience of teachers once again declines. To prepare for this upheaval and to forestall the current and future attrition rates, district leaders need to understand the reasons teachers leave from a generational perspective.

Reasons Teachers Leave

Common sense tells us some attrition of teachers is good. If the teachers leaving the profession were the weakest, that would be desirable. Unfortunately, that is not the case. In an essay by Brill and McCartney (2008), teacher attrition was attributed to teacher-centric issues more so than remuneration issues. Through a synthesis of research studies, the authors identified common sources teachers gave as reasons for leaving. The reasons cited in this essay were: increase in teacher workload as a result of higher expectations; student behavioral problems; a lack of support from administration and lack of treatment as a professional; a lack of adequate facilities and resources; poor mentoring and induction programs resulting in feelings of stress and isolation; lack of adequate facilities and resources; social perception of teaching; and low salaries.

Behrstock and Clifford (2009) summarized the body of research identifying the factors associated with new teachers' decisions to leave their current building or district or the profession altogether. Their brief divided the reasons for leaving into two categories:

organizational factors and personal factors. Under organizational, they have labeled the factors

contributing to new-teacher attrition accordingly: (a) lack of support from administration;

(b) difficult teaching assignments; (c) increased teaching loads; (d) poor working conditions;

(e) feelings of isolation from colleagues; (f) lack of autonomy or control over one's work;

(g) evaluation systems geared more for experienced teachers; and (h) lack of opportunities for

advancement. Personal factors identified were: (a) changes in life event; (b) disillusionment with

job expectations; (c) feelings of inadequate skill set; (d) opportunities for better pay, benefits,

and advancement; (e) feeling the work does not matter; (f) inability to deal with student

discipline and cognitively challenged students; and (g) work/life balance.

Research conducted on the topic of attrition indicated a multitude of reasons why

teachers leave the classroom. Recognizing the impact attrition had on the pecuniary costs to

schools and taxpayers, the emotional and psychological impact to students and staff, and the

productivity costs associated with student achievement, maintaining experienced and committed

teachers must become a priority to school leaders (Watlington, Shockley, Guglielmino, &

Felsher, 2010). According to Behrstock and Clifford (2009), "The research shows clearly that

school leaders can influence teacher retention" (p. 6).

Teacher Retention

A "perfect storm" is brewing for public schools when the following factors converge:

(a) acceptance that the most important school-related determinant of student achievement is the

teacher; (b) a high percentage of teachers changing schools annually; (c) a high rate of teacher

attrition of beginning teachers; and (d) understanding of Millennials' commitment and career

trajectory. Darling-Hammond (2003, 2010) avowed the number of teachers leaving education

each year surpasses the number of teachers entering education. Approximately 30% of new

teachers leave teaching within three years and 40 to 50% leave within five years (Ingersoll, 2002; Ingersoll & Smith, 2003). Of those leaving, less than 20% is attributable to retirement (Ingersoll, 2001). A MetLife survey (2013) of 1,000 U.S. K-12 public school teachers reported the lowest level of teacher satisfaction along with possible insight into the emotional status of teachers. Down from 62% in 2008 and 44% in 2011, only 39% of the teachers surveyed reported being satisfied with their profession. Another demonstrator of the mindset of the teachers surveyed is the increase by 15 percentage points since 1985 of teachers' stress level. In 1985, 36% of teachers reported feeling great stress several days a week; however, in 2012, 51% reported feeling great stress several days a week.

With a surge in federal initiatives and an increased focus on school accountability and teachers, it is no wonder teacher attrition remains steady. However, Ingersoll and Smith (2003) maintained the issue is more than just the 15% of first-year teachers who leave the profession. In their opinion, the 15% of teachers who transfer to another building or district due to dissatisfaction is equally as harmful to students and schools. Johnson et al. (2004) found in their study of first- and second-year teachers the perceptions of career and anticipated career longevity amongst the newest generation of teachers are at odds with those of previous generations. Therefore, it is incumbent upon school leaders to understand and appreciate the perspectives of Millennial teachers, who are and will continue to be our beginning teachers until 2025, to motivate and retain them.

In a qualitative study of nine beginning teachers who had left classroom teaching within five years, Gallant and Riley (2014) surveyed these teachers within three years of their exit. The purpose of the study was to identify what would have been helpful to keep them in the classroom. All participants entered teaching optimistically, "confident about what they would

contribute, positive about their own on-going development, and hoping to make a difference in young people's lives" (p. 575). All participants reported their decision to leave teaching was not attributed to one factor but rather an amalgamation of many. The amalgamation consisted of the absence of emotional support from school leaders and overall school culture. The consensus of the nine participants was how the feeling of isolation served to diminish their enthusiasm and confidence. Further, the lack of trust and empathy characterized by the absence of emotional support contributed to a decline in the participants perceived wellbeing and self-esteem. A negative school culture was universally cited as a contributing reason these nine teachers left. These teachers described (a) not feeling welcomed, (b) entering an environment filled with conflict, (c) lack of collegiality and mentoring from experienced teachers, and (d) failure to foster growth as a teacher or as an individual as reasons that led to feelings of inadequacy, rejection, and a sense of disillusionment. This amalgamation contrasted with these beginning teachers' self-described perception as a change agent. The feeling of rigidness and uniformity in teaching was overemphasized and in the opinion of the new teachers, restricted them from practicing their craft as they had envisioned it to be. This study demonstrated the importance of induction programs aligned with mentoring programs for beginning teachers, as well as the value strong school leadership has on retention.

Bolstering the 2014 study conducted by Gallant and Riley, Ingersoll (2001) determined the correlation between teacher turnover and job dissatisfaction. Using the 1991-1992 Schools and Staffing Survey and its supplement, Teacher Follow-Up Survey, Ingersoll found "inadequate support from the school administration, student discipline problems, limited faculty input into school decision-making, and to a lesser extent, low salaries, are all associated with higher rates of turnover, after controlling for the characteristics of both teachers and schools" (p. 501).

Ingersoll's findings suggested school leaders addressing improvements in organizational characteristics rather than focusing on educational initiatives like teacher recruitment programs may have a greater impact on retaining quality teachers, thus influencing student achievement.

In 2002 the State Auditor of Missouri reported Missouri had difficulty in both recruiting and retaining teachers. The report found one-third of Missouri's public school teachers cited poor pay, heavy workloads, and a lack of respect as reasons for leaving teaching within five years of beginning their careers. Recommendations for the Department of Elementary and Secondary Education were 1) explore financial incentives to recruit and retain teachers and 2) initiate an annual study to report to the State General Assembly regarding retention and retaining teachers.

Acknowledging committed and experienced teachers is as much an issue in Missouri public schools as it is across the nation. Perrachione's (2005) dissertation investigated the variables that influenced the commitment and job satisfaction of Missouri elementary public school teachers in grades K through 5 and how those perceived variables determined their commitment to remain in the field of teaching. In a mixed-methods design, 300 K through 5 teachers having taught five or more years from 30 different counties and 30 different school districts in Missouri were surveyed. Perrachione's findings supported previous research establishing a relationship between job satisfaction and teacher commitment. Participants of the study revealed the intrinsic motivators of "personal teacher efficacy, job satisfaction, and working with children/students increased commitment," whereas extrinsic motivators of "student behavior, work overload, and low salaries were perceived to decrease commitment" to teaching (Perrachione, 2005, p. 117).

In a case study of six Millennial teachers from a large California high school, Lovely's dissertation (2012) explored Millennial teachers' perceptions of day-to-day experiences and how their experiences impacted long-term career plans. Four themes on Millennial dispositions and career ideals emerged from the findings: "the desire to perform meaningful work, the desire to be respected, the desire to collaborate, and the desire to exercise greater control over their work" (p. 92). Since none of the participants had a commitment from the district for employment the next year, all were less inclined to express loyalty toward the profession. Moreover, no one in the study committed to teaching being a lifelong career. The following recommendations for school leaders were put forth to increase job satisfaction and retention of the Millennial teachers: (a) implement and improve induction programs, (b) find opportunities for Millennials to assume responsibilities, (c) allow autonomy over instructional decisions, and (d) assist Millennial teachers with parent-teacher relationships.

In a phenomenological dissertation study of six metropolitan Millennial-aged teachers in Colorado, Greenebaum (2009) studied participants' thoughts about their teaching career with the intent to increase understanding of how best to retain the youngest teachers. Five major themes emerged from Greenebaum's study: "professional identity, affective reaction, technology and social networking, cultural implications, and professional and administrative supports" (p. 166). Within the first major theme of professional identity, the following sub-themes emerged: (a) being involved in decision-making situations or having a voice, (b) a feeling of confidence, (c) a feeling of entitlement, and (d) establishing necessary teacher relationships. Greenebaum (2009) emphasized school leaders must "acknowledge and understand that this generation is different from previous generations. We must embrace what this generational cohort has to offer and work to include them" (pp. 183-184). She encouraged human resource teams and school

leaders to update their hiring practices to reflect the ideals of the Millennial generation.

Additionally, school leaders need to recognize teaching is an emotional and complicated

profession; as such, strong support systems are needed for new teachers. Greenebaum's findings

indicated new teachers were unprepared for the various school cultures existing in our public

schools. With these findings, she recommended higher education create more practical learning

opportunities for pre-service teachers to work within the public school settings prior to student

teaching, thus exposing them to the racial and ethnic inequities, as well as the effect of

socioeconomic levels on education. Further, she believed higher education should require

classes in culturally responsive teaching, cultural awareness, and teaching in a 21st century

technological environment. She encouraged higher education to establish networking

opportunities for recent graduates as they acclimate themselves to their teacher identity.

A mixed-methods study in Australia surveyed current and retired teachers to identify

what attracted and retained individuals to the field of teaching. Ashiedu and Scott-Ladd (2012)

found participants cited intrinsic motivators as the reasons for entering the teaching profession.

In addition, those participants who were motivated intrinsically were more inclined to remain

within the profession. Intrinsic motivators were (a) a desire and love of working with children,

(b) intellectual fulfillment of sharing knowledge, and (c) making a difference in the world.

Extrinsic motivators, such as working conditions and environment were cited as influential

retention factors. These findings suggest if school leaders develop an understanding of what

motivates teachers, they can create retention strategies to meet their needs.

A mixed-methods dissertation examined the motivational factors of Millennial student

teachers and the relationship between those motivational factors and the perception K-12 school

leaders have of said motivational factors. Bontempo (2010) noted a significant difference in

school leaders' perceived motivation of student teachers and the confirmed motivations of Millennial student teachers. Student teachers identified the following as motivators and key determinants for retention: (a) student achievement, (b) supportive leadership, (c) entrusted with responsibility, (d) working with students, (e) career advancement opportunities, (f) collegial relationships with colleagues, (g) career development, (h) work conditions, and (i) positive relationships with supervisor. Based upon the findings, Bontempo recommended school leaders receive training on the characteristics and motivators of the Millennial cohort. Further, he suggested higher education integrate information on this generation in their educational leadership courses. School leaders at the local level must embrace the passion Millennial teachers bring to the job and develop the skill set they need to maintain that passion and enthusiasm to ensure long-term career commitment.

In *Recruiting and Retaining Generation Y Teachers*, Rebore and Walmsley (2010) recognized the difference between school districts' recruitment practices of the past and what is needed today to recruit and retain Generation Y, or Millennial, teachers. The authors encouraged school leaders to rewrite job descriptions to appeal to this generation's values and motivations. Employers must recognize this generation's propensities for: (a) communicating more digitally than interpersonally, (b) valuing work benefits, (c) career advancement, (d) flexibility in achieving desired results, (e) pay commensurate with effort and performance, (f) teamwork, (g) working hard but having fun while doing so, (h) wanting constant feedback, (i) expecting diversity within work cultures, (j) multitasking, and (k) expecting change.

Rebore and Walmsley (2010) encouraged school leaders to utilize cyber-technology to recruit and interview candidates. They suggested school leaders update their compensation packages by applying "the psychology of compensation" when trying to recruit and retain

Millennials (p. 73). For this generation, money is one form of compensation, but schools can utilize additional compensation tools through (a) employee recognition, (b) acceptance of diversity, (c) investing in the employee through professional development, (d) encouraging employee participation in policy development, and (e) increased responsibility (Rebore & Walmsley, 2010). Creating a school culture that merges the various generational cohorts by understanding their values and differences is vital to enhancing teacher retention. Further, having an understanding of motivational theories aides school leaders in understanding the difference in employee satisfaction and dissatisfaction to ensure employee needs are being met to entice retention.

In a qualitative dissertation, Baldonado (2008) used Herzberg's Motivational Theory to explore the motivational workplace needs of Millennials. He published his findings in *25 Ways to Motivate Generation Y: A Pocketbook Guide* (2008). While his study centered on the field of business, his findings and recommendations are applicable to the field of education and teachers. Based upon his research, 25 motivators were identified to enhance job satisfaction for the Millennial cohort:

- supportive of a balanced work and personal life in the workplace;

- provide Millennial workers with opportunities to grow in their job;

- use achievement as a way to reward/motivate Millennial workers;

- create working conditions suited for Millennials;

- offer increasing responsibilities as a reward;

- create a fair salary/compensation package;

- give them cutting-edge technology;

- provide flexibility in their work;

- share job knowledge;

- encouragement and reward;

- challenge them;

- fun in the workplace;

- show respect and appreciation;

- give frequent feedbacks;

- treat fairly/professionally;

- model expected behavior;

- train strategically/digitally;

- provide ongoing learning and development;

- encourage collaboration and communication;

- focus on the meaning and purpose of work;

- create choices;

- provide mentor;

- create customized career path;

- seize formal and informal time-out times; and

- listen to the needs of Millennials (Baldonado, 2008, p. 44).

Summary

Just like the childhood game of Hide and Seek, "Ready or not, here the Millennials come." With the oldest of this generation already 33 years of age and the youngest being 14 years of age, the workforce has yet to feel the full impact this generation will have on organizational dynamics; and yet, management in all fields are reporting changes in the pressure of workplace climates as a result of generational differences. Recognizing generational conflict

has always been present within our society, it is important to note the difference today lies in the fact this is the first time four generations coexist within the workforce.

While this generation brings many challenges to the work setting, they also bring new ideas and values. This is the perfect time for policy makers and school leaders to stop using archaic excuses for the high attrition rates in education. Those leaders responsible for hiring and retaining new teachers must understand the qualities and values of this generation in order to motivate and retain them. Based on the extant research available, Millennials are highly educated, willing to learn, technologically advanced, and socially conscious—all traits important for the making of a great teacher. It is imperative school leaders develop an understanding of this generation's values and motivations to capitalize on their strengths and establish an organizational climate where teachers and students will thrive. The purpose of my study is to understand the mindset of beginning Millennial teachers regarding teaching as their career of choice and how this mindset impacts their decision to remain committed to teaching. My study will provide school leaders the understanding they need to effectively motivate and retain the Millennial teaching force.

Chapter Three

Research Design

Organization of the Chapter

The focus and explanation of the study, followed by the research question and sub-questions are found in Chapter Three. The research question and sub-questions follow. A complete explanation of the phenomenological research design and timeline are provided. A comprehensive description of the site and sample selection is provided. A narrative of the participants ensues, followed by an elucidation about depth versus breadth to further clarify the scope of the research and the use of qualitative methods applied in the study. Specific procedures used to collect the data, record the data, and analyze the data are described and justified. Trustworthiness and credibility were ensured through prolonged and persistent engagement, triangulation, peer debriefing, member checks, and audit trail. An explanation of how those standards were built into and applied throughout the study is acknowledged. Further, clarification of the measures employed to ensure evidentiary inadequacies was addressed, followed by a summary of the chapter.

> "Newton and the apple. Freud and anxiety. Jung and dreams. Piaget and his children. Darwin and Galapagos tortoises. Marx and England's factories. Whyte and street corners. What are you obsessed with?" (Patton, 2002, p. 5).

Focus of the Study

The focus of this phenomenological study was to analyze the mindset of six beginning Millennial teachers regarding teaching as their career choice and how their mindset impacts their decision to remain committed to teaching. Through purposeful, homogeneous sampling, six Millennial teachers and building level administrators from one urban Missouri school district having met the criteria as presented in Chapter One participated in this study.

Recent reports show school districts throughout the nation spend $7 billion each year to recruit, hire, process, and train new teachers (Shakrani, 2008). Attrition studies report 11% of new teachers leave the profession within their first year and another 10% leave after year two; while 40% to 50% of new teachers leave the profession within their first three to five years (Alliance for Excellent Education, 2014; Boe, Cook, & Sunderland, 2008; Ingersoll & Smith, 2003; Kopkowski, 2008; Shakrani, 2008). Using these attrition studies, many educational pundits assert there is a teacher shortage in the United States; while other attrition and retention experts contend the issue is not a shortage of teachers rather it is the inability to retain those teachers in the field. The newest generation of teachers, Millennials, maintain a different mindset when it comes to careers. Some generational researchers project Millennials will have seven different jobs throughout their life; whereas other researchers submit an even higher projection asserting Millennials remain less than two years with an employer (Abrams & von Frank, 2014; Alsop, 2008). To reinforce these projections, in the words of one Millennial, "If we don't like a job, we quit…" (Espinoza et al., 2010, p. 3). If the educational sector is going to decrease attrition, school leaders will need to update policies and organizational practices to address the needs and motivators of the Millennial generation teachers.

Audience

It is the belief of the researcher the resultant findings will be a starting point of conversation on an emerging issue for local, state, and federal policy makers such as local board of educations, state level school boards' association, and state level education departments. State level education departments may benefit from this study by exploring the reported attrition concerns from the perspective of the youngest and newest group of teachers, as well as reviewing the current and future teacher evaluation systems and how they meet the needs of Millennial

teachers. College and university teacher education programs may benefit from the findings of this study by understanding who this Millennial generation of teachers is and the challenges they face when entering the teaching field. Graduate level educational leadership programs may benefit from this study by incorporating into personnel courses the needs of multi-generational workforces and specifically Millennial teachers.

Research Question

What is it like being a beginning Millennial teacher?

Research Sub-Questions

1. Why did you choose to teach?

2. What is your long-term career plan?

Research Design and Timeline

Lincoln and Guba (1985) stated prolonged engagement and persistent engagement are necessary to ensure trustworthiness and credibility in a study. Prolonged engagement means being in the field long enough to learn the culture and build trust. Persistent engagement means being in the field long enough to detect inconsistencies. This qualitative phenomenological study inquiry was undertaken to determine what patterns Millennial beginning teachers have regarding career selection and commitment to teaching as a career. "Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2013, p. 44). The social sciences and applied fields including education utilize qualitative research as a form of inquiry (Marshall & Rossman, 2006). Qualitative research is a "situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible" (Denzin & Lincoln, 2003, p. 4).

While qualitative research approaches vary, qualitative research is generally interpretive and naturalistic (Denzin & Lincoln, 2003). Qualitative researchers "study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 2003, p. 5). After considering these characteristics, I chose a qualitative research design for this study.

A phenomenological approach was selected for this research since phenomenological study describes "the common meaning for several individuals of their lived experiences of a concept or a phenomenon" (Creswell, 2013, p. 76). According to Creswell (2013), phenomenologists focus on "describing what all participants have in common as they experience a phenomenon. The basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence" (p. 76). This study revealed the experiences of beginning teaching from the viewpoints of Millennial beginning teachers.

Six teacher participants and six principal participants were identified to provide greater insight into the phenomenon of study. The interview questions are semi-structured, open-ended and broad thus allowing the varied experiences of the participants to be revealed. The data were reviewed to identify repeated assertions or quotes to gain insight into how the participants experienced the phenomenon. From the common statements, the researcher found units of meaning to identify themes. These themes were used to write a description of what the participants experienced. The strength of this study lies in the authenticity of the teachers' and principals' voices as they share their stories.

Phenomenological studies derive from either transcendental phenomenology or hermeneutical phenomenology (Creswell, 2013). Hermeneutical phenomenology focuses more on the interpretation of the researcher. The researcher identifies a phenomenon of particular

interest to them. The researcher reflects on the themes that are the nature of the lived experience. They write a description that includes the researcher's interpretation of the meaning of the lived experiences.

Transcendental phenomenology focuses less on the interpretation and more on the description of the participants' lived experiences. According to Giorgi and Giorgi as cited in Smith (2003), "Phenomenological inquiry should be a descriptive method, since it is through analysis and description of how things are constituted in and by consciousness that we can grasp the phenomena of our world" (p. 13). The research in this study was transcendental due to bracketing (epoched) out my thoughts, ideas, or experiences as much as possible before proceeding with the experiences of the participants.

As a field service director with the Missouri State Teachers Association (MSTA), I have experience with the district that served as the site for this research study. In my professional role, I have worked to represent teachers in this district with employment related issues for ten years. Moreover, my professional role permits me to work with the induction program for beginning teachers. As a result of the aforementioned professional connections, I have first-hand experience working with Millennial beginning teachers who appear to demonstrate a lack of commitment for various reasons to a legally binding contract.

To ensure the study contained prolonged and persistent engagement, the following research design and timeline were followed. In December 2014, the process of identifying and determining who Millennial teachers were began. The study was proposed and accepted. The University of Arkansas' Institutional Review Board's approval and the school district's approval to conduct research at their site was gained (see Appendix A and B respectively). Data collection began in Spring 2015 with a report of the findings.

Site and Sample Selections

Purposeful sampling was the sampling strategy used to select the district site for this study. "Purposive sampling is based on the assumption that one wants to discover, understand, gain insight; therefore one needs to select a sample from which one can learn the most" (Merriam, 1988, p. 48). Patton (2002) submitted, "Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry" (p. 230). Espousing a similar view, Issac and Michael (1994) noted, "The power of purposeful sampling lies in selecting information-rich cases for study in-depth—cases from which one can learn most about issues central to the purpose of the study" (p. 223). Creswell (2013) asserted purposeful sampling is used to select the participants and the site for the study in order to purposefully inform a rich understanding of the primary phenomenon in the study.

The context of the study was the second largest accredited K-12 public school district in the state of Missouri with a total student population of 24,905 for the 2013-14 school year. The suburban district is located in southwest Missouri. According to the U.S. Census Bureau (2010), the district is located in the third largest city in the state of Missouri with an estimated population of 164,122. The estimated median household income as of 2013 was $32,333 compared to the state of Missouri's estimated median household income of $47,380. Persons in the district living below the federal poverty level were reported as 25.6% compared to 15.5% for the state of Missouri. According to Missouri's Department of Elementary and Secondary Education (2014), the district's largest student ethnicity was White students comprising 80.7%. This is a decrease from 2011 when 84.10% of the student population was White. Blacks make up the second largest proportion of students at 8% while Hispanics comprise 4.8% of the student population. Along with Multi-race at 3.1%, other races such as Asian, Indian, and Pacific Islander constitute

3.4% of the student population. The demographics of this district reflect the racial demographics of the nation in that the Hispanic population is surpassing the Black population while the White population is in decline. Since the 2007-2008 school year, the district's overall student enrollment has been increasing incrementally. As student enrollment was increasing modestly, participation in the district's free and reduced lunch program increased from 43.5% in 2007 to 54.6% in 20l4.

The district employed 1,842 K-12 teachers for the 2014-15 school year and maintained 35 elementary buildings, one intermediate, nine middle schools, five high schools, and 15 K-12 choice programs. The district hired 129 teachers for the 2014-15 school year. On average the district hires 120 teachers each year. According to the Human Resource Director, 45 teachers during the 2014-15 school year had 5 years of teaching experience, were 33 years of age or younger, and had participated in the district mandated STEP UP Induction Program.

Participants

Participants for this study were chosen using a purposeful homogeneous sampling. According to Patton (2002), researchers use this type of sampling to describe in depth a specific subgroup. One of the subgroups in this qualitative phenomenological study included classroom teachers in their fifth year of teaching having completed a three-year induction program, which exceeded the state required induction of two-years (Personnel-Teachers and Others RSMo 168.021, 2003). Further, each participant was 33 years of age or younger to insure a member of the Millennial generational cohort. This sampling strategy along with the identified criteria yielded 45 teachers or potential participants. Twenty teachers were randomly picked by drawing names from a container. An invitation to participate was sent to the 20 potential participants introducing myself as the researcher and describing the purpose of the research, anticipated

timelines, and guarantee of confidentiality found in Appendix B entitled "Invitation to

Participate in a Dissertation Study (Group A)". Interested participants were asked to contact the

researcher via email within three business days to express their desire to participate or discuss

any apprehension they may have in participating. Seven teachers emailed their desire to

participate in the study. Of those seven, one was excluded due to a previously scheduled

obligation on the participant's part thus making it impossible to attend the group interview

meeting. Table 1 identifies the pseudonym and the characteristics of each teacher participant in

this study including their gender, age, total years in education, total years in district, grade level

taught, highest degree earned, and socioeconomic level of building.

Table 1

Demographics of teacher participants

Pseudonym	Gender	Age	Socio-economic Class Raised in as a Youngster	Total Years in Educ.	Grade Level Teaching	Highest Degree Earned	Socio-economic Level of Building
Addison	F	27	Working	5	5th	M	94% F/R
Lillian	F	28	Middle	5	3rd	B	65% F/R
Grace	F	31	Middle	5	K-5 SpEd	M	30% F/R
Avery	F	30	Working	5	Kdn.	M	66% F/R
Kennedy	F	28	Middle	5	9-12 Math	B	55% F/R
Nevaeh	F	29	Working	5	Kdn.	B	85% F/R

B = Bachelor's Degree
M = Master's Degree

The second subgroup of participants was building level administrators from the same district who participated in the study. Participants were chosen using a purposeful sampling. Table 2 identifies the pseudonym and the characteristics of each principal participant in this study including their gender, age, total years in administration, total years in education, highest degree earned, socio-economic level of building, and number of certified staff in building.

Table 2

Demographics of principal participants

Pseudonym	Gender	Age	Total Years in Education	Total Years in Admin	Socio-economic Class Raised in as a Youngster	Highest Degree Earned	Socio-economic Level of Building
Olivia	F	45	21	8	Middle	Ed. S.	85% F/R
Samuel	M	46	24	17	Upper	Ed. S.	55% F/R
Noah	M	45	16	1	Middle	M	66% F/R
Ella	F	57	27	10	Middle	M	70% F/R
Sophia	F	45	15	9	Working	Ed. S.	94% F/R
Emma	F	44	22	14	Working	Ed. S.	50% F/R

M = Master's Degree
Ed. S. = Education Specialist Degree
Ed. D. or Ph. D = Doctorate Degree

Depth vs. Breadth

"Qualitative methods permit inquiry into selected issues in great depth with careful attention to detail, context, and nuance…" (Patton, 2002, p. 227). To learn the mindset of beginning Millennial teachers, the researcher interviewed 6 teachers and 6 principals for this

phenomenological study. This qualitative study was completed through a group meeting, semi-structured, open-ended interviews, personal narratives by the teacher participants, observations, and site document collection. Through this phenomenological study, the researcher was able to describe how six beginning Millennial teachers participating in this study experience their teaching career after having completed a formal induction program. In addition, the researcher was able to answer the research question and sub-questions to gain insight into what teaching means to the six Millennial beginning teacher study participants. Moreover, the researcher was able to identify what school and/or district leadership actions support and encourage these beginning Millennial teachers to remain in teaching.

Data Collection

Creswell (2013) contends new types of qualitative data continue to emerge but "all forms might be grouped into four basic types of information: observations, interviews, documents, and audio-visual materials" (p. 159). Data collection for this qualitative study consists primarily of interviews, observations, and document or artifact collection. Each procedure was intended to incrementally build upon and bolster the next level of data collection while providing the reader a rich, in-depth description of the mindset of beginning Millennial teachers toward teaching as a career. The Conceptual Diagram, as shown in Figure 4, depicts the phases of data collection.

Phase I:
Group Interview

Phase II:
Semi-Structured Open-Ended Interviews

Phase III:
Narrative Essay

Phase IV:
Observations

Phase V:
Document & Artifact Collection
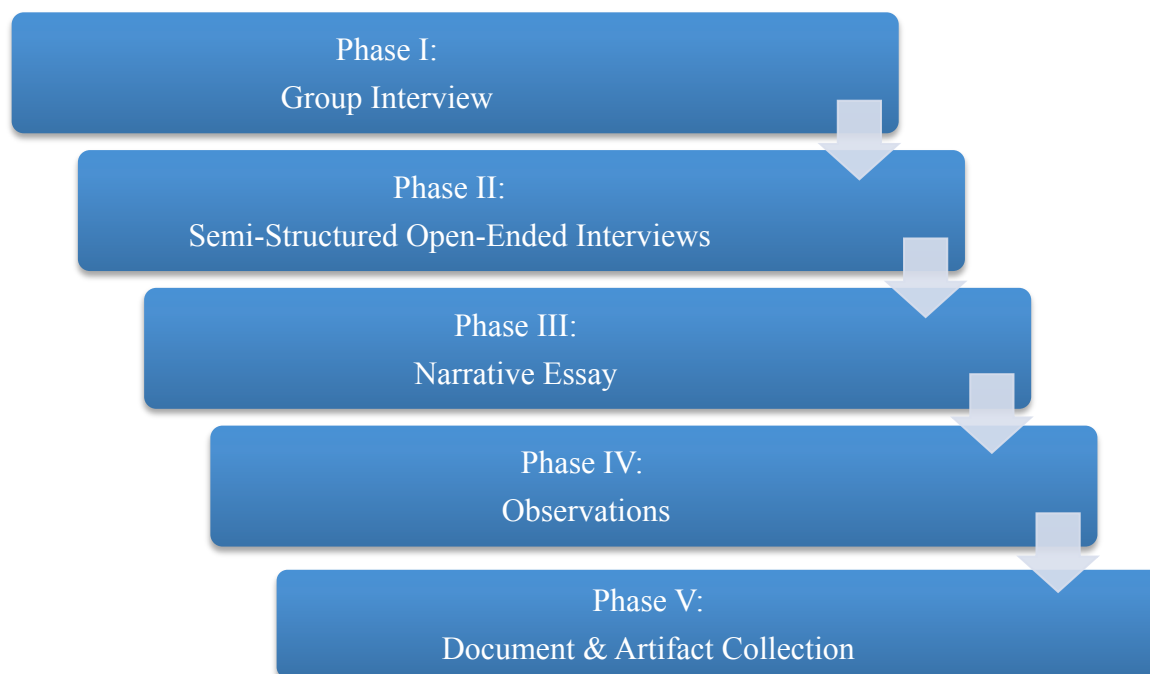
Figure 4. Conceptual diagram

Interviews

Perhaps the most important point for a researcher to keep in mind when interviewing for qualitative research is the statement by Creswell (2013). Creswell (2013) said, "A good interviewer is a good listener rather than a frequent speaker during an interview" (p. 166). The researcher is there to collect data not to offer advice or share personal experiences. Marshall and Rossman (2006) contend the interviewer must be skillful at framing questions and gently probing the participant for elaboration.

Patton (2002) identified four types of one-on-one interviews: informal conversational interview, interview guide approach, standardized open-ended interview, and closed, fixed-response interview. The informal conversational interview is the most flexible type of interview. The interview emerges from observations or through the course of the conversation. This type of interview increases the relevance of the questions and allows the interviewer to go where the interviewees lead. This type of interview is good to use when in the field and the interviewer is

unaware of what will happen, who will be present, or what needs to be asked. Informal conversational interviews allow for flexibility, spontaneity, and responsiveness to the individual and circumstance. Questions may be personalized allowing the interviewer to connect with the interviewee. Problems with this type of interview arise from the amount of time to collect the data since the interviewer asks people different questions. Data from this type of interview can be difficult to pull together and analyze. Further, this type of interview is susceptible to interviewer effects, leading questions, and biases.

The second type of interview, the interview guide approach, consists of determining the topics to be explored prior to the interview. The guide serves as a checklist during the interview to ensure all relevant topics are addressed with each person interviewed. This type of approach provides the interviewer the freedom to explore, probe, and ask questions that will elucidate a particular topic. The interviewer is permitted to create a conversation within a topic and ask spontaneous questions. An interview guide is a good way for the interviewer to remain on track during an interview.

The third type of interview, the standardized open-ended interview, is a carefully worded interview created prior to the interview. Questions are asked using the same wording and in the same order to the interviewees which helps to compare responses. This type of interview is good if using several interviewers since the standardization reduces interviewer effects and bias. The lack of flexibility is a problem with this type of interview. First, the interviewer during this type of interview may not pursue topics or issues that were not anticipated prior to the interview. Second, individual differences or circumstances cannot be questioned. Last, the standardized wording of the questions may limit the genuineness and relevance of the questions and answers.

The fourth type of interview is the closed fixed-response interview. This type of interview is a survey format used primarily to gather demographic information or discrete data. The advantage to this type of interview is the simplicity of analyzing the data. Many questions can be asked in a short period of time, and the responses can be easily aggregated and compared. Weaknesses of this type of interview are its lack of personalization and relevance to the respondents. Further, respondents must ascribe their feelings or experiences into the researcher's groupings. Moreover, the potential of distorting what the respondents really mean or experienced since their response choices are limited to researcher's categories.

Smith (2003) identified two types of interviews used to collect data for phenomenological studies. The first type of interview is the semi-structured interview. This type of interview is similar to Patton's interview guide approach in that semi-structured interviews have the advantage to allow the researcher to build a rapport with the participants while providing the interviewer the freedom to probe, ask questions, and follow interesting areas or concerns of the participants. Disadvantages of semi-structured interviews is a reduction of control the investigator has over the interview, they take longer to conduct, and are harder to analyze.

The second type of interview Smith (2003) described is the structured type of interview. The structured type of interview described by Smith is similar to Patton's standardized open-ended interview and closed fixed-response. According to Smith (2003) the researcher either creates questions that elicit answers, which correspond to or are easily included within predetermined groupings, or the researcher provides the participant with a set of possible answers the participant much choose from. Advantages to a structured type of interview is the researcher's control over what happens during the interview, reliability of the interview since questions are all asked in the same order and same manner, and the fact that multiple

interviewers can be used since the interviewer will have minimal effect on the responses due t

the standardization of the interview. One of the main disadvantages with this type of interview is

the fact that responses are limited to those the interviewer predicted and complex issues likely

are not explored since the interviewer may not deviate from the pre-formed questions.

Another type of interview is a group interview. The interviewer is seen as a moderator

more so than an interviewer during group interviews. During a group interview, the interviewer

controls the discussion, but the data comes from the interaction between group members rather

than between the moderator and participants. The interviewer must be cognizant that all

participants contribute. The fact that humans are social creatures by nature makes group

interviews attractive. First, group interviews can be enjoyable for the participants and can

provide a good segue to one-on-one interviews. Second, interactions among participants can

provide for rich, profound data. Last, shared or diverse views can be quickly assessed.

Limitations also exist in doing group interviews. First, moderating a group interview can be

more difficult to manage then one-on-one interviews since the moderator must manage the

interview to ensure all participants are able to share their views. Second, introverts or

individuals with minority perspective on topics may be less inclined to share their views.

Finally, confidentiality among participants cannot be guaranteed.

For this study, a group interview began the data collection. The group interview was

conducted in a room reserved at the public library. Prior to the group meeting, each participant

read two articles found in Appendix G entitled "Articles to Read Prior To Group Meeting. These

articles served two purposes: (1) to develop an understanding of generational theory and (2) to

kindle the participant's thinking for the group interview. Due to conducting the group interview

during the evening hours, an informal dinner of pizza, dessert, and drinks was provided for the

participants. The group interview lasted two hours. The agenda for the group interview and the questions are located in Appendix D entitled "Group Interview Agenda".

One-on-one interviews consisted of Smith's (2003) semi-structured approach with open-ended questions. Questions used during the one-on-one interviews for the teacher participants are located in Appendix K entitled "Interview Guide-Group A." Questions asked of the principal participants are located in Appendix L entitled "Interview Guide-Group B." Both set of interview questions complement each other to build and strengthen the data collected. Each hour-long interview was conducted at a mutually agreed upon location. The purpose of this design was to create a setting where the participant felt comfortable speaking openly and honestly about being a Millennial beginning teacher or their thoughts and beliefs on Millennial beginning teachers. The interviews were recorded using a digital recording device, post-interview reviews were completed, and interviews were transcribed word-for-word and returned to participants for member checks.

Observations

Observations are done to further understand what was happening during the research and to take the reader into the setting being observed. Patton (2002) stated, "The observer's notes become the eyes, ears, and perceptual senses for the reader. The descriptions must be factual, accurate, and thorough without being cluttered by irrelevant minutiae and trivia" (p. 23). Qualitative researchers change their focus to gain a wide range of points of view. Examples of a focus for an observation can include participants, interactions, routine behaviors, settings where actions take place, and the social organization. Creswell (2013) distinguished four types of observations: complete participant, participant as observer, nonparticipant/observer as participant, and complete observer. The complete participant observation fully engages the

researcher with the people being observed which might help the researcher gain greater rapport with the people being observed. The participant as observer has the researcher participating in the activity. The participant role takes a more commanding position than the researcher role potentially allowing the researcher to gain an insider perspective and gather subjective data. However, this type of observation may hinder the researcher's ability to record data since he or she is engaged in the activity. During the nonparticipant/observer as participant observation, the researcher is an outsider of the group simply there to watch and take notes from a distance. The complete observer is not seen or noticed by the people being observed.

My observations were of the nonparticipant/observer as participant type. I observed each participant in their school setting while interacting with colleagues and students. The observations consisted of spending three to four hours with each participant to gather an understanding of the complexity of the life-world of a Millennial beginning teacher. With some of the participants, my observation began upon their entrance into their classroom to begin their day and continued through lunch. With other participants, my observation began at lunch providing me the opportunity to observe the last part of their day and remaining with them until locking up their classroom and leaving for home.

Document Collection

Document collection included employment records and portfolios as a part of the professional teacher evaluation system. The primary strength of this study comes from the authenticity of the teachers' voices as they tell their stories. Each participant was asked to provide a narrative essay describing the life-world of a typical 24-hour workday for a Millennial beginning teacher. These narratives were collected from the participant at the time of the observation. Van Manen (1990) asserts the methodology of phenomenological studies has

researchers to reflect upon the participants' lived stories to develop an understanding of their experiences. He cautions the researcher must not lose sight of the people while maintaining focus on the purpose of the study and describes the phenomenology as being intensely personal. Van Manen's claim to the personal component of phenomenology research is evident through the participants' personal narratives, as well as through the interviews.

Researcher's Role Management

Throughout this qualitative study, I served as a detached interviewer and observer. My initial access into this study was through a conversational interview with the Human Resources Director, the Director of the Step-Up Program, and the Facilitator of the district's Research Review Committee to request permission to conduct the study. Upon approval from the district to conduct research on site, an invitation to participate in the study was emailed to 20 teachers who met the criteria of this study. The invitation introduced me as the researcher and described the goals of the research, anticipated timelines and time commitment of participants to the study as well as the guarantee of confidentiality. To assure I would have the minimum 6 teacher participants for this study, 20 teachers received the emailed letter of interest, as did the respective building level administrators. Interested participants were asked to contact me directly within three business days to discuss any apprehensions they might have with the process. Personal contact was made with the 6 teacher participants prior to the group interview. Personal contact was made with the respective 6 building level administrators to ensure his/her willingness to be interviewed. During the group interview, introductions, procedures, time lines, and the purpose of the study were discussed. Informed consent forms were distributed and signed by each participant in addition to a questionnaire to retrieve demographic information for each participant. I provided participants two copies of the Informed Consent Form to sign allowing

them to take one signed copy home with them. Next, participants selected a pseudonym from a list of the most popular baby names according to Social Security Card application in the state of Missouri during 2013. Participants read over the list and wrote their chosen name on a folder provided to them. This was to ensure confidentiality of each participant in the study.

Reciprocity was achieved through my commitment to share conclusions and recommendations. As a result of my commitment to keep the recorded and written responses anonymous, each participant was most willing to speak openly and honestly with me. Upon the teacher participants completing the required components of the study, I personally delivered to each teacher a $25 Amazon gift card and a handwritten thank-you note as a token of my appreciation for their participation in the study.

Managing & Recording Data

Interviews were recorded on a digital recording device, as well as video-recorded allowing me the opportunity to focus on the interviewee, thinking and formulating probes or new questions while ensuring my body language conveyed to the interviewee I am listening. Strategic and focused notes consisting of key phrases, terms or words of the interviewee along with thoughts, ideas, and interpretations of mine that occur during the interview were completed. After the interview, the recordings were labeled with the interviewee's pseudonym. Post-interview reviews were completed to ascertain if the data would be "useful, reliable, and authentic" (Patton, 2002, p. 384). To begin transcribing the interviews, I transferred the interviewed recording to my computer and used the audio recording component in my media player to allow me to pause, fast-forward, and rewind as needed. Using a word document, I typed word-for-word what I heard on the tapes ensuring accuracy of the participant's comments and statements. The pseudonym for each participant was placed at the top of the transcript to

preserve the confidentiality of each participant. Questions from the interviewer were transcribed in italics then a line was skipped before typing verbatim the interviewee's statements and comments. Transcriptions were printed out as a hard copy, saved on my computer, and on a flash drive. Data will be maintained in a locked filing cabinet to ensure protection and maintain safety for three years and then will be destroyed.

Data Analysis

The data were analyzed according to the constant comparative method and the process outlined in grounded theory (Lincoln & Guba, 1985; Corbin & Strauss, 2014). The constant comparative method required the researcher to constantly compare data against itself and against other data to create meaning. Data were coded, clustered together by patterns fractured, then clustered together again in different groupings to generate categories of meaning. The 12 interviews generated massive amounts of data.

Trustworthiness

Critics of qualitative research have the most concern with trustworthiness, or sound research results, of qualitative studies. For a quantitative study to be trustworthy, the researcher must demonstrate internal and external validity, reliability, and objectivity (Isaac & Michael, 1995). According to Lincoln and Guba (1985), trustworthiness is used to determine the value of a study. To ensure trustworthiness in a qualitative study, the researcher must meet four criteria: (a) credibility; (b) transferability; (c) dependability, and (d) confirmability (Cho & Trent, 2006; Lincoln & Guba, 1985). To be sure the findings of this research were credible, the following techniques were addressed and considered an essential part of the research: (a) prolonged engagement; (b) persistent engagement; (c) triangulation; (d) peer debriefing; (e) member checks; and (f) an audit trail. Opulent, detailed, and concrete descriptions to take the reader into

the mindset of Millennial teachers were provided to make transferable conclusions plausible.

This research study demonstrated dependability by showing credibility. Last, confirmability was

achieved through a combination of techniques—triangulation, a researcher's journal, and an

audit trail.

Prolonged Engagement

Prolonged engagement is the amount of time required in the field to answer the research

questions and satisfy the study's purpose (Patton, 2002). Moreover, prolonged engagement

provided me the opportunity to build trust. Prolonged engagement increases the credibility of a

study. The research for this study took place in the spring of 2015. The data collected, including

initial contacts with district leaders and participants, interviews, and document collection, took

place over the course of a month. This provided sufficient time to collect data in a variety of

formats and establish rapport and build trust with the participants.

Persistent Engagement

The purpose of persistent engagement, according to Lincoln and Guba (1995), is to

"identify those characteristics or elements in the situation that are most relevant to the problem

or issue being pursued and focusing on them in detail" (p. 304). It also involved checking for

misinformation as a result of misleading answers to interview questions. Persistent engagement

provided the depth of the study. Negative case analysis, follow-up interviews, and member

checks were used to check for inconsistencies in the data.

Triangulation

Triangulation is verifying facts through checking different sources of data. Triangulation

provides validity to qualitative researchers' findings (Creswell, 2013). Triangulation strengthens

the study through multiple venues of data collection (Patton, 2002). The data collection

techniques used included a group interview; semi-structured, open-ended interviews; personal

narratives of teacher participants, observations, and acquisition of documents.

Peer Debriefing

Lincoln and Guba (1985) defined peer debriefing as a "process of exposing oneself to a

disinterested peer in a manner paralleling an analytic session and for the purpose of exploring

aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind"

(p. 308). In the case of this study, peer debriefing took place with a few other graduate students.

Submitting my data and interpretation of data to be scrutinized by other researchers helped to get

additional insight, as well as verification of my interpretation. While this was a sort of formative

evaluation conducted by peers; committee members will provide summative judgments.

Member Checks

According to Isaac and Michael (1995), member checks is the approach that is the "most

crucial technique in establishing credibility" (p. 222). Member checking is a process for

participants of the study to confirm the researcher captured the authenticity of their beliefs,

feelings, and message accurately. Interviews were transcribed and sent to each participant for

their reaction and review. Participants were provided the opportunity to expand, clarify, and

correct their responses. Participants' incomplete sentences, informal language, and hesitations

are included in the transcriptions. If the district name was mentioned in a participant's response,

it was redacted to maintain the anonymity of the school district.

Audit Trail

To establish credibility and rigor of my study, an audit trail was provided. Confirmability

of the data attests to my interpretation of the data and provides documentary evidence for review

or verification. Data were securely stored on the researcher's computer and a flash drive for on-going usage. The following were held in a secure area:

- digital recordings and verbatim transcriptions of interviews;

- field notes, personal notes, e-mails, and researcher's journal;

- collection of documents and artifacts;

- document and data analysis.

Audit Trail Notations

To protect anonymity, pseudonyms were selected by each participant that participated in the study. Participants selected their pseudonym from a list of Missouri's popular baby names located in Appendix J entitled "Popular Baby Names in Missouri for 2013." Audit trail notations were assigned to identify the participant's pseudonym, personal narratives, collected documents, observations, and field notes included in this study and throughout Chapters Four and Five.

Evidentiary Inadequacies

Erickson (1985) identified five types of evidentiary inadequacies that are ethical issues researchers must consider during data collection and interpreting the data. These evidentiary inadequacies weaken the integrity of the qualitative research. The first type of evidentiary inadequacy is inadequate amount of evidence (Erickson, 1985). Through prolonged and persistent engagement, I addressed inadequate amount of evidence. I was engaged with the participants and the site long enough to gather multiple types of data and examine any anomalies in the data.

Inadequate types of data are a second source of evidentiary inadequacy (Erickson, 1985). Through triangulating the focus group, the individual interviews, and the site document

collection, I addressed this inadequacy type. Further, I used peer debriefing to curtail any biases in the interpretation of data.

Interpretive status of evidence of the data is a third type of evidentiary inadequacy identified by Erickson (1985). I guarded against this inadequacy through peer debriefing. Peer debriefing serves to double-check my interpretation of the data, as well as glean opinions from others familiar with research. Additionally, member-checks were used to ensure my interpretations were accurate.

The fourth type of evidentiary inadequacy Erickson (1985) identified was inadequate disconfirming evidence. This inadequacy is a result of the researcher only looking for evidence to support his or her interpretation. Through persistent engagement, or taking all the data collectively into consideration, any anomalies identified were analyzed and investigated.

Erickson's (1985) final source of evidentiary inadequacy was inadequate discrepant case analysis. Through my literature review, relevant studies were identified to support or discriminate my results. Moreover, the participants in my study worked in the same district but were from different buildings. Each of these steps addressed this inadequacy.

Summary

The focus of the study was the mindset of beginning Millennial teachers and how this mindset impacts their commitment to teaching as a career. The phenomenological study aimed to provide the lived experiences of the participants. Qualitative methods were used to answer the research question and sub-questions. The process of data collection and analysis was extensive and comprehensive. Methods to ensure trustworthiness were explained, as well as the steps taken to address Erickson's (1985) five types of evidentiary inadequacies.

Chapter Four provides a thorough description of the findings of this study. My descriptions and displays are included to provide the reader with the answers to the research question and sub-questions. A summary of the study along with the results and conclusions comprise Chapter Five, as well as recommendations for future research and implications to the field of education.

Chapter Four

Presentation of the Data

Organization of Chapter

This chapter begins with an introductory section to review background for the

presentation and analysis of the data. A summary of the descriptive data collected from

interviews, personal narratives, field observations, and document reviews is presented.

Recognizing how the two groups of participants complemented each other, data from each was

analyzed and reported collectively as a whole. The chapter concludes with a description of the

heart of the phenomenon and a presentation of findings to the research questions.

> "Simply observing and interviewing do not ensure that the research is
>   qualitative; the qualitative researcher must also interpret the beliefs
>   and behaviors of participants." (Patton, 2002, p.477)

Introduction

The purpose of this phenomenological study was to understand the mindset of six

Millennial beginning teachers regarding teaching as their career of choice and how their beliefs

and outlooks impact their decision to remain committed to teaching. The primary focus of this

research was to understand what the new generation of teachers, according to this study's

participants, has to say about their career. My intent as the researcher was to listen and learn

from these participants; thus empowering teacher voices and possibly advocating for the

profession's newest educators by providing a greater understanding of how to retain the

Millennial generation for longer periods enabling them to transform today's schools for the

benefit of students.

Setting

The initial group interview was conducted in a meeting room at the public library. There

was a level of comfort between participants that seemed to develop as a result of the location and

relaxed atmosphere. Even though these teachers work within the same district, due to the size of

the district the teachers were not familiar with each other. Yet, the participants were not

inhibited and felt at ease to speak and share personal sentiments about their career choice, family

life, and themselves with the group. They were respectful of each other's views and

perspectives. There was never a time of silence.

One-on-one interviews were conducted at the location selected by the participants and

took place over a two-week period. Participants appeared enthusiastic to take part in the study

and were intrigued by the subject of the research. Each answered the interview questions with

eagerness and expressed interest in reading the findings of the study upon completion. Each

individual from both groups of participants requested conducting individual interviews at their

respective buildings. Demographic information on both groups of participants, along with the

participant's pseudonym are located in Table 1 entitled "Demographics of Teacher Participants"

and Table 2 entitled "Demographics of Principal Participants" in chapter Three.

Audit Trail Notations

Throughout Chapters Four and Five, when individual participants are cited, their

pseudonym along with their group identifier is used as identification and the page number from

their transcription in which the quote is located are enclosed in brackets. For example, [Emma--

P, 2] means the quotation from Emma, a principal, can be located on page 2 of Emma's

transcribed interview. Interviews are cleaned-up of hesitations such as uh, hmm, and um. Due

to the questions and answers being communicated between educator-to-educator, educational

jargon was sometimes used. Out of concern that readers of the study might not always

understand what the respondent was trying to convey, I occasionally added words to clarify

meaning of the educational jargon. Whenever this was done to aid the reader, the words added

are enclosed with parenthesis accordingly (   ). Care was taken to ensure the meaning of what

the respondent communicated was not altered.

When using other sources of data, audit trail notations are inserted in the text as

identification of the source. When this is done, the pseudonym of the individual along with the

identifier to establish the participant's group associated with the data source is identified first,

then the code of the data source, followed by the page of the document. For example, [Lillian--

T, S-EVAL, 2] means the quotation from Lillian, a teacher, can be located on page 2 of Lillian's

summative evaluation. A list of these items with coding can be found in Table 3.

Table 3

Audit trail of interview groups, field notes, observations, narratives, and document collection

Document	Identification Code
Group A—Teacher	T
Group B—Principal	P
Group Meeting	GM
Field Notes	FN
Classroom Observation Data	OBS
Personal Narrative	PN
Documents Reviewed	
District Information	DI
Formative Evaluation	F-EVAL
Summative Evaluation	S-EVAL

Presentation of Axial and Open Codes

Axial coding and open coding go hand in hand. Open coding was achieved by reading through each piece of data line-by-line and identifying words or phrases repeatedly used by the respondents or noted in the document and artifact analysis. Open coding begins the process of labeling numerous, individual phenomena. It reflects characteristics, actions, mindsets, and behaviors of the Millennial beginning teachers. Open codes are the words of the participants or what Corbin and Strauss (2014) call "in vivo" (p. 104). Meaningful categories and themes emerged by making connections with the recurrent word usage and significant ideas discovered during the open coding process. These themes are referred to as axial codes and are a tool to reflect and interpret data (Van Manen, 1990). The idea behind axial codes is to create a model that describes the specific states that make for a phenomenon's occurrences. The following themes emerged from analysis of the data: (a) attributes, (b) why they teach, (c) work environment, (d) expectations in leaders, (e) challenges, and (f) commitment to teaching. Data from multiple sources—group interview, individual interviews, personal narratives, observations, and artifacts—were triangulated to show validity in these findings. While some themes may stand alone, their interconnectedness is noted in the rendering of each theme. Figure 5 presents the six axial codes or themes at the top in bold type and a sample of the open codes used to advance each axial code.
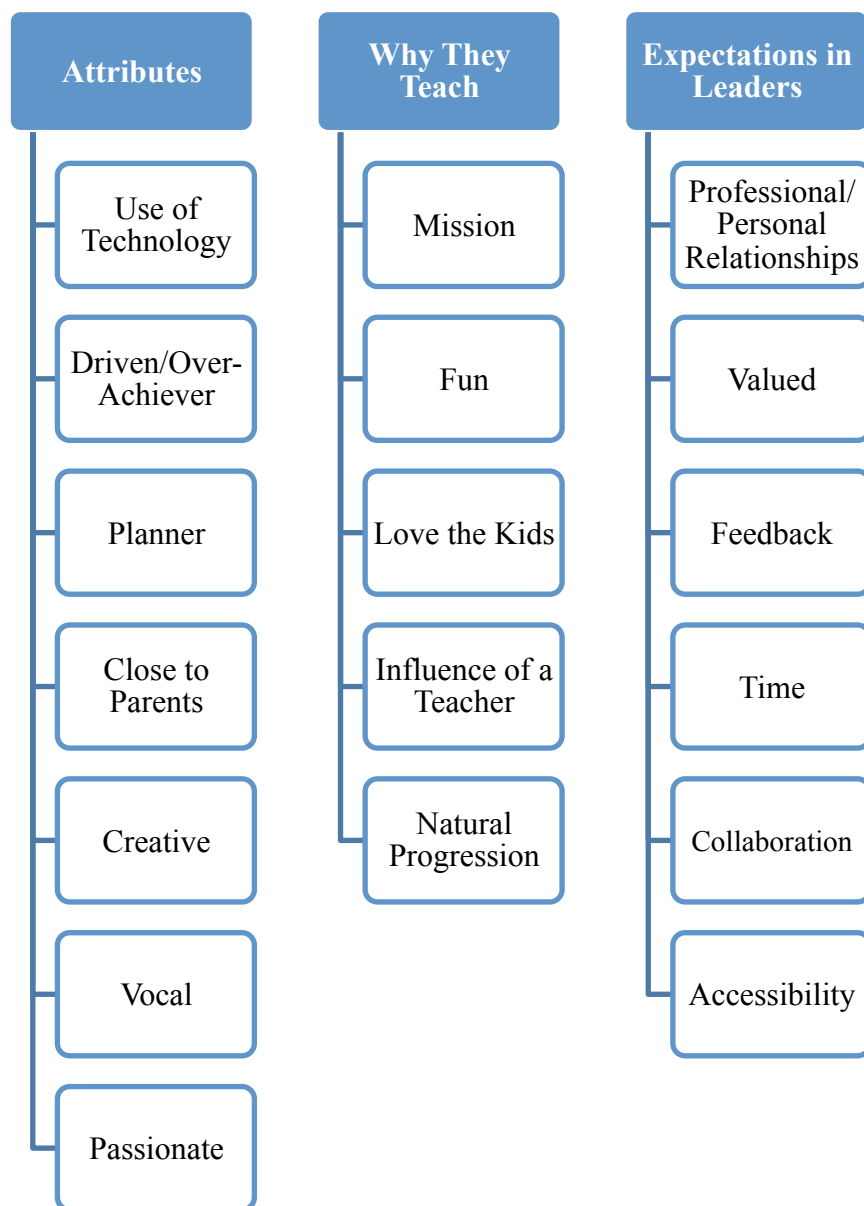
Figure 5 Axial codes and sample of open codes

Work Environment
- Support
- Feedback
- Allow Input
- Interpersonal Relationships
- Collaborative
- Open Communication

Challenges
- Work/Life Balance
- Lack of Technology
- Student Behaviors
- Time
- Changes
- Paperwork
- Parents
- Testing & Assessment

Commitment to Teaching
- Professional/ Personal Relationships
- Mission
- Love
- Satisfaction
- Driven/ OverAchiever
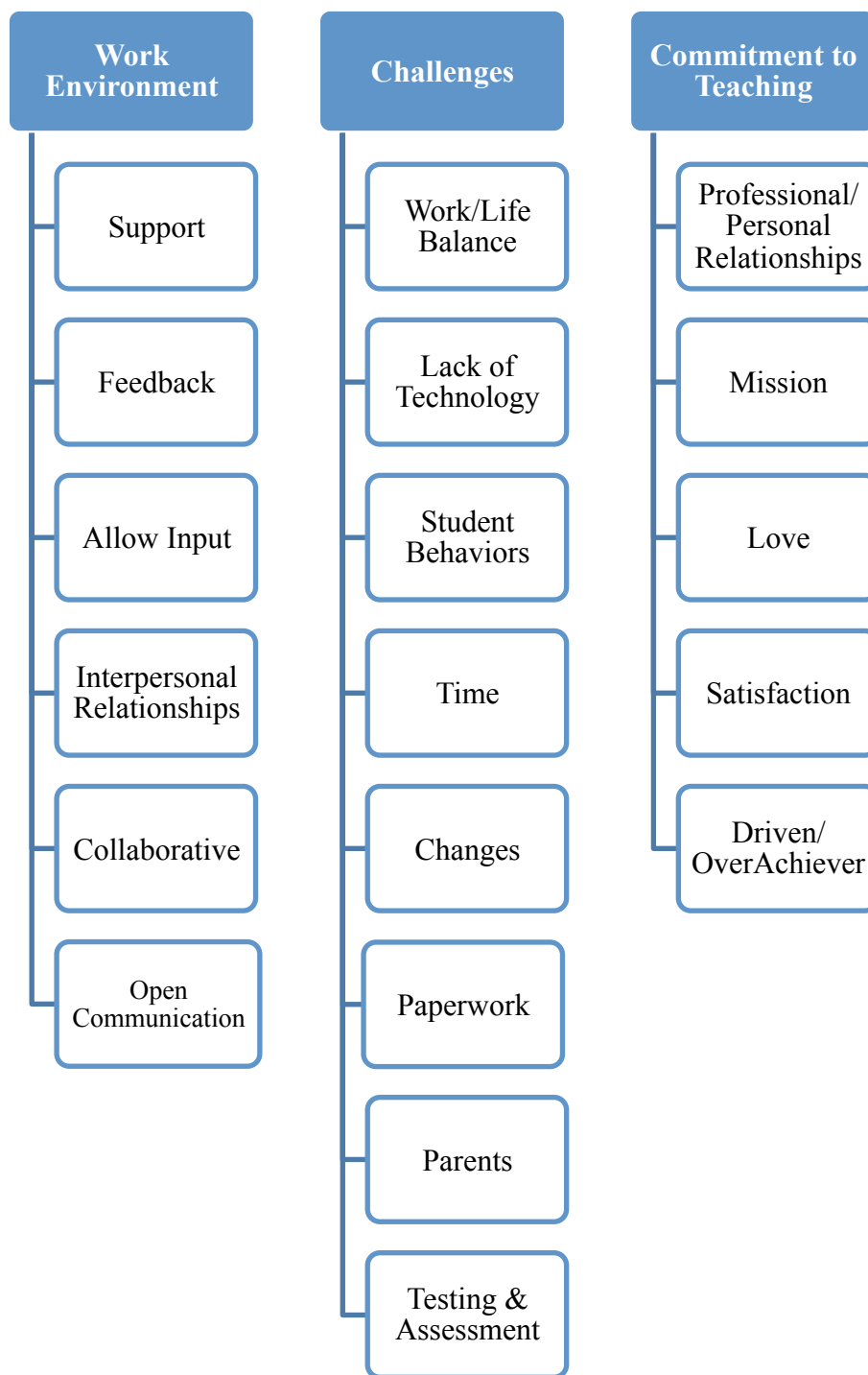
Figure 5 (Continued) Axial codes and sample of open codes

Attributes. Questions were included in the interview guides to identify who these Millennial teachers are from their perspective, as well as building leaders' perspective. After completing the interview, the theme *Attributes* came to the forefront of the data. Attributes

offered as self-descriptors by the Millennial teachers were similar with those provided by the

principals during earlier interviews. Comments about their "use of technology," "planner,"

"driven," "overachievers," "close to parents," "creative," "vocal," and "passionate" were

mentioned repeatedly whenever the questions warranted a belief about or a description of

Millennial teachers. These attributes were verified through data collected during observations,

examination of documents, and in personal narratives.

After completing the interviews and observations, an obvious adjective to describe

Millennial teachers was the phrase "driven, overachievers." When asked to describe the impact

Millennial teachers had in the school, Principal Sophia described them accordingly:

> Well they're so stinking driven (laughter). In fact, I can think of a few of my Millennial
> teachers who are already published. I mean gosh, some teachers go their whole career
> and never strive to get published. So, they're pretty driven folks and they know what
> they want. They definitely have a sense of direction. They definitely have an idea of
> where they're headed and they want to do their job well. I see them as wanting bigger,
> better things and impacting kids on a broader scope and level. [Sophia-P, 3 & 4]

Principal Noah shared, "I'll say this about the Millennials; they're driven. They come in

confident and with a purpose. They want to get things done and are willing to jump in and shake

things up" [Noah-P, 2]. Later in his interview when asked about their impact, he expanded his

perception of them by noting, "They are driven….it's those high expectations they have for

themselves that makes everyone step it up a little" [Noah-P, 5]. Principal Ella again highlighted

this characteristic during her interview:

> They are pretty much, every one of them is very driven. They have really high
> expectations of themselves. They're not thinking about tomorrow or next year. They're
> thinking five years and beyond because they have to see somewhere to go. I think they
> want to make an impact. And they want those positions where they have the greatest
> opportunity to make an impact and continue to grow. I sometimes think they might
> explode (laughs). [2, 3]

The Millennials themselves throughout the group interview also voiced their drive and overachieving. When sharing what school was like for them growing up, Grace-T said:

> That was another thing from the article that really struck me. They talked about overachieving and that, you know, a B wasn't good enough, and that's really how I was in school. I never got a C, and you know, I was always upset with myself when I got Bs. You know? And so that really like I said, struck me and that's how it was and still is. I just, you know, do my best and you know I came from a class where you know we had a lot of valedictorians, a lot of people with 4.0 G.P.A. and you know all the honors classes and stuff. That was important for me to succeed at that. [GM, 6]

Adding to the aforementioned thoughts, Lillian-T shared:

> I loved school. I loved my teachers and the relationships. I liked the social aspect, but I was also a high achiever. Did nothing less than a B or I was completely mad. I think that just prepared me to always be there and try my best. [GM, 7]

Kennedy-T chimed in, "I also loved school. I was a high achiever. I was in a gifted program and I graduated Valedictorian" [GM, 7]. This drive and overachieving attribute is further demonstrated when the Millennials recognized their assuming additional responsibilities was a result of their drive or their need to over-achieve. Avery-T noted, "I am always doing something. I take on too much. I feel myself doing that sometimes" [GM, 1]. Kennedy-T mentioned, "The workload is kind of a scary workload sometimes, especially with the Millennial habit of taking on too much. Which I definitely do as well!" [GM, 3]. Kennedy's taking on too much also was seen in her interview. "As of this week I am now the sponsor of four different groups" and again when asked to describe her everyday work as a teacher "I'm the coach of the academic team….we took fourth in the state so we're a fairly successful group so I try to be really active. I am the sponsor of the gay-straight-alliance, ghost club, and history club" [Kennedy-T, 1 & 2]. However, it is in her personal narrative where one sees the drive in Kennedy:

> I am currently a member of two different (District A) committees that meet once a month. I also am involved in extra curricular groups as sponsor. My Quiz Bowl team, also

known as Scholar Bowl or Academic Team, was ranked fourth in the state last year, and the spring semester is our busy season with tournaments happening almost every week all over the state. In addition, I sponsor (city's) oldest and longest-running Gay-Straight-Transgender Alliance (GSTA), (school's) Ghost Club, and starting next year, the (school's) History Club. In addition to teaching full time, I am also working on my Master's degree in math education. I am a per-course instructor for (local university) teaching standardized test prep for English Language Learners and international students. I also am a member of the Gay-Lesbian-Straight Education Network's (city's) Board. I do this to make my experience and work as a GSTA sponsor more rich and meaningful for my student members. [Kennedy-T, PN, 1]

In another personal narrative, another participant noted:

On top of teaching, planning, analyzing, assessing, and grading, I am a member of the Principal's Leadership Team, the New Teacher Liaison, and the Lead Teacher. I also manage the school's Facebook and Twitter accounts. I have been trained in CSI (restraint training), I co-piloted the new online math program before it was adopted by the district, and I co-wrote and was a awarded a $9,000 grant for laptops for our school. [Addison-T, PN, 2 & 3]

This overachieving was noted in other documents collected. In Addison's formative and summative evaluations, it was noted, "She is very involved. She seeks out new knowledge to improve her teaching skills and participates in numerous school and district professional learning activities" [Addison-T, F-EVAL, 3 & 4]. "Addison is the site leader for new staff members. She is always willing to give of her time to help others. She also serves on the site leadership team. She is a valuable and treasured member of our staff" [Addison-T, S-EVAL, 4]. In Lillian's summative evaluation, her administrator describes her overachieving drive:

Lillian serves as the New Teacher Liaison for (building) where she has met with new staff members to share district and building expectations and guidelines. She is also one of their supports within the building. This August, she will also graduate with her Master's in Instructional Mathematics K-8….She has served on many committees this year which have also positively impacted her teaching. She served on the District's Professional Learning Advisory Committee; EOY Writing Prompt Committee; 3rd Grade Math Curriculum Guide Writing Committee; Math Night Committee; Leader in Me Steering Committee; and Social Committee. In addition, she served as (building's) Math Night Coordinator, which had a record- breaking attendance of 200+ students. As Student Council Co-Chair, she planned various activities, including the Pennies for Patients fundraiser. To show her support to our students and their families, she has attended PTA Skating Night and numerous sporting events. To strengthen her

instruction, she has attended the following professional learning opportunities: Numeracy Training, Running Records Training, Guided Reading Trainings (district and building), and ALEKS training. [Lillian-T, S-EVAL, 1]

Through Lillian's own words in her personal narrative, "I am the Student Council Sponsor, on Social Committee, Math Night Coordinator, and New Teacher Liaison" [Lillian-T, PN, 1]. A few days after my observation of Lillian, I was notified (G. Thurlkill, personal communication, April 3, 2015) Lillian had been selected "Teacher of the Year" for the 2014-15 school year. This is the first-time in the 19 years the district has been bestowing this honor a teacher Lillian's age with as little experience had received this recognition. The significance also lies in the fact Lillian competed against 64 nominees which were narrowed down to five finalists. The teaching experience of the other four finalists ranged from 31 years to nine years of experience. Lillian was the only finalist with five years of experience.

Strauss and Howe (1991) referenced the Millennial generation as the most educated generation. In Alsop's (2008) writings on Millennials, he characterized them as highly educated. Recognizing each of these participants is only in their fifth year of teaching, it was interesting to this researcher when reviewing demographic data, three of the six participants already hold a Master's degree, while the other three participants are in the process of completing their Master's degree [Nevaeh-T, 4); [Lillian-T, S-EVAL, 1]; [Kennedy-T, PN, 2].

Another attribute of Millennial teachers as evident in the data is their creativeness and use of technology. As the research noted, this is the generation that technology was a way of life for them. In fact, there was never a time when information was not at their fingertips through the World Wide Web, the use of cell phones, and social networking (Spiegel, 2013). Even the names used to reference the Millennial generation—the iGeneration, the Internet Generation, the Net Generation, and the Digital Generation infers how closely this generation is tethered to

technology. Three categorical "uses of technology" were delineated from the data: (1) using

technology to communicate with parents, colleagues, and school leaders, (2) the use of

technology to plan and create lessons, and (3) the use of technology as an instructional tool to

teaching and learning.

During the group interview and in the principal interview, participants were asked what

communication methods they use. In the case of the teachers, the question specified with

parents, colleagues, and administrators; whereas with the principals it specified with the

Millennial teachers. Although face-to-face was the most preferred manner of communication

with both teacher and principal participants, all agreed digital communication such as text and

email is used more frequently. When addressing the theme of *Expectations in Leaders* and *Work*

Environment, face-to-face communication will be discussed in more detail.

In the group interview, the first participant's response to the question illustrated the

comfort level and fellowship the participants' shared. Lillian-T answered the question of how do

you communicate with colleagues, parents, and administrators, "Colleagues? You just, you just

yell across or down the hall" [GM, 9] resulting in laughter from everyone. She continued more

seriously by saying:

> I email a lot. I try to email my parents like every other week or every two weeks just to
> say 'your kid is awesome' or 'here's what I need to see.' Because I feel like that is
> something that you can really get fast feedback. I email my administrator a lot of times
> too. My colleagues, we email but we text each other a lot too like during the day and at
> night. [Lillian-T, GM, 9]

This was the general consensus of each participant. Nevaeh-T echoed this belief saying, "Yeah I

would say the same. A lot of my parents don't email but the ones that do, that's the easiest for

our busy schedule. But definitely email is the main thing in our building" [GM, 10]. Avery-T

shared, "As far as co-workers, you just get close after this many years, you bond and you

communicate. The way we do that is through text or just conversation" [GM, 10]. Kennedy-T

shared a different yet insightful reason as to how she communicates with parents:

> I rely mostly on email. Partly because yes, it's more convenient, but also have a couple of other reasons why I really like to use email. For one, I feel like I communicate better through written expression than through oral expression. And I can go back and revise what I was saying and make sure it says exactly what I meant to say and also to have that paper trail so that there's never a he said/she said situation. In my first year teaching, one of the very first phone calls home that I ever made, I ended up having to hold the phone out because a parent was screaming at me and pardon my language, called me an incompetent bitch. After that happened, honestly, it kind of scared me off from phone calls and I avoid them whenever I can. (laughs) Yes, I'll make a phone call if I can't get a parent any other way. But using email, I can make certain I'm saying exactly what I mean to say before I ever hit send. Then if there's any conflict or any issue that comes up, I can just go back and say this is exactly what I said, this is exactly what they said and it's all laid out. (Kennedy-T, GM, 10]

Grace-T agreed with Kennedy's rationale. "Yeah, I'm a lot like you. I don't like to talk on the

phone. I definitely text more. I'm a texter" (Grace-T, GM, 10).

The principals all agreed the best method to communicate with Millennials is face-to-

face; however, each recognized that is not always possible. "They seem to be really email and

text-oriented. You know they use technology very well. If they don't necessarily respond to an

email, a text will get their attention" [Olivia-P, 2].

> We email. I can count on the Millennials to respond to emails. Some of them have their email in the pocket through their cellphones. I saw a Millennial the other day working her Smart Board with her cellphone. I'd never seen that and I'm a former e-Mints teacher. [Noah-P, 4]

A few of the teachers provided examples of how they use technology to plan and create

lessons. "At home I research different activities I can use with my students. I look for math

games or like vocabulary games. I spend a lot of time trying to find teaching resources through

TeachersPayTeachers or other online sites" [Addison-T, PN, 2].

Another teacher noted:

> There is no set curriculum for Special Education so I have to look around the Internet and find ideas that will work with my students. It is up to me to find and make the materials they need to use. I make flashcards, visual schedules, independent boxes they can use during instructional time and sensory items to name a few things. I look through Pinterest to find ideas for lessons and record keeping to use in my classroom. [Grace-T, PN, 1]

Data collected from observations and data from principal interviews show how technology is used as both an instructional and learning tool. Each classroom contained a Smart Board, an Elmo, and a television set. I noted only two student computers and a teacher computer in each room, but each building had computer labs. During instruction, every teacher used their Smart Board and Elmo when teaching their lesson.

Observing a third grade math class, students were divided into three groups that would rotate every 15 minutes. The first group worked at their desks, which were grouped together in three groups of four, one group of five and one group of six. Here students were working on paper/pencil problem solving. The second group of students worked at the tables using HP mini-notebooks. These students were taking math practice tests on the notebooks in preparation for the Missouri Assessment Program (MAP) scheduled within the month. The last group was at the Smart Board with the teacher for instruction on creating bar graphs to solve story problems. Since the MAP test is only being made available electronically, I asked Lillian-T if every classroom was equipped with the mini-notebooks so they could take the MAP test. "No, we're having to develop a testing schedule to share the three sets of 25 mini-notebooks we have in our building. Also, some classes will use the computer lab to complete their assessments" [Lillian-T, OBS, 1].

Principal Noah provided this observation:

> These teachers are so creative. They can use technology in ways that when we were in school we would have never dreamt were possible. Just like the one using their phone to work their SmartBoard or using their phone to count points on Class Dojo. Like I said, they are creative and extremely tech savvy which really takes their instructional skills up a notch. [Noah-P, 4]

Principal Olivia commented:

> Their use of technology in the classroom has really positively impacted instruction because that's just something they naturally do and incorporate into their lessons whereas some other teachers who've been teaching for awhile it's not as natural for them to do that so I think that's been a very positive impact that they've had on instruction. Also, I think they seem to have a lot of ideas as far as maybe thinking outside of the box um just coming up with the internet and different tools to research different things and so they're coming up with some different maybe thinking out of the box kind of ideas as well. [Olivia-P, 2]

Ironically, this use of technology, while a positive skillset when considering the direction of 21st century learning, is also an identifiable challenge to beginning Millennial teachers as shown in the data. This will be discussed in greater detail when addressing the *Challenges* theme.

One teacher commented she recognized, according to the article she read, a common trait in Millennials was planning. She explained how this trait influences her teaching.

> I'm a planner. I always have a plan and I always have the next step. I feel like that really changes my teaching style versus someone who another teacher who only plans by the day. I can't do that. I have to plan ahead and have a long-term plan as to what I'm going to do over about a month. [Avery-T, GM, 1]

This trait was seen by another participant in themselves and expressed by:

> I have to know everything is set up for the day and I have a plan. Like we talked about before, I take you know make sure my plans are set up for the day. I'm a big list person too. Like almost to the point of it being a little bit OCD and so it's very satisfying to cross things off. I always have everything planned out a week at a time. That's true in my life too. You know. I plan. I'm working toward my Masters and I have the plan to get my doctorate and things like that. [Kennedy-T, GM, 1]

This trait does not go unnoticed by principals. "They are very purposeful in both work and their life" [Ella-P, 3]. "They definitely have an idea of where they're headed. They get in

and do their jobs well and they've planned for where they are going. Doing more for the kids

and bigger and better" [Sophia-P, 4].

Millennial teacher's passion is seen as "rejuvenating the climate" according to one

principal [Noah-P, 5]. Another shared a tool used in this district when screening new teachers

shows this generation "has a passion for this line of work and a passion to serve kids" [Sophia-P,

1]. "I think they bring a passion to teaching" [Samuel-P, 4].

This passion shines through in everything these Millennial participants do. It was seen

during the group meeting and their responses, as well as noted during individual interviews. As

a former administrator, their passion was obvious to me as an observer observing their

interactions with colleagues, parents, and students, as well as how they approached their

instruction and facilitated learning with the students.

> Teaching was my lifelong dream and passion. I loved helping others when I was in
> school and I want to contribute. I am learning something more and I am going deeper
> every year. I just keep challenging myself and it's what I'm meant to do. [Addison-T,
> 3]

"I love these kids. I'm excited to see these kids move ahead and push further. This is my life.

It's my passion" [Avery-T, 3].

Throughout the interviews it was noted administrators often used the word "vocal" when

describing Millennial teachers. However, this characteristic held different meanings within the

administrative circle.

> Millennial teachers are so vocal. This sort of lights a fire under older teachers. They're
> willing to speak up to some of the more seasoned teachers and not in a bad way but just
> in a 'Hey, you know you're part of this. Let's dig in and do this.' I am comfortable with
> them providing input and really sharing their voice with what needs to be happening in
> the building or what should be happening. [Sophia-P, 2]

To others, this trait is perceived as arrogance and failing to recognize boundaries.

They waltz right into the office to either tell you something they've done or ask the question they want answered. (laughs) It seems they have no reservations about me being the principal. They are pretty sure of themselves. I don't know maybe it's arrogance, but it's confidence for sure. They really don't recognize boundaries whether with me, lead teachers, assistant superintendents, and even the superintendent. I remember specifically one of our second year teachers challenging our Assistant Superintendent of Curriculum about the integration of technology and the number of meetings they would be required to attend. I was like 'whoa' but no qualms from her. (laughs) I'm telling you they are brazen for sure. [Emma-P, 2]

For the most part, most of them you can treat on a very professional level but sometimes when they get….They are quick to tell you exactly what's on their mind um and you feel like sometimes you have to act almost like a parent to 'em. [Noah-P, 3]

When asked for an example that warrants "acting like a parent," Principal Noah provided the

following:

We have a Millennial third year teacher that volunteered to be in a mobile unit. He knew technology was going to be an issue and his fits have just escalated because as administrators we can only do so much. We have jumped up and down and keep begging, begging central office but if nothing happens you know you wait. You wait for budgeting or wait until it's in the plan. Well he went around us and emailed central office you know that goes back to the 'I want it now' attitude to so many have and he got scolded and rightly so because he left footprints on us. [Noah-P, 6]

Teacher participants were asked if they consider themselves vocal and if so, is it a

positive or negative trait.

I would have to yes. We want explicit feedback, directions, and prompting. I don't think we're afraid to ask for those things or ask any questions for that matter. Also, if we see something not working we are quick to offer our opinion on how to solve it. I think we take a stand if we think there's an injustice or inequality. I think this is a positive trait. I think others, like some leaders, might see it as questioning authority or even annoying. I think more progressive thinkers see it as challenging the status quo and expecting the best for all. I might even suggest that earlier generations see it negatively because it's not their typical thinking, while others that are on the cusp invite it because it stretches their own thinking and beliefs. It can come off as a 'know it all' but I don't think that's always the intention. We are just curious and want to know the why/purpose to what we're doing. [Addison-T, 3]

That's probably true. I think we are passionate about what we do. We see things that are wrong with education and want to do our best to make things better. We are also looked up to as leaders. I think that's positive. [Lillian-T, 2]

Another teacher agreed that Millennials are vocal, but also recognized the risks involved by being vocal.

> Millennials have been taught from a young age to speak our minds and that we matter. We are not afraid to be vocal. Everyone deserves a voice. However, our need to feel safe and our aversion to risk-taking can sometimes conflict with our desire to be ourselves or speak up. [Kennedy-T, 6]

Summary of Axial Code "Attributes". From the interviews, observations, and the document collection, the beginning Millennial teachers in this study are, in the opinion of this researcher, charting a path to greatness. Their drive and overachieving character push them to continually learn and better themselves professionally. Their use of technology coupled with their creativity equates to lessons that engage students and provide them with the skills and knowledge for the 21st century. Their passion for teaching and learning translates into classes where students are engaged and having fun learning. Their willingness to be vocal, if taken as intended from the Millennials and received by educational leaders as a way to learn from each other and accept a different way of doing things or a different perspective, might bring about the changes necessary to transform today's schools into the 21st century learning sites they need to be to prepare our students for the future. "The Millennial generation embodies that phrase 'life-long learners'. They really do. It's the way they've been raised. And they constantly want to learn to do more, more, more" [Noah-P, 6].

Why They Teach. Teacher participants were asked questions during the interview to ascertain the reason they chose to teach. A noteworthy observation, when teachers were asked this question, each participant's face literally lit up and their eyes sparkled. Moreover, there was minimal time between my asking the question and the teacher's response. There is a logical overlap within this theme and the *Commitment to Teaching* theme since a commitment by nature requires a rationalization for doing something. Principal participants were asked a similar

question in an effort to establish if their thoughts on why Millennials chose to teach were aligned

to the Millennials. From the data, the theme *Why They Teach* arose from the open codes of

"mission," "fun," "love the kids," "influence of a teacher," and "natural progression."

The definition of mission is "a calling, vocation" (Merriam Webster's Collegiate

Dictionary, 2005, p. 795). A calling is "a strong inner impulse toward a particular course of

action especially when accompanied by conviction of divine influence" (Merriam Webster's

Collegiate Dictionary, 2005, p. 176). Many of the teachers interviewed saw their decision to

teach as a mission. "I always wanted to be a teacher. I love school. My parents are both in

education. But to tell you the blunt honest truth, I know it's what God wants me to do" [Lillian-

T, 1]. "It was my lifelong dream and passion. I think it's my purpose. I think I was made to do

this" [Addison-T, 1, 3]. "I was meant to be a teacher. This is what I'm supposed to do and I'm

meant to be doing this" [Avery-T, GM, 3).

Two of the principals interviewed did think Millennial teachers chose to teach because it

was a calling. "I think some see it as a calling" [Emma-P, 1].

> From everything I have read or know about Millennial teachers they really have a desire
> to make a difference. They feel like it's sort of their responsibility to make things better
> for others. I feel it's a passion or a mission to be serving kids. [Sophia-P, 1]

Other teacher participants chose to become a teacher because of the influence of another

teacher.

> I was a struggling reader. You know how as a kindergarten teacher we're always telling
> parents 'Read to your kids ten minutes a night. That's all it takes.' My mom read to me
> all the time, yet I struggled. So from second grade you know they had that talk and I
> ended up being retained. And I to this day, Mrs. Summer is my favorite teacher—always
> will be. That's a big part of why I'm a teacher. When you see a kid at that frustrational
> level and you understand what it's like you work a lot harder to get those kids where they
> need to be because you understand how they feel and that is one of the main reasons I
> became a teacher. [Avery-T, 1; GM, 6]

Another teacher shared:

> My dad was a teacher. So kind of I mean I wasn't ever like 'I'm going to be a teacher' for sure but he's a big role model for me. I've always admired him and what he did. But when I went to school I originally for business. Did that for two and a half years and realized it was not my niche. I thought about it and that like immediately came to my mind. So switched over to education. I think just the whole like overall you know attitude of being a teacher just helping people and I really am drawn to it. [Nevaeh-T, 1]

One principal believed Millennials "become a teacher because they were influenced by a teacher and they wanted to, and they go into college thinking they want to make a difference in someone's life because someone made a difference in their life" [Samuel-P, 1].

A couple of the teachers were good at school as students. For them teaching was a natural progression. "I realized all my the jobs I had taken were daycare work and stuff like that. I was always working with students so thought it was definitely what I should do" [Grace-T, 1].

> I had first started to think that teaching was for me when I was in high school and I would make money on the side by tutoring. I had some teachers in high school that were very influential on me. I was very good at school and I always had excellence and it just seemed like a natural progression to continue in this environment that I always felt successful in. Also I was told from that age that I had certain qualities that would make for a good teacher like I could explain things well. [Kennedy-T, 1]

It is the opinion of this researcher, if one were to ask anybody why a teacher chooses to teach, the most expected response would be they "love kids." The Millennial participants of this study were no different. "A big pleasure for my job would be the one-on-one interactions with students" [Kennedy-T, 1]. Another participant recognized there are other jobs working with people that would be fun, but for her it's getting "a new group of kids each year, and I think that's fun. Just getting to know so many different personalities and kids" [Nevaeh-T, 1]. Another participant said, "This is my life and those twenty-three kids that is a reward in and of itself. I love the kids" [Lillian-T, 2]. And yet another shared, "The opportunity to work with these kids one-on-one everyday is by in itself a reward. Having access into these kids lives is

what it's about" [Addison-T, 3]. "It's the satisfaction I get with these kids and I love being with

them [Avery-T, 3]. Lastly, one contributed, "My life is these kids. I can't imagine not teaching

and not being with these kids" [Grace-T, 3].

One principal articulated his belief as to why Millennials chose to teach accordingly:

The relationships you build with students is what probably gets you to come to school. I don't think it's so much the content area unless you are just really a die-hard English and literature. You got something drives you to school and it's the students. It's your desire to be in front of the classroom and work with the students and see them be successful. [Samuel-P, 1]

Summary of Axial Codes "Why They Teach". At the core of why Millennials teach is

"mission" and "kids." It is the mission of the six teacher participants (1) to serve kids, (2) to

make a difference, (3) to impact the lives of kids, (4) to help children, (5) to instill the love of

learning, (6) to instill the need to keep learning and be independent seekers of their own learning,

and (7) help to make them capable and able to function in everyday life. For these teachers,

teaching is fun. Each acknowledged there is stress that comes with teaching, but "it's the kids

who say the sweetest things and the craziest things". "It's the kids who can make you laugh."

"It's the kids who can turn a bad day into a great day." "It's the kids that make teaching fun."

Expectations in Leaders. From the interviews, a theme that arose was what the

Millennial teachers expected from their building leadership. The teacher interviews were

overwhelmingly positive when describing interactions and support from their leaders. Moreover,

the teachers were quick to point out it was their good fortune to have a great principal while

acknowledging the possibility they could have a building principal who is less supportive of

staff. "At this building there's a strong principal but I think I am lucky to have those things

cause all teachers don't have that type of principal support so I really lucked out" [Avery-T, 1].

Principal interview questions were designed to identify if principal's practices were different

with Millennial teachers and aligned to Millennial expectations. Words mentioned throughout both groups of interviews, observations, and data collected supporting the theme are "professional/personal relationships", "valued," "feedback," "time," "collaboration," and "accessibility."

In true Millennial fashion, the teacher participants of this study placed a high value on the relationship with their principal.

> She kind of knows the balance between professional and personal. She tries to build relationships with everybody so you feel comfortable around her. She asks about your life, about your family and gets to know you is really comforting so then you feel ok coming to her with challenges and hard things. But yet she's still professional. [Nevaeh-T, 2-3]

Another noted:

> She goes out of her way to compliment people. She goes out of her way to support not only you as a teacher but things that are going on in your personal life and I feel like when you know someone cares about you and you know that someone supports you and has your back 100% you're going to work better for them. [Avery-T, 2]

However, based upon principal comments, it appeared principals were more taken aback by the informal nature of the Millennials' attitude toward superiors.

> Millennials to me seem to want to have a relationship with their administrators whereas teachers in my generation you know were more like 'I'm the principal; you're the teacher' they know that boundary. Millennials don't seem to understand that I'm the principal but they want to come in and sit down in the office and let's talk about the baseball game. They seem driven to have that relationship. [Noah-P, 1]

Principal Emma acknowledged Millennials' lack of boundaries with superiors. "They really don't recognize boundaries whether with me, lead teachers, assistant superintendent, and even the superintendent" [Emma-P, 2].

When it comes to the issue of time and accessibility, one principal interviewed understood how as a supervisor making time and accessibility a priority could help make a Millennial teacher feel valued.

I think any administrator wishes they could be in teachers' classrooms more and give them more feedback. It's just a time issue, but if I had that choice it would definitely be just being there, being present. I think just listening to Millennials and letting them sort of process through their thoughts is important. [Sophia-P, 2]

Another put it this way:

They want you in their room. I mean they will email you, call you, and say 'Come to my room I want you to see this.' I think it supports them. They want you to reinforce that they're doing a good job and they want to continuously be reinforced. But you know my school I have 700 Kids and 50 staff members and there's just not time in the day to do it. It's hard for them to understand that because they do want the time, they want, they want to come into your office on their plan times sometimes and just talk and vent and you have to turn them away. [Noah-P, 2]

Principal Ella said, "They expect a lot of support. They like lots of feedback and I think they specifically want face-to-face feedback. The problem with that is time. I try but I don't think it's ever enough with them" [Ella-P, 1]. Principal Olivia echoed this sentiment:

I think a lot of positive feedback. I think they don't seem to take the constructive criticism as well as some other people. I think really just that face-to-face time. More one-on-one time to be able to talk about things in their classrooms, challenges they're having, um ideas for support. [Olivia-P, 1]

It is important to point out it is not only the principals that recognize time as an issue that detracts leaders' accessibility and ability to provide optimum support and feedback. Teacher Lillian commented, "Administrators are too busy. They want to support us in so many way but they're pulled in so many directions that it's difficult for them. I wish there was more time with the administrator…." [3].

Principals were correct in their belief Millennial teachers want feedback. When asked the question what specific support from an administrator do you find helpful, one teacher participant responded accordingly:

Feedback on instruction. I am always constantly wondering if what I am doing is necessarily right or wrong. I want to know if it is what's best for my kids and as I know my kids the best, I like that feedback of someone coming in and saying well maybe if you tweak it like this or maybe if you use this that's the kind of feedback I love. [Lillian-T, 3]

Principal Sophia appeared in tune with the overall needs of beginning Millennial teachers. It is her belief:

> Those systems of onboarding and supporting those teachers in the first years that's something that cannot be overlooked. Just knowing as principals that when we have these teachers you know in our midst from these newer generations, they do need a lot of time. They need a lot of face-to-face time and they do want to process through what's happening and feel that support. I think they also very much enjoy the collaborative piece and having input in what's happening. I think if they hear and feel like their voice is heard and that they are supported, they are going to be more apt to stay in the you know stay in the profession. [Sophia-P, 2]

The teachers recognized they feel supported when given time to collaborate. When asked what

type of specific support they found most useful, Nevaeh-T responded:

> I would say mostly in building like colleagues and administration more enabling just because they are here everyday we are. Especially colleagues like my two grade level partners, we collaborate a lot and just bounce ideas off each other and that a good support to have. They're kind of having the same some of the same issues just cause it's the same grade level or we're kind of close to the same years of experience. [Nevaeh-T, 3]

Another teacher concurred there was a desire for collaboration. "Finding more time for teachers

to collaborate. Really just making it teamwork within the grade level and just having more time

for that because I think your lessons become better your ideas become better" [Addison-T, 2].

Summary of Axial Codes "Expectations in Leaders". Beginning teachers desire

certain types of support from their leadership. The supports that arose from the data collected

were "professional/personal relationships," "valued," "feedback," "time," "collaboration," and

"accessibility." Being familiar with the research on the Millennial generation, these open codes

came as no surprise. Principals and teachers alike acknowledged time restricts them from

offering the level of support each open code warrants thus fulfilling the needs and wishes of

beginning Millennial teachers.

Work Environment. *Work Environment* is another theme that developed from the axial

coding of the data. The *Work Environment* theme overlaps with *Expectation in Leaders* theme

and the *Challenges* theme. The open codes reflect the work environment needs of the Millennial

teachers to feel good about their job and to feel success in what they do according to the data

collected. Principal interview questions were designed to acquire the type of work environment

in each principal's building to compare to the beginning Millennial teacher's desired work

environment. The open codes identified during the analysis that supported development of the

theme are: "support," "feedback," "allow input," "interpersonal relationships," "collaborative,"

and "open communication."

During the interview I asked teachers to describe an event or experience as a teacher that

shows how you identify as a Millennial, Addison-T recalled a classroom meeting.

> Something happened during our classroom meeting. I was asking for feedback about like
> what could I do to make learning more fun or engaging or what they would like to see.
> And they were shouting out like, 'More technology! Minecraft!' And I'm like, 'Oh great,
> I have no idea what Minecraft is'. But it was "Ok find out and show me and we'll try to
> get in or something.' I think just that flexibility and that risk-taking was something my
> kids were kind of pushing me toward, but we're like doing it and we're learning it
> together. So I think just that whole experience is the Millennial aspect. [Addison-T, GM,
> 7]

Upon reviewing Addison's statement, I found it fascinating the attributes of feedback and

allowing input that the teacher participants' desire in their work environment was being

incorporated in Addison's class meeting with her students. Addison did not connect those

attributes to that experience; rather she saw this experience demonstrating her Millennial

aversion to taking risks.

The importance placed on interpersonal relationships and collaboration by Millennials

was demonstrated when discussing methods for communicating. Lillian-T shared, "We have

team meetings and common plan time. We text each other at night" [GM, 9]. Avery-T offered

insight into the relationship she and her coworkers have. "As far as coworkers, like you just get

close after this many years and you have a bond" [GM, 10].

Another teacher indicated a different group in which an interpersonal relationship evolves when she said, "My classroom we are kind of like a family, you know. I talk to the parents. They keep me updated you know if something's going on" [Grace-T, 3]. One teacher showing the importance of the interpersonal relationship with her students explained, "I really, really value relationships with my kids. I think that's very important. I mean we know learning won't happen unless there is that relationship" [Lillian-T, 2].

Acknowledging the importance of interpersonal relationships, Principal Ella commented, "They are very good with sharing data with parents, sharing out with each other and collaborating as a multi-disciplinary team. They value that community or teamwork philosophy" [Ella-P, 2]. Principal Noah stated, "They seem to have good relational skills with their students which I think makes kids want to perform for them" [Noah-P, 5].

The principals interviewed appeared to understand Millennials desire for support and feedback. Yet, the principal's acknowledged time restricts them from fully meeting this need for new teachers. As one said, "They expect a lot of support. They need a lot of feedback and I think they specifically want face-to-face feedback. The problem with that is time" [Emma-P, 2]. Principal Olivia parroted the same sentiment. "They really need that face-to-face time but there's only so much time in the day" [Olivia, P-1].

Principals recognized the Millennials need for support and what, in their opinion, that support should entail:

> Our Step-Up program really supports. In the building we have a liaison that is designated for those teachers. I think having a mentor/support system within the building besides just the principal is crucial. But these support staff need to be knowledgeable and read to field lots of question. The Millennials are not afraid to ask questions (laughs) and they do expect to get answers when they voice questions (continues laughing). [Sophia-P, 2]

Principal Noah espouses his opinion regarding support. "A good mentoring program is

needed. If you don't mentor a new teacher they're not they're not going to make it" [Noah-P, 1].

The teachers were complimentary of the district's Step Up program and spoke of the

support it provided them their first three years on the job.

> The first few years we had Step Up which was our onboard professional development.
> We met with our coach that first year like every week. It was great to have that
> support. The second year I think we met with the coach one-on-one like once a month
> and the last year we met with her each quarter. Those first couple of years it was really
> nice having someone that had the time to spend with me. I wish there was more time
> for that support and feedback. [Lillian-T, 3]

Principal Samuel's comment conveyed the value he places on open communication with his new

teachers.

> It is just support and open door. Letting them know that when they come into your office
> to talk to you you're not judging them you're not going to hold it against them. Letting
> this be a free space to have those concerns and questions. You make sure the teachers
> trust you and know that you are here to help them. [Samuel-P, 2]

One of the teachers compared her generational cohort's desire to collaborate and work in

groups and use technology with the 21st century skills expected to be used with students.

> Our generation is seen as like collaborating and liking working in groups. But I think
> teaching is kind of shifting more in the direction in which we were kind of brought up in
> and that we're kind of geared towards because we're expected with 21st century skills to
> have our kids collaborating and using technology. [Addison-T, GM, 1]

The principals interviewed recognized Millennials' desire for collaboration and

communication. "I think they feel natural in a collaborative setting more so than probably any

other group of generational teachers before. They are totally like a fish in water with

collaboration and communicating" [Sophia-P, 1]. Principal Samuel stated, "They have a new

perspective and desire for collaboration time" [Samuel-P, 4]. Principal Ella acknowledged,

"They value the professional learning community approach because of its team mentality" [Ella-

P, 2].

Summary of Axial Code "Work Environment". Based upon the data, the open codes for the *Work Environmen*t theme are: "support," "feedback," "allow input," "interpersonal relationships," "collaborative," and "open communication." While each teacher participant conveyed positive work environments, it was recognizable each component or open code shows areas that can be improved upon given the resources of time and money. It is the researcher's belief there was consensus between the two groups of participants regarding each component's value to the work environment. Of the open codes, the two most polarizing workplace environment needs were the teacher's expectation for "open communication" and to "allow input" into decisions. After all, the Millennial generation has been involved in the household decisions since childhood so, in their opinion, why should work be any different (Lancaster & Stillman, 2002).

Challenges. *Challenges* is a major theme that developed as the data were analyzed. In my opinion, it is the theme that has the potential to cause Millennial teachers to question their commitment to teaching. The open codes originating from the data were "lack of technology," 'student behaviors," 'time," "changes," "paperwork," "parents," "assessments," and "work/life balance." Based upon the data from the interviews, both the principal group and the teacher group had similar experiences or beliefs in regards to the majority of the open codes.

The issue of technology or a lack of arose from two data sources: 1) interviews with the teachers and 2) informal conversations during observations. Kennedy-T teaches at the high school that offers the International Baccalaureate degree, yet a lack of technology is a problem.

> I wish that we were one to one that's what I would really like to see. We are not one to one uh our Smart-boards are very nice however in this school district or uh not this school district in this particular school where we have something like 65% on free and reduce lunch then a lot of our students don't have access to technology at home. So I

know that there are other schools in ▮▮▮▮▮▮ that for their math classes for example they've gone where they're almost where their homework is completely online. They don't give them paper and pencil homework anymore they have this website that they go to and uh this program that they use and they have and it's, it's pretty great because if a student gets a question wrong then the program will give them another question of the same type and keep giving it to them until they get it right. So their homework isn't completed until they've completed a certain number of problems correctly. And that's really great that's I mean you can use that and uh and it helps with saving time and everything but I don't ever have a guarantee that all of my students are going to have access and then on top of that you know our computer labs you know yes we have computer labs but whenever the history department and the English department are using those also because they need them then that means that I don't always have time to take or you know there's not available space to take my algebra classes to the computer lab to you know do those homework assignments online. So while we do have some technology I feel like maybe not as much as we could and I know that there are lots of you know cost prohibitive things going on with that but I really feel like going one to one would help students a lot. Because really with what we do right now if we were to go and this is why I think my department thinks I'm a bit of (unintelligible) a sometimes because I say no I don't want to go to the online homework system yet um because then it causes even more of a disparity of an achievement gap in the socioeconomics you know. The, the kids that have internet at home are going to be able to do their homework faster and more efficiently than the students that don't so…[Kennedy-T, 5]

Grace teaches a functional skills class, but lacks the technology appropriate to serve her high need students. Grace shared her challenge:

It needs to be easier to access technology I think for the classroom. My students would benefit greatly from a computer with a touchscreen or iPads because they don't have the motor skills to operate a mouse. I know I could sit down and write a grant and that's something people have offered me and stuff but just overall in every classroom you know having that more readily available where teachers aren't having to spend all their time having to write grants and they just have that access would definitely be some stuff that I would love to see happen. [Grace-T, 2]

While a couple of principals addressed technology, their perspective was different than the teachers. The principals' responses implied the reliance on the technology as a teacher's crutch per se to being able to teach; whereas, the teachers that voiced frustration with the lack of technology addressed the issue more so from the perspective of how it hindered what they could do with their students.

"They come from college that has a lot of technology and then go to a school district that

doesn't have that and they're struggling because they don't have what they had before" [Samuel-

P, 1].

> If you don't give em the technology they want they're they they throw a fit. And and you
> know, I don't know if it's that they don't I, I told a lot of them prove to me you can teach
> with the technology. And sometimes they are lost and it blows my mind (laughs). I'm
> like really? You know the good ones find ways and they do an amazing job when they
> do it because they draw on their creativity and then some of them if they don't have that
> SmartBoard and 12 computers they are lost. And it's sad to see that I think because I
> think we lose something there when we don't have to do it without a computer. [Noah-P,
> 2]

Principals and teachers both identified student behaviors as a challenge that new teachers

in general may not be equipped to handle. Kennedy recalled not being prepared to break up a

physical altercation between students.

> I was always a very good kid. I didn't get into trouble so it was definitely an adjustment
> my first couple of years. It had not occurred to me that I would have to be more of a
> disciplinarian than what I was comfortable with that I would have to deal with things like
> students getting into fights in my classroom and having to physically break them up.
> That was kind of that was the big shocker the first time I had to break up a fight.
> [Kennedy-T, 2]

Addison and Avery shared their views on student behavior issues.

"Behavior was something I didn't know existed even with my practicums. I think 94%

free and reduced so it was just a new world the culture of it. Letting certain behaviors or certain

issues distract from the overall learning" [Addison-T, 1].

> Behavioral things like you know some kids not having the expectations to complete their
> work at school or at home or kids having no rules at home. It's a lot harder to get them to
> understand that we have rules at school so you know hands on other kids things like that.
> [Avery-T, 2]

Principal Sophia put into words exactly what Kennedy and Addison commented on

during their interviews.

> The Millennial teachers I think were raised up in a certain way. I think that they have
> had very active parenting and I think when they come in especially in schools at where

we serve a population such as we do they get frustrated with the outside factors that they can't influence—the parenting, the situations the kids go home to and those things that are outside their circle of influence. [Sophia-P, 1]

Further, Principal Samuel shared his views on student behaviors and parental issues and how the beginning teachers might not be prepared for it.

They come in sometimes with the idea that they are going to change the world and sometimes students are resistant to that and you deal with discipline and you deal with parental issues and you deal with complacency, laziness, all those things and a lot of the newer teachers weren't like that in school. [Samuel-P, 1]

Principal Olivia had similar views and stated,

All teachers face increased behavior issues. We see more behavior problems so I think more training and support with behavior problems are needed. I think that's huge they feel like they can't teach because they're dealing with behavior problems all the time. [Olivia-P, 3]

The teachers identified a lack of support from parents as a challenge. During the teacher interview, I asked the teacher what she would change about her job to make the work better. Lillian-T said, "This is like sad but parents to care and support to emphasize education to have to have my back when I need it to control their child" [2]. Addison-T shared her insight regarding parents, "The parental interactions was different than what I had expected. I mean a lack of parental support. I have parents I have never seen before. Sometimes I get grandparents" [Addison-T, 1]. Avery-T shared her frustration working with parents, "Dealing with parents that are mad because somebody else put their hands on their child. I'm explaining not every child was raised exactly how you raised your child. They don't understand that. I'm trying to teach them that" [Avery-T, 2]. I think Avery's response is very telling of how teachers feel when dealing with some parents.

I never expected parents would hurt my feelings. I think they forget that we are people and I feel like they don't understand how much we love their children like they don't get that we would lay down our life for their kid and uh they are very quick to believe the

word of a 5 year old before they believe you or me in that case. So that's kind of hard. [Avery-T, 1]

Throughout many of the narratives, the teachers discussed when they allocated time to grade papers. Every teacher arrived to school 45 minutes to an hour before the required time. All noted they arrive early to plan their day and a few use this time to grade papers. Four of the six explained they leave shortly after school lets out to pick up or meet their children. Principal Emma described her perception of Millennial teachers' work ethic:

Teaching, in my opinion, is not a 9 to 5 job and I see a lot of that generation feel wanting the 9 to 5 job. Teaching is in my opinion requires longer hours, weekends, summers, and planning especially this day and age. In teaching there's so much expectation put on a teacher and requirements for curriculum and just teaching all that goes along with teaching. They're that group to me seems to when it's time to leave work they want to leave work. They're not here on the weekends and they don't stay late. They don't come early and they're not as apt to put the time in as the boomers do. [Emma-P, 1]

Kennedy shared what she did not know to expect as a teacher:

I guess my high school teachers were really good at hiding it from me how much paperwork and politics. Both of those things take so much time away from what I'd rather be doing which is planning lessons and being with students. [Kennedy-T, 2]

Principal Samuel believed teaching differs from what Millennial beginning teachers expected because he "thinks it's harder and what I mean by harder there's more paperwork" [Samuel-P, 1]. Nevaeh-T affirms Principal Samuel's belief when she answered if there was anything else she did not expect. "I guess maybe more paperwork stuff. I was just thinking it's just teaching you know. (laughing) Which I know is good keeping records and but that can get overwhelming as along with teaching" [Nevaeh-T, 2].

Time was another challenge for the Millennial teachers. In the words of Kennedy, "Time—getting everything done because the list can get kind of long some days. So it's time having more things to do than time to do them is the biggest challenge for teaching always ever"

[Kennedy-T, 3]. Avery agreed with Kennedy, "There's never enough time. Just needing more time more hands" [Avery-T, 2].

For Grace, who does not have a scheduled plan time like the regular classroom teachers, the issue of time appeared even more challenging. "We're very busy. My kids because they are in here most of the day they go out two at a time to regular Ed so there is always somebody in the classroom and there is usually always somebody out so I don't get plan time" [Grace-T, 2]. This requires Grace to prepare her classes in the mornings or at home. When asked what about teaching she did not expect, Addison's response was "the amount of time in planning" [Addison-T, 1].

Another thing the teachers said they did not expect which creates a challenge for them is how quickly things change. Addison and Avery explained. "All these new concepts coming and kind of filling up our minds that it's so new that it can be overwhelming because you don't know exactly where to start cause there's so many great ideas to implement" [Addison-T, 1].

> Lots of change. There is continual change and you have to be flexible. The curriculum is constantly changing and I'm real stressed about the new system that they are using to give us like our summative now will look way different than it will next year and so the steps we are going to have to go through are going to be a lot harder. [Avery-T, 1]

Nevaeh-T also mentioned the issue of change. "Each year, you know, the district as a whole is either getting some new program or more changing things so just trying to adapt to all the changes" [Nevaeh-T, 1]. Principal Olivia agrees with the teachers. "Things change so much that I think it can get overwhelming" [Olivia-P, 3].

When asked what ways would you change aspects of your job as a teacher to make the work better, Nevaeh-T said, "Maybe like the extra, all the extra new things that are changing which I know change is good and but just focusing on one or two things rather than constant new things" [Nevaeh-T, 2].

Grace also mentioned during her interview how all the changes impact her, but she recognized it is not the change so much as the lack of communication to prepare the teachers for the change or the opportunity to allow the teachers input into the decision-making process.

> Well like I said things changing it's I feel like there's not a lot of communication I feel like it's kind of hush hush so when they're thinking about making a change we have no idea until at the end of the day they pull us into an office and they say starting in two days things are going to be completely different and I find that really frustrating um and like I don't know what's going to happen with this class like at the end of the year and we're like seven weeks out and I'm really worried it's going to be in the middle of the summer and I'm just going to get a phone call that says at the start of the year you're going to go here and so that I wish was a little bit different just to be more in the loop and kind of knowing what they're thinking and getting that information down to us so it's not such a shock to everybody and like I said it happens so quickly. You know so having discussions about that I think would be a lot better. [Grace-T, 3]

Testing was another challenge these teachers did not realize and many question if all the testing is in the best interest of the students. Principal Samuel shared the emphasis on testing by acknowledging there is a "larger expectation when it comes to test scores" [Samuel-P, 1]

> All of this testing. All of this testing. I don't think it's preparing kids for the real world. I would change that to being able to do more project-based learning and do more real-world training cause I feel that is so much more important than training them how to take these tests. I'm totally supporting they gotta hold kids accountable and teachers accountable. I get that. But I think there's maybe a better way to do that kind of testing. [Lillian-T, 2]

"Oh and assessments. We are always assessing. I didn't expect so much of that an kind of the stress that is put on those " [Addison-T, 1].

> Four to five times a year at the beginning, middle and end of the year is spent on testing for reading, spelling, math, and writing, which require a lot of time to grade. Paper work then has to be completed for the site and district reports. My principal likes to see every math and content tests, which the grades have to be tallied (how many As, Bs, Cs, etc). [Addison-T, PN, 3]

As important as the literature shows work/life balance is to Millennials, the Millennial teachers in this study try to balance the two but find it difficult. Both Kennedy and Addison addressed the issue of work/life balance in her personal narrative.

Such is the nature of teaching. It seems like there is an inevitable blend of professional and personal life. I have not quite mastered the art of balancing work and home. My typical day begins somewhere between 5:30-6:30 am. Sleep is a precious commodity in my life. I head out around 6-45-6:50. I pick up my niece. She is a freshman here. Her family has unreliable transportation so since she stated high school this year I am her ride to school. We get to school around 7:15 and school begins at 8:00. I try to leave school by 4:00-4:30 so I can get my niece back home at a reasonable time. I usually get home around 6:00 and 8:00 PM. My husband works evenings. He gets home from work around 10 so I stay up to see him for a bit before I check my work email one last time and then finally go to bed, usually between 10:30 and 11:00. [Kennedy-T, PN]

I try to keep a balance between my personal/professional life, but sometimes it's easier said than done. I try to get most of my work done at school so I can enjoy my nights at home, but often times I research different activities, work on my classroom homepage, or email parents or staff on my time. I do spend a lot of time trying to find teaching resources through TeachersPayTeachers or other online sites. I also try to stay connected to the global network of educators through Twitter and read blogs from various educators. I do make it a mission to not bring any grading home and to complete it at work, which I'm pretty good at managing. [Addison-T, PN, 1-2]

Summary to the Axial Code "Challenges". The data collected presented the following open codes: "lack of technology," "student behaviors," "time," "changes," "paperwork," "parents," "assessments," and "work/life balance." During the interviews with the principals, a few touched on some of the challenges that arose from data obtained through the teacher interview but other than acknowledging that student behaviors, dealing with parents, the amount of paperwork, and the frequent changes to programs and curriculum could be overwhelming none of the principals offered thoughts on how to help new teachers with these challenges. The Millennial teachers expressed frustration with the challenges but did not imply the challenges created cause to reconsider their career choice.

Commitment to Teaching. This theme, like the others identified during the data analysis, does not stand-alone. It is almost impossible to separate many of the data pieces found in the *Why They Teach* theme from those that form this theme of *Commitment to Teaching*. As I analyzed what I was hearing and seeing related to teacher commitment from the perspective of

both groups, I realized there was a high degree of commitment asserted by the participating Millennials. It is important to note the principal's views toward Millennial teacher's commitment to teaching substantially differed from the teachers. The open codes identified during the analysis that supported development of the theme are: "mission," "love," "satisfaction," and "driven/overachiever."

Without any hesitation when asked if the teacher participant had the opportunity to start all over would they choose teaching as their career, participant's responded in the affirmative. "I would 100% still be a teacher" [Avery-T, 1]. "I would be a teacher. I can't imagine not teaching" [Grace-T, 3]. "In a heartbeat I would be in education" [Lillian-T, 4]. "Hands down I would" (Addison-T, 3). "I would choose it. There's definitely hard days but I love my job" [Nevaeh-T, 4].

Having read the articles prior to the group meeting, the idea that Millennials abruptly quit jobs was shocking to the teacher participants. However, while none believed they would ever do something like that, they could think of friends or acquaintances that did fit the trait.

Lillian-P shared:

I felt like the article described me basically to a T except for the 'they abruptly quit' part. Like that seemed really random because of everything else that we're so awesome at. (laughter) But then when I look back, like that is true. Like when I look at friends of mine that I have, they abruptly quit. But that's not me at all. [GM, 4]

It kind of shocked me that a lot of teachers leave the profession and that I never can see myself just leaving after three years or obviously at five years. Like I guess I was like, why? Why do people do that? Because I know this is what I'm supposed to do and I'm meant to be doing this. That was a big like surprise to me I guess that I didn't understand. [Avery-T, GM, 3]

Grace-T felt the same way as the other teachers. "The part that talks about them abruptly quitting. I just I wouldn't up and quit. I couldn't just up and leave my kids like that" [GM, 4].

Many of the Millennials see teaching as their life.

It's not just a job it's like it builds on itself and you wanna keep seeing those kids push further even though like once you're my kid you're always my kid like you're never not my kid anymore so I feel um yeah that I'm really just living in my job. [Avery-T, 3]

Grace shared, "These kids are my everything and I've really just created bonds with them. My classroom we are kind of like a family" [Grace-T, 3]. "I love my job and I would love to be a stay at home mom but I would definitely miss it" [Nevaeh-t, 4]. Lillian reported her love for teaching, "In a heartbeat I'd be in education. I love it. I love the kids. I love the relationships. I love the laugher. I love the love we have. I love learning. It's cool to see my kids love learning" [Lillian-T, 4]. Addison sees teaching as:

My purpose. I think I was made to do this and I am amazed because I feel like in some professions you go in with what you learned in college or your preparedness doesn't really change much with experience. But with teaching every year I am learning something more and I am going deeper and figuring out that didn't work so I'm becoming a reflective educator. [Addison, T, 3]

When teacher participants were asked during the interview where they see themselves in 5 to 10 years, a few saw themselves in leadership roles whether that was as an administrator, a math or reading specialist, or a curriculum leader. But several believed they would still be in the classroom teaching. Grace noted, "I hope actually to still be teaching and I hope to still be teaching in special education with the children that need the most help' [Grace-T, 4].

Lillian shared:

Well I'll have my Master's degree this summer. I don't foresee maybe necessarily doing anything with that now…five to ten years? I've thought about being like a math coach but if in all seriousness at the moment in time right now, I foresee myself still in the classroom as a hopefully third grade teacher. [Lillian-T, 4]

Nevaeh told me, "I see myself still teaching. I am getting my Masters in Reading so I want to pursue maybe a reading specialist at some point. I want to get more experience and possibly you know in other grades. So that might be an option, switching grades in a few years" [Naveah-T, 4].

Avery responded:

> Five to ten years I hope that I'm still in the classroom but if not then I would like to at least in 5 years I would love to have either a specialty degree so I can be an administrator or go into counseling. One of those two I don't really know which I really want to do but I want to have that in case I do ever get burnt out of the classroom but I hope at that point I'm still in the classroom loving it. [Avery-T, 3]

Addison also had options she was considering.

> I recently graduated with my masters in administration—with that though I know I'm not done being a teacher. There's still tons of things to learn which even when I do become an administrator maybe in five or ten years I'm always going to be learning. I see myself wanting to work with other schools and other principals just to kind of see an array of administrative styles and classrooms but hopefully with the ten years I would be either an assistant principal of principal of an elementary school. [Addison-T, 3]

Kennedy could see herself in different positions.

> I could see myself just staying in the classroom forever but I haven't entirely decided. I could be interested in the curriculum or the professional development side of education either developing new curriculum or helping with helping teachers like teaching teachers. [Kennedy-T, 6]

From the principal perspective, only one had experienced a teacher abruptly quitting.

> We had a situation with a Millennial that she was I guess she would have been a fourth year teacher this year but when the principal last year had left he had given her a nicey, nice position and put her in charge of something and it went straight to her head. She had never had her own classroom yet she was she was in charge of other classrooms as an instructional coach, which she shouldn't of been. When we tried to explain to her this is what we need you to do this is what we need you to focus on she completely threw a fit. She completely rebelled again us. We didn't expect that. We thought she would act as a profession would and say 'ok, I'll worry about that' and she didn't. She ended up going to the superintendent and resigning in December and brought her Mom and Dad to the school board meeting to tell the school board she was resigning. [Noah-P, 3]

All the principals believed today's Millennial teachers will not remain long-term in the classroom. This belief came from two different schools of thought. There were those principals who believed due to the Millennial personality traits (i.e., drive, high expectations for themselves, and passion) many Millennial teachers would leave teaching to do bigger and better things.

I think the days of a teacher spending 15 years teaching fourth grade are done. I don't think Millennials are gong to want to do that. Millennials are going to be administrators and there's going to be A LOT of administrators because that's what they want to do…all of them it seems like I think Millennials get bored. I think once they think they've got this mastered they want to go do something else. Or they want to learn how to do something else. It's always about learning more for them. They get excited when they get to learn something new. [Noah-P, 5]

Millennials definitely have an idea of where they're headed so I don't see a lot of these folks are going to be the ones that are going to be teaching in the classroom for 30 years. They they want to get in and they want to do their job well and then they have ideas so of moving on and doing some bigger, better thing and impacting kids on a broader scope and level. [Sophia-P, 3-4]

I believe to make them stay we have to constantly be giving them different opportunities, growth opportunities. The Millennials want to see what the next step…I think if they were to leave it would just be because they were to want to have higher impact. They want a position where they have higher impact and they can continue to grow. [Ella-P, 3]

On the other hand, the other group of principals felt as a result of Millennials need for

immediate gratification, poor work ethics, and a lack of support/feedback would cause some

Millenials to leave teaching.

I feel like Millennials want instant gratification. They need to feel fulfilled quickly and because of that I don't think they will stay. I don't think intrinsically they have that same satisfaction that other generations had about their careers. Their attention span is not one with longevity. Teaching in my opinion is not a 9 to 5 job. It requires more than that and I don't see that group wanting or putting in the hours. [Emma-P, 1]

Principal Olivia said:

I think feeling a lack of support and maybe even appreciation. Things are hard and things change so much that I think it can get overwhelming to beginning teachers. So I think that lack of support is often why they give up. [Olivia-P, 3]

Principal Sophia acknowledged, "Disenchantment might cause them to leave. Just not

understanding the peripheral elements that are outside your circle of influence can be a part of

them choosing to leave." She is quick to add, "But I haven't had that probably in the most recent

years. I haven't seen that so much as I've seen that onward and upward movement" [Sophia-P,

4].

Summary of Axial Code "Commitment to Teaching". The data collected presented the following open codes: "mission," "love," "satisfaction', and "drive/overachiever." The interviews provided data illustrating the conflicting views of the two groups on the issue of teacher commitment. The teachers all saw themselves remaining in the classroom as a result of the satisfaction they get from teaching and love they feel toward their students. In contrast, the principals foresee the Millennials leaving the classroom, albeit the principals' reasons for Millennials leaving originate from divergent thoughts. One thought for leaving stems from the positive Millennial characteristics such as driven, high-expectations, and passion; whereas the other belief originates from the negative Millennial characteristics such as need for immediate gratification, poor work ethics, and a lack of support/feedback.

Summary

The presentation of the data collected from interviews, personal narrative by the teacher participants, observations, and document collection comprises this chapter. The six axial codes or themes that emerged from the data were: (1) attributes, (2) why they teach, (3) expectations in leaders, (4) work environment, (5) challenges, and (6) commitment to teaching. These codes provide the bedrock of data, or the grounded theory, upon which Chapter Five will rest. Chapter Five will further reduce the data into the final three selective codes or trends used to answer the study's research questions, provide how the findings may be used by practitioners, and present recommendations for further studies.

Chapter Five

Results and Conclusions

Organization of the Chapter

This chapter begins with an introductory section to provide context for the study. A description of the grounded theory generated from this study is provided. Next, an explanation of the findings and the relationship to the literature in the field as reported in Chapter Two, as well as answers to the research question and sub-questions are reported. Subsequently, recommendations to the field of educational leadership and recommendations for further study are presented. The study's contribution to the field of education concludes Chapter Five.

"There is nothing more unequal than the equal treatment of unequal people."
Thomas Jefferson

Introduction

Generational experts posit Millennials will make up 44 to 50% of the work force by 2020 and 75% by 2025 (Meister & Willyerd, 2010). Being the largest generational cohort, numbering 92 million strong, the Millennials are and will continue to change the workforce. While public education has changed instruction to prepare students for the 21st century, many educational leaders are still using the same leadership practices to recruit, hire, and retain teachers of years' past (McCartney, 2009; Rebore & Walmsley, 2010). While the days of the career educator may be gone, the opportunity for school leaders to extend teacher commitment is ripe. This study attempts to listen and understand beginning Millennial teachers' experiences teaching in public schools. The purpose of this phenomenological study is to understand the mindset of beginning Millennial teachers regarding teaching as their career of choice and how this mindset impacts their decision to remain committed to teaching. The overarching research question used to guide this phenomenological study was: What is it like being a beginning Millennial teacher?

Additionally, the following sub-questions were used:

    1. Why did you choose to teach?

    2. What is your long-term career plan?

Data were collected over a two-week period. The primary sources for data collection were interviews, personal narratives, observations, and document collection used for verification and triangulation of data. E-mail and texts were used to ask follow-up and clarifying questions of the participants. Teacher participant ages as displayed in Table1 in Chapter Three ranged from 27 to 31 years of age with all being in their fifth year of teaching. Ages for principal participants, as displayed in Table 2 in Chapter Three, ranged from 44 to 57 years of age.

Limitations

This study while well designed does have the limitation of not being a study of diverse viewpoints. Other than age, this study did not consider demographic variables such as race, gender, ethnicity, sexual orientation, socio-economic, district or building size, grade level or subject area taught, or whether the district was urban, suburban or rural. Having randomly selected six participants from the purposeful sampling pool of 45 potential participants, all of the teacher participants randomly selected were female. Five of the participants were Caucasian and the sixth was African-American. Moreover, an additional limitation of this phenomenological study is the small number of participants all being from the same school district. As a result, the findings of this study cannot be used to generalize all new Millennial teachers. In addition, no effort was made to determine whether participants were effective or ineffective teachers. Further, the culture of the buildings and district could limit the results of the study. Only teachers currently in the field were used as participants. This research study is limited in that the findings do not compare the Millennial teacher participants to other generational teachers. While

the data could have provided an opportunity to compare the study's participants' attributes to attributes of the Millennial generational cohort in general, the research questions of the study drove the discussion of the study. Further research could do the comparison of the attributes, as well as could garner information from other more demographically diverse populations or different targeted populations such as Millennial teachers who have already left the field and/or Millennial teachers with fewer or more than five years of experience. In addition, further research could be conducted to compare practicing Millennial teachers to other practicing generational teachers.

Grounded Theory

"For a phenomenological study, the process of collecting information involves primarily in-depth interviews with as many as 10 individuals" (Creswell, 2007, p. 131). This qualitative phenomenological study used grounded theory as the method for analyzing the qualitative data. Grounded theory is "where theories are developed or generated during the process of research" (Creswell, 2007, p. 42). Patton (2014) described grounded theory as "inductively generated from fieldwork, that is, theory emerges from the researcher's observations and interviews out in the real world rather than in the laboratory or the academy" (p. 11). Corbin and Strauss (2014) explained grounded theory as a theory "derived from data, systematically gathered and analyzed through the research process" (p. 12). The grounded theory within this study materialized through the in-depth analysis of data discovered during the six teacher participant interviews and six principal interviews, personal narratives from the teacher participants, observations of the teacher participants, and collected documents from both teacher and principal participants. Data confirmed six major themes, or axial codes: (1) attributes, (2) why they teach, (3) expectations in leaders, (4) work environment, (5) challenges, and (6) commitment to teaching. Building

upon the foundation of the open and axial coding, the final component of data analysis—

selective coding—occurs. Selective coding involves "pulling the other categories together to

form an explanatory whole" and "should be able to account for considerable variation with

categories" (Strauss & Corbin, 2014, p. 146). Three selective codes, or trends, emerged from the

major themes to explain the relationship of the grounded theory in this study to the research

question and sub-questions. The three selective codes that developed from the data include (1)

Millennial teacher persona, (2) career choice, and (3) relationships with leaders. From the

selective, axial, and open codes, the story develops. It is from the story based upon the data

analysis; theory is formed.

Subsequent to grounded theory, reader transferability between the researcher's context of

the study and the reader's context of the study takes place. The reader through instrumental

utility, coherence, and insight makes this determination. To determine if the study has

instrumental utility, the reader asks several questions: Is this research applicable to me? How

can I use the findings? Can the research help me in my professional career? Further, the reader

decides what, if any, components of the study are valid. Instrumental utility differs based upon

the reader's context and experience. Coherence is decided by asking: does this research make

sense? For insight, the reader asks himself or herself what can this study tell me that I do not

already know (Miles, Huberman, & Saldaña, 2013). While this study may not be considered

relevant or applicable to all educators, it is my hope it can provide school leaders, educational

academia, and policy makers a framework or at least beginning conversation to establish a

workplace culture in education conducive to Millennial teachers thus decreasing attrition by

enhancing Millennial teacher commitment.

For transferability to occur between researcher and reader, emergent themes must be identified and summarized for the reader. In Chapter Four, the grounded theory began to emerge as a result of the analysis of the triangulation of data, including interviews, personal narrative, observations, and document collection. As a result of the step-by-step analysis of data, three selective codes emerged, which clarify and support the relationship of the grounded theory in this study to the research question and sub-questions.

Theory One – Millennial Teacher Persona

The first selective code to emerge from the data was Millennial teacher persona. Millennial teacher persona was supported by all six axial codes, or major themes, and provided the answers to my research question and sub-questions. The axial codes included (1) attributes, (2) why they teach, (3) expectations in leaders, (4) work environment, (5) challenges, and (6) commitment to teaching.

To know what it is like to be a beginning Millennial teacher one first must understand who they are—their persona. Millennial teachers have many positive attributes. Data indicate they are very driven and over-achievers. The Millennials in this study burn the candle at both ends trying to accomplish so much. Simply reading about 24 hours in their life can be tiring. Some of the participants did however make mention in their personal narrative words like "tired body," (Lillian-T, PN, 1], "hectic life" [Nevaeh-T, PN, 1], "need a break" [Grace-T, PN, 1] which leaves one to wonder how long can they continue before they burnout. Each one admitted they "take on too much" a common characteristic of this generational cohort according to Walker (2015). One reason Millennials are so driven is their desire to make a difference. Rainer and Rainer (2011) shared three out of four Millennials believe it is their purpose in life to "make a difference in the world" (p. 37). I believe their drive and overachieving is how they are

satisfying this altruistic trait. According to the data, many of the participants see teaching as their mission. It is how they make a difference—in the lives of their students and the world at large. One participant went as far as to say "I would lay down my life for these kids" (Avery-T, 1).

Dr. James Comer, as cited by Ruby Payne (2008), believes "No significant learning occurs without a significant relationship." Millennials place a high value on relationships. The strongest relationship the majority of Millennials has is the relationship with their parents. "I consider my parents to be two of my best friends" according to one Millennial (Lancaster & Stillman, 2010, p. 19). Several of the participants echoed this sentiment. Avery-T stated, "I have a close relationship with my Mom" (GM, 2). Two of the participants described upon graduating from college they moved back home and lived with their parents the first few years they taught (Lillian-T, GM, 1; Grace-T, GM, 2). Participants conveyed the value they place on relationships extends beyond their immediate family to their students and the students' families. "Because of the relationship I have with my parents, I really value building relationships with my students" (Lillian-T, GM, 2). In addition, mention of the professional and personal relationship the Millennial teacher participants of this study have with their building principal was of importance.

Having grown up "weaned on cooperation at home and teamwork in school that did almost everything in groups" (Lacaster & Stillman, 2010, p. 228) Millennials prefer a work environment where collaboration is recognized and encouraged. As indicated from the data, participants see collaboration as a support system and wish there was more time designated for collaboration. "I would like to find more time to collaborate with my teachers. The teamwork with the grade levels I think your lessons become better your ideas become better too" (Addison-

T, 2). Nevaeh-T also expressed, "My two grade level partners, we collaborate a lot just bounce ideas off each other and that's a good support to have" (p. 3).

Millennials are the generation accustomed to knowledge at their fingertips. They have the acumen to utilize technology in ways to make learning fun for the students. With the push of 21st century learning, districts need to provide teachers with the tools needed to do their job. All the teacher participants acknowledged a lack of technology. Statewide tests were scheduled to take place within a few weeks of my observations. This year no paper and pencil exams were being made available to districts in Missouri. All state testing in grades 3-8 was offered digitally; yet the classrooms I observed did not have enough technology for each student. Schedules were being created to share the building's classroom sets of mini-notebooks. Each building had 3 sets of 30 notebooks for students and one computer lab. District and building leaders must have budgets that reflect their priorities. If technology is a priority, then proper appropriations need to be made. Considering Millennials command of technology, districts are underutilizing the Millennial teachers by not providing the tools for them to do their job.

Millennials are known for their desire to balance work with their personal life. According to Abrams and von Frank (2014) in a 2011 global survey of adult workers, 39% of workers 18-29 are "frequently or nearly always concerned about their work-life balance," as opposed to 24% of workers 60 and older (p. 39). The teacher participants acknowledged a desire for a work/life balance but according to Kennedy-T, "I've not quite mastered the art of balancing work and home" (Kennedy-T, PN, 1). Others, due to family obligations such as picking up their child from the babysitter or having to take their child to extracurricular activities, make it a priority to leave school by a certain time. Moreover, some have pledged to not take schoolwork home with them. They designate home for family time. School leaders need to understand the

value this generational group places on family and accept the teacher's commitment to their job while on-site recognizing the teacher's need for a work/life balance. Further, building leaders are encouraged to ensure the required paperwork of teachers' serves to benefit children rather than being superfluous.

Millennials place a high value on a fun work environment. Lancaster and Stillman (2010) report, "Millennials tell us they can be more productive at work if they're allowed to have a little fun along the way" (p. 249). This generation learned through fun during preschool, elementary and right on through college. One participant espoused this view by stating, "I don't just shove down academics, academics, academics. We focus on relationships and fun" (Lillian-T, GM, 2). With the focus on accountability, many leaders might cringe to hear employees wanting a "fun" work environment. For some, fun might conjure an image of students' off-task and counter-productive to student achievement. An example of incorporating fun in the workplace is Seattle's famous Pike Place Fish Market. The FISH! Philosophy was discovered by 12 fishmongers simply wanting to create a great workplace. Play takes routine tasks and makes them more interesting and engaging by having fun. The first principle to the FISH! Philosophy is "play" (Lundin, Christensen, & Paul, 2004, p. 50). Google, a data-driven company focused on employee productivity, has recognized the impact of happy employees. Google's work philosophy is "To create the happiest, most productive workplace in the world" (Stewart, 2013). Recognizing the Millennial teachers desire and belief in having fun, incorporating a similar philosophy like the FISH! Philosophy or a work environment like Google's might serve to meet Millennials need for fun.

Theory Two – Career Choice

Career Choice was the second selective code that emerged from the data and was addressed by all participants in the study. Alsop (2008) has identified Millennials as known "job hoppers" (p. 13). Abrams and von Frank (2014) reported 52% of Millennials expect to leave their employer in less than five years. Participants were asked during the group meeting in which way they did not relate to Walker's (2015) article "Excavating the Millennial Teacher Mine." Many of the participants expressed shock at the fact the article refers to the statistics on the number of teachers that leave the profession after three years and then five years. Avery responded, "I guess it kind of shocked me that a lot of teachers leave the profession and that I never can see myself just leaving after three years or obviously at five years. Like, I guess I was like, why? Why do people do that? Because I know this is what I'm supposed to do and I'm meant to be doing this" (Avery-T, GM, p. 4). Lillian agreed with Avery. She found the statistic "really random but then I look back, like that is true. Like when I look at friends of mine that have, they abruptly quit. But that's not me at all, so that would be one thing I would say is not true" (Lillian-T, GM, p. 4). Discussion ensued following Lillian's reference to her friends who abruptly quit and the attrition rates reported in the article. It was suggested perhaps the difference was in a job like working for Alltel versus a career like teaching. Regardless, there was a consensus among the group that was not a descriptor that fit any of them.

During the one-on-one interview with the participants, teachers were asked why they chose to teach. Answers ranged from "It's what God wants me to do" (Lillian-T, 1) to "I was a struggling reader. I couldn't read. I think when you understand that you work a lot harder to get those kids where they need to be……So I wanted to help kids" (Avery-T, 1) to "I always wanted to be a teacher. I am just drawn to helping people. I just really want to instill the love of

learning" (Nevaeh-T, 1). The open codes for the axial code of "Why They Teach" were (1) mission, (2) fun, (3) love the kids, (4) influence of a teacher, (5) natural progression, and (6) instill a love of learning.

Theory Three – Relationships with Leaders

The third selective code to emerge from the data was Relationships with Leaders. Relationships with Leaders was supported by three axial codes, or major themes, and provided the answers to my research question and sub-questions. The axial codes included (1) why they teach, (2) expectations in leaders, and (3) work environment.

Millennials have a different perception of what the role of boss or leader looks like. According to Magnuson and Alexander (2008), Millennials expect their bosses to be partners rather than the traditional workplace hierarchy of superior over subordinate relations. Lancaster and Stillman (2002) described the ideal Millennial work environment to be led by a boss that does not command rather they collaborate. School leaders would do well to consider what defines their teachers, what gets them out of bed each morning. Covey (1989) encourages "seek first to understand, then to be understood" (p. 235). He believes this is one of the most important ways to enhance interpersonal relations. School leaders who make this a habit can help build the relationships the data demonstrated as desired by the Millennials.

When teacher participants were asked if they could start all over would they pursue education or another profession, each one of them emphatically responded they would definitely pursue education and the number one reason—the kids. A follow-up question asked the teachers to describe where they saw themselves five to ten years. Three of six already had Master's degrees while the other three were working on theirs. The majority hoped to still be in the classroom but a few wanted to use their advanced degrees to move into leadership roles such as

administration, or a teacher coach but that was looking ten years down the road to make that move. When asked why they were interested in changing career paths, four of the six shared they were encouraged by their school principals to move into administration. One of those four presently is the lead teacher when her building principal is out of the building. Two did question whether they would still be in education simply because of the numerous frustrations encountered. However, both expressed the support and understanding from their building principals helped them when dealing with the difficult issues they encounter.

When the principals were asked the question of what impacts a Millennial teachers length of time in education, the principals noted disenchantment, drive, boredom, and a lack of support as the reasons. Five of the six principals believed most Millennials would remain in education but move to some type of leadership position. This was similar to the responses from the teachers.

When the principals were asked what they thought the education field would have to do to keep the Millennials in the classroom, three of the six recognized a greater need or desire for support systems for the beginning Millennial. Further, the principals acknowledged Millennials' appeal to be involved in decision-making and expressed a need in more communication for the Millennials. Many of the principals commented on the amount of one-on-one time Millennial beginning teachers expect with their principals. One principal went as far as stating, "They want you constantly in their room to be told they're doing a good job….constantly, and when you don't do it, they get mad!" [Noah, 2]. Principals also noted the Professional Learning Communities within their building and shared-leadership opportunities probably will enhance teacher commitment and retain Millennial beginning teachers longer in the classroom. The

principals acknowledged it was their presence and time the Millennials needed. Interestingly, these responses corresponded with the data from the Millennial teacher participants.

Millennials desire input and involvement in decision-making within the workplace. They have been involved in major family decisions "since they were old enough to point" (Lancaster & Stillman, 2002, p. 31). As a result of this parenting approach, Millennials carry over the same expectation of involvement in workplace decisions. One participant expressed frustration in having no say in changes being made to her program.

> There's not a lot of communication. I feel like it's kind of hush, hush so when they're thinking about making a change we have no idea until the end of the day and they pull us into the office and say 'Starting in two days things are going to look completely different' and I find that really frustrating. (Grace-T, 3)

This participant also voiced a point of contention for most Millennials when working in an environment that does not value open communication. Serving on district level and building committees is one way the Millennial participants perceive having a voice in decisions that directly impact their work environment, while also having a leadership role.

Millennials desire more support. The specific type of support Avery wants is "someone to answer questions." In the district where this study was conducted, support comes from teachers' instructional leaders or their Step Up Coaches. Avery shared, "A few years ago I had a coach that had worked with me my first year, second year, and third year. That was great support because she was able to answer my questions and give me resources to help as I developed my skill" (Avery-T, 3). Addison also found having a coach useful support. "We meet with my math coach an hour every other week. She's really good about having hands on things that we can implement right away. She's like a wealth of resources and that's good because we can bounce ideas off of her and kind of plan" (Addison-T, 2). Each participant felt they have

administrative support. Kennedy said, "Our principal is very supportive. My principal has my back…." (Kennedy-T, 4).

Several of the teachers expressed frustration with so much testing. All indicated they feel support from their building leaders and the district when it comes to testing, as well as understand testing is not a district problem as much as a state and federal problem so there was no discontent toward their leaders as a result. In a recent NEA survey, Walker (2014) reported 42% of teachers surveyed reported the emphasis on improving standardized test scores has had a negative impact on their classroom and 52% said they spend too much time on testing and test prep. One teacher interviewed stated she spends a minimum of eight weeks testing throughout the year. The average teachers claimed to spend 30% of their work time on testing-related tests. The results from this survey are consistent with the data collected from this study's participants.

Six open codes were used to determine the axial code of "expectations in leaders." The open codes are: (1) professional/personal relationships, (2) valued, (3) feedback, (4) time, (5) collaboration, and (6) accessibility. Six open codes were used to determine the axial code of "work environment." The open codes are: (1) support, (2) feedback, (3) allow input, (4) interpersonal relationships, (5) collaborative, and (6) open communication. The interview questions that elicited the open codes were: how or in what ways would you change aspects of your job as a teacher to make the work better; describe the support you receive from administrators as you progress through your career as a teacher; what specific support do you find helpful; what do you wish was different about this support; if you could start all over, would you still pursue education or would you select another profession as a career; and describe where you see yourself professionally in five to ten years.

Summary of Findings

The purpose of this study was to understand the mindset of beginning Millennial teachers regarding teaching as their career of choice and how this mindset impacts their decision to remain committed to teaching. Data indicate three primary trends that influence their decision to remain committed to teaching: (1) Millennial teacher persona, (2) career choice, and (3) relationships with leaders. Each of these trends is supported with axial codes and open codes from the triangulation of data, including interviews, personal narratives, observations, and document collection. Together, the major themes build upon each other to support the influences that impact a Millennial teachers decision to remain committed to teaching.

Presentation of research questions.

Six teachers under the age of 33 and in their fifth year of teaching and six principals participated in one-on-one semi-structured, open-ended interviews. Teacher participants took part in a group interview and completed personal narratives that were to reflect a 24-hour period in a Millennial beginning teacher's life. Each teacher was observed half a day. Interviews were transcribed word-for-word, member checks conducted, and analyzed. Through open, axial, and selective coding, six major themes developed, which enabled me to identify three selective codes, or major trends. The three selective codes of (1) Millennial teacher persona, (2) career choice, and (3) relationships with leaders provided the answers to my research question and sub-questions.

Research question. What is it like being a beginning Millennial teacher? Data indicated the following selective codes shaped what it is like being a beginning Millennial teacher:

Millennial Teacher Person: Reflective of these six participants, a Millennial teacher is an overachiever who values relationships. These participants see teaching as a mission and a

way to make a difference in the world. They desire a collaborative work environment and one where they have input into decisions that impact them. These six Millennial teachers are very technologically advanced, creative in their lesson design, and have a desire for fun in their classroom and work environment. The Millennial teachers from this study value relationships and enjoy both a personal and professional relationship with their school leader. Further, they strive to achieve a work/life balance.

Career Choice: The Millennial teachers in this study chose teaching because they love kids and find teaching fun. Further, they find teaching fulfilling and a way to satisfy their desire to make a difference in the world. Being natural overachievers, these Millennial teachers enjoyed school as students and see teaching as a natural progression. In addition, these Millennial teachers have a desire to instill a love of learning in children.

Relationships with Leaders: The Millennial teachers in this study desire a professional/personal relationship with school leaders. They need to be supported by their leaders when dealing with parent and student behavioral issues. Further, they want access and time with their leaders. These Millennial teachers are team-oriented and want opportunities to collaborate. They need to feel valued, and feel they are contributing positively to the workplace. The Millennials in this study want to collaborate with school leaders and be allowed to have input in workplace decisions. They have a need for frequent feedback.

Sub-question one. Why did you choose to teach? Data indicated the following selective codes answered the question why did you choose to teach:

Millennial Teacher Persona: The selected Millennial teachers' in this research desire to make a difference in the world and they see teaching as the venue to do so. Additionally, the Millennial participants in this study like the social interaction that comes with teaching. These

participants were overachievers and school was something they enjoyed and experienced success. These Millennial teachers get satisfaction when students are successful.

Career Choice: The Millennial teachers in this study love working with children. As a result of being successful in school, the Millennial participants saw teaching as a natural progression. Moreover, Millennial teachers in this study saw teaching as their purpose or mission in life.

Relationships with Leaders: The Millennial teachers in this study enjoy the social relationships teaching provides. Many of the Millennial teachers in this study chose to teach because of a relationship they had with a special teacher(s) or advisor(s). Many fondly recalled how their teachers seemed to make school fun. Several of the Millennial teachers in this study were told by parents, teachers, or peers they should be a teacher because they "had patience" or were "good at explaining" thereby leading them to teach naturally. Participants in this study are respectful and admire leaders' acumen and position.

Sub-question two. What is your long-term career plan? Data indicated that the following selective codes shaped the long-term career plans of Millennial teachers:

Millennial Teacher Persona: These selected Millennial participants' love and passion for the kids and the fun they associate with teaching should factor into their commitment to teaching. While some of these Millennial teachers might leave the classroom, the majority will remain in education but aspire a leadership role. Their drive and overachieving nature compels them to advance so they can contribute to the world even more.

Career Choice: Teaching is a rationalized choice for some. Three out of the six participants all had degrees in something outside of education but decided teaching was where they were meant to be. The other three believe teaching is their calling; it was what they were

supposed to do. All recognized the "calling" as well as the relationships will in all probability

keep the participants teaching or at least in the field of education. All of the participants

acknowledged the satisfaction they get when seeing students learn or by making a difference in a

child's life.

Relationships with Leaders: While the majority of participants saw themselves

remaining in education, others saw themselves in leadership positions. Those seeing themselves

in various leadership positions have been encouraged by their building administrators to pursue

that path. Two of the participants acknowledge they have considered leaving teaching over the

years but credited the support and encouragement of their principals for still teaching. All

participants shared the need to feel valued and appreciated by their principal. In addition, all

discussed the personal relationship with their leader, and the time their leader spends with them

individually and collaboratively as important expectations for job satisfaction.

Recommendations to the Field

The purpose of this study was to better understand the mindset of beginning Millennial

teachers and how this impacts their decision to remain committed to teaching. The primary

audience for this dissertation includes school leaders who are responsible for the recruitment,

hiring, and retention of public school teachers. This research is relevant to four groups of

potential readers: district and building level administrators, pre-service teacher education

programs, graduate level school leadership programs, and policy makers including but not

exclusive to state and professional agencies. The following list of recommendations is provided

to the reader based on a composite of major findings that were discovered as a result of this

dissertation study as well as the supporting literature reviewed. The recommendations serve as

suggestions and beginning points for conversations among the various educational stakeholders.

Recommendations to Building and District Level Administrators

The data suggest support to new Millennial teachers' is important for their success and retention. With the adoption of the Missouri Mentoring Standards by the State Board of Education in 2008, school districts are required to assign a mentor to new teachers for two years (Personnel-Teachers and Others RSMo 168.021, 2003). However, the findings suggest a mentoring program that provides support longer than two years is desired and important in making the Millennial participants in this study feel connected to and valued by their building colleagues and leaders.

Further, the data collected suggest Millennials would respond well to programs such as the FISH! Principle or work well in an environment that encourages "happiness" and incorporates those practices or principles with their students and staff. In addition, serving and inspiring their peers on the craft of teaching, learning, and technology can build a true school community, which is important to Millennials. Being recognized for their strengths according to the data also is important to Millennials.

Communicating with Millennial teachers frequently is important for their satisfaction with their career according to the data collected. There are many ways this communication could occur. Superintendents could host monthly meetings for district employees to attend to get a school district update. During this time, issues, projects, planning for the future can be shared with the employees. This will provide employees the opportunity for input, ask questions, and feel a part of the "team." Additionally, a "cohort system" where teachers actually attend meetings and are part of decision making process and actively involved as a "Superintendent Committee" could be instituted.

Lastly, Millennial teachers in this study are driven and have high expectations. Therefore, districts who feed their hunger by providing them leadership opportunities within the district—perhaps even begin their own "grow-your-own" leaders might be able to retain the Millennial teacher for longer periods of time. These leadership opportunities might entail some professional development, such as book studies, cultural competency, data, classroom management, standards based grading, etc., that is year long and geared toward the district's mission and values.

Recommendations for Pre-Service Teacher Education Programs

The findings from this study show there are practical components of professional development (i.e., healthy parent/teacher relationships, understanding students, time management, etc.) that the Millennial teacher participants expressed an interest in. Teachers in the study were not confident in their skillset in regards to parent/teacher relationships, understanding students and time management. It is suggested teacher preparation programs explore practitioner-oriented curriculum. This type of curriculum could include practical, day-to-day aspects of teaching in public schools that have been identified as challenges by the Millennial teacher participants and confirmed by principal participants of this study. Further, it is encouraged that teacher education programs study the feasibility of allocating up to one year for pre-service teachers to intern in the school districts to enhance their practical knowledge of teacher responsibilities.

Recommendations for Educational Leadership Programs

The findings demonstrate a need for personnel courses to develop an understanding of today's workforce comprised of multigenerational educators and the belief systems, values, and motivators unique to each generation. The importance the Millennials studied placed on

accessibility, face-to-face communication, and feedback all require time from building leaders. As such, it is encouraged building leaders explore how they might incorporate these qualities or skillsets into leadership practices.

Recommendations for Policy Makers

From the perspective of this researcher, policy makers at various levels with varying responsibilities can take different things from this research. Recognizing Millennial teachers comprise 24% of Missouri teachers today, the need for understanding this generation of teachers is not a matter of urgency per se. However, knowing the research conducted by Meister and Willyerd (2010) estimated Millennials will comprise 74% of the workforce by 2025; it would behoove local level policy makers such as board of education members to develop an understanding of the work environment desired by the Millennial generation of teachers. Further, state level policy makers such as state agencies which handle certification of educators and their schools, as well as higher education institutions that train teachers should be aware of emerging and changing needs of the younger workforce. Additionally, state level policy makers may need to look at current and future teacher evaluation systems to ascertain how well they meet the needs of Millennial teachers and vice versa. Last, there was an interest in the findings of this study to further direct research at the state level on educator quality by Dr. Paul Katnik, Assistant Commissioner of Educator Quality with the Missouri Department of Elementary and Secondary Education to include Millenial perspectives and needs (personal communication, Paul Katnik, August 2014).

Recommendations for Further Research

The purpose of this study was to understand the mindset of six beginning Millennial teachers and how their mindset impacted their commitment to teaching as a career. This study

was limited to six teachers in their fifth year of teaching and six principals in a large urban district in Southwest Missouri. The impetus for completing this study was to add findings to the paucity of research on Millennial teachers and their commitment to teaching. School leaders whose job responsibilities include the recruitment and retention of new teachers are the primary beneficiaries from the findings of this study. Further research is recommended as follows:

1. Additional research should look longitudinally at the retention rates of these participants to determine how long they actually stay in the teaching profession.

2. Additional research in small, rural school districts with significantly less resources for teacher on-boarding programs.

3. Additional research should look at teacher experiences and career commitment from the perspective of gender, race, ethnicity, socio-economic status, and sexual orientation.

4. Additional research could compare the themes emerging from this study to themes that emerge when interviewing other generation of teachers to identify if said themes are similar or different.

5. Additional research should look at Millennial leadership styles.

Conclusion

Moore-Johnson et al. (2004) contend teaching as a career is a thing of the past. The literature on teacher attrition is bountiful. Ingersoll and Smith (2003) report between 40 to 50% of new teachers leave the profession within five years (Ingersoll & Smith, 2003). Noting reported teacher attrition rates in combination with the research of the Millennial generation's projected career trajectory, this study set out to understand the mindset of six beginning Millennial teachers and how their mindset impacts their decision to remain committed to teaching.

This study found that Millennial beginning teachers have strong beliefs and opinions when it comes to teaching and leadership. They have a different way of working, talking, and thinking with others that challenges organizational systems. Based upon the findings of this study, the primary audience for this study should be district level and building level administrators responsible for the recruitment, hiring, and retention of public school teachers. Moreover, building level administrators will be provided insight based upon the review of literature and data from the study into what motivates Millennial teachers and how to encourage Millennial teachers, as well as insight into the professional development needs of this group of teachers. College and university teacher education programs may benefit from the findings of this study by understanding who this Millennial generation of teachers is and the challenges the participants of this study faced when entering the teaching field. Through this understanding, the teacher education programs may explore the feasibility of practitioner-oriented curriculum or include within their coursework practical, day-to-day aspects of teaching in public schools that have been identified as challenges by the Millennial teacher and confirmed by principal participants of the study. Graduate level educational leadership programs may benefit from this study by incorporating into personnel courses the needs of multi-generational workforces and specifically Millennial teachers. Based on this study, this researcher believes this study will be an inspiring point of conversation for local, state, and federal policy makers such as local board of educations, state level school boards' association, and state level education departments. State level education departments may benefit from this study by exploring the reported attrition concerns from the perspective of the youngest and newest group of teachers, as well as reviewing the current and future teacher evaluation systems and how they meet the needs of Millennial teachers. Policy makers may benefit from this study by addressing the reported attrition

concerns with information on how local leaders can retain the youngest and newest group of

teachers. Further, policy makers can look at current and future teacher evaluation systems and

how best to meet the needs of Millennial teachers.

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APPENDIX A

IRB Approval Letter

UNIVERSITY OF ARKANSAS

March 24, 2015

MEMORANDUM

TO:	Deana Layton Carleton Holt
FROM:	Ro Windwalker IRB Coordinator
RE:	New Protocol Approval
IRB Protocol #:	15-03-580
Protocol Title:	*Perceptions of Millennial Teachers' Commitment to Teaching as a Career*
Review Type:	☒ EXEMPT ☐ EXPEDITED ☐ FULL IRB
Approved Project Period:	Start Date: 03/24/2015 Expiration Date: 03/23/2016

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (https://vpred.uark.edu/units/rscp/index.php). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 12 participants. If you wish to make *any* modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior to* implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 109 MLKG Building, 5-2208, or irb@uark.edu.

APPENDIX B

Invitation to Participate in a Dissertation Study (Group A)

Dear Colleague:

I am a doctoral student in the Educational Leadership Program at the University of Arkansas. Your district has given consent to contact you. I am conducting research for a dissertation study and would like your assistance. My central interest is young teachers; specifically, what it is like for them in the teaching profession.

The purpose of this qualitative study is to understand the mindset of beginning Millennial teachers regarding teaching as their career of choice and how this mindset impacts their decision to remain committed to teaching. Currently, a large number of beginning teachers leave the profession by year five of their career. It is the goal of this study to help inform the education profession, school and district leaders, policy makers, and academia how to retain young teachers for longer periods of time.

I am writing to ask if you would participate in this study. To participate in the study, you will be asked to read two brief articles about different generations and young teachers to be used at the group interview. The group interview will take place at a location off campus and will last between one to two hours. You will complete a brief demographic survey and participate in a one-on-one interview that will last no longer than one hour at your worksite or a place convenient for you. Additionally, you will be asked to grant permission for me to observe you within your work setting.

Your participation is voluntary and you may withdraw at any time. Results from this study may be published, but information collected will be kept confidential to the extent allowed by law and University policy. All names, schools, and district will be coded to protect the identity. All research obtained from this study will be kept in a secure and locked location by me and destroyed after two years.

If you decide to participate in the study, please read through the information that is included on the attached document—Consent to Participate in a Research Study. This will provide additional details about the study. A $25 gift card will be provided to those who complete the study as a token of appreciation for your time and efforts.

If you have any questions, please contact me at ████████ or ████████.

Thank you in advance for your consideration to participate in this study.

Sincerely,

Deana Layton, U of A Doctoral Student

APPENDIX C

Invitation to Participate in a Dissertation Study (Group B)

Dear Colleague:

I am a doctoral student in the Educational Leadership Program at the University of Arkansas. Your district has given consent to contact you. I am conducting research for a dissertation study and would like your assistance. My central interest is young teachers; specifically, what it is like for them in the teaching profession.

The purpose of this qualitative study is to understand the mindset of beginning Millennial teachers regarding teaching as their career of choice and how this mindset impacts their decision to remain committed to teaching. Currently, a large number of beginning teachers leave the profession by year five of their career. It is the goal of this study to help inform the education profession, school and district leaders, policy makers, and academia how to retain young teachers for longer periods of time.

I am writing to ask if you would participate in this study. To participate in the study, I ask that you first read two brief articles about different generations and young teachers. These articles will provide background for the interview. You will be asked to complete a brief demographic survey and participate in a one-on-one interview that will last no longer than one hour at your worksite or a place convenient for you.

There is a gap in educational research on Millennial teachers' opinion of the career. This study will help fill this void and enlighten the profession with insight about young teachers' experiences.

Your participation is voluntary and you may withdraw at any time. Results from this study may be published, but information collected will be kept confidential to the extent allowed by law and University policy. All names, schools, and district will be coded to protect the identity. All research obtained from this study will be kept in a secure and locked location by me and destroyed after two years.

If you decide to participate in the study, please read through the information that is included on the attached document—Consent to Participate in a Research Study. This will provide additional details about the study.

If you have any questions, please contact me at ▮▮▮▮▮▮▮ or ▮▮▮▮▮▮▮.

Thank you in advance for your consideration to participate in this study.

Sincerely,

Deana Layton, U of A Doctoral Student

APPENDIX D

Group Interview Agenda

Welcome and Introductions: Introduce myself and share my background as an educator and doctoral student. Each participant will receive a file folder that contains two copies of the Informed Consent Form, a list of Popular Baby Names in Missouri for the year 2013, the demographic survey, and copies of the two articles previously sent to the participants in the event someone forgot to bring theirs. I will discuss the Informed Consent Form and ask participants to sign both copies—one will be for the participant; the other will be returned to me at the end of the meeting. Participants will select the name of their choice from the list of Popular Baby Names. This name will be used as their pseudonym throughout the study. Participants will label their file folder using their pseudonym and complete the demographic survey. Participants will be asked to put their signed Informed Consent Form and demographic survey in their file folder and submit the file folder to me.

Explain the Purpose of a Group Interview: The purpose of the group interview is 1) build a rapport with participants and 2) obtain information about a topic. The group is generally homogeneous and consists of six to 10 people who have experiences with the topic. For instance, everyone here are general education public school teachers 33 years of age or younger having participated in a state mandated induction program with five years of classroom experience.

Norms: Share the belief that everyone's ideas are important. Also, there is no right or wrong answer in here. I will be asking that everyone be given the chance to contribute. I ask that we share the floor with others and that only one person speaks at a time.

In order to gain insight into this topic, it is important we are open with our beliefs, feelings, and opinions even if they may seem negative or cynical or calloused. Remember, all comments are confidential. Obviously, anonymity is not possible in a group, but no statement made today will be attributable to any individual. With that said, it is essential we respect and honor the privacy of our colleagues by not sharing any information from tonight with other colleagues, supervisors, or district staff.

Process: Remind everyone participation is voluntary. They can refuse to respond to any question or stop participation at any time. Acknowledge this conversation is being both audio- and video-recorded for the sole purpose of capturing everything that is shared. The recordings will be erased after it is transcribed.

Discussion of Articles: The article about Millennials and other generations written by Strauss and Howe (2007) was used to ensure a shared understanding of generational theory with the participants; whereas the article about Millennial teachers written by Walker (2009) was used for the interview discussion.

Group Interview Guide:

1. Describe how your teaching is influenced by belonging to the Millennial generation.

    a. In what ways do you relate to the two articles you read?

    b. In what ways do you have trouble relating to the two articles you read?

2. Describe how your upbringing and experiences becoming an adult and belonging to the

    Millennial generation have influenced you to become an educator?

    a. What was school like for you growing up as a child?

3. Describe one event or experience in your life as a teacher that describes how you identify

    as a Millennial.

Closure: I will share what each can anticipate after today's meeting. I will discuss the timeline for my data collection. I will explain the transcription process sharing that I will be transcribing word for word their answers to the interview questions. Once my transcription is complete, I will email the transcribed interview to everyone and ask each participant to review the transcript to ensure I captured the authenticity of their beliefs, feelings, and message accurately. Participants will be able to expand, clarify, and correct their responses. I will ask participants to write a narrative of a typical 24-hour workday for them. Participants will be asked to either email me their narrative or bring it with them to our one-on-one interview. Participants will be asked to select a time for their one-on-one interview and a time for my observation. Ask if there are any last thoughts or questions. Thank everyone for willingly participating in the interview and this study.

APPENDIX E

Informed Consent Form (Group A)

Title: Perceptions of Millennial Teachers' Commitment to Teaching as a Career

Researcher:
Deana L. Layton, Doctoral candidate

Faculty Advisor:	**IRB Compliance Officer:**
Carleton R. Holt, Ed.D.	Iroshi Windwalker,
EDLE Graduate Advisor	Compliance Coordinator
Associate Professor	University of Arkansas
College of Education & Health Professions	109 MLKG Building
Fayetteville, Arkansas 72701	(479) 575-2208
(479) 575-5112	irb@uark.edu
cholt@uark.edu	

Purpose and Description: The purpose of this qualitative study is to understand the mindset of beginning Millennial teachers regarding teaching as their career of choice and how this mindset impacts their decision to remain committed to teaching. This study will explore how the youngest generation of teachers experience teaching in public schools today. The main research question to be answered from this study is: What is it like being a beginning teacher? An important goal of this study is to understand the youngest generation of teachers' thoughts, beliefs, and feelings towards teaching so school leaders can be more proactive in retaining them.

Duration of Interviews and Observation: If you join the study, you will be asked to participate in a group interview that will last no more than two hours. You will be asked to read two articles about teachers and different generations to build background for the group interview. You will be asked to complete a demographic survey about you and your school and write a narrative describing a typical 24-hour day for a beginning teacher. We will meet for a one-on-one interview that will last no more than one hour. A time will be agreed upon between the researcher and the participant to allow the researcher to observe the participant in their work setting. The observation will be four hours in length and the time will be at the discretion of the participant as unforeseen circumstances may arise while the researcher is at the worksite.

Risks and Benefits: There are no anticipated risks to participating in this study. This study is designed for the researcher to learn more about what Millennial beginning teachers think and feel about teaching in public schools. The primary benefit of this study is to the education profession.

Voluntary Participation: Your participation in this research is completely voluntary and you may withdraw at any time. A $25 gift card will be provided to those who complete the study as a token of appreciation for your time and efforts.

Confidentiality: Prior to any research, permission from the University of Arkansas at Fayetteville's Institutional Review Board was sought to conduct the study. Additionally, permission from your district was obtained through the district's School's Research Review Committee to conduct the study. Each participant's information will be recorded under a pseudonym. The digital voice recording will be destroyed after it has been transcribed. Personal identifiers will be removed from the transcripts. All information will be kept confidential to the extent allowed by law and University policy. All data will be destroyed three-years after the completion of the study.

Right to Withdraw: You are free to refuse to participate in the research and to withdraw from this study at any time. Your decision to withdraw will bring no negative consequences or penalty to you.

Informed Consent: I have read the description including the purpose of the study, the procedures to be used, the potential risks of the study, the assurance of confidentiality, as well as the right to withdraw from the study at any time. The researcher explained each to me and answered all of my questions regarding the study. I understand the contents of this informed consent form. My signature verifies I freely agree to participate in this research, and I have received a copy of this agreement from the researcher.

_____

Participant's Signature   Date

APPENDIX F

Informed Consent Form (Group B)

Title: Perceptions of Millennial Teachers' Commitment to Teaching as a Career

Researcher:
Deana L. Layton, Doctoral candidate

Faculty Advisor:	**IRB Compliance Officer:**
Carleton R. Holt, Ed.D.	Iroshi Windwalker,
EDLE Graduate Advisor	Compliance Coordinator
Associate Professor	University of Arkansas
College of Education & Health Professions	109 MLKG Building
Fayetteville, Arkansas 72701	(479) 575-2208
(479) 575-5112	irb@uark.edu
cholt@uark.edu	

Purpose and Description: The purpose of this qualitative study is to understand the mindset of beginning Millennial teachers regarding teaching as their career of choice and how this mindset impacts their decision to remain committed to teaching. This study will explore how the youngest generation of teachers experience teaching in public schools today. The main research question to be answered from this study is: What is it like being a beginning teacher? An important goal of this study is to understand the youngest generation of teachers' thoughts, beliefs, and feelings towards teaching so school leaders can be more proactive in retaining them.

Duration of Interviews and Observation: If you join the study, you will be asked to read two articles about teachers and different generations to build background for the interview. You will be asked to complete a demographic survey about you and your school. We will meet for a one-on-one interview that will last no more than one hour.

Risks and Benefits: There are no anticipated risks to participating in this study. This study is designed for the researcher to learn more about what Millennial beginning teachers think and feel about teaching in public schools. The primary benefit of this study is to the education profession.

Voluntary Participation: Your participation in this research is completely voluntary and you may withdraw at any time. There is no monetary compensation for your participation.

Confidentiality: Prior to any research, permission from the University of Arkansas at Fayetteville's Institutional Review Board was sought to conduct the study. Additionally, permission from your district was obtained through the district's School's Research Review Committee to conduct the study. Each participant's information will be recorded under a pseudonym. The digital voice recording will be destroyed after it has been transcribed. Personal identifiers will be removed from the transcripts. All information will be kept confidential to the extent allowed by law and University policy. All data will be destroyed three-years after the completion of the study.

Right to Withdraw: You are free to refuse to participate in the research and to withdraw from this study at any time. Your decision to withdraw will bring no negative consequences or penalty to you.

Informed Consent: I have read the description including the purpose of the study, the procedures to be used, the potential risks of the study, the assurance of confidentiality, as well as the right to withdraw from the study at any time. The researcher explained each to me and answered all of my questions regarding the study. I understand the contents of this informed consent form. My signature verifies I freely agree to participate in this research, and I have received a copy of this agreement from the researcher.

_____

Participant's Signature   Date

APPENDIX G

Articles Read Prior to Group Meeting

Excavating the Millennial Teacher Mine

Karen L. Walker

The Millennials, born from 1980 to 2000, have begun entering the profession, and many will not stay longer than 5 years. They have a unique set of talents, skills, and work ethic, unlike those from previous generations. They are extremely eager to be successful. If strong supportive programs of mentoring, induction, career ladders, and ongoing staff development are provided, they can develop into outstanding educators, and the odds are good that they will stay in the profession.

Keywords: *Millennials; teacher retention; new teacher programs*

Adrienne Cuff (a pseudonym) was student body president in her senior year of college, volunteered time in the community, was actively involved in the college's music program, and was in the social hub of college life. She had several teaching offers and accepted the position where she believed she would have the most opportunities to make substantive contributions. Adrienne just completed her first year of teaching in a rural high school in a mid-Atlantic state, where she taught English, for which she was trained, and advised for the school newspaper, in which she had no experience. Micah Morgan (a pseudonym) originally wanted to be a professional gamer; however, his love of eating and political science won out, so he opted to become a teacher. The leaders of one quasi-urban district were so impressed by him that they made a part-time position full-time in order to entice him to work for them. This translated into him spending his first semester teaching in a prestigious school and his second semester teaching in a school that had a high teacher turnover rate. Initially, Adrienne stated that she would stay in teaching for only 5 years, then move on to something else, whereas Micah thought that teaching would be his lifelong vocation. By the end of their first year, Adrienne felt that she might stay in teaching as a career, and Micah said that if he had to stay in the second school he would leave teaching.

On the surface, these newly minted teachers appear to be representative of their predecessors, but are they? How are they different from the previous generations of GenXer and Baby Boomer educators? Who is this new generation of teachers called the Millennials? What do they need in order to grow into, learn about, and stay in the profession?

Correspondence concerning this article may be sent to: Karen Walker, walker@lvc.edu.

Generational Characteristics Exhumed

The characteristics a generation acquires are not a conscious choice. A generation breaks with the outlook and fashions of the young adult generation, rectifies the decadences and overindulgences of the midlife generation, and takes on the social role that the elder generation is leaving. "Millennials will rebel against GenX styles and attitudes, correct for Boomer excesses and fill the role vacated by the GIs" (Howe & Strauss, 2007, p. 22). This generation is not interested in reliving olden times but in updating the values and retooling them to meet the current beliefs.

Each generation has distinctive qualities that are unique to them because of major events and inventions that occurred during their formative years. Some of the major influences on the Millennials include Oklahoma City, Columbine, 9/11, Katrina, Afghanistan, Iraq, the advent of iPods, and the dominant presence of home computers. In their lifetime, there has been only one Germany, professional athletes have always participated in the Olympics, and reality television has been a part of the entertainment landscape.

Precious Cargo Unearthed

Since their birth, from approximately 1980 to 2000, the over 90 million Millennials have been highly protected and fussed over. This is the "Baby on Board" generation who have worn helmets and knee and arm pads, been given awards and recognition just for participating in school and activities, and been overscheduled in a myriad of pursuits.

Unlike GenXers, who were known as latch-key children and whose parents had the highest divorce rate this country had seen, the Millennials are surrounded more by extended family and have parents who have stayed married. Their parents and siblings tend to be their best friends, and, on average, they have 200 cyberfriends.

One out of five Millennials has a parent who is an immigrant. They believe in a global society and actively seek ways to make a substantive difference. Millennials believe in the good of the group and have a high rate of volunteerism and community service.

This generation does not know a world without numerous forms of available technology. They process information in nonlinear and visual ways and are excellent multitaskers. Communication is done extensively through texting, instant messaging, and e-mailing. According to Tresser (2007), they spend about 16 hours a week on the Internet, 80% regularly read blogs, and 40% create blogs. Although their technological communication may be quite sophisticated, their one-on-one in-person style may be weak.

To the Millennials, average means failure. They value and strive for high grades. To them, a poor grade, which often means a B or lower, equates to a less-than-adequate future. Getting into a quality college is critically important because they

believe that this will help ensure a bright future for them. They are serious long-range planners; having a 5- to 10-year plan is the norm. They tend to move back home after college so they can more quickly pay off their college debts and make a solid first choice of a job.

Parents of the Millennials are often referred to as heliocopters, from the Boomer generation, or stealths, from the GenXer generation, because they have a tendency to hover over their children, control their choices and activities, make decisions and do battle for them, and/or even attend job interviews with them. Because of this, Millennials may lack experience with decision making, and their expectations about the world of work may be unrealistic. They may feel disenchanted if they find themselves in a professional situation that is not ideal and may abruptly quit. They are comfortable with and respect authority as well as being rule followers who believe that everyone should live by and follow the same regulations.

Marbled Learning Layers Explored

The Millennials are lifelong learners and think it is the gold standard to be smart. They are excellent at producing, in a literal way, what is asked of them yet need the time, support, guidance, materials, and encouragement to dig deeply, be creative, and take concepts to a figurative level. If they believe they and their ideas are respected, they will continue to be inspired to discover what lies in the depths of the knowledge vaults. To help them do this, they need to see the whole picture and how it relates to real life, with a timeline, clear goals, and measurable objectives of success laid out. Once this is done, chunk the tasks, give them the latitude to produce the work in a way that makes sense to them, and encourage them to take risks and be creative. Part of what motivates them is working with others and being responsible to a group. Simultaneously, praise their work in a timely manner and provide positive supervision and direction as they do not respond well to direct criticism (Howe & Strauss, 2007; "Millennials Need," 2008; Richardson, 2008).

Because they are excellent multitaskers, however, they may have a tendency to take on too much at a time and burn out. "What demoralizes them is not pressure per se, but rather situations in which their best effort under pressure does not ensure success" (Howe & Strauss, 2007, p. 144).

Teaching Profession Tapped and Cultivated

Currently, the most and least experienced educators are leaving the profession, whereas almost one third leave after their first 3 years and close to 50% leave after their 5th year (Johnson, Berg, & Donaldson, 2005; National Commission on Teaching and America's Future, 2003; Tresser, 2007). Darling-Hammond and Sykes (2003) stated that "the problem does not lie in the number of teachers available; we produce

many more qualified teachers than we hire. The hard part is keeping the teachers we prepare." Millennials thrive on contact and having quality time with people as well as having successful experiences. They tend to be optimistic and want to make valuable contributions to their students and the profession. What are some things that can be done to encourage and keep these young, vibrant teachers in the profession?

- *Induction program:* This should be comprehensive over at least a 3-year period and include having a grade- or content-specific mentor at the new teacher's school; observing peers' classes, being observed by mentors and one or two peers, and having follow-up conferences shortly afterward; having time to meet and plan with mentors, other new teachers, and/or additional professionals as appropriate; and having the time and resources to do individual planning and to obtain suitable materials.

- *Staff development:* Attending ongoing staff development sessions is vitally important to the success of the new teacher. It should include topics such as the standards and expectations of teaching, goals and vision of the school and district, interpreting and effectively using data, classroom management, how to motivate students, students at risk, parent conferences, the community, available resources for both personal and professional lives, and specific pedagogy for a grade level and/or content.

- *First-year assignment:* Two of the major reasons teachers leave the profession early on in their career are a sense of isolation and difficult work assignments. A common scenario is that new teachers are the rovers and have no specific classroom or place that is specifically theirs. They are often assigned the most demanding classes, which might frazzle even the most seasoned teachers. If at all possible, assign the new teachers one classroom for the year. When they are more experienced, then they can be part of the roving group. Assign them a group of students who are perceived as average, not those who are behaviorally challenged and/or academically superior. If they must be assigned to one of these groups, have them team teach with an experienced teacher.

- *Technology:* Utilizing technology is second nature to the Millennials. They think in terms of visuals, sound bites, film clips, and online communication. Straight lecture is an ineffective way for them to learn, so it stands to reason they will not use it with their Millennial students. Regular access to technology such as computers and smart boards will help them teach in a way that makes sense to them and to their students.

- *Career ladder:* Provide a career and pay ladder. This generation is highly goal oriented, so they need to know what other jobs in the profession could be available and how they can move up the career and pay ladder. This could prove to be a strong incentive for them to stay in education and develop their skills.

- *Principal and administrative support:* This generation wants personal contact with and support from the principal and the administration. Because they highly respect those who are older and more experienced, the Millennials are genuinely interested in what the administration has to say. They want the administration to visit them in the classroom, although they do not want to feel like they have to put on a show. They need timely and supportive feedback. They would like to go into the administrator's office, chat, and have a personal connection with them. This will help the Millennials feel more a part of the school and its culture.

- *Balance:* Although members of this group have been overscheduled their entire lives and are excellent multitaskers, having balance is critically important to them. They need to make certain they have time for a personal life, which includes marriage, family, and pursuing hobbies and interests. Sharing and practicing personal and professional time management are vitally important so that this generation stays in teaching.

Teacher Mine Excavated

This exciting generation of teachers is now entering the classroom, rich with knowledge, eagerness, and enthusiasm in their veins. They see the classroom as an integral part of a global community and want to make meaningful contributions to society and guide their students to do the same. They are our future. If we want to retain, support, and nurture this new generation of teachers, it cannot be business as usual. Birkeland and Johnson (2002) stated, "When a faculty, department or teaching team deliberately creates paths and structures for exchanging information, sharing, views, offering aid and developing new ideas, new teachers are more likely to find success" (p. 21). It is up to the current group of educators to guide, support, respect, and listen to the Millennials so that they can successfully tap into and unearth their talents, which in turn will enrich their students during a full career.

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The Next 20 Years: How Customer and Workforce Attitudes Will Evolve

Generations are among the most powerful forces in history. Tracking their march through time lends order – and even a measure of predictability – to long-term trends.

by Neil Howe and William Strauss

Matt Vincent

DURING THE MIDDLE AGES, travelers reported an unusual custom among villagers in central France. Whenever an event of local importance occurred, the elders boxed the ears of a young child to make sure he remembered that event all his life.

Like those medieval villagers, each of us carries deeply felt associations with various events in our lives. For Americans, Pearl Harbor, the Kennedy and King assassinations, the *Challenger* explosion, and 9/11 are burned into our consciousness; it is impossible to forget what we were doing at the time. As we grow older, we realize that the sum total of such events has in many ways made us who we are. Exactly *how* they affected us is related to how old we were when they occurred.

This is what constitutes a generation: It is shaped by events or circumstances according to which phase of life its members occupy at the time. As each generation ages into the next phase -- from youth to young adulthood to midlife to elderhood -- its attitudes and behaviors mature, producing new currents in the public mood. In other words, people

launched a "consciousness revolution" to demand that their war-hero elders live up to higher moral standards.

Twenty years later U.S. campuses experienced another surprising shift. The *Wall Street Journal* noted in 1990, "It is college presidents, deans, and faculties – not students – who are the zealots and chief enforcers of Political

what public events they witnessed in adolescence, and what social mission they took on as they came of age.

Our focus as scholars has been on understanding generational personae and how they come together in society to create a national character that continually evolves as new generations emerge and old ones pass away. This would be a fascinating study even if it were solely for the purposes of historical understanding. But its value is far greater than that. What we have found is that generations shaped by similar early-life experiences often

Rather than puzzling over why 20-year-olds were self-absorbed moralizers in the 1960s but are busy and risk-averse achievers today, one must recognize them as members of distinct generations.

do not "belong" to their age brackets. A woman of 40 today has less in common with 40-year-old women across the ages than with the rest of her generation, which is united by memories, language, habits, beliefs, and life lessons.

Generations follow observable historical patterns and thus offer a very powerful tool for predicting future trends. To anticipate what 40-year-olds will be like 20 years from now, don't look at today's 40-year-olds; look at today's 20-year-olds.

People of a given age may vary quite dramatically from era to era. Recall, for example, Sproul Hall at UC Berkeley in 1964 and the students wearing computer punch cards that proclaimed "I Am a Student! Do Not Fold, Spindle, or Mutilate!" They were mocking the automated treatment the university was supposedly giving them. In the years after World War II, Americans had grown used to the Silent Generation's conformist college students. Now a new generation was arriving: the baby boom raised in the aftermath of the war. By the end of the 1960s these confrontational, megaphone-toting students had

Correctness." This batch of students, Generation X, was born during the consciousness revolution. The children of divorce, latchkeys, and ad hoc day care, they showed much less ideological passion than their elders and brought a new pragmatism to the nation's campuses.

Today graying college leaders on the verge of retirement continue to carry the ideological torch, crusading for various causes in ways that often irritate their younger Gen X colleagues. Meanwhile, undergraduates are showing yet another generational personality: The members of this rising Millennial Generation tend to be upbeat, team-oriented, close to their parents, and confident about their future. Unlike Boomers, they do not want to "teach the world to sing." Unlike Gen Xers, they don't "just do it" – they plan ahead.

Rather than puzzling over why 20-year-olds were self-absorbed moralizers in the 1960s but are busy and risk-averse achievers today, one must recognize them as members of distinct generations. To learn why they (or any two generations) are different, one can look at how they were raised as children,

develop similar collective personae and follow similar life trajectories. The patterns are strong enough to support a measure of predictability. Historical precedent makes it possible to foresee how the generations alive today will think and act in decades to come.

In this article we will share some highlights of our ongoing effort to do just that. For businesspeople who manage operations or sell products in the United States, the analysis offered here has enormous implications for strategic planning, brand positioning, and management of the workplace. (More broadly, of course, it informs discussions of war and peace and America's capacity to face its most difficult challenges.) For executives in other countries, the analysis suggests insights that might also be gained in their parts of the world: the insights that come from seeing change through the lens of generations.

The Generational Constellation

Any society is the sum of its parts – the generations that coexist at that moment in time. America today combines six. (Nineteen generations have come of age since the time of the *Mayflower*, in the 1620s. See the exhibit "America as a Sequence of Generations" for details.)

The GI Generation (born 1901–1924, now age 83–106) arrived after the Great Awakening of the late nineteenth cen-

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tury. Zealously protected by Progressive-era parents, its members enjoyed a "good kid" reputation and accounted for the sharpest rise in school achievement ever recorded. As young adults, they were the first Miss Americas and all-American athletes. In midlife they built up the postwar "affluent society," erecting suburbs, inventing miracle vaccines, plugging missile gaps, and launching moon rockets. Though they defended stable families and conventional mores, no generation in the history of polling got along worse with its own children. They were greatly invested in civic life, and focused more on actions and behavior than on values and beliefs. Their unprecedented grip on the presidency (1961 through 1992) began with the New Frontier, the Great Society, and Model Cities, but encompassed Vietnam, Watergate, Iran-contra, and budget deficits. As "senior citizens" (a term popularized to describe them), the GIs safeguarded their "entitlements" but had little influence over culture and values. Early in this century they were honored with memorials, films, and books. Roughly half of those still alive are in dependent care.

The Silent Generation (born 1925–1942, now age 65–82) grew up as the seen-but-not-heard Little Rascals and Shirley Temples of the Great Depression and World War II. Its members came of age just too late to be war heroes and just too early to be youthful free spirits. Instead they became, like James Dean, "rebels without a cause," part of a "lonely crowd" of risk-averse technicians in an era in which early marriage, the invisible handshake, and climbing the career ladder seemed to guarantee success. As gray-flannel conformists, they accepted the institutional civic life and conventional culture of the GIs until the mid-1960s, when they stopped taking their cues from those higher up on the age ladder and started looking down – following Bob Dylan's lead ("I was so much older then, I'm younger than that now"). They became America's leading civil-rights activists,

rock and rollers, antiwar leaders, feminists, public-interest lawyers, and mentors for young firebrands. They were America's moms and dads during the divorce epidemic. They rose to political power after Watergate, their congressional behavior characterized by a push toward institutional complexity and a vast expansion of the legal process. To date they are the first generation never to elect a U.S. president or to appoint a chief justice of the Supreme Court. As elders, they have focused on discussion, inclusion, and process (as with the Iraq Study Group's list of 79 recommendations) but not on decisive action. Benefiting more than other generations have or will from ample late-in-life payouts (defined-benefit pensions, retiree health care, golden parachutes), they have entered retirement with a hip lifestyle and unprecedented affluence.

The Boom Generation (born 1943–1960, now age 47–64) began as feed-on-demand Dr. Spock babies. They

were the indulged products of postwar optimism, Tomorrowland rationalism, and a *Father Knows Best* family order. Though community spirit was strong during their youth, the older generations were determined to raise young people who would never follow a Hitler, a Stalin, or a Big Brother. Coming of age, Boomers loudly proclaimed their scorn for the secular blueprints of their parents – institutions, civic participation, and team playing – while seeking inner life, self-perfection, and deeper meaning. The notion of a melting pot, the full-time mom, the suburbs and big auto at home, and the troops and domino theory abroad all came under their withering criticism. During the Boomers' youth, crime rates, substance abuse, and sexual risk taking all surged while academic achievement and SAT scores fell. The consciousness revolution climaxed with Vietnam War protests, the Summer of Love (1967), the Democratic convention in Chicago (1968),

America as a Sequence of Generations

A generation encompasses a series of consecutive birth years spanning roughly the length of time needed to become an adult; its members share a location in history and, as a consequence, exhibit distinct beliefs and behavior patterns. Nineteen generations have lived on American soil since the Puritans came to New England; the twentieth is just now arriving.

GENERATION	Birth years	Famous member (man)	Famous member (woman)	Era in which members came of age	Archetype
Puritan	1588–1617	John Winthrop	Anne Hutchinson	Puritan Awakening	Prophet
Cavalier	1618–1647	Nathaniel Bacon	Bridget Bishop	–	Nomad
Glorious	1648–1673	Robert "King" Carter	Hannah Dustin	Glorious Revolution Crisis	Hero
Enlightenment	1674–1700	Cadwallader Colden	Mary Musgrove	–	Artist
Awakening	1701–1723	Jonathan Edwards	Eliza Lucas Pinckney	Great Awakening	Prophet
Liberty	1724–1741	George Washington	Mercy Warren	–	Nomad
Republican	1742–1766	Thomas Jefferson	"Molly Pitcher"	American Revolution Crisis	Hero
Compromise	1767–1791	Andrew Jackson	Dolley Madison	–	Artist
Transcendental	1792–1821	Abraham Lincoln	Elizabeth Cady Stanton	Transcendental Awakening	Prophet
Gilded	1822–1842	Ulysses S. Grant	Louisa May Alcott	Civil War Crisis	Nomad
Progressive	1843–1859	Woodrow Wilson	Mary Cassatt	–	[*] Artist
Missionary	1860–1882	Franklin D. Roosevelt	Emma Goldman	Third Great Awakening	Prophet
Lost	1883–1900	Harry Truman	Dorothy Parker	–	Nomad
GI	1901–1924	John F. Kennedy	Katharine Hepburn	Depression–WW II Crisis	Hero
Silent	1925–1942	Martin Luther King, Jr.	Nancy Pelosi	–	Artist
Boom	1943–1960	George W. Bush	Hillary Clinton	Consciousness Revolution	Prophet
Generation X	1961–1981	Barack Obama	Sarah Palin	–	Nomad
Millennial	1982–2005?	Mark Zuckerberg	Hilary Duff	Millennial Crisis?	Hero?
Homeland	2005–2025?	–	–		

* The absence of a hero archetype during the mid-1800s is the one exception we have observed in a cycle that extends back through American and Anglo-American history to the Renaissance. Exceptions like this, which we suspect may be more frequent in other modern societies (from Europe to China), demonstrate that the course of history is never predetermined. In *The Fourth Turning* we speculate on why the cycle sometimes misses a beat. In the U.S. case, the timing and extreme severity of the Civil War apparently prevented the Progressive Generation from assuming an expanded civic role. Public institutions remained mostly in the hands of the Gilded Generation until nearly the end of the century.

Woodstock (1969), and Kent State (1970). In the 1970s Boomer women began challenging the glass ceiling in the workplace. Both genders designated themselves the arbiters of the nation's values, crowding into fields like teaching, religion, journalism, law, marketing, and the arts. During the 1980s many Boomers refashioned themselves as yuppie individualists in an era of deregulation, tax cuts, and entrepreneurship. During the 1990s they trumpeted a "culture war," touted a divisive "politics of meaning," and waged scorched-earth political battles between "red" and "blue" zones. As parents, they have developed very close individual relationships with their children, to the point of hovering. From first birth cohort to last, their generation has suffered declining economic prosperity.

Generation X (born 1961–1981, now age 26–46) grew up in an era of failing schools and marriages, when the collective welfare of children sank to the bottom of the nation's priorities, and dozens of films portrayed children who were literally demons or throwaway survivalists. Xers learned early on to distrust institutions, starting with the family, as the adult world was rocked by the sexual revolution, the rise in divorce, and an R-rated popular culture. With their mothers entering the workplace before child care was widely available, many endured a latchkey childhood. By the mid-1980s MTV, hiphop, and a surging interest in business and military careers had marked a new and hardening pragmatism in their mood. Surveys (and pop culture) pointed to greater risk taking among the young. Over the next decade crime and teen pregnancy rates soared. After navigating a sexual battleground of AIDS and blighted courtship rituals as young adults, Xers have dated cautiously and married late. Many of them have begun to construct the strong families that they missed in childhood. In jobs they prefer free agency over corporate loyalty, with three in five saying they someday "want to be my own boss."

They are already the greatest entrepreneurial generation in U.S. history; their high-tech savvy and marketplace resilience have helped America prosper in the era of globalization. Of all the generations born in the twentieth century, Gen X includes the largest share of immigrants. Xers have made barely any impression in civic life; they believe that volunteering or helping people one-on-one is more efficacious than voting or working to change laws.

The Millennial Generation (born 1982 to roughly 2005, now age 25 or younger) arrived after the consciousness revolution, when "Baby on Board" first began to appear in minivan windows. As abortion and divorce rates ebbed, popular culture began recasting babies as special and stigmatizing hands-off parental styles. Hollywood replaced cinematic demons with adorable children who inspired adults to become better people. The fertility rate rebounded, following the baby bust of Generation X, and surveys showed a climb in the percentage of children who were "wanted." Child abuse and child safety were hot topics through the 1980s, while books preaching family values became best sellers. By the mid-1990s politicians were defining adult issues (from tax cuts to Internet access) in terms of their effects on children. Educators spoke of standards, cooperative learning, and "no child left behind." Millennials as a generation have seen steady decreases in high-risk behaviors. As the oldest of them graduate into the workplace, record numbers are gravitating toward large institutions and government agencies, seeking teamwork, protection against risk, and solid work–life balance. Their culture is becoming less edgy, with a new focus on upbeat messages and big brands, and more conventional, with a resurgence of oldies and remakes. Their close relationships with their parents and extended families are carrying over into their young adult lives.

The Homeland Generation (born roughly 2005–2025) is now beginning to arrive in America's nurseries. Gen

Xers are adopting a highly protective style of nurturing this generation, but half of its babies will have Millennial parents. It is still too early to set their first birth year, which will become clear in time.

Prophet, Nomad, Hero, Artist

Society undergoes change in large part because the generations within it wax and wane, arrive and depart. But shifts also occur because, as even the snapshot descriptions above make clear, the people who compose a generation change as they age. To predict how any given generation will mature, we can look at the experiences of previous generations born under similar circumstances. In particular, it's useful to consider generations with comparable "age locations" relative to key eras. (See the exhibit "The Generational Diagonal.")

It matters very much to the makeup of a generation whether it comes of age during or after a period of national crisis, or during or after a period of cultural renewal or awakening. We like to label these four major kinds of generations with the shorthand of archetypes: *prophet, nomad, hero,* and *artist.* The generations of each archetype share not only a similar age location in history, but also similar attitudes toward family, culture and values, risk, and civic engagement. As each archetype ages, its persona undergoes profound and characteristic changes.

Prophet generations are born after a great war or other crisis, during a time of rejuvenated community life and consensus around a new societal order. Prophets grow up as increasingly indulged children, come of age as the narcissistic young crusaders of a spiritual awakening, cultivate principles as moralistic midlifers, and emerge as wise elders guiding another historical crisis. Because of their location in history, such generations tend to be remembered for their coming-of-age passion and their principled elder stewardship. Their primary endowments relate to vision, values, and religion.
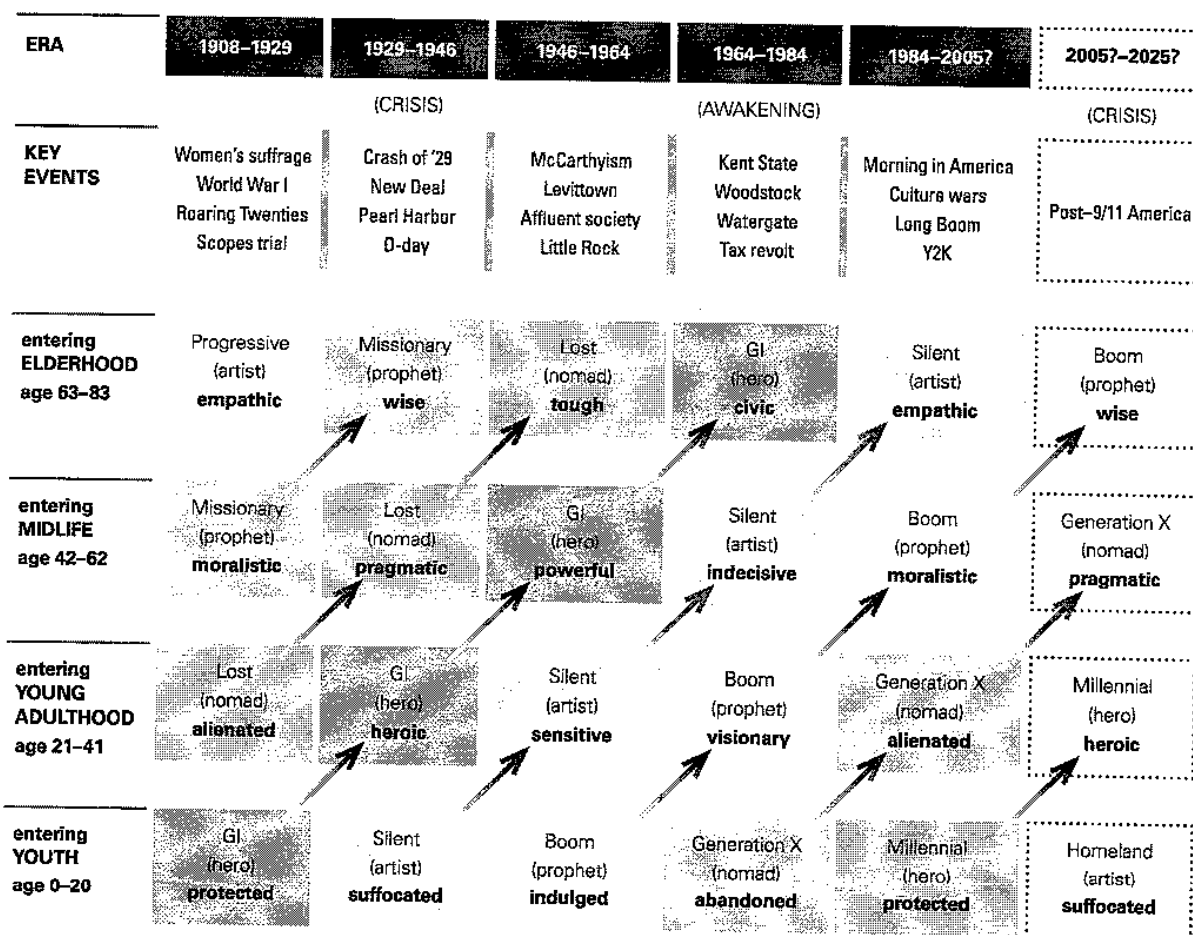
The Generational Diagonal

Generations are formed by the way historical events and moods shape their members' lives – and by the fact that these events and moods affect people very differently depending on the phase of life they occupy at the time. Consider the era of the Great Depression and World War II. For the children of that time (the Silent Generation), its economic and geopolitical crises led to tight adult protection. For young adults (GIs), they meant challenge, teamwork, trial, and sacrifice. For those in midlife (Lost), they imposed a new sense of responsibility and a need for practical leadership. For elders (Missionaries), they offered an opportunity to champion long-held visions and establish a legacy.

This is the "generational diagonal." Chart each phase of life along one axis and each historical era along the other. Track each generation's mind-set and behaviors across these phases and eras. What you get is a panoramic view of an evolving societal mood. As one era fades into the next, you can see how and why that mood changes. It's a simple matter of generational aging.

The generational diagonal can help provide new answers to historical questions, such as why the Great Awakening and the American Revolution happened when they did, and why the Gilded Era followed the Civil War. It can also explain why SAT scores fell through the 1970s, and why attitudes toward having and raising children became much more positive in the early 1980s. Perhaps most important, it provides a powerful tool for predicting what to expect from each phase of life – and from society as a whole – in the decades to come.

ERA	1908–1929	1929–1946	1946–1964	1964–1984	1984–2005?	2005?–2025?
		(CRISIS)		(AWAKENING)		(CRISIS)
KEY EVENTS	Women's suffrage World War I Roaring Twenties Scopes trial	Crash of '29 New Deal Pearl Harbor D-day	McCarthyism Levittown Affluent society Little Rock	Kent State Woodstock Watergate Tax revolt	Morning in America Culture wars Long Boom Y2K	Post–9/11 America
entering ELDERHOOD age 63–83	Progressive (artist) **empathic**	Missionary (prophet) **wise**	Lost (nomad) **tough**	GI (hero) **civic**	Silent (artist) **empathic**	Boom (prophet) **wise**
entering MIDLIFE age 42–62	Missionary (prophet) **moralistic**	Lost (nomad) **pragmatic**	GI (hero) **powerful**	Silent (artist) **indecisive**	Boom (prophet) **moralistic**	Generation X (nomad) **pragmatic**
entering YOUNG ADULTHOOD age 21–41	Lost (nomad) **alienated**	GI (hero) **heroic**	Silent (artist) **sensitive**	Boom (prophet) **visionary**	Generation X (nomad) **alienated**	Millennial (hero) **heroic**
entering YOUTH age 0–20	GI (hero) **protected**	Silent (artist) **suffocated**	Boom (prophet) **indulged**	Generation X (nomad) **abandoned**	Millennial (hero) **protected**	Homeland (artist) **suffocated**

Nomad generations are born during a cultural renewal, a time of social ideals and spiritual agendas, when youth-fired attacks break out against the established institutional order. They grow up as underprotected children, come of age as the alienated young adults of a post-awakening world, mellow into pragmatic midlife leaders during a crisis, and age into tough post-crisis elders. Because of their location in history, such generations tend to be remembered for their rising-adult years of hell-raising and their midlife years of get-it-done leadership. Their primary endowments relate to liberty, survival, and honor.

Hero generations are born after a spiritual awakening, during a time of individual pragmatism, self-reliance, laissez-faire, and national (or sectional or ethnic) chauvinism. Heroes grow up as increasingly protected children, come of age as the valiant young team workers of a crisis, demonstrate hubris

pathic post-awakening elders. Because of their location in history, such generations tend to be remembered for their quiet years of rising adulthood and their midlife years of flexible, consensus-building leadership. Their primary endowments relate to pluralism, expertise, and due process.

We've said that historical events and circumstances shape generations. It seems clear that the reverse is also true, giving rise to a rhythm in history itself. Our four archetypes have recurred in the same order, with only one exception, throughout American history, and we have observed this general pattern in many other societies around the world as well. What may at first seem to be amazing coincidence turns out to be simply the reaction of each generation to what it perceives as the excesses of its elders. Thus Boomers in middle age (a prophet generation, focused on values, individualism, and inner life) have been raising

nials, and Homelanders who play the central roles in shaping tomorrow's social mood.

The Elderhood of Boomers

In 2006 the media were filled with stories about Boomers reaching their sixties, from Presidents Bush and Clinton to the characters on the television series *Twenty Good Years*. Boomers approached old age with a splash, determined to transform elderhood in some meaningful way. Glimpses of this can be caught in the "conscious aging" movement, in which older Boomers are constructing a new social ethic of decline and death, much as they did with sex and procreation in their youth. Whereas their youthful ethos stemmed from self-indulgence, their elder ethos will hinge on self-denial. To be sure, much of it will be symbolic only: Just as aging GIs glorified national consumption but personally maintained their frugal habits, aging Boomers will glorify the virtues of self-denial but personally maintain (to the extent their incomes allow) their creature-comfort indulgence.

Deep into old age, Boomers will take pride in continuing to dominate America's culture, religion, and values. Experiencing a physical decline, they will elevate the soul over the body. Graying feminists, environmentalists, humanists, and evangelicals will impart a new passion to old enthusiasms as they rail against shopping malls, globalization, bureaucracies, pop culture, and all the other false idols of the modern world. Many Boomers, after disengaging from the world of work, will become religious or ideological missionaries. Elder priests, ministers, rabbis, and imams will sharpen their sermonizing about good and evil and demand that civic ritual be infused with a sense of the sacred. As Gen Xers increasingly take over cultural institutions, Boomers' resistance to the Gen X lifestyle will become more pronounced. Convinced that their own cultural values are superior, they will focus on shaping the outlook of

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Deep into old age, Boomers will take pride in continuing to dominate America's culture, religion, and values. Experiencing a physical decline, they will elevate the soul over the body.

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as energetic midlifers, and emerge as powerful elders beset by another spiritual awakening. Because of their location in history, such generations tend to be remembered for their collective coming-of-age triumphs and for their hubristic elder achievements. Their primary endowments relate to community, affluence, and technology.

Artist generations are born during a great war or other crisis, a time when worldly perils boil off the complexity of life, and public consensus, aggressive institutions, and personal sacrifice prevail. Artists grow up as overprotected children, come of age as the sensitive young adults of a post-crisis world, break free as indecisive midlife leaders during a spiritual awakening, and age into em-

Millennial children (a hero generation, focused on actions, community, and institutional life). Archetypes create opposing archetypes. In other words, your generation isn't like the generation that shaped you. It's like *the generation that shaped* the generation that shaped you.

What does all this mean about the customers and employees who are the lifeblood of your business? Let's take a close look at the aging of the four generations of Americans whose presence will still be vital 20 years from now. The last of the GIs will have passed on, and the Silents will have entered late elderhood, with its increasing dependence and disengagement from public life. It will be Boomers, Gen Xers, Millen-

Millennials. They will try to impress younger Americans more by who they are than by what they do – more by their passions than by their accomplishments. They will remain dominant consumers of culture – theater, art galleries, even rock concerts – though much of their Woodstock and Earth Day message will sound remote and preachy to younger generations. "Cultural tourism" and wilderness outings will gray with Boomers, as they continue to overnight at monasteries, visit wineries, explore biodiverse beaches, and gaze on pristine mountains.

Elder Boomers will seek products, services, and living environments that express their convictions. Some will eschew high-tech medicine in favor of holistic self-care, natural foods, and mind-body healing techniques. As the oldest of them reach the age where they need more medical care, some hospitals are opening wings that feature natural foods, alternative medicine, and spiritual counseling. However frail they may become, Boomers will want to be in control of their surroundings. The

"retirement" will acquire negative connotations of indolence and mindless consumption. The new goal for "serious" elders will be not to retire but to replenish or reflect – if not simply to keep working.

By forging an antiretirement ethic, Boomers will in part be making a virtue out of necessity: This generation (especially its later-born members) has experienced a much slower growth in income than the Silent, and today faces an insurmountable lag in average household net worth. Boomers have neither saved as much nor been as well insured by their employers – and they expect that public programs like Social Security and Medicare will be cut owing to the size of their generation. But later retirement will also reflect the Boomer mind-set. Even affluent Boomers may pursue new careers late in life, often in high-prestige but low-paying (or unpaid) emeritus positions. Rather than aging as institutional fixtures, elder Boomers will try to become consultants and independent contractors, working remotely to maintain a self-sufficient

household incomes was relatively narrow, but during their adulthood it has broadened substantially under the rubrics of individuality, markets, and choice. In old age Boomers will argue heatedly over this trend. The market for high-end goods and services will remain strong (this generation includes an unprecedented number of centimillionaires), but the middle and low-end markets will suffer.

In the community and politics. Elder Boomers will be closer physically, financially, and attitudinally to their grown children than their own parents were to them. Many aging Boomers will remain at the head of multigenerational households. They will urge young people to serve community ahead of self – shaping the young to be quite unlike themselves. Having spread a vocabulary of self-esteem and self-love throughout today's schools and media, some Boomers will criticize young people for repeating it back to them.

Many elder Boomers will be frustrated as they lose influence in politics, unsure whether their Gen X successors are up to the task. They will not, however, think of themselves as "senior citizens" or cling to political power deep into their old age. Social Security was a generational bond for GIs and a play-by-the-rules annuity for Silents. To maintain the same level of dependence on the young, Boomers would have to wage political war on their Millennial children – something they will not do. (Nor could they win if they did.) As they become increasingly less able to turn fiscal benefits in their direction, the "Money can't buy me love" generation will once again focus its energy on culture and values.

Houses, cars, and computers will be produced for and advertised to individual consumers. Older generations will look back wistfully to a time when products (and jobs) came in standard shapes and sizes.

GI-era surge in planned-care communities, already slowing among Silent retirees, will be thrown into reverse. Unlike elderly GIs, who sought out tight peer communities far from their families (such as Sun City, Arizona), elderly Boomers will avoid large-scale preplanned communities and keep their families around them. Experts have already identified "naturally occurring retirement communities," where Boomers are simply aging in place.

In the workplace and the economy. As Boomers reach the traditional retirement age, many will remain involved in the working world. The very word

lifestyle. To younger generations in the workplace, old Boomers will appear highly eccentric. Their prized otherworldliness will strike younger workers as incompetence, and what they see as ethical perfectionism will sometimes look to the young like hypocrisy. However much the rising generations may respect Boomers for their vision and values, they may also dismiss them as insufficiently plugged in.

Retiring Boomers will experience not only a disappointing growth in wealth, on average, but also a widening inequality in its distribution. When they were growing up, the range of

The Midlife of Generation Xers

Gen Xers will retain their reputation for alienation and disaffection as they enter their fifties – meaning that the midlife age bracket of American society will no longer be associated with moral authority but, rather, with toughness, grittiness, and practicality. More

than people of other generations, Gen Xers will deflect a generational identity, thinking of themselves as not Boomers and not Millennials rather than as Generation X.

Having had so many choices and taken so many risks in their youth, they will feel like Generation Exhausted. For their Silent parents, a midlife crisis meant breaking out of early conformity and taking more risks with marriage and career. But Xers entering midlife will veer in the opposite direction, searching for greater security in their families and jobs and for a steady anchor in their communities.

Many will continue to flock to *Survivor*-style self-testing and Texas Hold 'Em–style risk-taking, but such pursuits will seem less fresh to other generations, and even to Gen Xers themselves. The high-stakes gambles many of them took with their stray cash as young adults (in lotteries, casinos, stock options, and derivative markets) will increasingly be stigmatized in the eyes of younger people. As the Gen X pop culture elite loses influence, celebrities who persist in its ways will be chastised by wholesome Millennial youths.

As they fill the ranks of midlife consumers, Gen Xers will continue to evaluate products in terms of their efficiency, convenience, and mass customization. Houses, cars, and computers will be produced for and advertised to individual consumers. Older generations will look back wistfully to a time when products (and jobs) came in standard shapes and sizes.

In the workplace and the economy. In a Gen X–dominated economy there will be no shelter from the gale winds of the open marketplace. The results will be both positive and negative, for this generation and for others.

As business leaders, Gen Xers will be more effective at pushing efficiency and innovation than any other generation in memory. Their market orientation, which has already produced remarkable productivity gains, will reach maximum impact as they enter midlife.

Even as mature workers, Gen Xers will want to be free agents – negotiating their own deals, seeking incentives ranging from commissions to options, and switching employers at a moment's notice. Some of them will be running large corporations as hired guns. Others, after years of gigs and assignments, will at last realize they will never have a "career."

Top Xer managers will excel at making quick decisions, streamlining the middle ranks, and downsizing bureaucracy. Top Xer executives, now key players in decentralized flat organizations, will take creative risks and exploit

Mature Gen X entrepreneurs will probe every corner of the marketplace in search of unrealized gain, as they did in their youth. Companies will be created, dissolved, or reorganized overnight.

opportunities on their own. As consumers and parents on the demand side and entrepreneurs and CEOs on the supply side, Xers will seek new ways of removing professional middlemen (lawyers, accountants, brokers, advisers) from business transactions. Those along the chain who don't add essential value may be squeezed out. Sectors that are currently sheltered from market forces – such as agriculture, health care, education, and public works – may find their long-held positions under attack.

Mature Gen X entrepreneurs will probe every corner of the marketplace in search of unrealized gain, as they did in their youth. Companies will be created, dissolved, or reorganized overnight. But in personal finances this generation will fare even worse than Boomers did in the 1990s. Many Gen Xers will find their incomes disappointing, their fringe benefits pared down, and their public safety nets fraying. A few will be wildly successful; a larger number will be poor or near poor; most will be doing all right but losing ground. While the media (as ever) will be saturated

with tales of wealthy celebrities, middle-aged workers will generally be seen as modest-wage job hoppers who retain the flexibility to change life directions in a snap. Throughout the economy they will be doing the jobs that others don't want to do.

In the community and politics. Gen Xers in midlife will set about fortifying their social environment. As many of them confront financial difficulties, they will take pride in their ability to "have a life" and to wall off their families from economic turmoil. Their divorce rate will be well below that of Boomers and Silents at the same age. They will be extremely protective of their offspring; large numbers will spend hard-earned money and may relocate to ensure the quality of their children's schools and the safety of their daily lives. As their children reach college age, Gen Xers will apply to every facet of higher education the same no-child-left-behind attitude they applied to K–12 education.

Their aversion to large-scale institutional politics may gradually subside as Gen Xers enter midlife. In every age bracket they have entered thus far, voter participation rates have fallen to historical lows. This has given their generation a libertarian flavor – they are more oriented toward ownership and personal connections and less likely to trust bureaucracies. They have far less representation in Congress or as state governors than any prior U.S. generation at the same age.

This could change, however – not, perhaps, in the number who vote or run for public office but in the importance of leaders who do step forward. History contains several examples of a nomad generation that rapidly rises to power

and displaces an older generation of prophets. These have resulted less from patient party politics than from the sudden emergence of a charismatic individual. Such leaders will bring an idiosyncratic style to public life. Barack Obama (born 1961) is waging an explicitly anti-Boomer campaign that will set the tone for future Gen X forays into leadership on the national level.

Gen X political leaders will seek pragmatic, no-nonsense solutions and will argue far less than Boomers ever did. Having grown up in a time when walls were being torn down, families dissolved, and loyalties discarded, they will focus on reconstructing the social frameworks that produce civic order. They will waste no time on the obviously insoluble and won't fuss over the merely annoying. To them, the outcome will matter more than the method, money, or rhetoric used to get there.

The Young Adulthood of Millennials

Millennials will prove false the assumption (prompted by the experience of Boomers and Xers) that each generation of young adults is more alienated and risk prone than the one before. Many Millennials will want to correct for the impracticality of Boomers and the indiscipline of Gen Xers. Many elders will be pleased with how these young people are doing, while others may misinterpret their confidence as self-centeredness. As they move through their twenties, Millennials will already be accustomed to meeting and beating adult expectations. They will revive the ideal of the common man, whose virtue is defined less by self than by a collegial center of gravity.

Millennials will develop community norms based on rules, standards, and personal responsibility; every arena will become more mannerly, structured, and civic-minded. In college they will lean less toward countercultural dissent and more toward the "rah-rah" aspect of campus life; school colors will become an important badge of belonging. In re-

ligion Millennials will favor friendly rituals and community building over personal spirituality. Even in their thirties they will remain much closer to their parents (living nearer to them and relying more on their advice) than Boomers and Gen Xers were at the same age. Companies that today "comarket" their products to teens and their parents will now broaden their efforts to reach the entire extended family.

Millennials will gravitate toward big brands. Likewise, their pop culture will be bland, mainstream, and friendly (while seeming derivative to older generations). Young film stars will be linked with positive themes, will display more modesty in sex and language, and will bring new civic purpose to screen violence. As in Disney's *High School Musical*, stories and songs will be upbeat and team-oriented but lacking in depth. Sports players will be more coachable, more loyal to teams and fans, and less inclined toward taunting. Celebrities will win praise as good role models.

Millennials will carve out fresh concepts of public cyberspace and use information to empower groups rather than individuals. As the first generation to grow up with mobile digital technology, Millennials expect nonstop interaction with their peers in forms that

in many urban areas, while entry-level pay in most occupations remains unchanged. The vagaries of a globalizing labor market and jobs without benefits or security will come as a shock to members of this sheltered generation, many of whom expected that all their careful preparation would guarantee them a comfortable future. A wedge will separate those whose families can help them start out in life from those whose families cannot. Most of the latter will find it difficult to begin careers in public service, teaching, or the arts. The issues of economic class and privilege will loom large for young Millennial workers – partially displacing the concerns about gender, race, and ethnicity that preoccupied young Boomer and Xer workers.

Millennials will be more confident, trusting, and teachable in the workplace than their Boomer and Gen X colleagues. They will also be viewed as more pampered, risk averse, and dependent. Many employers are already complaining about their need for constant feedback and their weakness in basic job skills such as punctuality and proper dress – though most employers who manage large numbers of them agree that they can perform superbly when given clear goals and allowed to work in groups. Millennials will have

If Boomer- and Xer-led businesses adjust to the Millennial work style, economic productivity could surge even as job turnover declines. If they do not, they should brace for opposition.

would have been unimaginable to prior generations of young adults. They will develop new standards for social networking, identifying a clear range of acceptable online attitudes and behaviors.

In the workplace and the economy. Millennials will face tough challenges as they enter the workplace. They are saddled with far larger student loans (in real dollars) than any earlier generation. Housing costs have skyrocketed

more of a knack for cooperation and organization than for out-of-the-box initiative. They will tend to treat coworkers as partners rather than rivals.

Businesses will respond to the surge of Millennials in the workplace by building a more ordered work environment with clearer lines of authority and supervision and a greater number of team projects. Nonmonetary benefits will increase as young workers put a higher

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premium on job security; employers will find it easier to cultivate loyalty in a generation with unusually long time horizons. As they seek balance between their work lives and their private lives, Millennials will try to get their careers off to a "perfect" start. Many will decide against the high-risk paths to advancement (on which years of hard work can go unrewarded) frequently offered by corporate and professional employers.

If Boomer- and Xer-led businesses adjust to the Millennial work style, economic productivity could surge even as job turnover declines. If they do not, they should brace for opposition. If young workers perceive that they are being treated unfairly, they will demonstrate their talent for organizing – and may even revitalize the union movement. Unlike young Gen Xers, who typically quit and move on when they have a workplace problem, Millennials are used to staying put and waiting until someone in charge solves the problem.

In the community and politics. Millennials' close family relationships will continue as they move into young adulthood. They will have a much tighter

personal, social, and economic interdependence with their parents than prior generations had. And they will seek to create stable and long-lasting families as they begin having their own children.

Millennials will use their digital empowerment to build and maintain close peer bonds. New parents will create online support groups and cover personal Web pages with pictures of their children. Virtual communities will serve the needs of young adults, from finding jobs to buying houses to babysitting to pursuing hobbies. First-wave Millennials already depend on online communities such as Craigslist and Freecycle to help them set up their lives after college.

As more of them reach voting age, Millennials will become a political powerhouse. They will see politics as a tool for turning collegial purpose into civic progress. Young adult voters will confound the pundits with huge turnouts, massing to support favored candidates – especially elders who can translate spiritual resolve into public authority. They will reject what they perceive as the negativism, moralism, and selfishness of the national politics

they witnessed as children. When they encounter leaders who cling to those old ways, they will work to defeat them. Their stand on the issues is likely to cut across conventional labels. In their willingness to use government aggressively to protect the community, strengthen the middle class, and reduce economic risk, they will seem liberal. Yet in their conventional life goals, respect for rules, and patriotism, they will seem conservative.

Just as the political agenda of the 1990s centered on children, the political agenda of the 2010s and 2020s will center on young adults. With the allegiance of youth more readily available to politicians, younger voters may power a national party to victory for the first time since the 1930s. Some elders will fear the rise of a generation they perceive as capable but naive, more interested in large-scale public action than in personal privacy or liberty.

The Childhood of Homelanders

As parents, as legislators, and as media producers, Gen Xers will substantially shape the Homeland Generation. Already gaining a reputation as extremely protective parents, these Xer stay-at-home dads and security moms will want to protect their children from the *Dazed and Confused* childhood they themselves experienced during the consciousness revolution. The rules created for Millennials, no longer controversial, will become customary. Homelanders will be tracked by mobile digital technology, screened by psychological software, and surveilled by entertainment controls that limit their access to anything inappropriate. Older Americans will regard them as well-behaved and diligent – yet also as innocent, risk averse, and emotionally fragile.

The Cycle Continues

If you are a marketer planning the next generation of consumer products or services, or an architect thinking about the design of buildings that will serve workers for decades, or a manager in

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any area of business that must foresee changing attitudes in the broader population, the availability of a strong predictive model is tremendously important. Can you be confident that the coming decades will produce the changes we've described? Is the generational perspective the right one to support long-term decision making?

With every passing year we become more confident that it is. In the late 1980s, when we formulated our theory, first-wave Millennials were still very young children, and crime, teen pregnancy, and substance abuse had reached alarming levels among Gen Xers. Experts in teen behavior were predicting a continued rise in negative behaviors as the Millennials entered their teen years. But, looking back at the youthful behavior of earlier hero generations with similar locations in history (such as the GIs), we predicted declines in those behaviors across the board. Sure enough, in 2000, when the first Millennials graduated from high school, news stories

about improving teen behavior began to appear.

Today, as ever, forecasters make the faulty assumption that the future will be a straight-line extrapolation from the recent past. They predict that the next set of people in each phase of life will behave like a more extreme version of the current set. In truth, social change is nonlinear – but it is not chaotic. An understanding of generational archetypes allows us to predict much about the decades ahead.

Over the next 20 years each of today's generations will enter its next phase of life. In doing so, each will transform that phase in ways that echo through our history. This is how history repeats and society progresses. Each new young generation fills a role being vacated by an older generation, a role that now feels fresh, functional, desirable, and even necessary for society's well-being.

Boomers will transform old age as champions of values. They will urge the nation to act decisively on those values – even if doing so requires civic

risk and sacrifice. Generation X will transform midlife as practical problem solvers. Gen X traits criticized for decades – survivalism, pragmatism, realism – will be recognized as vital national resources. Millennials will transform young adulthood as America's new junior citizens, deeply engaged in civic life. They will revitalize community and public purpose, filling the role being vacated by senior-citizen GIs.

History suggests that with the generations so aligned, the risk of a major crisis (whether geopolitical, military, economic, or environmental) will be great – but so, too, will be the opportunity to fix national or even global problems that today seem beyond solution. In business as in government, family life, and other areas, the people who succeed in navigating this future will be those who understand how history creates generations, and generations create history.
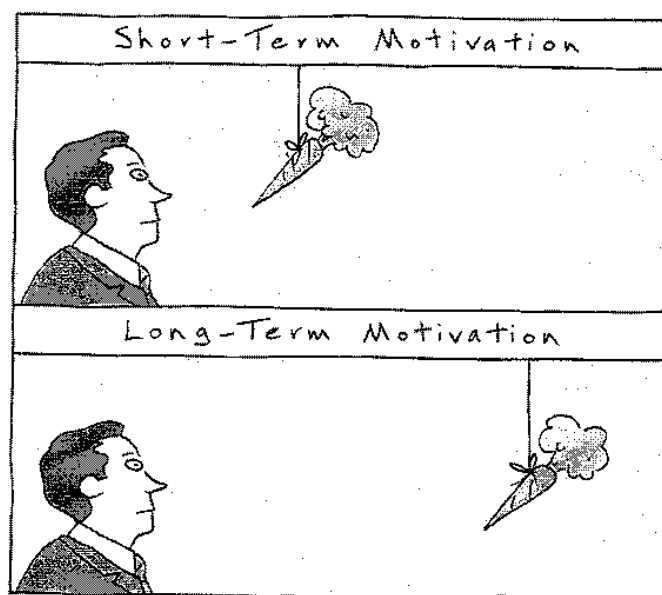
Kim Warp

APPENDIX H
Demographic Survey (Group A)

Demographics: Please tell me about yourself and your school.

1. Gender: (Select one)

☐ Male   ☐ Female

2. Year of Birth: (Select one)

☐ 1980	☐ 1985	☐ 1990
☐ 1981	☐ 1986	☐ 1991
☐ 1982	☐ 1987	☐ 1992
☐ 1983	☐ 1988	☐ 1993
☐ 1984	☐ 1989	☐ 1994

3. Ethnicity and race: (Select one)

☐ Caucasian

☐ Black

☐ American Indian

☐ Alaskan Native

☐ Hispanic

☐ Asian

☐ Pacific Islander

☐ Other

4. As a youngster, I consider my family to have been: (Select one)

☐ Poor

☐ Working class

☐ Middle class

☐ Upper class

5. Teaching is a second career for me.

    ☐ Yes

    ☐ No

6. This is my _____ year at my current school. (Select one)

    ☐ 1st

    ☐ 2nd

    ☐ 3rd

    ☐ 4th

    ☐ 5th

7. I am primarily responsible for teaching _____

    (please identify content area and/or grade level) (i.e., fourth grade; or Math—10th grade)

8. I am considered "Highly Qualified" in the following subject areas:

9. My school building is configured by the following grades: (Select one)

    ☐ K-4

    ☐ K-5

    ☐ 5-6

    ☐ 6-8

    ☐ 9-12

10. Education: Please check any of the following that apply to indicate the level of education you have completed: (Select all that apply)

    ☐ Bachelor of Arts/Bachelor of Science

    ☐ Masters of Arts/Masters of Science

    ☐ Alternative Certification/Licensure

11. The approximate percentage of students with free and reduced lunch status in my school
building is _____%

12. My school has a total average student enrollment of: (check one)

☐ less than 500 students

☐ 500—999 students

☐ 1,000—1,499 students

☐ 1,500—1,999 students

Thank you for participating!

APPENDIX I
Demographic Survey (Group B)

Demographics: Please tell me about yourself and your school.

---

1. Gender: (Select one)

☐ Male   ☐ Female

2. Year of Birth: _____

3. Ethnicity and race: (Select one)

☐ Caucasian

☐ Black

☐ American Indian

☐ Alaskan Native

☐ Hispanic

☐ Asian

☐ Pacific Islander

☐ Other

4. As a youngster, I consider my family to have been: (Select one)

☐ Poor

☐ Working class

☐ Middle class

☐ Upper class

5. Teaching is a second career for me.

☐ Yes

☐ No

6. This is my _____ year at my current school. (Select one)

☐ 1st

☐ 2nd

☐ 3rd

☐ 4th

☐ 5th

7. Total years in education _____

8. Total years in administration _____

9. I am considered "Highly Qualified" in the following subject areas:

10. My school building is configured by the following grades: (Select one)

☐ K-4

☐ K-5

☐ 5-6

☐ 6-8

☐ 9-12

11. Education: Please check any of the following that apply to indicate the level of education you have completed: (Select all that apply)

☐ Bachelor of Arts/Bachelor of Science   ☐ Education Specialist

☐ Masters of Arts/Masters of Science   ☐ Doctorate

☐ Alternative Certification/Licensure

12. The approximate percentage of students with free and reduced lunch status in my school building is _____%

13. My school has a total average student enrollment of: (check one)

☐ less than 500 students

☐ 500—999 students

☐ 1,000—1,499 students

☐ 1,500—1,999 students

Thank you for participating!

APPENDIX J

Popular Baby Names in Missouri for 2013

Male name	Female name
William	Emma
Mason	Olivia
Liam	Ava
Jackson	Sophia
Jacob	Isabella
Elijah	Harper
Noah	Avery
Benjamin	Addison
James	Charlotte
Henry	Madison
Wyatt	Abigail
Michael	Lillian
Lucas	Elizabeth
Owen	Zoey
Logan	Ella
Hunter	Amelia
Alexander	Aubrey
Ethan	Chloe
Landon	Broklyn
Carter	Emily
Joseph	Lily
Jaxon	Hannah
Aiden	Evelyn
Samuel	Grace
Jack	Mia
Bentley	Anna
Andrew	Nora
Luke	Layla
Gabriel	Audrey
John	Alexis
Levi	Allison
Brayden	Natalie
Chase	Hadley
Colton	Nevaeh
Jace	Serenity
Eli	Riley
Isaac	Kennedy
Charles	Claire

APPENDIX K

Interview Guide (Group A)

1. Describe why you decided to become a teacher and what you hope to contribute to the teaching profession.

    a. In what ways is teaching what you expected it to be?

    b. In what ways is it different?

2. Describe your everyday work as a teacher, including the rewards and the challenges associated with your job.

    a. How or in what ways would you change aspects of your job as a teacher to make the work better?

3. Describe the support you receive from administrators as you progress through your career as a teacher.

    a. What specific support do you find helpful?

    b. What do you wish was different about this support?

4. Describe your enjoyment of teaching compared to another potential profession you could have pursued.

    a. If you could start all over, would you still pursue education or would you select another profession as a career? Why or why not?

    b. Describe where you see yourself professionally in five to ten years.

5. What should I have asked you that I didn't think to ask?

APPENDIX L

Interview Guide (Group B)

1. Describe why you think Millennial teachers chose to become a teacher.

    a. In what ways do you think teaching meets their expectations?

    b. In what ways is it different?

2. Describe how you support Millennial teachers as they progress through their

    career.

    a. What specific support do you think is helpful to them?

    b. What support do you wish you could provide but cannot.

3. Describe how you have changed or adapted for Millennial teachers.

    a. What approach do you use with Millennials when dealing with issues?

    b. What methods do you use to communicate with Millennials?

4. Describe the impact Millennials have made in your school.

    a. What specific actions do you see from them that impact the climate?

    b. What specific actions do you see from them that impact instruction?

5. Describe what you think impacts Millennial teachers length of time in education.

    a. What do you think would make Millennial teachers leave education?

    b. What do you think would make Millennial teachers stay in education?

6. What should I have asked you that I didn't think to ask?

APPENDIX M

Permission to Use Materials for Figure 1 & 2

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February 27, 2015   PE Ref #189244

Deanna L. Layton
2400 Lamborn Lane
Ozark, MO 065721

Fax #: 866-470-0916

Dear Deanna L. Layton:

You have our permission to include content from our text, ***MOTIVATION AND PERSONALITY, 3rd Ed. by MASLOW, ABRAHAM H.; FRAGER, ROBERT D. .; FADIMAN, JAMES,*** in your dissertation "Perceptions of Millennial Teachers-Commitment to Teaching as a Career" for your course :EDLE700V at University of Arkansas.

Content to be included is:
Hierarchy of Needs Model

Permission is granted for printed copies to be made of the dissertation and for it to be stored electronically at University of Arkansas.

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Sincerely,

Mary Ann Vass, Permissions Specialist

APPENDIX N

Permission to Use Article "Excavating the Millennial Teacher Mine"

Good luck on your endeavor in this field. I find it fascinating. I would love to read your work when you're finished. You have my permission to use my article.
Take care.
Karen

Karen Walker, Ed.D.
Associate Professor, Director of Secondary Education
Lebanon Valley College
(717) 867-6388
███████████

On 2/17/15 4:09 PM, "Deana Layton" <███████████> wrote:

Good afternoon, Dr. Walker,

I am a doctoral student at the University of Arkansas, Fayetteville
Campus. I am working on my dissertation and am requesting written
permission from you to use your article entitled "Excavating the
Millennial Teacher Mine." My dissertation focus is on Millennial
teachers' commitment toward teaching as a career. I would like to use
your article during my large group interview for the purpose of garnering insight into my
participants thoughts on your article.

You may choose to email (I am emailing you from my work email, which is my preferred email),
fax, or mail me your written permission. I thank you for your assistance with my request.

Kindly,

Deana Layton, Doctoral Student
University of Arkansas, Fayetteville

APPENDIX O

Permission to Use Article "The Next 20 Years:
How Customer and Workforce Attitudes Will Evolve"

Dear Deana Layton,

Thank you for your inquiry and we appreciate your checking with us. Thank you for your email. As long as the HBR material is only being used to fulfill the class assignment in the pursuit of your degree, permission would be granted at no charge.

Also, you can email the direct url to the article below to the participants:

https://hbr.org/2007/07/the-next-20-years-how-customer-and-workforce-attitudes-will-evolve

Sincerely,

Tim Cannon
Permissions Coordinator
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-----Original Message-----
From: Deana Layton (█████████████)
Sent: Feb 17, 2015 4:28:01 PM
Subject: Request permission to use an article

To Whom It May Concern:

I am a doctoral student at the University of Arkansas, Fayetteville Campus. I am working on my dissertation and am requesting written permission from you to use an article published in the Harvard Business Review, July-August 2007, entitled "The Next 20 Years: How Customer and Workforce Attitudes Will Evolve" written by Neil Howe and William Strauss. My dissertation focus is on Millennial teachers' commitment toward teaching as a career. I would like to use your article during my large group interview for the purpose of establishing a common understanding of generational theory with the study's participants.

I thank you for your assistance with my request.

Kindly,
Deana Layton, Doctoral Candidate