

**An Examination on the Impact of Training and
Development Practices on Employees and
Employee Turnover amongst the Millennial
Generation Working in Organisations in Ireland**

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Abstract

Purpose

The aim of this research study is to examine the impact of training and development on employees and employee turnover amongst the millennial generation working in organisations in Ireland.

Design/methodology/approach

A mixed methods approach was undertaken primarily focused on quantitative data analysis. A survey was used from a previous dissertation relating to a similar study including 25 multiple choice questions and 3 open-ended questions. These open-ended questions were classed as qualitative analysis. A convenience sampling technique was used in order to include a large number of millennial employees.

Findings

It was found that training and development is of significant importance to employee's part of the millennial generation. There were a number of small differences identified between separate age groups part of the millennial generation in regards to salary and benefits and organisational support. There is a strong relationship between training and development and other practices such as salary and benefits, organisational support, organisational satisfaction, and flexible work-life balance. Half of all respondents were intending on leaving their current organisation and training and development along with interaction and job variety was of significant importance to millennials.

Practical implications

Due to the high turnover rates of employees working in organisations in Ireland, employers may wish to put more thought into their training and development procedures by combining them with other practices such as salary and benefits, organisational support, organisational satisfaction, and flexible work-life balance along with more interaction and variety in the training and development process to make it more effective and improve retention among their staff.

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Table of Contents

| | |
|--|----|
| Abstract | i |
| Purpose | i |
| Design/methodology/approach..... | i |
| Findings | i |
| Practical implications | i |
| Acknowledgements..... | iv |
| Chapter 1: Introduction | 1 |
| 1.1 What is training and development..... | 1 |
| 1.2 The business case for focusing on training and development | 1 |
| 1.3 Objectives of the research | 2 |
| 1.4 Justification for research | 2 |
| 1.5 Structure of dissertation..... | 3 |
| Chapter 2: Literature Review | 5 |
| 2.1 Literature Review Introduction | 5 |
| 2.2 Employee Turnover | 5 |
| 2.3 Employee Turnover in Ireland..... | 6 |
| 2.4 Why are Employees Voluntarily Leaving? | 7 |
| 2.5 Employee Turnover and Job Burnout | 7 |
| 2.6 Collective Employee Turnover..... | 8 |
| 2.7 The Cost of Employee Turnover | 8 |
| 2.8 Millennials in the Workplace | 10 |
| 2.9 Millennial Stereotypes..... | 11 |
| 2.10 Millennials and Job Hopping | 12 |
| 2.11 Millennials and Work Place Flexibility..... | 12 |

| | |
|---|----|
| 2.12 Millennials and organisational support | 13 |
| 2.13 Millennials and their attitude towards salary and benefits | 14 |
| 2.14 Millennials and Corporate Social Responsibility | 14 |
| 2.15 Training and Development | 15 |
| 2.16 Why Training and Developing Employees is Important..... | 16 |
| 2.17 Developing the Employees of the Future | 17 |
| 2.18 Training and Development and Millennials | 17 |
| 2.19 Job Satisfaction and Trust | 18 |
| 2.20 The Benefits to the Employer..... | 19 |
| 2.21 The Potential Downfalls of Providing Training and Development Opportunities | 19 |
| 2.22 Literature Review Conclusion..... | 20 |
| Chapter 3: Aims and Objectives | 22 |
| 3.1 Research objective 1 | 22 |
| 3.2 Research objective 2..... | 22 |
| 3.3 Research objective 3..... | 23 |
| 3.4 Research objective 4..... | 23 |
| Chapter 4: Research Methodology..... | 25 |
| 4.1 Research Methodology Introduction | 25 |
| 4.2 Research Philosophy | 25 |
| 4.3 Research Approach..... | 26 |
| 4.4 Research Methods | 27 |
| 4.5 Research Strategy | 28 |
| 4.6 Secondary Research | 29 |
| 4.7 Ethical Considerations..... | 30 |

| | |
|--|----|
| 4.8 Survey Design and Instruments..... | 30 |
| 4.9 Data Analysis | 33 |
| 4.10 Sampling and Population..... | 34 |
| 4.11 Limitations of Study | 35 |
| Chapter 5: Results and Findings | 37 |
| 5.1 Results and Findings Introduction..... | 37 |
| 5.2 Descriptive Statistics | 37 |
| 5.2.1 Age of respondents | 37 |
| Gender..... | 38 |
| 5.2.2 How long have you been working in your organisation? | 38 |
| 5.2.3 What are your reasons for working in your current organisation? | 39 |
| 5.2.4 Descriptive statistics in SPSS | 39 |
| 5.3 Inferential Statistics | 40 |
| 5.3.1 Cronbach’s alpha coefficient | 40 |
| 5.3.2 Assessing Normality | 41 |
| 5.3.3 Between groups analysis..... | 41 |
| 5.3.4 One-way analysis of variance | 42 |
| 5.3.5 Correlational analysis | 42 |
| 5.4 Qualitative Data Analysis..... | 43 |
| 5.4.1 What do you think is the most interesting part of your job?..... | 43 |
| 5.4.2 Do you intend to stay at your current organisation or do you intend to leave? Why?..... | 43 |
| 5.4.3 What do you want to improve while working at your organisation?..... | 44 |
| Chapter 6: Discussion of Findings | 45 |
| 6.1 Discussion of findings introduction | 45 |

| | |
|---|----|
| 6.2 Results for research objective 1..... | 45 |
| 6.3 Results for research objective 2..... | 46 |
| 6.4 Results for research objective 3..... | 49 |
| 6.5 Results for research objective 4..... | 51 |
| Chapter 7: Conclusion and Recommendations | 55 |
| 7.1 Conclusion..... | 55 |
| 7.2 Limitations of research study | 57 |
| 7.3 Recommendations and costing..... | 58 |
| 7.3.1 Training and development for everyone..... | 58 |
| 7.3.2 Training and development and continuous feedback | 58 |
| 7.3.3 Offer external training and development | 59 |
| 7.3.4 Training and development with a rewards package..... | 60 |
| 7.3.5 Interaction and variety in training and development | 60 |
| 7.4 Personal learning and reflection statement..... | 61 |
| Chapter 8: References | 63 |
| Chapter 9: Appendices | 76 |
| 9.1 Appendix 1 – Confidentiality and consent form | 76 |
| 9.2 Appendix 2 – Demographic questions | 76 |
| 9.3 Appendix 3 – Employee value scale | 77 |
| 9.4 Appendix 4 – Open-ended questions..... | 85 |
| 9.5 Appendix 5 – Descriptive statistics | 86 |
| 9.6 Appendix 6 – Cronbach’s alpha coefficient | 86 |
| 9.7 Appendix 7 – Test of normality | 86 |
| 9.8 Appendix 8 – ANOVA..... | 88 |
| 9.9 Appendix 9 – Post hoc tests – Multiple comparisons | 88 |

| | |
|---|----|
| 9.10 Appendix 10 – Kruskal-Wallis tests..... | 89 |
| 9.11 Appendix 11 – Correlational analysis | 91 |

Table of Figures

| | |
|--|----|
| Figure 1 – Bar chart showing the three categories of age bands of respondents | 37 |
| Figure 2 – Bar chart showing the two gender categories of respondents..... | 38 |
| Figure 3 – Bar chart showing the length of time respondents have been working in the organisation | 38 |
| Figure 4 – Bar chart showing the reasons selected by participant for working in their organisation | 39 |
| Figure 5 - Descriptive statistical analysis table..... | 86 |
| Figure 6 - Cronbach's alpha coefficient table..... | 86 |
| Figure 7 - Training and development subscale test of normality | 86 |
| Figure 8 - Salary and benefits subscale test of normality | 87 |
| Figure 9 - Flexible work-life balance subscale test of normality | 87 |
| Figure 10 - Organisational support subscale test of normality | 87 |
| Figure 11 - Organisational satisfaction subscale test of normality | 87 |
| Figure 12 - Salary and benefits subscale ANOVA test..... | 88 |
| Figure 13 - Salary and benefits subscale multiple comparisons | 88 |
| Figure 14 - Training and development subscale Kruskal-Wallis H test | 89 |
| Figure 15 - Flexible work-life balance subscale Kruskal-Wallis H test | 89 |
| Figure 16 - Organisational support subscale Kruskal-Wallis H test | 90 |
| Figure 17 - Organisational satisfaction subscale Kruskal-Wallis H test..... | 90 |
| Figure 18 - Correlational analysis | 91 |

List of tables

Table 1 – Descriptive statistics 40
Table 2 - Correlation among variables..... 42

Chapter 1: Introduction

1.1 What is training and development

There has been a substantial amount of research conducted on training and development throughout the years. Training and development is a human resource practice that over the years has been recognised as a critical element of an organisations overall strategy (Drost, Frayne, Lowe and Geringer, 2002). According to Hanaysha (2016) employee training involves allocating employees with knowledge and skills that will improve the employee's chances of developing their professional career within an organisation. Rahman and Nas (2013) state that employee development is a cooperative effort between the employee and employer to improve the employee's skills, knowledge, attitudes, abilities and their effectiveness. It is a combination of meeting the career needs and goals of the individual involved while meeting the organisational requirements also.

1.2 The business case for focusing on training and development

There are a considerable amount of important reasons why organisations should focus on examining their training and development procedures. There has been a significant amount of research conducted in the past examining the effects that training and development can have on the employee, the employer, and the overall organisation. It has been identified that providing training and development within an organisation can have a positive impact on retention rates by reducing the level of employee turnover (Zaitouni, 2016; Hanaysha, 2016; Shuck, Twyford, Reio and Shuck, 2014; Kumar, Jauhari, Rastogi and Sivakumar, 2018). It allows organisations to develop their employees to fill important positions in the organisation by improving their skills so they are capable of taking these positions when they arise. It also helps to attract skilled individuals into an organisation with many employees part of the millennial generation looking for employers that will help them to develop professionally (Meister and Willyerd, 2010). Finally training and development helps to create a level of trust in the organisation which in turn helps to reduce turnover rates (Hemdi and Nasurdin, 2006). All of these points will be further elaborated on within the literature review for this research topic.

1.3 Objectives of the research

1. To examine if organisations in Ireland are offering training and development opportunities to their employees and to identify if employees value these opportunities.
2. To examine the impact of training and development opportunities on employees in organisations in Ireland and to compare them to other practices such as salary and benefits, organisational support, their level of organisational satisfaction, and having a flexible work-life balance and if there is any relationship between these practices.
3. To examine any differences between separate age groups part of the millennial generation and their response to training and development, salary and benefits, organisational support, their level of organisational satisfaction, and having a flexible work-life balance.
4. To identify if employees are intending on staying in their current organisation or do they intend to leave and can training and development opportunities impact their decision to stay in the organisation?

1.4 Justification for research

The main aim of this research study is to investigate the impact of training and development on employees and on employee retention. This research will focus on employees working in organisations operating within Ireland. The research will also look at other practices employers use to reduce turnover rates among their staff including pay and benefits, providing organisational support, organisational satisfaction and offering employees flexible work practices and a good quality work-life balance. It will be shown that this research is important due to the fact that the Chartered Institute of Personnel Development (CIPD) (2017b) have identified that a significant number of businesses in Ireland are experiencing some form of skills shortage and there has been an increase in recent years in the level of voluntary employee turnover. Employee turnover can have serious consequences on an organisations performance. One such consequence includes a reduction in the level of productivity due to a loss of talent (Ogidan and Lao, 2015). It can also lead to a number of negative costs to the organisation such as indirect costs, administrative costs, and efficiency related costs (Taylor, 2014).

1.5 Structure of dissertation

This research topic will include seven important sections that will make up the entirety of the whole study. The first section will be the introduction to the research topic. The second section is a literature review which will include a significant amount of theoretical information from previous studies from a number of academic journals, articles, and books relating to this topic. The literature review begins by examining employee turnover, why employees are choosing to leave an organisation, and the cost employee turnover has on an organisation. The literature review then examines the millennial generation, stereotypes surrounding millennials, their tendency to switch jobs, and a number of key factors associated with millennial employees such as salary and benefits, organisational commitment and flexibility in the workplace. Finally the literature review will examine the practice of training and development, why it is so important, the benefits to both the employee and the employer, and the impact it has on millennials.

The third section includes the aims and objectives of this research topic. It includes each individual objective with a description of the objective, why it is important to research the objective, along with the researcher's hypothesis associated with the research objective.

The fourth section will discuss the methodology of this research topic. It will describe the research philosophy of the researcher, the research approach taken by the researcher, the different methods involved in this particular research, the overall research strategy for completing the research, the ethical considerations that were taken into account when conducting the research. It will also include the design of the survey that was used and the instruments used to gather the information from participants involved in the research, how the data was analysed once it was acquired, the sampling method and population used in the study, and the limitations associated with this type of research topic.

The fifth section is the results and findings section. This section will include the three main analytical approaches that the researcher took to analyse the data gained from the surveys used in the study. It includes descriptive statistics, made up of graphical

information from the website Survey Monkey and descriptive statistical information, and inferential statistics made up of a Cronbach's alpha coefficient, normality tests, between groups analysis, one-way analysis of variance, and correlational analysis. This section also includes qualitative data analysis by analysing a number of open-ended questions involved in the survey and identifying reoccurring themes from respondent's answers.

The sixth section is the discussion of the findings. This section includes a detailed examination of the results where the researcher incorporated the results of the analysis into their research objectives and identifies if the null hypothesis created by the researcher can be either retained or rejected.

The final section is the conclusion and recommendations section where the researcher provides the overall conclusion to this research topic including limitations to the study that were identified along with recommendations and costing for organisations and a personal learning and reflection statement where the researcher explains exactly what they learned in the course of completing this research topic.

Chapter 2: Literature Review

2.1 Literature Review Introduction

The literature review for this particular research topic contains three important sections. They include employee turnover, millennials in the workplace and training and development. The literature review will begin by examining the phenomenon of employee turnover and the effect it is having on organisations not only in Ireland but around the globe and the negative impact it is having on organisational performance. The literature review will show that Ireland is facing a problem in terms of employee retention and what type of employees are most responsible for the high turnover rates of staff within organisations. It will also examine the research that has been conducted into identifying the reasons why many employees are choosing to voluntarily leave organisations in search of new job opportunities when they already have stable employment.

The literature review will then examine the millennial generation at work beginning with providing information on the generation itself and their attributes, comparing them to other generations, such as generation X. Research will be examined detailing why millennials are leaving their jobs at such a high rate. The literature review will also examine a number of factors that have been used to attract and retain millennial employees such as pay, benefits and flexible work practices to name a few and the effect they have on millennial employees.

Finally the literature review will delve into the practice of training and development and the impact this practice has on retaining staff members in an organisation. This specific literature review will also provide gaps in the research that will demonstrate why further research is necessary in regards to this topic.

2.2 Employee Turnover

Employee turnover is not only a problem for organisations in Ireland, but for organisations around the globe. It is a problem of crucial importance that all employers need to be aware of. Employers must understand how the turnover rate of their

employees can have a negative impact on the performance of their organisation and the ability for the organisation to achieve their targeted goals within the sector they are operating in. According to CIPD (2017a) employee turnover is the number of employees within an organisation who choose to leave, either voluntarily or involuntarily, over a set period of time. This is demonstrated as a percentage figure of the total workforce numbers.

The problem of employee turnover is no new phenomenon. Employers are constantly attempting to reduce turnover rates within their organisations. At the end of the twenty century a high number of employers found it to be significantly difficult to retain graduate recruits at a time when an increasing number of graduates were joining organisations (Sturges and Guest, 2001). On average organisations were only capable of retaining 50% of graduate employees that had worked in the organisation for less than five years (Sturges and Guest, 2001). However the problem of employee turnover is of greater importance now than it was then. According to the Future Workplace ‘Multiple Generations @ Work’ survey only 91% of the millennial generation working in organisations are expected to stay in that organisation for no more than three years (Meister, 2012).

2.3 Employee Turnover in Ireland

Organisations conducting business in Ireland are currently facing a problem in retaining their employees. In a recent survey conducted by CIPD (2017b) examining human resource practices in Ireland made up of 900 respondents working in the HR profession. It was found that 78% of the respondents to the survey have experienced some form of skills shortage in their business. 50% of respondents also stated that there has been a significant increase in the level of voluntary employee turnover. Research conducted by Ibec (2016) seems to agree with CIPD. Ibec believe that talent management and skills development to be a top priority for employers in Ireland over the coming years and that leadership development training is of critical importance in regards to strategic investment. 65% of respondents from a survey conducted by Ibec believe that there needs to be an increased effort in talent management and skills development amongst

employees in an organisation. This demonstrates how serious of an issue employee turnover is.

2.4 Why are Employees Voluntarily Leaving?

A significant amount of research has been conducted looking into why people choose to voluntarily leave their jobs in search of a new one. There are a number of different thoughts as to why they choose to do so. Winterton (2004) believes that employees leave their current job due to a number of reasons. It was found that an employee that has a low level of job satisfaction along with perceived alternative employment opportunities can lead to an employee intending to quit the organisation. It was also found that employee's with low organisational commitment and an ability for them to move from one form of employment to another with great ease leads to the employee actually separating from the organisation. It is believed that all four of these factors are crucial in causing an employee to leave an organisation.

Other research has examined whether employees choose to leave organisation just because they are able to. Some research has found that employees that consider they are more employable than others are very likely to have turnover intentions if their commitment to the organisation is not strong and their perceived job security was high (Acikgoz, Sumer and Sumer, 2016). The research also suggests that a negative relationship for employees with shorter tenures also leads to turnover intentions. This research has also suggested that low organisational commitment can lead to an employee developing intentions to leave an organisation.

2.5 Employee Turnover and Job Burnout

Another potential cause for employee turnover is whether the employee experiences job burnout. There is evidence that suggests that job burnout is seriously destructive not only to an employee, but also to the organisation itself (Özbağ, Ceyhun and Çekmecelioğlu, 2014). If an employee experiences burnout than it can lead to a number of problems such as absenteeism, negative job performance, low job satisfaction and a high intent to leave the organisation (Özbağ et al., 2014). These negative effects along with the employee leaving the organisation at the end can have detrimental

repercussions on the organisations performance due to the fact that losing these employees can damage the organisation competitive advantage (Özbağ et al., 2014).

One particular industry that is experiencing a turnover problem due to job burnout is the U.S banking industry (Abate, Schaefer and Pavone, 2018). The U.S banking sector is currently facing a problem with employee turnover. Due to this employee turnover problem the banking industry is currently facing a number of high costs, such as the loss of the important relationships formed between the banking staff and their customers and the loss of knowledge that the employee brought to the organisation (Abate et al., 2018). The research examining the problem of employee turnover in the U.S banking sector has suggested that there was a significant relationship between job burnout and turnover intention and job satisfaction and turnover intention (Abate et al., 2018).

2.6 Collective Employee Turnover

Collective employee turnover has also become a problem that has been of interest in recent years. Collective turnover refers to the total levels of employees leaving that transpire within groups, work units and organisations (Heavey, Holwerda and Hausknecht, 2013). Research has found that there are a number of causes of collective turnover in an organisation. They include poor human resource management inducements and investment practices, a poor quality of work and a negative supervisory relationship, and little to no shared attitudes between the employees and the employer towards the job and to the organisation. By not addressing these causes of collective turnover then a number of consequences can occur such as negative effects on customer satisfaction, the organisations profit margins, production efficiency and sales efficiency to name a few (Heavey et al., 2013).

2.7 The Cost of Employee Turnover

It is of paramount importance that employers are aware of the current problem of employee turnover due to all of the remarkable costs that results from employees leaving an organisation. Duda and Žůrková (2013) have identified a number of important costs that employers face due to high turnover rates. These costs include the cost of the vacant employee's position leading to more overtime work for remaining

staff and the employment of either part time or temporary workers, the loss of labour productivity due to either an employee leaving or a new employee starting that isn't as skilled as existing employees, administrative costs and spending valuable time of existing employees having to perform exit interviews and the activities associated with the termination of the employee's contract (wage settlements including bonuses and employee benefits), the cost of the manager having to spend a significant amount of time on determining the reasons why the employee decided to end their employment at the organisation, the cost to the organisation for losing an employee they have spent time, effort and finances on to educate and train, the cost of losing the skills and knowledge that the employee brought to the organisation and the cost of losing customers associated with that particular employee. These are all costs that are of significant importance to an organisation and can lead to a high loss of capital.

A big loss due to employee turnover is the loss of knowledge that the employee brought to the organisation. As a result of a skilled employee leaving, the organisation is left understaffed and can result in the organisations workforce being less qualified. Due to a loss of talent as a result of employee turnover organisations can expect to face a blow to their levels of productivity and may even lose their competitive advantage in the market (Ogidan and Lao, 2015). According to Taylor (2014) there are a number of noteworthy costs that organisations face as a result of turnover that relates to research conducted examining the costs of losing a skilled employee. These costs include direct costs (recruitment agency fees, interview expenses, training expenses), administrative costs (conducting exit interviews, valuable time spent interviewing and recruiting potential candidates) and efficiency related costs (inefficiency while there is a vacant position and the inefficiency of the new employee starting).

Research has been conducted looking at exactly how much employee turnover can cost an organisation operating in a particular sector. When examining the hotel industry in Australia it was identified that the average turnover rate of operational employees in this sector was 50.74% and the average turnover rate for managerial staff was 39.19%. This was due to a number of factors including burnout, organisational culture, organisational commitment, the organisational climate and generational change (Davidson, Timo and

Wang, 2010). The cost that this high level of turnover had on the hotel sector was severe. The average a hotel spent on replacing executive, managerial and supervisory staff each year amounted to \$109,909. This figure does not take into account the loss of productivity and the loss of the quality of service during the time the employee left the organisation and the time spent for the new employee to get settled in the organisation (Davidson et al., 2010). This demonstrates the effect an employee can have on an organisation when they choose to voluntarily leave and the impact it has on the organisation in terms of productivity, efficiency and profits and why organisations must focus on reducing turnover rates through human resource management practices.

2.8 Millennials in the Workplace

One of the major challenges that organisations are combating today is the retention of employee's part of the millennial generation (Campione, 2015). The millennial generation, also referred to as generation Y, is made up of people usually born between 1980 and the late 1990's (Thompson and Gregory, 2012). There has been quite a large amount of research conducted looking into the millennial generation, what they value, their work characteristics, what they look for in a job, but employers still face a crucial problem in retaining them for a long period of time. It has been said that the millennial generation is a rather unique generation compared to the generation that came before them. It has been said that millennials are the only generation that have lived completely in a digital era, using platforms such as Facebook and Twitter to accumulate a large quantity of friendships and networks over the internet. They have lived through one of the worst global economic recessions since the great depression, witnessing family members and friends lose their jobs and their homes and they are a generation of the highest parental divorce rates and single parent households in history. Compared to previous generations, millennials are part of a generation that has had the highest unemployment rate while having the lowest level of income along with high student loan debts (Halmberg-Wright, Hribar and Tsegei, 2017).

2.9 Millennial Stereotypes

There have been a number of stereotypes made in regards to millennials over the years. It has been suggested that millennials are disloyal due to the rate at which millennials switch from one job to the next, they are needy due to their constant need for feedback and reassurance, they are entitled due to growing up receiving both constant positive reinforcement and attention, and they are considered casual due to the idea that millennials desire a less formal work environment than previous generations have (Thompson and Gregory, 2012). While these stereotypes are up for debate, the idea that millennials switch jobs more than previous generations may not be 100% accurate. Hoffman (2018) states that millennial employees may be just as likely to stay with their employer as employee's part of generation X were when they were younger. It was also stated that millennials with a college education have a significantly longer tenure than generation X's had in 2000 when they were similar in age. These stereotypes have also been put up for debate. Pfau (2016) examines a number of stereotypes and compares them to previous generations. It was found that 25% of millennials have a desire to make a positive impact on the organisation they work for compared to generation X (21%) and baby boomers (23%). When examining the stereotype that millennials are harder to please than previous generations it was found that millennials were actually more pleased with the training and skills development that they received compared to other generations. Finally it was found that employee turnover is higher among the millennial generation and over the last two decades employees under the age of 35 are more likely to leave in search of a different job than older employees.

According to Rigoni and Nelson (2016) 21% of employees part of the millennial generation stated that they had left their job in 2016 while only 50% of them stated that they only planned on staying with their employer for another year. It has also been found that six out of ten millennials say that they are open to taking a new job opportunity (Rigoni and Adkins, 2016). In a survey conducted looking at 4,300 millennial finance professionals it was found that 78% of those that took part in the survey would consider looking for a different job within two years (Hagel, 2014). Waikar, Sweet and Morgan (2016) found that the millennial generation are considerably

more difficult for businesses to retain in their organisations compared to other older generations and that millennials are much more likely to change jobs compared to the baby boomer generation or people part of generation X.

2.10 Millennials and Job Hopping

There has been a vast amount of reasons suggested as to why millennials change jobs so rapidly. It is believed that many millennials consider job hopping as having a valuable purpose. Job hopping allows them to build their skills and knowledge through working in different jobs in different organisations and that they would rather rely on a network of contacts created through job hopping rather than relying on an employer for guidance (Hagel, 2014). Millennials also have a desire in finding meaning or even a purpose in the work that they are undertaking. The motivation levels of a millennial may be influenced by whether or not what they are doing meets a goal that is desired by them or whether they can find any sense of value in what they are doing (Guy and Pentz, 2017).

2.11 Millennials and Work Place Flexibility

Research has shown that millennials have multiple values in regards to employment. Millennials need to work on something that matters to them and provides meaning, they desire to know what their place in their job and in the company, they value education and want to develop skills that make them a more competitive employee, they value managers that have conversations in regards to the employee's future within the organisation and the employee's needs, they favour flexibility in their job, and they seek mentors that will support them while working (Hoffman, 2018). The flexibility aspect of the previous statement is backed up by Richman, Civian, Shannon, Hill and Brennan (2008) that found that perceived flexibility accompanied with policies in place in the organisation that offer a supportive work-life balance can have a positive impact on employee engagement and employee retention within the organisation. A poor standard of work-life balance was found to be the cause of considerable dissatisfaction at work and that not only millennials but all generations favour a sufficient work-life balance and research suggests that many managers are not responding in an appropriate way to this growing demand (Nolan, 2015).

Research examining millennial employees working at Price Waterhouse Cooper (PWC) identified that work life balance, workplace relationships and being able to manage their own work load was highly valued by millennials (George and Wallio, 2017). Flexibility appeared to be an important factor with a high amount of millennial employees expect at least some sort of flexibility in their job and expect employers to be somewhat flexible in allowing millennials to dictate their own working schedule. It appears that flexibility at work is becoming much more of a norm and in a survey conducted by the Insurance Education Foundation discovered that four out of five of the millennials that took part in the survey stated that they would rather receive extra holiday time and an increase ability to work from home rather than receiving an increase in pay (Holmburg-Wright et al., 2017).

2.12 Millennials and organisational support

Employers have spent a considerable amount of time, effort and money on discovering what is the best way to attract and retain talent in their organisations. A number of practices have been undertaken such as increasing the pay of employees, offering training and development opportunities to attract and retain skilled talent in the organisation, and offering flexible work practices to employees just to name a few. There has been extensive work conducted looking at a number of different retention strategies and finding out what works best to attract and retain millennial workers. Petrucelli (2017) identifies a number of initiatives employers can implement into their organisation. It is suggested that adopting a high touch management style may help with providing millennials with the feedback they desire. Millennials favour a two way line of communication and by scheduling a one on one meeting with millennial employees twice a month will provide them with the constant feedback that they crave. It is also important to hire millennials that are in line with your own corporate values. This is accomplished by ensuring that your millennial employees believe and are committed to the corporate mission of the organisation. Employers should also offer millennials a path for career growth. Providing talented millennial staff members with chances to advance their career may help to reduce their intention of leaving the organisation. Some research suggests that millennials favour receiving immediate feedback from their

managers and superiors on their own thoughts or their performance within the organisation. They prefer to receive ongoing feedback rather than annual performance reviews so they can better improve their strengths (Holmburg-Wright et al., 2017).

2.13 Millennials and their attitude towards salary and benefits

Some research suggests pay may have a positive influence on retention of staff members in an organisation. It has been put forth that employee compensation, such as salary, benefits and incentives are critically important factors in terms of ensuring retention and job satisfaction among employees (Davis, 2013). Braje and Samardija (2016) found that a greater level of pay satisfaction for an employee results in a stronger desire to stay at that organisation. This is due to financial cost leaving the organisation will have on the employee. Pregolato, Bussin and Schlechter (2017) found that people consider financial rewards such as benefits to be the most important factor in a total rewards package in order to improve employee retention. Pay has also been indicated at causing a positive impact on retention rates among millennial managers in the non-profit sector (Johnson and Ng, 2016). However some research suggests that non-financial rewards such as offering a good work-life balance, career advancement and learning opportunities increased an employee's perception on how attractive a job looks and also found that non-financial rewards are more attractive to women than they are to men (Schlechter, Thompson and Bussin, 2015). Campione (2015) found that offering millennial employees higher pay may attract them into the job but it may not be enough to retain them compared to other factors such as offering millennial employees flexibility in their work which was found to be highly desired.

2.14 Millennials and Corporate Social Responsibility

Research into looking at what millennials value when looking for a job has found that organisations that demonstrate corporate social responsibility can help to attract and retain skilled young talent to an organisation (Cohen, Cavazotte, Costa and Ferreira, 2017). It was found that corporate social responsibility is a positive factor that attracts employees to an organisation as university students have shown they value organisations that are environmentally reasonable and that organisation's with a poor corporate social

responsibility can expect to not attract as many talented young workers as it damages the image of the organisation (Cohen et al., 2017).

Catano and Hines (2015) reinforce the previous finding stating that organisations with corporate social responsibility along with being a psychologically healthy workplace increased the attractiveness of the organisation to millennial job seekers. It has been stated that millennials have a particular interest in the environment and studies have shown that 49% of millennial participants would not take part in a work assignment if it did not go along with their own personal ethics and 56% would not work for an organisation that displayed values and ethics that were questionable to the millennial employees (Holmburg-Wright et al., 2017). This is all backed up by research conducted by Bell and Griffin (2010) that found that millennial college graduates believe that working for an ethically sound company is of considerable importance to them. This demonstrates that the image and name of an organisation is important to the millennial generation. However Lynne and Therese (2014) found that while students considered corporate social responsibility as an important factor in deciding where to work, many had stated that they would trade it for improved extrinsic benefits.

Although many of these factors are important to millennials, offering training and development opportunities have been found to be just as important to millennials as they are to previous generations in attracting them into an organisation and can help to reduce turnover rates among the millennial generation which will be examined thoroughly in the next section.

2.15 Training and Development

Organisations around the globe have been combating the challenge of employee turnover through a number of different methods. One such method has been to focus on creating and implementing training and development initiatives in the organisation to engage employees and reduce turnover rates. Employee training is the process of providing employees with the knowledge and skills that improve the employee's chances of professional development within an organisation (Hanaysha, 2016). There has been a substantial amount of research conducted examining the impact that

providing training and development to employees can have on reducing their intentions of leaving the organisation and the number of additional benefits it can bring to an employee and the organisation.

2.16 Why Training and Developing Employees is Important

Research conducted by Zaitouni (2016) suggests that if employers wish to avoid having a high level of turnover rates within their organisation then they should consider providing all employees within the organisation opportunities to improve both their skills and their knowledge. Allowing employees to improve their competencies related to job performance will help to significantly reduce turnover rates in the organisation. The research also suggests that employees that are happy with the development opportunities are much more likely to have a greater level of organisational commitment. This coincides with other research that has shown that employee training can lead to a positive effect on organisational commitment (Hanaysha, 2016). It has also been suggested that managers who actively support the development of employees in the organisation can help to reduce turnover rates in an organisation.

Shuck et al. (2014) found that employees who felt that they were being supported in their development and in their career goals and had access to different opportunities in regards to training and development were less likely to have intentions of leaving the organisation compared to employees who did not feel supported or have access to training and development opportunities in their organisation. Research conducted by Kumar et al. (2018) seems to agree that organisational support in training and development can lead to a reduction in an employee's turnover intention. It was found that organisations that provided a high level of perceived organisational support to its employees esteem and approval needs would improve the employee's confidence and their own personal worth which would in turn lead to an improvement in the employee's level of job satisfaction. It was also determined that organisations which had employee development opportunities accompanied with support from the employee's supervisors resulted in an increase in the employee's engagement in the organisation. This in turn would lead to reduction in turnover intention.

2.17 Developing the Employees of the Future

One crucial reason for offering training and development opportunities in an organisation is to ensure that there are talented and skilled individuals to fill important top level positions in an organisation in the future. It has been found that many organisations within the United Kingdom offer very exclusive talent development programs in their organisations. However the number of graduate employees offered a place in these programs has been significantly reduced (McCracken, Currie and Harrison, 2016). This is due to many of these organisations opting to recruit experienced employees as they will make more of a positive impact on the organisation faster than training employees to do so. However there are a number of important implications to consider by deciding to do this. Graduates still need to be trained and developed in order to make them as experienced as the employees being bought into these organisations. If organisations continue to not invest in graduate employees then there may not be enough skilled and talented employees to fill crucial positions in organisations in the future (McCracken et al., 2016).

2.18 Training and Development and Millennials

According to Meister and Willyerd (2010) an important characteristic that millennials look for in an employer is one that will mentor and coach them and offer them formal development programs. They also look for an organisation that will develop skills that will be useful to them in their career future such as learning technical skills, self-management skills, leadership skills, industry knowledge and strategies for creativity and innovation. Ogidan and Lao (2015) suggest that organisations that have a high quality standard leadership development program can help to reduce turnover intentions among employees. Research has been conducted looking at the effects learning and development can have on millennial employees within an organisation. Hoffman (2018) believes that an important reason that millennials will leave a job is due to the need for millennials to develop new skills. He suggests that it is important for employers to help millennials to take advantage of their skills and help to learn new skills that will be of use to them. It is also important that organisations are aware of the proper way to train millennials and how it will be most effective. It is believed that micro learning is a more

suitable and effective way of training millennials as it delivers the content in small portions of information at a time and it allows the employee to have control over what they are learning through the use of mobile and social media platforms that allows the employee to look at specific topics relevant to them when they want and allows them to go back and look over a specific topic again (Fox, 2016). Thompson and Gregory (2012) suggest that managers should adopt a coaching method when dealing with millennials, specifically focusing on developing, growing and giving responsibility to millennial employees will appeal to their need for constant feedback and help to attract and retain millennial talent.

2.19 Job Satisfaction and Trust

The satisfaction one receives when undergoing training also plays a key role in an employee's intention to leave an organisation. Huang and Su (2016) found that employees that have a positive relationship with job training satisfaction and job satisfaction will result in a negative relationship in an employee's turnover intention. This is reinforced by alternative research that found that training satisfaction has a positive relationship to an employee's level of work engagement in an organisation and also reduces an employee's intention to leave the organisation (Memon, Salleh and Baharom, 2016).

Studies conducted looking at turnover intention of employees in the hotel industry have also demonstrated the importance of human resource development practices on creating trust in an organisation and helping to reduce turnover. It was suggested that by enhancing an employee's trust in an organisation would lead to reduction in an employee's turnover intention. This is accomplished by conducting a fair and reasonable method for performance appraisal, providing employees in the organisation with training and development and providing employees with advancement opportunities within the organisation (Hemdi and Nasurdin, 2006). These three factors demonstrate that the organisation is concerned with the employee's personal growth and their own welfare. This helps to create trust between the employer and employee and can result in the employee staying longer in the organisation.

2.20 The Benefits to the Employer

Investing in training and development initiatives can lead to a number of positive outcomes for not just the employee but the employer also. According to Rahman and Nas (2013) training and development are critical aspects that can contribute to the success of an organisation and that an organisation is only as good as its employees. In order to gain a greater share in the market that the organisation is operating in it is suggested that organisations must maintain positive relationships with their employees. Wilkinson, Redman and Dundon (2017) believe that training and development is vital in the overall business system which allows organisation to utilize the expertise of their employees and to ensure that their employees are developed for the role that they are playing in an organisation. Beevers and Rea (2016) have identified a number of benefits an organisation can stand to gain from by providing continuous professional development within their organisation. These benefits include a higher quality trained staff working in the organisation, employees that are more efficient and effective at achieving new organisational goals, an improved standard of employee engagement, a more enhanced external reputation for the organisation and the development of an organisational culture that values employee learning.

2.21 The Potential Downfalls of Providing Training and Development Opportunities

While much has been said about the benefits training and development have on an individual and on the organisation, it has been debated that providing training and development opportunities to employees may actually increase turnover rates or have little to no impact at all. Research looking at the influence training and development had on employees working in the Ceramic Sanitary Ware Industries in India found that training and development did not have a huge impact on employee retention (S and Krishnan, 2016). Nawaz and Pangil (2016) suggest that high salaries, a sufficient appraisal system in place, and chances of career growth within the organisation can have a positive effect on reducing turnover intentions in the organisation. It was also found that training and development did not have a significant impact on reducing turnover intentions and organisational commitment compared to pay, performance appraisal and career growth.

Taylor (2014) suggests that by providing employees with training and development opportunities may lead to an increase in turnover rates as employers are giving employees the skills and knowledge that alternative employers would want in their own organisation. While research has suggested that investing in an employee's training and development is important to retain them in the organisation it may not be enough to actually keep them in the organisation. Allen and Bryant (2012) state that it is crucial for training and development to be paired with career advancement opportunities in order to retain employees. If an employee undergoes training and development initiatives that further their skills and knowledge without being offered a chance to advance their career within the organisation then the chances of them leaving the organisation in search of alternative employment only increases.

2.22 Literature Review Conclusion

After conducting the literature review for this research topic it has been identified that further research needs to be conducted into the issue of employee retention among the millennial generation. While some research suggests that millennials leave jobs at a higher rate compared to previous generations, other research suggests that millennials are just as likely to stay with an employer as employees part of generation X were at their age. It was also found that millennials value different job characteristics depending on the research that was conducted. Some researchers found that millennials highly valued flexible work practices, some research found that millennials value constant feedback over annual performance appraisal, some research found that pay had a positive effect on millennials while other research found that non-financial benefits had a positive impact on millennials in terms of retention.

The literature review has also examined the research surrounding the impact training and development has on retention rates among employees and has identified some gaps in the research. While some researchers believe that training and development can have a positive impact on retention rates, it was shown that other researchers believe it may have a negative impact due to employees receiving training in skills that may lead to them searching for alternative employment once they have received these skills through training.

Further research needs to be conducted focusing on employees working in organisations in Ireland and identifying if organisations are providing retention practices to their employees and if the employees value these practices. Research must also be conducted not only looking into the turnover intentions of employees working in organisations in Ireland and the reasons for why they are either staying or leaving their current organisations, but also what they would improve in their organisations, which will help to identify what organisations need to focus on to retain staff members and to identify if training and development is of significant importance to millennial employees working in organisations in Ireland.

Chapter 3: Aims and Objectives

The title for this research study is ‘An Examination on the Impact of Training and Development Practices on Employees and Employee Turnover amongst the Millennial Generation Working in Organisations in Ireland’.

Below are the objectives that have been designed with the purpose of achieving the main aims of this research study. They include:

3.1 Research objective 1

To examine if organisations in Ireland are offering training and development opportunities to their employees and to identify if employees value these opportunities.

This is an important question to answer as it will indicate whether or not organisations in Ireland are putting any emphasis on offering training and development opportunities to their employees as the literature review indicated that it is an important practice for attracting and retaining staff members. It is also important to identify if employees value these opportunities and if training and development has any significant impact on employees in organisations in Ireland.

3.2 Research objective 2

To examine the impact of training and development opportunities on employees in organisations in Ireland and to compare them to other practices such as salary and benefits, organisational support, their level of organisational satisfaction, having a flexible work-life balance and if there is any relationship between these practices.

This question is of significant importance as it will indicate whether or not training and development is of more importance to an employee than other practices. These practices include salary and benefits which is made up of the employee’s pay, benefits packages, pay increases and bonuses. They include organisational support which is made up of receiving support from the staff and management within the organisation and the opportunities offered by the organisation. Organisational satisfaction which is made up of how much an employee enjoys working at an organisation and the work they are doing. They also include flexible work-life balance which is made up of how much free

time the organisation offers their staff to socialise. It was identified in the literature review that all of these practices are important to employee's part of the millennial generation. It is also important to see if there is any relationship between training and development practices and these other practices as it will help to identify if training and development works better when paired with other practices. After reviewing the literature the researcher formulated a hypothesis that training and development would have a strong relationship with salary and benefits, organisational support, organisational satisfaction, and flexible work-life balance.

3.3 Research objective 3

To examine any differences between separate age groups part of the millennial generation and their response to training and development, salary and benefits, organisational support, their level of organisational satisfaction, and having a flexible work-life balance.

It is important to identify if there are any difference between certain ages in regard to these practices. This is due to the wide age range of the millennial generation included in the survey. It is also due to the fact that while the 18 to 24 age group in this research study is part of the millennial generation, they are also very close to the next generational age group, generation Z, and the 32 to 38 age group are close in age to the next generational age group, generation X. It would be interesting to see if there are any differences between specific age groups part of the millennial generation within this research study. After reviewing the literature, the researcher formulated a hypothesis that there would be differences between the separate age groups and their responses to training and development, salary and benefits, organisational support, their level of organisational satisfaction, and having a flexible work-life balance.

3.4 Research objective 4

To identify if employees are intending on staying in their current organisation or do they intend to leave and can training and development opportunities impact their decision to stay in the organisation?

It was identified in the literature review that there are stereotypes that millennials are not loyal to organisations and are prone to job hopping compared to other generations. Some research within the literature review believed this to be untrue. It is important to identify whether or not millennials working in these organisations intend to either stay or leave their current form of employment and why they are doing so. This will help to identify if training and development opportunities could be the solution. After reviewing the literature the researcher formulated two hypotheses. They are that there will be a high intent among participants in the research to leave their organisation, and training and development will have an impact on their intent to stay in their organisation.

Chapter 4: Research Methodology

4.1 Research Methodology Introduction

This section will provide a detailed explanation of the research methods used to conduct this research study. This section will explain how all relevant data and information used to complete the research objectives and answer the research questions relating to this study was collected, presented and analysed as effectively as possible. This section will also include the researchers own personal research philosophy and the approach that was taken to complete this research study. Finally this section will also include the research design, the instruments used in order to gather information, the sample used to gather information from, the ethical considerations that were identified by the researcher and the analytical research that was conducted.

4.2 Research Philosophy

The research philosophy refers to the development of knowledge and the essence of that knowledge. The choice the researcher makes when selecting a research philosophy is seriously affected by the research question that the researcher is attempting to answer (Saunders, Lewis and Thornhill, 2012). There are two significantly important research philosophies that will be explored within this section. They include ontology and epistemology.

According to Quinlan (2011) ontology is concerned with the nature of reality. Ontology brings up the questions that researchers would have in regards to how the world we live in operates and the dedication to certain views. Saunders et al. (2012) state that ontology is broken up into two aspects. They include objectivism and subjectivism. Objectivism presents the position that social entities exist as an important reality external to the social actors that are concerned with their own existence. Subjectivism states that social phenomena are produced through the perception and resulting actions of the impacted social actors.

Epistemology is concerned with what makes up justifiable knowledge in a particular field of study (Saunders et al., 2012). It has been identified that there are three

epistemological positions. They include positivism, interpretivism and realism (Bryman and Bell, 2011). Positivism is an epistemological position that supports the application of the methods of the natural sciences to the study of social reality. There are a number of principles in regards to positivism such as one of the main reasons for theory is to create a hypothesis that is able to be tested and will result in explanations of laws to be evaluated, knowledge is obtained by gathering facts that supply the basis for laws and science must be carried out in a way that is objective (Bryman and Bell, 2011).

According to Saunders et al. (2012) Interpretivism is of significant importance if a researcher wishes to understand the differences in humans in regards to our part as social actors. Interpretivism is taken to indicate a substitute to the positivist belief and is based on the idea that a strategy is needed that respects the distinctions between people and the objects of the natural sciences which results in social scientists needing to be able to understand the subjective meaning of social action (Bryman and Bell, 2011). When examining the philosophy around realism is that there is a reality free of the mind and that only the mind and its contents exist. Realism is similar to positivism as it takes on a scientific approach to the expansion of knowledge and understanding (Saunders et al., 2012).

The epistemological approach that will be undertaken for this research study is positivism and the ontological approach will be objectivism.

4.3 Research Approach

There are two types of approaches that one should consider when formulating their research approach. They include induction and deduction. According to Horn (2009) inductive approaches are referred to as bottom-up reasoning and involve observing occurrences of something and examining for any type of pattern within the occurrence. Once this is done a provisional theory is built and the theory is then tested in order to provide generalisation in regards to behaviour.

Deductive approaches differ from inductive approaches. It basically operates the opposite way to an inductive approach. Horn (2009) states that deductive approaches are commonly referred to as top-down reasoning. Deduction begins with the theory and then

works its way down to a hypothesis in regards to particular issues. It will then conduct observations in order to test a hypothesis so the hypothesis can either be confirmed or disproven.

For the purpose of the research being conducted in this research study, the researcher has decided to select a deductive approach for their research. This is due to the fact that the research being conducted is examining the effect training and development has on employee turnover compared to another number of factors. A deductive approach would be a more suitable approach to test this hypothesis which has been obtained from examining existing literature, research and theories.

4.4 Research Methods

In regards to research methods there are three main approaches a researcher can take. They include quantitative analysis, qualitative analysis and a mixed methods approach. For the purpose of this research study, the research examined quantitative and qualitative analysis as the main form of data analysis for the research study to see which would be more efficient or whether a mixed methods approach be the most effective option for conducting research.

Quantitative data is numerical data and quantitative data analysis involves analysing quantitative data through the use of statistical methods (Quinlan, 2011). Bryman and Bell (2011) describe quantitative research as the process of gathering numerical data and demonstrating a view of the connection between both theory and research as deductive, a preference for an approach associated with natural science, and having an objectivist conception of social reality. Creswell (2009) outlines one of the effective research strategies used in quantitative research, survey research. Survey research provides the researcher with a quantitative description of trends, attitudes or opinions of the population that is being examined, usually by focusing on a certain percentage of that population. It can include cross-sectional or longitudinal studies through the use of questionnaires for obtaining data. Bryman (2004) outlines a number of benefits for quantitative research, such as it allows the researcher to identify differences between individuals in connection to the characteristics being examined. It also offers a

consistent device for making distinctions and measuring differences in the data that is being examined. According to Quinlan (2011) quantitative research is deductive and is considered objectivist and placed within the framework of positivism.

According to Creswell (2009) qualitative research is a method used for discovering and comprehending the meaning that individuals and groups attribute to social problems.

Quinlan (2011) states that in the process of collecting data, qualitative research is more concerned with words rather than numbers compared to quantitative research.

Qualitative research is inductive, subjectivist and constructivist. Interviews and focus groups are regularly used in research with a social constructivist or interpretive philosophical framework and are also used to produce research for a qualitative research strategy (Quinlan, 2011). Bryman and Bell (2011) believe that one of the vital problems in regards to qualitative research is that it quickly produces a vast and sometimes awkward database due to its reliance of interview transcripts, documents and field notes.

4.5 Research Strategy

For the purpose of this research study the researcher selected a form of a mixed methods approach. The research will primarily focus on quantitative data analysis. This is due to the fact that quantitative data analysis is deductive, objectivist and is placed within the framework of positivism (Quinlan, 2011). This matches the researcher's philosophy for this research study which was stated as having a positivism epistemological approach and an objectivist ontological approach. According to Quinlan (2011) a survey research method style suits this particular type of research methodology. Conducting quantitative research analysis also grants the researcher the ability to gather data from a much larger proportion of the population compared to qualitative research analysis which is much more beneficial for this research study. Quantitative data analysis will be the method in which the data is gathered, however in order to gain certain information that is of significant importance to this research a number of open-ended questions were included in the survey for participants to answer. These open-ended questions fall under qualitative data analysis.

Research into mixed methods has shown that one can gain far more information from combining quantitative and qualitative research than either one could gain on its own (Creswell, 2009). Some research can be quite complex and using just quantitative or qualitative analysis may not be sufficient to address the complexity of the research being conducted (Creswell, 2009). This allows the researcher to gain a deeper understanding as to why millennials are choosing to stay or leave their current organisation and what they would improve in their organisation. This will enable the researcher to determine if training and development is of significant importance to participants through their own words. According to Saunders et al. (2012) open questions allow participants to offer substantial and expansive answers that can help to obtain interesting facts and provides a participant with incentive to answer the question as they wish.

4.6 Secondary Research

In regards to this research study, both primary and secondary research was conducted. The research conducted for the secondary research section can be located within the literature review section of this research study. The information used for the secondary research was gathered from a number of different sources including academic journals, books and websites, the majority of which related to human resource practices, employee turnover, the millennial generation and training and development. Bryman and Bell (2011) outline a number of benefits from conducting secondary research such as having access to high quality data from research that has already been conducted, it gives you the opportunity to conduct longitudinal analysis, gives you the opportunity to conduct cross-cultural analysis and grants you more time for data analysis. By accessing and examining the previous research conducted allowed the researcher to utilize the research that has already been completed and identify a gap in the research which gave reason to conduct this new research in order to address those gaps. Conducting secondary research also assured that the researcher would not be recreating research that has already been conducted.

4.7 Ethical Considerations

Research ethics has been stated as being the standards of behaviour that ushers your behaviour in relation to the rights of the people that are the main subject of the work you are conducting or are affected by the work you are conducting (Saunders et al., 2012). Ethics in research is important due to the fact that when we undertake any form of research we are not only representing ourselves but the institution or organisation for which we are conducting the research for and due to this must ensure that our research is highly ethical in terms of its standard (Quinlan, 2011).

Ethical consideration was made apparent from the beginning of the research conducted in this study. All research surveys required participants to read the confidentiality and consent form. This form informed participants what the purpose of the survey was for and how that their participation in the survey was completely voluntary and that they could refuse to take part in the research and could withdraw from the survey at any time. By only giving their consent stating that they are willing to participate in the survey and that they have read the confidentiality and consent form were participants then allowed to begin the survey. A full copy of the consent and confidentiality form for the survey is available in the appendices section of this research paper under 9.1 appendix 1 – confidentiality and consent form.

Participants in the research survey were also made aware that they would not have to include any personal information. It was clearly stated on the confidentiality and consent form that participants would not have to give their name, phone number or email address as this information could lead to the participant being identified. All completed surveys were also secured through password protection ensuring that only the researcher had access to all the data. By implementing these procedures the researcher ensured that no form of harm could be inflicted on participants.

4.8 Survey Design and Instruments

In order to obtain the information needed for this specific research, the researcher selected a questionnaire used in a dissertation from the National College of Ireland. The dissertation, an Analysis of the Factors Affecting Employee Retention and Turnover in

the Irish Hospitality Industry (Tiwari, 2015), adapted the survey from an article by Milman and Dickson (2014). The original survey used by Milman and Dickson (2014) was used to analyse and evaluate attributes and experiences among employees working in theme parks in the United States of America. The research also focused on examining employee retention. The original research conducted by Milman and Dickson (2014) was conducted by undergoing and completing one on one interviews with theme park employees and human resource managers. Through these interviews it was identified what employment characteristics should be included in the questionnaire used in the study. This specific questionnaire was selected as the researcher believed that it would be best suited at completing the research objectives as the work being conducted by the researcher relates to employee retention.

In the adapted questionnaire used in the dissertation from the National College of Ireland (Tiwari, 2015) a number of different questions were asked. As stated in the ethical considerations section the first page of the questionnaire began with a confidentiality and consent form. The second page begins by asking participants their age, how long they have been working in their organisation, their gender and what were the reasons for working in their current organisation. Participants were able to tick multiple answers on the last question of page one. This is due to the fact that participants may have multiple reasons why they are working at their current organisation. These questions were asked to identify important information in regards to the participants undertaking the questionnaire. These questions can be found in the appendices section under 9.2 Appendix 2 – Demographic questions. The third page of the questionnaire included 25 multiple choice questions and 3 open-ended questions at the end. Participants in the questionnaire were given a series of statements to answer such as “the induction training in your organisation was good” and “the organisation offers you a controllable work-life balance”. The participants were asked to answer these statements using a Likert scale with five possible responses. These responses were labelled between 1 to 5 with 1 indicating strongly agree, 2 indicating agree, 3 indicating neither agree nor disagree, 4 indicating disagree and 5 indicating strongly disagree. The final three questions in the survey were open-ended questions allowing participants in the questionnaire to answer the question however they pleased and included questions such

as do you intend to stay with your current organisation or do you intend to leave? Why? These questions can be located in the appendices section under 9.3 Appendix 3 – Employee value scale and 9.4 Appendix 4 – Open-ended questions. Due to these questions relating to what employees value in an organisation, the researcher named the scale for this specific study the employee value scale.

Each of the 25 multiple choice questions related to a particular factor and fell into a certain category. Each of the 25 multiple choice questions were sorted into five subscales in order to be entered into SPSS. These subscales included training and development, organisational support, organisational satisfaction, salary and benefits, and flexible work-life balance. The researcher identified what questions fall into each subscale category. It was determined after careful consideration that questions 5, 14, 15, and 18 were part of the training and development subscale. This was due to each question relating to either training or development within the organisation. Questions 6, 17, 23, 26, 27, 28 and 29 were part of the organisational support subscale. This is due to these questions relating to a supportive work environment, supportive management and feedback and recognition. Questions 7, 8, 10, and 12 were part of the organisational satisfaction subscale. This is due to these questions relating to how satisfied they are with working at their organisation and the challenges it offers. Questions 9, 19, 20, 21, and 22 were part of the flexible work-life balance subscale. This is due to these questions relating to the hours they work and the freedom they get to socialise due to their working hours. Finally questions 11, 13, 16, 24, and 25 were part of the salary and benefits subscale due to the fact that they relate to the employees pay and the benefits they receive from the organisation.

When transferred to excel and SPSS these questions were given a score. Strongly agree was scored as 0, agree was scored as 1, neither agree nor disagree was scored as 2, disagree was scored as 3 and strongly disagree was scored as 4. This indicates that the lower the score on a question the more the respondent agreed with the statement. Only one question was reversed scored and that was question 22, would you prefer to work in a 9-5 job? This was reversed scored Due to working a job with strict, set hours is not

very flexible so by selecting strongly disagree or disagree; participants are indicating they would prefer a job with flexible hours.

The research data was collected through the use of the online survey website Survey Monkey. The survey was created in the form of a self-completed questionnaire and was distributed to participants through email and through a number of social media websites. This method allowed the researcher to access a wider population to participate in the study. Each question part of the questionnaire was marked so that every question had to be answered by the participants. This helped to ensure that no question would be skipped thus ensuring all questionnaires would be completed 100% accurately. The survey was open to participation for one week and participants were able to complete the survey at any time of their choosing that best suited their schedule. Once all of the questionnaires were completed they were imported to Microsoft Excel where responses were coded in order to be analysed through SPSS.

4.9 Data Analysis

Once the data was collected it was then analysed through a number of different methods. The researcher opted for several different ways of analysing all of the data that was obtained. First the researcher conducted analysis through descriptive statistics. This was carried out through Survey Monkey and SPSS. This allowed the researcher to develop descriptive information and visual graphic information of the questionnaire demographics and to examine how each subscale was scored by participants.

The researcher then conducted inferential statistical analysis through the software system SPSS. According to Bryman and Bell (2011) SPSS is one of the most popular computer software used to analyse quantitative data. The researcher tested the scales for reliability using Cronbach's Alpha through SPSS. The subscales that were identified by the researcher were tested for normality. The researcher then conducted a one-way analysis of variance (ANOVA) on each subscale that proved to be normal and conducted non-parametric statistics in the form of a Kruskal-Wallis H test on each subscale that proved to be non-normal. These were tested between the three age groups

that were included in the questionnaire. A correlational analysis was also completed by the researcher to identify the strength of the relationships between each subscale.

The final method of data analysis conducted by the researcher was thematic analysis. This was done through data transformation. According to Creswell (2009) data transformation involves quantifying qualitative data. This is accomplished by identifying themes in the answers provided in the open-ended questions at the end of the survey and then creating codes to those themes in order to be analysed. This allows the researcher to compare quantitative data with qualitative data. In regards to this research the researcher identified a number of themes from the open-ended questions and was able to code them in excel in order to analyse the results along with the rest of the survey.

4.10 Sampling and Population

When deciding on what sampling technique would best suit this research topic, the researcher opted for a non-probability sampling technique. Quinlan (2011) states that the samples used in non-probability sampling represents the population but it is not representative of the population. Non-probability sampling focuses on a small number of cases to understandably identify the situation that is being investigated. The non-probability sampling technique that the researcher has selected is convenience sampling. The researcher selected a number of participants that match the research criteria to be included in participating in the survey. Through using this research method the research was able to utilize their large list of contacts which has been developed through the researchers previous forms of employment and previous educational background that allowed the research to include individuals that work in organisations in Ireland and that are part of the millennial generation and would be best suited to take part in the survey. The research ensured that all participants were part of the millennial generation by making participants state their age category on the survey.

In regards to the population that the researcher wanted to sample a number of procedures were followed to ensure that participants in the research were adequate. In order to ensure that it was only millennials taking part in the questionnaire the

researcher included a question where participants had to identify their age. The age question was broken up into three parts. Participants could select either 18 to 24 years of age, 25 to 31 years of age, and 32 to 38 years of age. These are all ages that fall within the millennial generation age group. If participants did not fall within this age group they would not be able to answer the question and would not continue with the questionnaire.

The total number of responses received from the survey was 78. Of these 78 responses 6 did not enter any information and were regarded as incomplete responses and deemed unusable in the survey. The 6 incomplete responses were not included in the analysis and the research was left with 72 fully complete responses.

4.11 Limitations of Study

One of the limitations in regards to this research study relates to the sampling method. Non-probability sampling through convenience sampling was used to gather data for the study. The reason for this was due to researcher's lack of ability to conduct probability sampling looking into a specific type of organisation rather than sampling employees that work for multiple different organisations. According to Bryman and Bell (2011) it is impossible for a researcher to generalise their research findings by using this strategy. This is due to the fact that the researcher is not aware of the exact population that the sample is representative of. Bryman and Bell (2011) further state that due to the generalisation, the data that is gathered from the research will not allow for definitive findings. This is an important limitation to consider when examining this research study.

Another important limitation to consider is the time constraints of performing this type of mixed methods research. The researcher included open-ended questions at the end of the questionnaire in order to gain more detailed and significant answers as to why employees are voluntarily leaving organisations and what they would improve about their organisations. These types of questions would be better suited in a face to face interview where the researcher could ask probing questions in order to delve deeper into a participants answer. Probing questions encourage exploration and help to further identify what a participant means in their answer and helps to understand their response

if it is not made clear in their first answer (Saunders et al., 2012). However due to time constraints the researcher found it more sufficient to ask these questions within the questionnaire.

Chapter 5: Results and Findings

5.1 Results and Findings Introduction

The first section of the results and findings will focus on the descriptive statistics from SPSS, identifying specific information on the population that was examined. The second section provides information on inferential statistics focusing on assessing the reliability through the use of Cronbach's alpha coefficient, assessing the normality of the subscales, examining the results of the Kruskal-Wallis tests and one-way analysis of variance, and identifying the strength of the relationship between variables from the correlational analysis. Finally, this section will examine the results of the open ended questions from the questionnaire through the use of thematic analysis to identify and reoccurring themes that arouse from the respondents answers.

5.2 Descriptive Statistics

5.2.1 Age of respondents

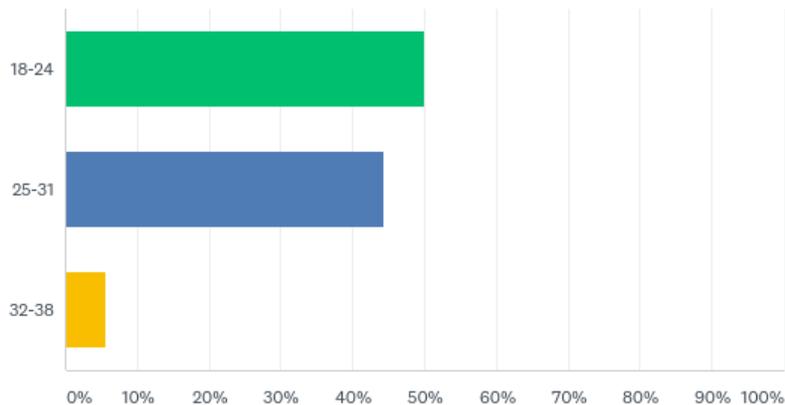


Figure 1 – Bar chart showing the three categories of age bands of respondents

Of the 72 respondents to the questionnaire the graph above shows that 50% were aged between 18 and 24 years of age, which is shown to be the largest category. 44.44% were aged between 25 and 31 years of age, which is quite close to the 18 to 24 age category. The lowest category was aged between 32 and 38 years of age with only 5.56% of respondents falling into this category.

Gender

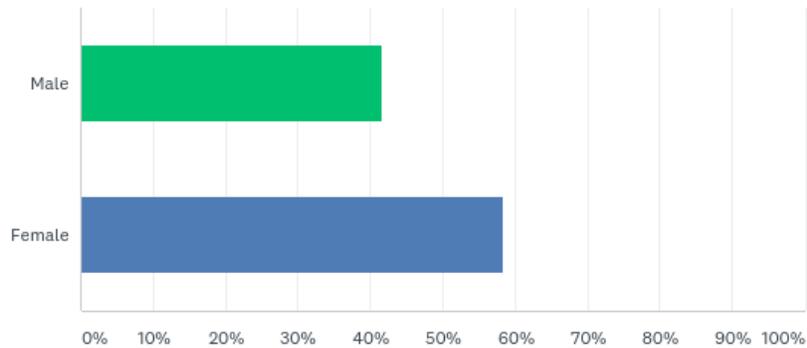


Figure 2 – Bar chart showing the two gender categories of respondents

The above graph shows the breakdown of participants in terms of their gender. 58.33% of participants in the questionnaire were female while 41.67% of participants were male.

5.2.2 How long have you been working in your organisation?

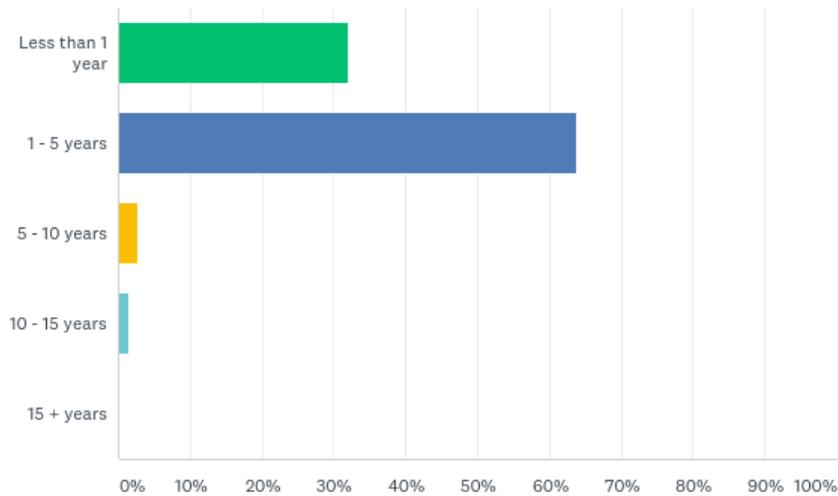


Figure 3 – Bar chart showing the length of time respondents have been working in the organisation

In terms of how long respondents have been working in their organisation, 31.94% of respondents have been working at their organisation for less than 1 year while 63.89% of respondents have been working at their organisation for 1 to 5 years. Only 2.78% of respondents have been working at their organisation for 5 to 10 years and 1.39% of respondents have been working at their organisation for 10 to 15 years. None of the respondents have worked at their organisation for 15 years or more.

5.2.3 What are your reasons for working in your current organisation?

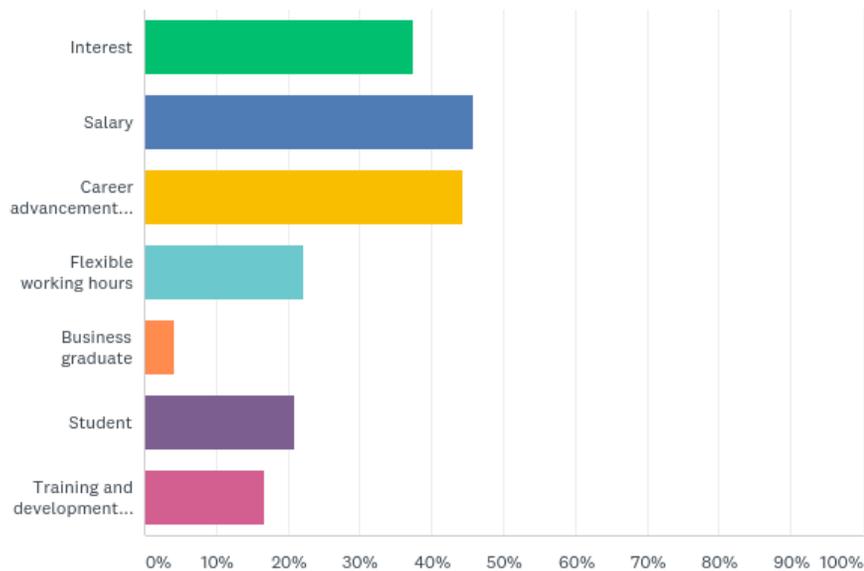


Figure 4 – Bar chart showing the reasons selected by participant for working in their organisation

Results show that 37.50% of respondents choose to work in their current organisation because of interest, 45.83% because of the salary they receive, 44.44% due to the career advancement opportunities available to them, and 22.22% due to the flexible working hours that are available to them. Only 4.17% choose to work for their organisation due to being business graduates, 20.83% because they are still students and 16.67% because of the training and development opportunities that the organisation offers.

5.2.4 Descriptive statistics in SPSS

Table 1 shows the descriptive statistics examined in SPSS for the employee value scale, including 25 questions that are divided into 5 subscale categories including training and development (TandDTotal), salary and benefits (SalaryBenefitsTotal), flexible work-life balance (FlexWLBTotal), organisational support (OrgSupportTotal), and organisational satisfaction (OrgSatisTotal). For training and development, the low mean score (mean (M) = 5.8472, standard deviation (SD) = 3.74790) indicated that the majority of respondents selected strongly agree/agree when answering statements relating to training and development. The low mean score also indicates that organisations are offering training and development opportunities and that employee's part of these organisations value the training and development opportunities being offered to them.

For salary and benefits, the middle mean score ($M = 9.7639$, $SD = 4.61013$) indicated that respondents varied in their answers selecting strongly agree/agree, strongly disagree, disagree or neither agree nor disagree. An average score on this section indicates that a number of participants are not happy with the pay and benefits they receive from their organisation while others are. For flexible work-life balance, the middle mean score ($M = 9.2500$, $SD = 4.25176$) indicated again that respondents varied in their answers selecting strongly agree/agree, strongly disagree, disagree, or neither agree nor disagree. This indicated that some participants are happy with the work-life balance being offered to them by their organisation while others are not happy with what is being offered to them. For organisational support the mean score was closer to the lower end ($M = 10.6806$, $SD = 5.48192$) indicating that more respondents selected strongly agree/agree meaning that more respondent are happy with the level of organisational support being offered to them than are not happy. Finally, organisational satisfaction low mean score ($M = 4.9444$, $SD = 2.89676$) indicated that more respondents selected strongly agree/agree indicating that many respondents are happy with their organisational satisfaction.

| Subscales | N | Range | Minimum | Maximum | Mean | Std. Deviation |
|------------------------|----|-------|---------|---------|---------|----------------|
| 1. TandDTotal | 72 | 16.00 | 0.00 | 16.00 | 5.8472 | 3.74790 |
| 2. SalaryBenefitsTotal | 72 | 20.00 | 0.00 | 20.00 | 9.7639 | 4.61013 |
| 3. FlexWLBTotal | 72 | 18.00 | 2.00 | 20.00 | 9.2500 | 4.25176 |
| 4. OrgSupportTotal | 72 | 23.00 | 1.00 | 24.00 | 10.6806 | 5.48192 |
| 5. OrgSatisTotal | 72 | 12.00 | 1.00 | 13.00 | 4.9444 | 2.89676 |

Table 1 – Descriptive statistics

5.3 Inferential Statistics

5.3.1 Cronbach’s alpha coefficient

Cronbach’s alpha coefficient was conducted to identify the employee value scale’s internal consistency. The Cronbach’s alpha coefficient should ideally be over .7 (Pallant, 2016). Results showed a Cronbach’s alpha of .924 for the employee value scale indicating that the scale is reliable.

5.3.2 Assessing Normality

When assessing the normality of each subscale the researcher focused on the Shapiro-Wilk results as the Shapiro-Wilk test is a more specific test for normality while Kolmogorov-Smirnov test is more general. According to Pallant (2016) a Sig. value of more than .05 is a non-significant result and indicates normality. The training and development subscale is $p = .01$, the Sig. value for flexible work-life balance subscale is $p = .016$; for organisational support subscale $p = .025$, and for the organisational satisfaction subscale $p = .000$. Due to the results, each of these four subscales were non-normally distributed. The Sig. value for salary and benefits subscale was $p = .314$, meaning it is normally distributed.

5.3.3 Between groups analysis

Due to the results of the Shapiro-Wilks test for normality, it was necessary to conduct non-parametric analysis on four of the five subscales. The aim of the between groups analysis was to compare the three subcategory age groups within the millennial generation. The Kruskal-Wallis test was used to examine the differences between groups for non-normal subscales, while the one-way between-groups analysis of variance was used to analyse between groups differences in normally distributed subscales.

An independent samples Kruskal-Wallis H test examined the differences between the three age groups on the training and development subscale. The independent variable was age and the dependent variable was the training and development subscale. Results of the Kruskal-Wallis H test showed no significant differences between the three age groups ($X^2(2) = .096, p = .953$) with a mean rank score of 36.75 for 18 to 24 age group, 35.89 for 25 to 31 age group, and 39.13 for 32 to 38 age group.

Results for the Kruskal-Wallis H test for when the dependent variable was the flexible work-life balance subscale showed no statistically significant differences between the three age groups ($X^2(2) = 2.053, p = .358$) with a mean rank score of 39.96 for the 18 to 24 age group, 33.38 for the 25 to 31 age group, and 30.38 for the 32 to 38 age group. For organisational support, results from the Kruskal-Wallis H test showed a statistically significant difference between the three age groups ($X^2(2) = 9.843, p = .007$) with a mean rank score of 40.17 for the 18 to 24 age group, 29.44 for the 25 to 31 age group,

and 60.00 for the 32 to 38 age group. The final results for the Kruskal-Wallis H test for when the dependent variable was the organisational satisfaction subscale showed no statistically significant difference between the three age groups ($X^2(2) = 2.533, p .282$) with a mean rank score of 37.90 for the 18 to 24 age group, 33.28 for the 25 to 31 age group, and 49.63 for the 32 to 38 age group.

5.3.4 One-way analysis of variance

A one-way between-groups ANOVA test examined differences between the three age groups response on the salary and benefits subscale. Results showed a significant difference between the age groups ($F(2, 69) = 6.368, p = .003$). From the multiple comparisons analysis it was found that there was a significant difference in salary and benefits between the age groups 18 to 24 and 25 to 31 ($p = .005$), but not for the age groups 18 to 24 and 32 to 38 ($p = .772$) and the age groups 25 to 31 and 32 to 38 ($p = .082$).

5.3.5 Correlational analysis

A Spearman rho's correlational analysis was used to analyse the relationships between the subscales. See Table 2.

| Subscales | 1 | 2 | 3 | 4 | 5 |
|------------------------|-------|-------|-------|-------|---|
| 1. TandDTotal | - | | | | |
| 2. SalaryBenefitsTotal | .47** | - | | | |
| 3. FlexWLBTotal | .39** | .35** | - | | |
| 4. OrgSupportTotal | .66** | .52** | .49** | - | |
| 5. OrgSatisTotal | .63** | .47** | .19 | .62** | - |

Note: Correlation is significant at the 0.01 level (2 tailed).

Table 2 - Correlation among variables

The results show only positive correlations between the variables, and correlations range from medium to large (.10 to .29 is small, .30 to .49 is medium, and .50 to 1.0 is large) (Pallant, 2016). When examining the relationships between the training and development subscale and all other subscales a number of important results were found. There was a strong, significant positive correlation between training and development and salary and benefits ($r_s(70) = .47, p < .001$). There was a strong, significant positive correlation between training and development and flexible work-life balance ($r_s(70)$

= .39, $p < .001$). There was a strong, significant positive correlation between training and development and organisational support ($r_s(70) = .66, p < .001$). There was also a strong, significant positive correlation between training and development and organisational satisfaction ($r_s(70) = .63, p < .001$). There was a strong, significant positive correlation between salary and benefits and flexible work-life balance ($r_s(70) = .35, p < .001$), organisational support ($r_s(70) = .52, p < .001$), and organisational satisfaction ($r_s(70) = .47, p < .001$). There was a strong, significant positive correlation between flexible work-life balance and organisational support ($r_s(70) = .49, p < .001$), however there was a positive, but not significant correlation between flexible work-life balance and organisational satisfaction ($r_s(70) = .19, p = .10$). Finally there was a strong, significant positive outcome between organisational satisfaction and organisational support ($r_s(70) = .62, p < .001$)

5.4 Qualitative Data Analysis

Three open-ended questions were included in the survey and supplemented qualitative data by providing a personalised account of people's attitudes towards their job or organisation. For each individual question, the researcher identified themes to categorise responses, and identified the most common themes for the respondent's answers.

5.4.1 What do you think is the most interesting part of your job?

72 of the participants responded to question 1. Answers to this question related to the themes of job variety, interaction, completing tasks, responsibility, skills development, travelling, career advancement, and having no interest in their job at all. From these themes interaction (i.e. interaction with customers, clients and people) was the most interesting part of the job to respondents. The variety involved in a job was found to be the second highest answer from respondents. This involved the variation in day-to-day activities and the overall diversity of the job itself. Only a small number of people fell within the remaining categories, these themes were therefore deemed unimportant.

5.4.2 Do you intend to stay at your current organisation or do you intend to leave? Why?

72 of the participants responded to question 2. Only one respondent didn't know if they were going to stay or leave their organisation. Nearly half of the respondents intend to

stay while the other half intended to leave their organisation. When giving their reasons as to why they intend to leave or stay in their organisation, the reasons given by respondents were found to be similar for both cases. Answers relating to why they are leaving or staying related to the similar themes of career advancement, salary and benefits, developing skills (i.e. returning to education, gain expertise and develop their skills). Themes relating to just why they are leaving were poor standard of flexible work-life balance, bad management and travelling.

5.4.3 What do you want to improve while working at your organisation?

72 of the participants responded to question 3. Answers to this question related to themes of career advancement, training and development, performance appraisal, organisational management and support, salary and benefits, work-life balance, and a small amount stating not applicable. Of these themes, training and development was found to be the most important (i.e. receiving training, improving skills, learning, and gaining industry knowledge). The theme improving organisational management and support was also quite important (i.e. improving staff management, time management, and performance management).

Chapter 6: Discussion of Findings

6.1 Discussion of findings introduction

This section will seek to link the results from the results and findings section of the research conducted back to the research objectives. It will also link the results to the literature that has been examined throughout this research topic. This section will examine the results for each individual research objective thoroughly, describe what these results mean, seek to make recommendations for further research where needed, and state whether the different hypothesis formulated by the researcher at the beginning of the research study are either retained or rejected due to the results that were gathered.

6.2 Results for research objective 1

As stated in the aims and objectives section of this research study, the first research objective was to examine if organisations are offering training and development opportunities to their employees and to identify if employees value these opportunities. It was important to answer this question as the literature review for this research topic identified the benefits training and development has for employers by creating employees that are more effective at achieving organisational goals (Hemdi and Nasuridin, 2006), training and development contributing to the success of the organisation (Rahman and Nas, 2013), and reducing an employee's intent to leave an organisation (Huang and Su, 2016; Memon et al., 2016). In order to examine this first objective, the researcher conducted descriptive statistical analysis on the results from the employee value scale from the questionnaire. As stated in the results and findings section, the training and development subscale had a low mean score of 5.8472 and a standard deviation of 3.74790. This low mean score identified that organisations are offering training and development opportunities and that employees in these organisations value the training and development that is being offered to them.

When compared against the other subscales it was found that training and development had the second lowest mean score of all five subscales indicating that organisations place more importance on offering training and development to their employees than offering salary and benefits, organisational support, and offering flexible work-life

balance practices and that employees value the training and development they are being offered more than these three other factors. The only subscale that had a lower mean than training and development was organisational satisfaction which had a low mean score of 4.9444 and a standard deviation of 2.89676. While the mean score is slightly lower than training and development, it needs to be remembered that organisational satisfaction had a maximum range of 13.00 while training and development had a maximum range of 16.00.

After conducting descriptive analysis on the employee value scale it can be said that organisations are offering training and development opportunities and that employees in these organisations value the training and development opportunities that are being offered to them more than other practices such as salary and benefits, organisational support, and flexible work-life balance.

6.3 Results for research objective 2

The second research objective for this research study was to examine the impact of training and development opportunities on employees in organisations in Ireland and to compare them to other practices such as salary and benefits, organisational support, their level of organisational satisfaction, and having a flexible work-life balance and if there is any relationship between these practices. This objective was examined through the use of correlational analysis.

From the correlational analysis it was found that there was a significant positive correlation between each of the subscales when analysed. When examining the training and development subscale it was found to have some of the strongest, significant positive results when compared to each of the subscales. This indicates that training and development practices would work better in an organisation when paired with these subscales. The strong, significant positive correlation between training and development and organisational support indicates to the researcher that organisation should be supportive when conducting training and development with their employees. It should be conducted in a way that allows participants in the training programmes to contribute their won input and ideas. The strong relationship shows that management should be

supportive and helpful during the training and development of employees and provide feedback on how employees are doing in their training in order to improve their performance during training and development. In order for the feedback to work most effectively management should conduct one on one feedback meetings to each employee that is being trained and developed. This way management will be able to find out how effective the training is, if the employee likes it and what can be changed in order to make it better.

The literature review has identified that millennial are in favour of receiving ongoing continuous feedback (Holmberg-Wright et al., 2017) and employers should incorporate feedback into their training and development procedures. It was also identified that millennial have a strong desire for a two way line of communication and management in organisations should conduct one on one interviews with these employees in order to make it more effective (Petrucci, 2017). The literature review also found that organisational support in training and development can lead to a reduction in employee turnover intention (Kumar et al., 2018). Further research should be conducted looking at incorporating continuous feedback sessions and effects of caring and supportive management on the training and development process in organisations in Ireland and the effects it can have on employees working in these organisations.

The strong, significant positive correlation between training and development and salary and benefits indicates to the researcher that organisations should offer a rewards package for employees that take part in the training and development procedures in the organisation. This could amount to an increase in the employee's wages after they have completed their training and development and have gained further qualifications and becoming a greater benefit to the organisation, offering the employee a promotion in the organisation, or rewarding the employee with a financial bonus for taking part in and successfully completing the training and development program. By incorporating these practices into their training and development procedures, organisations may also persuade more employees to take part in training and development due to the financial benefits that they have to gain.

It was found in the literature review that pay can have a positive impact on millennial employees in an organisation and can improve retention (Davis, 2013; Braje and Samardija, 2016) while others say it may not be enough to retain them in the organisation (Campione, 2015). By combining pay with training and development may result in improved retention among staff members. Due to differing opinions among researchers in regards to the effects of pay and benefits on employees part of the millennial generation, further, more substantial research should be conducted into looking at the effects of salary and benefits as a driver to get employees part of the millennial generation working in organisations in Ireland to undergo training and development.

The strong, significant positive correlation between training and development and organisational satisfaction indicates to the researcher that an organisation should make training and development both enjoyable and challenging for employees. The organisation should make the training and development of employees something that they want to achieve and strive for in order to better themselves as an employee. Completing the training and development program should be something that will give an employee a sense of personal satisfaction when they have successfully completed it. It has already been identified in the literature review that job training satisfaction and job satisfaction can have a positive impact on an employee's intention to leave the organisation (Huang and Su, 2016). Employers should offer training and development that is in line with the employee's own personal goals of what they want to achieve while at the organisation. It was identified in the literature review that millennials are influenced by whether or not what they are doing meets their own desired goals and what they are doing provides them with a sense of value (Guy and Pentz, 2017). In doing so it may result in employees taking part in the training and development at the organisation and improve their overall satisfaction at the organisation in the process.

Finally there was found to be a strong, significant positive correlation between training and development and flexible work-life practices. This indicates due to the relationship between the two subscales that training and development would operate better if it is done at a time that is convenient to an employee. Management in the organisation

should look to contacting employees that are interested in undertaking the training and development programs and ask them what times would best suit them to take part.

It is important for employers to ensure the timing for training and development is flexible for employees as it was found in the literature review that flexibility is an important factor for millennials and employers should be flexible in allowing millennials to dictate their own working schedule (George and Wallio, 2017). It was also found that perceived flexibility along with organisational policies that offer employees a supportive work-life balance can have a positive impact on employee engagement and employee retention within an organisation (Richamn et al., 2008). By creating a flexible attitude towards the training and development procedures, organisations may be able to improve engagement and reduce staff turnover.

In regards to the researcher's hypothesis, which stated that training and development would have a strong relationship with salary and benefits, organisational support, organisational satisfaction, and flexible work-life balance, it was found that training and development did have a strong relationship with each of these practices and the null hypothesis can be retained.

6.4 Results for research objective 3

The third research objective was to examine any differences between specific age groups within the millennial generation in regards to training and development, salary and benefits, organisational support, the level of organisational satisfaction, and having a flexible work-life balance. This research was completed through the use of inferential statistical analysis. First the researcher conducted a Cronbach's alpha coefficient and tested each of the subscales for normality. Once this was done the researcher identified which subscales were normal and which were not. It was identified that salary and benefits was the only subscale to be normally distributed. Due to this a one-way between-groups ANOVA test was conducted. The results from this analysis indicated that there was a significant difference between the age groups ($F(2, 69) = 6.368, p = .003$). It was found through the multiple comparison analysis that there was a

significant difference between the 18 to 24 age group and the 25 to 31 age groups ($p = .005$), but neither of the other age groups had any significant differences.

This is an interesting result as it shows young millennial generation employees are not as happy with their salary and benefits compared to older millennial generation employees. This may be due to the economic downturn that occurred in recent years and individuals that have only recently started their careers not receiving the high pay that was being offered to employees before the economic downturn. It was stated in the literature review that millennials are part of the generation that has had the highest rate of unemployment along with the lowest level of income coupled with significantly high student loans (Holmberg-Wright et al., 2017). Due to getting an education and having large student loans to pay off the younger millennials may feel that they are entitled to more money due to these debts that they have accumulated from attending university. Further research may want to examine younger employees working in organisations in Ireland and their attitudes towards the salary and benefits that they receive compared to older employee's attitudes more thoroughly.

Due to four out of the five subscales being non-normally distributed, a Kruskal-Wallis H test was conducted. Of the four subscales analysed, training and development, organisational support, organisational satisfaction, and flexible work-life balance, it was found that only organisational support had a statistically significant difference between age groups ($X^2(2) = 9.843, p = .007$) with a mean rank score of 40.17 for the 18 to 24 age group, 29.44 for the 25 to 31 age group, and 60.00 for the 32 to 38 age group. All other subscales were found to have no statistically significant differences between age groups. There is quite a difference in scores between each age group. These scores indicate that the 25 to 31 age group are happy with the level of organisational support they receive, the 18 to 24 age group are less happy with the organisational support, while the 32 to 38 age group are quite unhappy with the level of organisational support that they receive. This could be for any number of reasons. The 18 to 24 age group may not be as happy as the 25 to 31 age group as they are new in their organisation and may feel like they should be given more guidance and support from management. The 32 to 38 age group may be unhappy with the amount of organisational support they are

receiving due to them being older and may not be given the same amount of support as younger employees. Further research needs to be conducted in this area examining the support different age groups within the millennial generation receive from management in order to understand why they feel this way.

In regards to the researcher's hypothesis which stated that there would be differences between the separate age groups and their responses to training and development, salary and benefits, organisational support, their level of organisational satisfaction, and having a flexible work-life balance. The hypothesis can only be retained for salary and benefits and organisational support, but must be rejected for training and development, organisational satisfaction, and flexible work-life balance due to their only being differences found between the separate age groups in salary and benefits and organisational support.

6.5 Results for research objective 4

The last research objective was to identify if employees are intending on staying in their current organisation or do they intend to leave and can training and development opportunities impact their decision to stay in the organisation. It was identified in the results section that it was nearly a 50/50 split between answers. Half of all respondents stated that they were leaving the organisation with nearly the entire other half stating they were intending to stay in the organisation with only one response unsure if they were staying or leaving the organisation. This is an interesting discovery as it was identified in the literature review that some organisations were only capable of retaining 50% of their graduate employees that had worked in their organisations for less than five years at the end of the twentieth century (Sturges and Guest, 2001). It was also found on the literature review through more recent research that 91% of millennial generation employees are only expected to stay in their organisation for no more than three years (Meister 2012). Research conducted by Rigoni and Nelson (2016) found that only 50% of millennials were intending on staying with their employer for another year when asked. While participants in this research study did not state how long they were intending to stay in their current organisation, almost half of the participants did state that they were intending on staying in their organisation rather than leave it. This is an

interesting result as the results of participants in the study are in no way similar to the study that was conducted stating that 91% of millennial generation employees are only expected to stay in their organisation for no more than three years (Meister, 2012). In regards to the researcher hypothesis, stating that there will be a high intent among participants in the research to leave their organisation, the null hypothesis must be rejected as only half of the respondents stated that they were intending on leaving their organisation. Further research needs to be conducted looking at turnover intentions of employees part of the millennial generation working in organisations in Ireland in regards to exactly how long they intend to stay in their organisations for as many participants did not state whether they intended to stay in their organisation permanently.

When giving their reasons as to why they intended on either leaving or staying in the organisation it was found in the results and finding section that the reasons as to why they are intending on staying or leaving were quite similar. Respondents stated that they were leaving due to a number of reasons. These reasons were identified as reoccurring themes such as career advancement, salary and benefits, skills development, bad management and poor flexible work-life balance practices. These factors can create low organisational commitment and low job satisfaction and it was found in the literature review that low organisational commitment and low job satisfaction can result in employee turnover when accompanied with alternative job opportunities (Winterton, 2004)

When attempting to identify what can improve employee retention rates in organisations the researcher asked two important open-ended questions. These questions included what do you think is the most interesting part of your job and what do you want to improve while working at your organisation. Through these two questions the researcher was able to identify what employees enjoyed about working at their organisation and what they want to improve and through this identify practices that could result in improving retention rates among employees in organisations in Ireland. It was found that interaction (i.e. interaction with customers, clients, and people) was the most interesting part of their job along with the variety of their job in how every day was different such as the day-to-day activities and the overall diversity of the job role. The

theme of skills development occurred a number of times, however it was only a small amount compared to interaction and job variety. This shows that while the research found that employees in organisation value the training and development being offered to them it is not as interesting as other aspects of the job such as the variety in the job role or the interaction with other people that comes with the job.

When examining the results from the question of what do you want to improve while working at your organisation an interesting result was identified. Close to half of all responses to this question fell under the theme of improving training and development. Many of the answers to this question were in regards to receiving training, improving their skills, learning, and gaining industry knowledge. Very few responses mentioned improving their salary or improving the flexible working practices in the organisation. These results were interesting as it was found at the start of the research that many of the responses in relation to the training and development questions in the employee value scale were either strongly agree or agree due to the low mean score. This shows that while employees are receiving training and development and they are happy with what they are receiving they still want to improve it. They desire to improve their skills and receive more training in order to become better at their job. By making further improvements to training and development practices, organisations in Ireland may be able to reduce the amount of staff members that are intending on leaving the organisation due to the fact that so many responses wanted their organisation to put more emphasis on skills development and learning, each of which are done through training and development. The results from this question show just how important it is to provide training and development within an organisation. The results from these findings coincide with the research conducted in the literature review which stated that employers that mentor, coach, and offer development to their staff is an important characteristic to millennials (Meister and Willyerd, 2010) and that developing new skills that can be of use to them is of significant importance (Hoffman, 2018).

It is also important to keep in mind the results from the first open-ended question which found that interaction and job variety were the most interesting parts of the job for participants in the study. Management in organisations should look to incorporating

these findings into their training and development procedures. They should make it so that not every day during a training and development program is similar and ensure there is a lot of interaction between employees taking part in the training programs, the individuals conducting the training and development, and with management to ensure that everything is being conducted efficiently and enjoyably for the employees involved.

In regards to the last hypothesis, training and development will have an impact on their intent to stay in their organisation, the null hypothesis can be somewhat retained as the majority a participants stated that training and development was something that they would want to improve at their organisation. By putting more focus on and improving training and development, organisations may be able to retain employees for a much longer period of time than they are now.

Chapter 7: Conclusion and Recommendations

7.1 Conclusion

The overall goal of this research topic from the beginning was to examine the impact that training and development has on employee's part of the millennial generation and employee retention in organisations in Ireland. This was accomplished through examining literature from previous research articles, journals, studies, and books written on the topic. In order to see the effect training and development had on employees working in organisations in Ireland, the researcher conducted their own study. From examining the previous literature, the researcher formulated a number of hypotheses that the researcher sought out to prove. In regards to the researcher's hypothesis for that training and development would have a strong relationship with salary and benefits, organisational support, organisational satisfaction, and flexible work-life practices, it was found that training and development did have a strong relationship with these practices. The researcher expected this result due to the literature stating how important each of these practices are to employees part of the millennial generation and that a significant amount of previous research found that millennials value each of these practices on their own.

The researcher's next hypothesis was that there would be differences between the separate age groups within the millennial generation in regards to training and development, salary and benefits, organisational support, organisational satisfaction, and flexible work-life balance. The researcher believed that there would be differences due to the 18 to 24 age group being so close in age to generation Z and the 32 to 38 age group being so close in age to generation X. It was found that there were only two differences discovered in the age groups in the areas of salary and benefits and organisational support. The researcher had expected more differences due to the wide gap in age in the millennial generation.

The researcher's next hypothesis was that there would be a high intent among participants in the research to leave their organisation. This was due to the fact that the research conducted in the literature review stated that organisations in Ireland were

facing a retention problem and that millennials are known for switching job frequently. It was found through the researchers own study that half of the participants in the study are intending on leaving their current organisations with the other half intending on staying. This was an interesting discovery for the researcher as it was believed that the number would be much higher after reviewing the literature.

The final hypothesis formulated by the researcher was that training and development will have an impact on the employee's intention to stay in their organisation. A very interesting discovery from conducting this study found that a high number of participants in the survey stated some form of training and development as something they would want to improve at their current organisation. This demonstrates the importance of training and development. If organisations employing these participants in the study did improve their training and development then they may be able to improve their retention rates among staff due to the fact that is of significant importance to their employees.

This research is important for a number of reasons. Firstly, it agrees with previous research examining the importance of training and development and how it is valued by employees, specifically employee's part of the millennial generation. Secondly, the research identified that organisations are providing training and development to employees and that employees value these training and development practices. However what was interesting about this particular research was that while participants in the study stated that they are being offered training and development and they are happy with it, when asked what they would improve in their current organisation, a large number of responses fell under the theme of training and development. This shows that while they are receiving training and development in their organisations they crave more of it. This shows that employees in organisations in Ireland want to continuously improve their skills and have more learning opportunities in order to make themselves a more skilled, knowledgeable employee. These findings are of paramount importance to organisations as demonstrates the high level of value that employees in Ireland have for training and development. If organisations wish to improve their retention rates among

millennial employees then they should focus on improving their training and development practices.

7.2 Limitations of research study

The research identified a number of limitations in regards to this research study. One of the main limitations was through the research approach. The researcher selected a form of a mixed methods approach. Through the surveys gathered using quantitative analysis, a number of open-ended questions were included in the survey which amounted to qualitative research. When analysing the open-ended questions, it was found to be quite difficult in developing reoccurring themes as there were so many responses to analyse. This created problems associated with time constraints. It took the researcher a significant amount of time to go through all of the responses in the open-ended questions and identify reoccurring themes. In future research, researchers may want to consider focusing on conducting either quantitative or qualitative analysis, depending on how much time they have to conduct their research. Researchers may also want to consider conducting qualitative analysis through the form of interviews. This is due to the fact that there were some interesting responses in the open-ended questions that the researcher would have liked to expand upon but would need to ask probing questions to gather more information from the respondents answer. This type of information gathering would ideally be conducted in interviews.

The second limitation that occurred during this research study was through the sampling method. The researcher selected convenience sampling for this research topic due to the time constraints involved. While this is an ideal method for gathering a vast amount of responses from employees that work in different organisations it would be interesting to see the results when the research focused on one particular sector only, such as the financial sector or the hospitality sector and see what results are found. Future researchers conducting similar research may want to consider focusing on one particular sector in Ireland and examine if similar results are found.

7.3 Recommendations and costing

This section includes a number of recommendations for organisations and the costs associated with them. These recommendations are based on the research conducted in this particular study. The researcher has already mentioned in the discussion of findings section what the results indicated and will go more in depth making a number of recommendations and how they will be beneficial to an organisation.

7.3.1 Training and development for everyone

It was found through the research conducted for this topic that organisations are offering training and development and that participants in the research valued it. It is recommended that organisations offer all relevant training and development to all employees within the organisation. This does not include just the average employee, but employees at management level also. By management taking part in the training and development programs available at the organisation, employees under their management will be incentivised to take part as it demonstrates that everyone can learn something new and improve themselves within the organisation. It is also important to offer training and development to all employees within the organisation as it will improve performance throughout each aspect of the organisation and create a better overall workforce, improving the organisations competitive advantage. The cost of conducting training and development to employees within an organisation fully depends on the size of the organisation, the type of training taking place, and the amount of employees taking part.

7.3.2 Training and development and continuous feedback

When conducting training and development procedures in an organisation it is recommended that management within the organisation provide employees taking part in the training and development with continuous feedback. Managers should conduct regular performance reviews on how the employee is doing during the training and development. These performance review meeting should be conducted one on one between the manager and the employee. The manager should inform the employee how they are doing and where they can improve in order to take full advantage of the training and developing procedures. The manager should also ask for feedback in regards to

what the employee thinks of the training and development procedures in the organisation. Employees should be asked what they think of the overall process and what they would improve if they were conducting it. By conducting performance review meetings in such a way the organisation can identify what works in the training and development and what needs to be improved. It also helps to make the employee feel part of creating the training and development process that they are a part of. These performance meetings bring no financial cost to the organisation, but will take up time in order to conduct each one on one meeting. However the organisation stands to gain important knowledge on how to improve their training procedures and improving their employees in the process. This can be implemented relatively fast as it is just a matter of scheduling meeting between management their staff.

7.3.3 Offer external training and development

While it is important to create training and development opportunities within the organisation, some employees may want to improve their education and specialise in a certain area of the organisation. This can be accomplished by taking part in an undergraduate or postgraduate degree. It is recommended that employers offer employees the chance to attend, or return to college in order to improve their skills. There are many institutions, such as the National College of Ireland, that offer a range of courses such as an MA in Human Resource Management or a Master's in Business Administration. These courses can be completed part time by employees and depending on the employees chosen course, can cost between €8,000 and €14,000. Due to the large financial cost it is recommended that these particular development opportunities are offered to employees that have worked in the organisation for a certain number of years and have proven themselves as competent and efficient employees. Employees will be incentivised to improve their performance if they wish to take part in this development opportunity one day. It is also recommended that organisations have employees sign some form of an agreement stating that they will work in the organisation for a certain number of years once they have received their qualifications. This will remove the risk of an organisation investing a substantial amount of money on an employee only to have them leave once they have received their qualifications. This particular financial cost is

the cost of sending an employee to university and the implementation of this would be relatively fast as many universities offer courses starting in September and January.

7.3.4 Training and development with a rewards package

It is recommended that organisations offer a rewards package to employees who have successfully completed the training and development programs that the organisation has to offer. Organisations should consider increasing the employee's salary and offering them a better position in the company once they have the qualifications and experience needed. The qualification can be achieved through taking part in training and development programs that will improve their skills and knowledge and make them a better all-round employee. By offering a rewards package, employees will be incentivised to take part in the training and development programs, resulting in more employees developing their skills, creating a better workforce in the organisation. While increasing the employee's pay will be a financial cost to the organisation, the overall improved workforce can result in an improvement in performance, resulting in an improvement in the organisation financial performance. The specific cost for increasing wages will depend on the size of the organisation and the position the employee is being promoted to.

7.3.5 Interaction and variety in training and development

It was found in this research topic that employees working in their current organisation enjoy interaction and variety in their job. Due to this it is recommended that organisations focus on incorporating interaction and variety into their training and development procedures. This can be accomplished by conducting the training and development with a large number of participants and creating aspects of the training where participants work in groups. These groups should be made up of employees that don't know each other very well. This way everyone is interacting with different employees that they do not know. This also helps to create some variety in the training programs. The training and development should also focus on ensuring that every day is a little different. This can be accomplished by having different tasks or objectives that participants need to accomplish during their training and development and changing the type of tasks a little each day. Again the financial cost associated with this specific

training and development fully depends on the size of the organisation and how many employees are taking part. This can be implemented quite fast as many organisations already have training and development procedures in place. It is just a matter of modifying them to make the procedures more efficient.

7.4 Personal learning and reflection statement

One of the most interesting parts about completing this dissertation was the self-directed learning that was involved throughout this research topic. I was given the freedom to select a topic that I found to be interesting and was able to go about researching it in whatever way I found best. I much prefer this type of learning compared to just being given a topic and told what to do. It gave me the freedom to complete the work as I deemed best.

One of the main reasons why I picked this particular topic was that I wanted to research something that would be of benefit to me for when I begin my career in human resource management, but I also wanted to pick a topic that would be of benefit to an organisation that I work for. I have gained a vast amount of knowledge surrounding the problem of employee turnover in Ireland and how this problem is negatively effecting organisations. I have also gained a considerable amount of knowledge on employee's part of the millennial generation and what they find to be important when working in an organisation. The information I discovered in regards to training and development and all the benefits it can bring to not just the employer, but to the employee as well. This is all important information that will help me in my future career.

While conducting research for this dissertation was interesting, I came across a number of challenges. One such challenge was analysing the results of my surveys through SPSS. The whole area of quantitative research was a completely new concept to me as this is the first ever dissertation that I had to complete. I found using SPSS to be quite difficult and had to spend a substantial amount of time learning how to use SPSS and meeting with my supervisor in order to understand how to analyse the information from my survey responses. Since completing the SPSS portion of this research topic I found

that I would like to spend more time in the future improving my statistical skills as it may become important in my future employment.

Completing this dissertation also taught me valuable time management skills. I had to balance working at my current job, family and social obligations while making sure I was spending enough time working on the dissertation each day. At times it was a struggle, but by making a work schedule I was able to spend enough time each day on my dissertation and complete it to the best of my abilities.

Finally, one of the most important learning experiences from completing this dissertation was the information that I learned from conducting my surveys, specifically in the open-ended questions. Some of the responses to why respondents were leaving their organisation and what they would improve while working at their organisation allowed me to discover exactly what people enjoy about work and why they are choosing to leave their job. This type of information is of great value as I feel that I have a better understanding of what people like and don't like about their job. As the survey was not tied to one particular organisation or sector I found it very interesting that so many responses were similar to each other. Having this type of information is something that I believe will benefit not just myself, but organisations that I work for in the future.

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Chapter 9: Appendices

9.1 Appendix 1 – Confidentiality and consent form

Thank you for participating in this survey. The purpose of this research survey is to examine the impact training and development has on employee turnover rates among employees part of the millennial generation working in businesses in Ireland. The research survey is for use in a Master's in Human Resource Management in the National College of Ireland.

Your participation in this research study is voluntary. You may choose to not participate in the survey. You can also withdraw from the survey at any time.

This questionnaire contains 32 questions and will take between five to ten minutes to complete. Your responses will be confidential and you are not required to give any personal information such as your name, email address or phone number.

All information gathered in the questionnaire will be kept completely confidential and will be used for this research study alone. All data gathered will be password protected to ensure confidentiality.

By clicking on the 'Next' button below you are indicating that you have read the above information, you are at least 18 years of age and you voluntarily agree to participate in the survey. If you do not wish to take part in the survey simply exit this page.

If you have any questions about the research study then feel free to contact me through email at x16147324@student.ncirl.ie.

9.2 Appendix 2 – Demographic questions

1. Age

2. How long have you been working in your organisation?

Less than 1 year

-
- 1 - 5 years
 - 5 - 10 years
 - 10 - 15 years
 - 15 + years

3. *Gender*

- Male
- Female

4. What are your reasons for working in your current organisation?

- Interest
- Salary
- Career advancement opportunities
- Flexible working hours
- Business graduate
- Student
- Training and development opportunities

Other (please specify)

9.3 Appendix 3 – Employee value scale

5. The induction training in your organisation was good

-
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree

6. Staff in your organisation are friendly and helpful

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

7. You enjoy working in your current organisation

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

8. Your job is challenging

- Strongly agree

-
- Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree

9. The organisation offers you a controllable work-life balance

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

10. The brand name of the organisation is important

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

11. You are satisfied with the health benefits that the organisation provides you

- Strongly agree
- Agree

Neither agree nor disagree

Disagree

Strongly disagree

12. You are inspired to achieve goals at work

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

13. Your salary is adequate according to your role within the organisation

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

14. Training and development is provided consistently in your organisation

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

15. You are satisfied with the training and development provided

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

16. Your pay is increased annually in your organisation

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

17. You are satisfied with the opportunities given to you by your organisation to apply your talent and knowledge at work

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

18. Your career has been developed after joining your current organisation

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

19. Working at your organisation offers you a sufficient amount of time to spend with your family and friends

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

20. You have time to socialize after work

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

21. You are happy with your working hours and routine

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

22. Would you prefer to work in a 9 - 5 job?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

23. You are provided with adequate performance appraisals

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

24. Your organisation provides you with financial rewards and bonuses (annually or quarterly)

-
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree

25. You are satisfied with the total benefits package provided by your organisation

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

26. You are consistently rewarded for your work

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

27. You receive constructive feedback from your manager/supervisor

- Strongly agree

-
- Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree

28. You are provided with clear information regarding your job tasks and your responsibilities

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

29. Your managers are supportive and caring

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

9.4 Appendix 4 – Open-ended questions

30. What do you think is the most interesting part of your job?

31. Do you intend to stay with your current organisation or do you intend to leave? Why

32. What do you want to improve while working at your current organisation?

9.5 Appendix 5 – Descriptive statistics

| Descriptive Statistics | | | | | | |
|-------------------------------|----|-------|---------|---------|---------|----------------|
| | N | Range | Minimum | Maximum | Mean | Std. Deviation |
| TandDTotal | 72 | 16.00 | .00 | 16.00 | 5.8472 | 3.74790 |
| SalaryBenefitsTotal | 72 | 20.00 | .00 | 20.00 | 9.7639 | 4.61013 |
| FlexWLBTotal | 72 | 18.00 | 2.00 | 20.00 | 9.2500 | 4.25176 |
| OrgSupportTotal | 72 | 23.00 | 1.00 | 24.00 | 10.6806 | 5.48192 |
| OrgSatisTotal | 72 | 12.00 | 1.00 | 13.00 | 4.9444 | 2.89676 |
| Valid N (listwise) | 72 | | | | | |

Figure 5 - Descriptive statistical analysis table

9.6 Appendix 6 – Cronbach’s alpha coefficient

| Reliability Statistics | | |
|-------------------------------|--|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .924 | .924 | 25 |

Figure 6 - Cronbach's alpha coefficient table

9.7 Appendix 7 – Test of normality

| Tests of Normality | | | | | | |
|---------------------------|---------------------------------|----|------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| TandDTotal | .133 | 72 | .003 | .954 | 72 | .010 |

a. Lilliefors Significance Correction

Figure 7 - Training and development subscale test of normality

| Tests of Normality | | | | | | |
|---------------------------|---------------------------------|----|------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| SalaryBenefitsTotal | .098 | 72 | .081 | .980 | 72 | .314 |

a. Lilliefors Significance Correction

Figure 8 - Salary and benefits subscale test of normality

| Tests of Normality | | | | | | |
|---------------------------|---------------------------------|----|------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| FlexWLBTotal | .143 | 72 | .001 | .957 | 72 | .016 |

a. Lilliefors Significance Correction

Figure 9 - Flexible work-life balance subscale test of normality

| Tests of Normality | | | | | | |
|---------------------------|---------------------------------|----|-------------------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| OrgSupportTotal | .090 | 72 | .200 [*] | .961 | 72 | .025 |

Figure 10 - Organisational support subscale test of normality

| Tests of Normality | | | | | | |
|---------------------------|---------------------------------|----|------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| OrgSatisTotal | .169 | 72 | .000 | .921 | 72 | .000 |

Figure 11 - Organisational satisfaction subscale test of normality

9.8 Appendix 8 – ANOVA

ANOVA

SalaryBenefitsTotal

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 235.128 | 2 | 117.564 | 6.368 | .003 |
| Within Groups | 1273.858 | 69 | 18.462 | | |
| Total | 1508.986 | 71 | | | |

Figure 12 - Salary and benefits subscale ANOVA test

9.9 Appendix 9 – Post hoc tests – Multiple comparisons

Multiple Comparisons

Dependent Variable: SalaryBenefitsTotal
Tukey HSD

| (I) Age | (J) Age | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|---------|---------|-----------------------|------------|------|-------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| 18-24 | 25-31 | 3.41319* | 1.04391 | .005 | .9127 | 5.9137 |
| | 32-38 | -1.55556 | 2.26456 | .772 | -6.9799 | 3.8688 |
| 25-31 | 18-24 | -3.41319* | 1.04391 | .005 | -5.9137 | -.9127 |
| | 32-38 | -4.96875 | 2.27867 | .082 | -10.4269 | .4894 |
| 32-38 | 18-24 | 1.55556 | 2.26456 | .772 | -3.8688 | 6.9799 |
| | 25-31 | 4.96875 | 2.27867 | .082 | -.4894 | 10.4269 |

Figure 13 - Salary and benefits subscale multiple comparisons

9.10 Appendix 10 – Kruskal-Wallis tests

Ranks

| | Age | N | Mean Rank |
|------------|-------|----|-----------|
| TandDTotal | 18-24 | 36 | 36.75 |
| | 25-31 | 32 | 35.89 |
| | 32-38 | 4 | 39.13 |
| | Total | 72 | |

Test Statistics^{a,b}

| | TandDTotal |
|-------------|------------|
| Chi-Square | .096 |
| df | 2 |
| Asymp. Sig. | .953 |

a. Kruskal Wallis Test

b. Grouping Variable:
Age

Figure 14 - Training and development subscale Kruskal-Wallis H test

Ranks

| | Age | N | Mean Rank |
|--------------|-------|----|-----------|
| FlexWLBTotal | 18-24 | 36 | 39.96 |
| | 25-31 | 32 | 33.38 |
| | 32-38 | 4 | 30.38 |
| | Total | 72 | |

Test Statistics^{a,b}

| | FlexWLBTotal |
|-------------|--------------|
| Chi-Square | 2.053 |
| df | 2 |
| Asymp. Sig. | .358 |

a. Kruskal Wallis Test

b. Grouping Variable:
Age

Figure 15 - Flexible work-life balance subscale Kruskal-Wallis H test

| Ranks | | | |
|-----------------|-------|----|-----------|
| | Age | N | Mean Rank |
| OrgSupportTotal | 18-24 | 36 | 40.17 |
| | 25-31 | 32 | 29.44 |
| | 32-38 | 4 | 60.00 |
| | Total | 72 | |

Test Statistics^{a,b}

| OrgSupportTotal | |
|-----------------|-------|
| Chi-Square | 9.843 |
| df | 2 |
| Asymp. Sig. | .007 |

- a. Kruskal Wallis Test
- b. Grouping Variable:
Age

Figure 16 - Organisational support subscale Kruskal-Wallis H test

| Ranks | | | |
|---------------|-------|----|-----------|
| | Age | N | Mean Rank |
| OrgSatisTotal | 18-24 | 36 | 37.90 |
| | 25-31 | 32 | 33.28 |
| | 32-38 | 4 | 49.63 |
| | Total | 72 | |

Test Statistics^{a,b}

| OrgSatisTotal | |
|---------------|-------|
| Chi-Square | 2.533 |
| df | 2 |
| Asymp. Sig. | .282 |

- a. Kruskal Wallis Test
- b. Grouping Variable:
Age

Figure 17 - Organisational satisfaction subscale Kruskal-Wallis H test

9.11 Appendix 11 – Correlational analysis

Correlations

| | | | TandDTotal | SalaryBenefitsTotal | FlexWLBTotal | OrgSupportTotal | OrgSatisTotal |
|----------------|---------------------|-------------------------|------------|---------------------|--------------|-----------------|---------------|
| Spearman's rho | TandDTotal | Correlation Coefficient | 1.00 | .47** | .39** | .66** | .63** |
| | | Sig. (2-tailed) | . | .00 | .00 | .00 | .00 |
| | | N | 72.00 | 72.00 | 72.00 | 72.00 | 72.00 |
| | SalaryBenefitsTotal | Correlation Coefficient | .47** | 1.00 | .35** | .52** | .47** |
| | | Sig. (2-tailed) | .00 | . | .00 | .00 | .00 |
| | | N | 72.00 | 72.00 | 72.00 | 72.00 | 72.00 |
| | FlexWLBTotal | Correlation Coefficient | .39** | .35** | 1.00 | .49** | .19 |
| | | Sig. (2-tailed) | .00 | .00 | . | .00 | .10 |
| | | N | 72.00 | 72.00 | 72.00 | 72.00 | 72.00 |
| | OrgSupportTotal | Correlation Coefficient | .66** | .52** | .49** | 1.00 | .62** |
| | | Sig. (2-tailed) | .00 | .00 | .00 | . | .00 |
| | | N | 72.00 | 72.00 | 72.00 | 72.00 | 72.00 |
| | OrgSatisTotal | Correlation Coefficient | .63** | .47** | .19 | .62** | 1.00 |
| | | Sig. (2-tailed) | .00 | .00 | .10 | .00 | . |
| | | N | 72.00 | 72.00 | 72.00 | 72.00 | 72.00 |

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 18 - Correlational analysis