

**Capitalising on professional Millennial  
employees: Exploratory study on a mining  
organisation's talent management strategies**

**C Kersop**



**orcid.org 0000-0003-1228-1025**

Mini-dissertation submitted in partial fulfilment of the requirements  
for the degree *Master of Business Administration* at the North-West  
University

Supervisor: Dr JJ Viljoen

Graduation ceremony: May 2019

Student number: 12666661

## **ABSTRACT**

The Millennial generation are individuals born between 1982 and 2000 and are starting to dominate the workforce while most of the previous generations are retiring. Millennials are different in terms of their needs and values in the workplace and expectations of the employer. Research reveals that Millennials are the least engaged and committed generation, challenging many organisations to attract, engage and retain Millennial talent. Improved engagement and commitment can result from targeted talent management efforts as supported by research.

The problem this study aimed to address was to equip a mining organisation's talent management department with the necessary knowledge of its current professional Millennial talent pool to inform the strategic decisions required for improved engagement and retention, and to ultimately capitalise on what this generation can offer.

A cross-sectional design and quantitative research approach was followed. Data was collected via an online survey platform in response to the research instrument that was compiled from market research surveys and literature. Workplace values, expectation of employer offerings, commitment levels, insight on the current development opportunities being provided and the perceptions of the company's ability to manage the generation shift were queried.

The workplace values preferred by the respondents matched many of the practitioner and literature findings. The most important workplace values for the respondents were company benefits (pension, vacation, sick leave, insurance, etc.) and to obtain personal growth in their careers. To have a job that is interesting and job security or a permanent job were also highly rated. The expectations the respondents have of the employer are that of career progression opportunities, competitive wages and incentives and a high calibre of training and development. The training and development methods preferred include the use of excellent mentors and coaching, being exposed to role change and rotations, and funding of studies by the organisation. Work-life balance and flexible working hours and work arrangements have also been highlighted throughout the study as being highly valuable to the respondents. Together with competitive wages, incentives and pension funding, the total rewards package can include the investment of training and development being provided by the employer as well as the allowance of flexible working hours/arrangements.

In terms of organisational commitment, responses were largely impartial/neutral, either indicating that commitment levels are low, or that the respondents felt uncomfortable communicating their perceived commitment levels or that organisational commitment is not considered as important (which correlates to the theory that the Millennial generation is the least committed generation). Affective commitment was the higher rated component of organisation commitment (OC) which may be due to most of the respondents being with the company for several years and that an emotional attachment has been forged between the respondent and the company.

In conclusion, for the **mining organisation to capitalise on its professional Millennial talent**, the employer offering, in the form of a total rewards package or employee value proposition, can be used to improve engagement and subsequent retention of these individuals. It should be noted that the respondents were divided on whether the company is willing or capable of managing the generational shift, however, the majority was convinced on leaving the company if their needs are not met. Recommendations have been provided in effort to develop the organisations' total rewards package or employee value proposition. The researcher believes that these recommendations are practical and applicable in the HR field and that implementation will be dependent on the outcomes of the recommended actions and the supporting studies as identified in the future research suggestions. It is the researcher's belief that the company places a high value on its people; as without its people – and having the right people, filling the right positions, at the right time – the company will not be able to meet its strategic objectives or fulfil its mission.

**Key terms:** Talent management, professional Millennial employees, mining, engagement, commitment and retention.

## **Acknowledgements**

I would like to take this opportunity to acknowledge and thank those for their guidance and support throughout my MBA studies and who made this dissertation possible:

- The Lord, for I am who I am, because of Him.
- My organisation, for providing me the opportunity to study MBA and furthering my career.
- My supervisor, Dr Jos Viljoen, for his guidance, advice and support.
- My corporate sponsor and research champion, thank you for your valuable insight, acting as gatekeeper and assisting with the global alignment of the various sites' talent managers and subsequent access to the target group.
- Prof Faans Steyn for statistical analysis assistance.
- My family, who has made me who I am and who has supported me throughout my career.
- NWUAmba1, our MBA syndicate group, thank you to each and every member, for the hard work and support given throughout our MBA programme.
- NWU Business School, thank you to all the lecturers who have made my MBA programme an enriching experience.
- Last but not least, to my husband, Fanie Kersop. My dream to see us both graduating with our MBA degrees has become a reality. Thank you for your support and dedication throughout this programme. Together we can achieve anything! I love you!

## **ABBREVIATIONS**

AC	-	Affective commitment
CC	-	Continuance commitment
EVP	-	Employee value proposition
KMO	-	Kaiser-Meyer-Olkin
MBA	-	Master's in Business Administration
NC	-	Normative commitment
PWC	-	Price Waterhouse Coopers
SD	-	Standard deviation

## TABLE OF CONTENTS

ABSTRACT .....	II
ABBREVIATIONS .....	V
LIST OF FIGURES .....	X
LIST OF TABLES .....	XI
CHAPTER 1: NATURE AND SCOPE OF THE STUDY.....	1
1.1 INTRODUCTION.....	1
1.2 PROBLEM STATEMENT AND RESEARCH QUESTION .....	2
1.3 RESEARCH OBJECTIVES .....	3
1.4 DELIMITATIONS, ASSUMPTIONS AND LIMITATIONS .....	4
1.5 PURPOSE AND IMPORTANCE OF STUDY .....	7
1.6 CONCLUSION .....	8
CHAPTER 2: LITERATURE REVIEW .....	9
2.1 INTRODUCTION.....	9
2.1 TALENT MANAGEMENT .....	10
2.1.1 TALENT RECRUITMENT AND ATTRACTION .....	11
2.1.2 TALENT DEVELOPMENT .....	12
2.1.3 TALENT RETENTION.....	12
2.2 EMPLOYEE ENGAGEMENT, ORGANISATIONAL COMMITMENT AND RETENTION .....	13
2.2.1 EMPLOYEE ENGAGEMENT .....	13
2.2.2 ORGANISATIONAL COMMITMENT (OC).....	14
2.2.3 EMPLOYEE RETENTION .....	16
2.3 THE MILLENNIAL.....	16
2.3.1 GENERATION TYPOLOGIES.....	16
2.3.2 THE MILLENNIAL EMPLOYEE.....	17

2.3.2.1	MILLENNIAL EDUCATION, DEVELOPMENT AND USE OF TECHNOLOGY.....	18
2.3.2.2	MILLENNIAL CHARACTERISTICS.....	19
2.3.2.3	MILLENNIAL NEEDS .....	20
2.3.3	THE MILLENNIAL EMPLOYER .....	21
2.3.3.1	BALANCED WORK AND PERSONAL LIFE.....	21
2.3.3.2	ADVANCED TECHNOLOGIES.....	22
2.3.3.3	CONDUCTIVE WORK, SOCIAL AND TEAM ENVIRONMENT.....	22
2.3.3.4	TRAINING, DEVELOPMENT AND OPPORTUNITY FOR PROMOTIONS ..	22
2.3.3.5	CHALLENGING AND VALUABLE WORK ASSIGNMENTS .....	23
2.3.4	MILLENNIAL ENGAGEMENT, ORGANISATIONAL COMMITMENT AND RETENTION .....	23
2.3.4.1	MILLENNIAL ENGAGEMENT.....	24
2.3.4.2	MILLENNIAL ORGANISATIONAL COMMITMENT.....	27
2.3.4.3	MILLENNIAL RETENTION .....	28
2.3.5	MILLENNIAL CAREER DEVELOPMENT AND TALENT MANAGEMENT.....	29
2.4	TALENT MANAGEMENT AND IMPACT ON ENGAGEMENT AND RETENTION .....	32
2.5	CONCLUSION .....	33
CHAPTER 3: RESEARCH METHODOLOGY.....		35
3.1	INTRODUCTION.....	35
3.2	RESEARCH APPROACH .....	35
3.3	RESEARCH DESIGN.....	36
3.4	RESEARCH METHOD.....	37
3.4.1	RESEARCH PARTICIPANTS .....	37
3.4.2	MEASURING INSTRUMENT.....	38
3.4.3	DATA ANALYSIS PLAN.....	40
3.4.3.1	RESPONDENT PERFORMANCE AND BIAS .....	40
3.4.3.2	STATISTICAL ASSESSMENT OF RESEARCH INSTRUMENT.....	41
3.4.3.3	EMPIRICAL RESEARCH OBJECTIVES ANALYSIS .....	42

3.5	RESEARCH ETHICS .....	46
3.5.1	BUSINESS ETHICS.....	46
3.5.2	RISK OF HARM .....	48
3.5.3	VOLUNTARY PARTICIPATION, CONFIDENTIALITY AND ANONYMITY.....	49
3.5.4	DISSEMINATION OF RESULTS.....	49
3.5.5	INFORMED CONSENT.....	49
3.6	CONCLUSION .....	49
CHAPTER 4: RESEARCH RESULTS AND CONCLUSIONS.....		50
4.1	INTRODUCTION.....	50
4.2	GENERAL INFORMATION AND RESPONDENT PERFORMANCE.....	51
4.3	STATISTICAL ASSESSMENT OF RESEARCH INSTRUMENT .....	54
4.3.1	INTRODUCTION .....	54
4.3.2	INSTRUMENT TESTING.....	56
4.3.3	CONCLUSION.....	61
4.4	EMPIRICAL RESEARCH OBJECTIVES ANALYSIS.....	62
4.4.1	WORKPLACE VALUES .....	63
4.4.2	MILLENNIALS AT WORK.....	70
4.4.3	DEVELOPMENT OPPORTUNITIES .....	84
4.4.4	RELATIONSHIP TO WORKPLACE.....	85
4.4.5	PERCEIVED EMPLOYER CAPABILITY.....	93
4.5	CONCLUSION .....	94
CHAPTER 5: STUDY CONCLUSIONS AND RECOMMENDATIONS .....		97
5.1	INTRODUCTION.....	97
5.2	STUDY CONCLUSIONS .....	97
5.3	STUDY RECOMMENDATIONS AND MANAGERIAL IMPLICATIONS.....	99
5.4	ACHIEVEMENT OF STUDY OBJECTIVES .....	101
5.5	LIMITATIONS .....	101
5.6	RECOMMENDATIONS FOR FUTURE RESEARCH .....	104

5.7	CONCLUSION .....	105
CHAPTER 6:	LIST OF REFERENCES .....	106
CHAPTER 7:	LIST OF ANNEXTURES .....	120
7.1	APPENDIX A - DATA COLLECTION INSTRUMENT AND RESPONDENT CONSENT .....	120
7.2	APPENDIX B – ORGANISATION CONSENT .....	140
7.3	APPENDIX C – ETHICAL AND RESEARCH CLEARANCE .....	141
7.4	APPENDIX D – STATISTICAL CONFIRMATION AND LANGUAGE EDITING ..	142

## LIST OF FIGURES

Figure 1: Conceptual framework – Professional Millennial employee to meet strategic objectives ..	9
Figure 2: Millennial characteristics and South African workforce in 2015 (Source: Statistics South Africa, 2015 (as cited in PWC, 2017:8).....	17
Figure 3: Respondent feelings towards workplace values .....	65
Figure 4: Respondent preferred working hours .....	71
Figure 5: Respondent preferred working arrangement .....	72
Figure 6: Respondents on the attractive options of an ideal employer offering.....	75
Figure 7: Respondents on attractive benefits employers can offer .....	76
Figure 8: Respondents on developing opportunities.....	77
Figure 9: Job acceptance factors.....	80
Figure 10: Job acceptance factors – compromises considered .....	80
Figure 11: Industry not preferred by respondents.....	82
Figure 12: Respondent preferred countries to work in.....	83
Figure 13: Affective commitment of the respondents .....	87
Figure 14: Normative commitment of the respondents.....	88
Figure 15: Continuance commitment of the respondents .....	89
Figure 16: Perceived employer capability to manage generation shift .....	93
Figure 17: Development of the total rewards package or employee value proposition.....	99

## LIST OF TABLES

Table 1: Conflicting assumptions between careers and talent management literature.....	30
Table 2: Type of variables, analysis methods and tests. Adapted from Bryman et al. (2014:313-329) .....	44
Table 3: Variables, questions and survey items.....	45
Table 4: Respondent tenure with organisation .....	53
Table 5: Workplace values rotated component matrix .....	58
Table 6: Descriptive statistics on respondent feelings toward workplace values.....	64
Table 7: Workplace values rotated component matrix – underlying factors .....	66
Table 8: Workplace values – Component 1 (Workplace values - Personal needs).....	68
Table 9: Workplace values – Component 2 (Workplace values - relationship needs).....	69
Table 10: Workplace values – Component 3 (Workplace values - organisational needs).....	69
Table 11: Respondents on number of employers throughout their careers .....	74
Table 12: Respondents on opportunities to progress .....	83
Table 13: Descriptive statistics on respondent relationship to the workplace.....	86
Table 14: Relationship to the workplace – Organisational commitment (OC) .....	91
Table 15: Research conclusions.....	94

# **Capitalising on professional Millennial employees: Exploratory study on a mining organisation's talent management strategies.**

## **CHAPTER 1: NATURE AND SCOPE OF THE STUDY**

### **1.1 INTRODUCTION**

This study explored how a mining organisation's talent management strategies could capitalise on its professional Millennial or Generation Y employees, also known as the "net-generation" or "dot-com generation" (Lamb *et al.*, 2015:52). According to the Oxford English Dictionary (2018), Millennials are defined as: "A person reaching young adulthood in the early 21<sup>st</sup> century". Various articles report on different year ranges when Millennials were born; however, in this study, Millennials will relate to individuals born between the 80s and early 2000s and in particular from 1982 to 2000, which was used to identify the target population. This year range is most commonly used (Main, 2013) and commencement of this range date is also supported as coined by Howe and Strauss (Bateman, 2014:1).

According to Fry (2015), Millennials have as of 2015 surpassed the previous two generations (Baby Boomers and Generation X) in the US labour force. Millennials are different in terms of their needs in the workplace, in their expectations and approaches to career development and management, as well as their responses towards traditional, hierarchical and authoritative work levels, systems and processes (Munro, 2012:1). With Baby Boomers exiting the workforce, all sectors within the economy are concerned about the gap being created in leadership (Munro, 2012:1). Hershatter and Epstein (2010:220) stated that higher turnover numbers have been seen since the ingress of Millennial employees as of 2004, indicating that challenges exist on how to attract, engage and retain Millennial talent.

Talent management can broadly be defined as the identification of relevant positions and key individuals that will enable the strategic objectives of an organisation. These high potential individuals require the necessary development and supervision to fill these positions. (McDonnell *et al.*, 2017:104).

The global mining company being studied employs strategic human capital and talent management which enables the development and succession planning, as well as the immediate placement of critical scarce skills of emerging talent and executives; however, the company has acknowledged their concerns relating to the changing demographics of most of its workforce and the challenges experienced in attracting, engaging and retaining Millennial talent.

## **1.2 PROBLEM STATEMENT AND RESEARCH QUESTION**

The generation shift is a reality as many Millennials will take over from Baby Boomers by 2020 and to some extent from Generation X as well. According to Lynch (as cited by Bateman, 2014:6), Millennials will by then make up 46 % of the total employment market.

The competition will be fierce to recruit and retain the best talent (Bateman, 2014:16). Nolan (2015:71) states that ignoring the retention of top Millennial employees will result in high employee turnover cost. Hester (2013:20) determines that, when employees leave the company, the turnover cost can range from a conservative 30 % of the employee's annual remuneration, to costs as high as 250 %. The hidden cost should also be acknowledged; these include a negative impact on morale, loss in productivity and time, and money spent on recruitment and training of a new employee (O'Connell & Kung, as cited by Nolan, 2015:71).

Stratum, who specialises in the recruitment and talent management business within the Canadian mining industry, indicates similar global demographic trends as seen from its ageing mining population. Stratum's market research (survey of 912 professionals in the Canadian mining industry) highlights that more than 40 % of the Canadian mining population were aged 50 years and older, dominating the industry (Edumine, 2014).

With most Baby Boomers retiring, companies are responding by enticing the older workforce to continue employment to ensure transfer of knowledge which further aggravates the challenges relating to the attraction and retention of young professionals. Being able to retain Millennials has become a challenging task as seen from The Ethics Resource Centre's report (as cited by Laird *et al.*, 2015:88) which found that Millennials were more likely to leave their jobs within one year as compared to their Generation X and Baby Boomer counterparts.

Stratum's survey results of the Canadian mining industry found that 79 % of the respondents believe that the industry is either completely or somewhat unprepared for the anticipated challenges and that 87 % of board members also feel the unprepared state (Edumine, 2014). Organisations must therefore respond by focusing on high-potential employees' development to build the knowledge base of the company and backfill succession pipelines (Church, 2014:52).

From above call for action on the challenges anticipated, the problem this study aimed to address was to equip the mining organisation being studied with the necessary knowledge of its current professional Millennial talent pool employees to engage and retain these individuals, hence answering the core research question of: *How can a mining organisation's talent management strategies capitalise on its professional Millennial employees?*

### **1.3 RESEARCH OBJECTIVES**

The main research objective was to determine how a mining organisation's talent management strategies can capitalise on its professional Millennial employees. The secondary research objectives were developed to aid in the answering of the core research question, and is outlined below:

#### **Literature review objectives**

From the literature the researcher aimed to obtain a better understanding of the theory relating to talent management, engagement, commitment and retention, as well as the company's Millennial and high potential talent pool by:

- Defining talent management and its antecedents and outcomes.
- Defining employee engagement, organisational commitment and retention, and its antecedents and outcomes.
- Investigating whether any correlation exists between talent management and engagement in effort to reduce employee turnover.
- Exploring the research of the Millennial generation, the factors and influences that have shaped these individuals, their characteristics as well as their engagement, organisational commitment and retention enablers.

## **Empirical study objectives**

From the empirical study, the researcher aimed to obtain a better understanding of the company's Millennial and high potential talent pool in terms of:

- **General information:** To obtain the basic information such as the number of years working for the company, country of origin and working conditions (Section A: Part 1 - Information).
- **Workplace values:** To determine Millennials' feelings towards employee workplace values (Section A: Part 2).
- **Millennials at work:** To determine Millennials' preferences relating to the employer offering (conditions, benefits, development etc.) whether within the company or looking for opportunities (Section B).
- **Development opportunities:** To determine current perceptions and feelings of the Millennials regarding the company's provision of development and opportunities and whether the respondent wants to be developed.
- **Relationship to the workplace:** To determine the current Millennial employee commitment levels towards the company (Section C).
- **Perceived employer capability:** To determine the perceptions of the Millennials regarding the ability of the company to manage the generation shift in terms of talent management and their anticipated response if the ability is questioned.

The theories surrounding Millennials, which are tested in the empirical study and the subsequent hypothesis (that the behaviours and attitudes Millennials engender can be extrapolated to various cultures, genders and nationalities), will aid in generalising the outcome of the analysis for the global mining company. Finally, the study aimed to provide conclusions and recommendations based on the literature and empirical findings.

## **1.4 DELIMITATIONS, ASSUMPTIONS AND LIMITATIONS**

The study was performed on a global mining company's Millennial professional talent pool to understand how a mining organisation's talent management strategies could capitalise on these individuals. A closer look was taken into the initiatives of the organisation's talent management department in addressing concerning trends relating to this generation as well as the concerns that were identified in the study outcomes.

Assumptions and biases, prior to the research being conducted and throughout the process, need to be highlighted to ensure that the reader appreciates what the researcher has acknowledged, leading to improved transparency and credibility. The assumptions and potential sources of research bias are outlined below as originally identified (research proposal) and will be further discussed in the results and conclusions of this study:

### **Lack of pilot study**

Due to time and resource constraints, a pilot study was not performed to further refine the research instrument. It was assumed that the outcomes of this study will not be affected as the research instrument was populated from a combination of Millennial market research and measurement scales that were used by other researchers on the Millennial generation. To confirm the suitability of the instrument, it was tested for validity and reliability during the study.

### **Sample selection method to ensure representation of the population**

According to Bryman *et al.* (2014:171), three sources of bias exist:

*Sampling method (if a non-random or non-probability sampling method is used)* - The risk exists that human judgement will be involved when selecting participants, meaning that certain participants will more likely be selected than others within the population. One solution would be to apply random and probability sampling methods. Due to the exploratory nature of this study and the limited number of participants, all those that were willing within the target population as provided by the organisation were considered (self-selecting sampling technique).

*Inadequate sampling frame (units within the population)* - The risk here is that the sample selected will not represent the population. As highlighted above, the whole population was considered. The units forming the specific group within the talent pool is the official list of employees that were pre-screened and selected for targeted talent management interventions (not due to the study). The Millennial generation which was the focus of this study, was the only participants within this group.

- *No response from participants* - As indicated by Bryman *et al.* (2014:171), it is difficult to determine why there are no response rates and it is encouraged that effort is made to understand why. Refer to **Section 4.2** for respondent performance.

### **Paradigm selection**

A quantitative research approach was adopted in the study which, according to Bryman *et al.* (2014:31), is where numerical data is collected and deductions can be made between the theory and the research outcomes, which relates to the empirical testing of theories, the incorporation of the norms and practices of natural science (positivism) and an ontological orientation where objectivity is idealised by the researcher. It was therefore assumed that a quantitative approach (fixed questions) would provide for the specific understanding and comparison of the key aspects of Millennial behaviour and their characteristics as per the literature.

### **The effectiveness of the measuring instrument and respondent performance**

As highlighted by Rowley (2014:314) there are many benefits to using questionnaires; however, risks do exist in that respondents may not provide accurate responses due to losing interest, not having the time and in many instances not having an opinion or knowledge on the matter being researched. It was therefore assumed that the questionnaire – if set up according to relevant guidelines (including convenience and survey platform functionality) – will enable the ease of completion by the respondents and will result in improved response rates. Through the necessary engagement and completion of consent forms (no obligation and the assurance of anonymity and confidentiality), the respondent was given the context of the study, the benefits of participating, how the study will be conducted and how the data were to be used in the hope of encouraging truthful feedback.

Existing instruments in market research and those in studies of interest were used and were assumed to be appropriate in establishing general feelings and perceptions towards the specific topics. See **Section 4.2** for the assessment of the rigour of research instruments in terms of reliability and validity.

### **Researcher as a professional Millennial and an employee of the global mining organisation talent pool**

It should be mentioned that the researcher also falls within the target population and specific units of analysis. The researcher wants to set in motion the suggested changes required in the organisation relating to professional Millennial talent management as the conflicts are personally experienced. The researcher has not partaken in the survey, which is in line with ethical researcher

behaviour and company requirements. Refer to **Section 3.5** for ethical considerations undertaken throughout the study.

In conclusion, as the target population is already a selected group of high performing, high potential and talented individuals, it was assumed that the units within the population are capable, formally educated and trained in the various key disciplines such as finance/human resources, mining/geology and engineering – typical within a global mining organisation. In addition, the individuals who fall within the Millennial age group (focus of the study) are already at middle to senior management levels and could be moved into leadership and specialist roles within the organisation. This group will form part of future specialists and leaders who will be responsible for innovation and the sustainability of the mining organisation. With the above assumptions of who the units of analysis within the target population are, it was further assumed that the study will be able to determine that the units of analysis will imitate the known researched characteristics of Millennials and that, through successful talent management of these individuals (better understanding of its Millennial employees), engagement will improve, which will subsequently reduce the number of employee turnovers.

### **1.5 PURPOSE AND IMPORTANCE OF STUDY**

The outcomes of this study were to provide benefit to the company being researched as well as the human resource and talent management discipline/field. Outcomes include the provision of conclusive information, insight and recommendations that may enable appropriate management interventions and strategic decision making to capitalise on Millennials through its talent management practices. Reduced turnover and talent retention will allow for a sustained knowledge base, reduced costs related to turnovers and an organisation that can meet its strategic objectives through the efforts of engaged and high performing individuals.

This study forms the basis for further studies at the organisation as well as other organisations. Further qualitative research methods may identify additional themes relating to Millennials in the workplace. An alternative focus can also be beneficial when research is done on the organisation's strategies, procedures and systems to confirm how talent management of the organisation ranks as a strategic priority and to identify and determine the effectiveness of the systems and programmes to support its strategic objectives.

## **1.6 CONCLUSION**

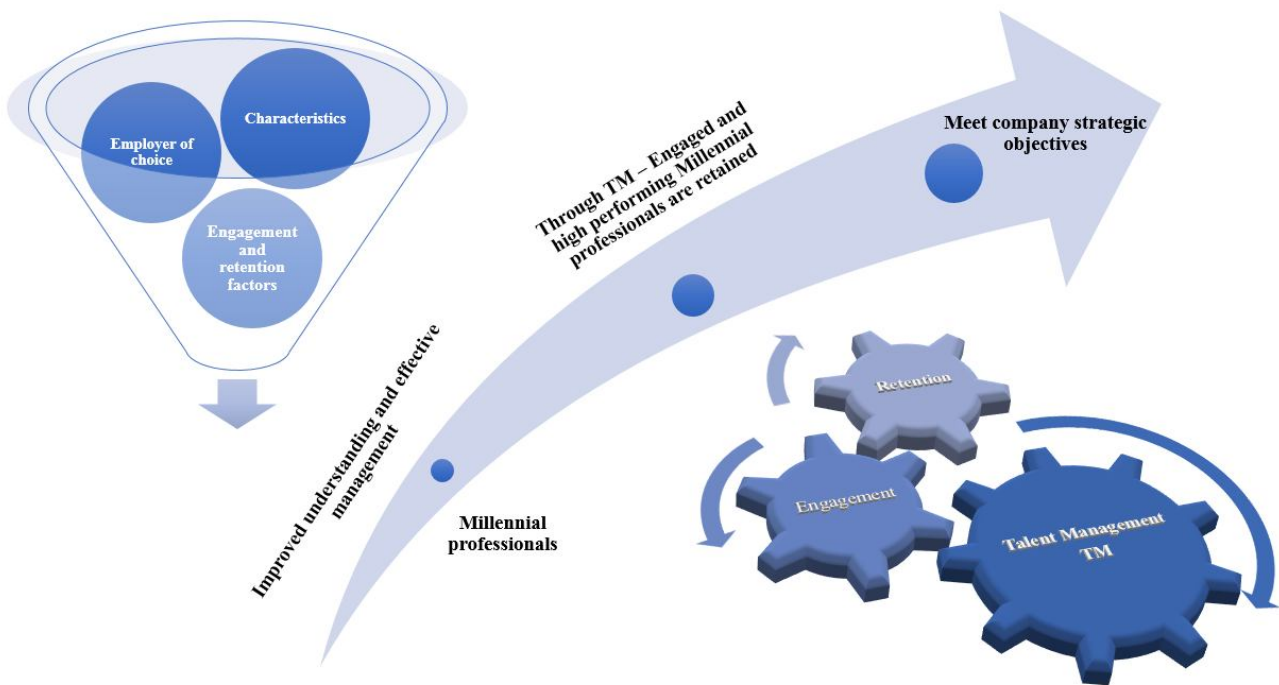
The mining organisation can only capitalise on its professional Millennial talent pool if these individuals could be engaged and retained, hence strategies need be aligned to cater for the generation's workplace and employer needs. The following chapter provides for a theoretical understanding of the Millennial generation, followed by the empirical analysis of the survey responses.

## CHAPTER 2: LITERATURE REVIEW

### 2.1 INTRODUCTION

The literature study provided the necessary context to the topic, the problem statement and the specific research objectives as supported by market research, published research and books. A contextual framework is illustrated in **Figure 1** below, which highlights the key building blocks that informed the literature study scope.

The framework emphasises the need to understand Millennials (due to all the factors and influences shaping these individuals) and together with a gearing effect of which talent management is the initiating gear, engagement and subsequent retention can be improved. All this leads to improved performance of the individual and meeting of company strategic objectives.



**Figure 1: Conceptual framework – Professional Millennial employee to meet strategic objectives**

The literature review will commence with defining talent management, engagement, organisational commitment and retention, and its antecedents and outcomes. Next, the Millennial generation's

characteristics, the factors and influences that have shaped these individuals, as well as their engagement, organisational commitment and retention enablers will be summarised. The theoretical correlations that may exist between talent management and subsequently engagement, in effort to reduce Millennial employee turnover, will also be captured in support of the study objectives. The study conclusions and recommendations have been supported by the literature review and by exploring the strategies and programmes of Millennial talent management as captured in previous research.

## 2.1 TALENT MANAGEMENT

Several definitions exist on talent. Al Mutairi Alya & Zainal (2013:68) define talent as “the total ability of an individual’s inherent gift, skills, knowledge, experiences, character, attitude and drive.” The Corporate Leadership Council as cited by Roberts (2015:14) indicates that talent relates to “an employee who is identified as having the motivation and ability to climb to and thrive in more high-ranking positions in the organisation.”

The war for talent was already a reality in the late 1990s as showcased in the extensive research done by McKinsey & Co. (Roberts, 2015:12). According to Chambers *et al.* (1998:1) who wrote *The War for Talent* in the McKinsey Quarterly, the top companies in America was about to become engaged in a “war for senior executive talent that will remain a defining characteristic of the competitive landscape for decades to come.” Three main challenges exist for large companies to attract and retain talent. The first is that the complexity of the business and economic environment requires sophisticated capabilities (fluency in different languages, technical and entrepreneurial skills etc.) and businesses acumen. Secondly, talent is syphoned off by the increasing number of SMMEs (small to medium enterprises), which have started to compete with large companies. Third is the improved mobility of talented individuals, working not only for one or two companies in their career, but potentially working for more than five (Chambers *et al.*, 1998:1).

McDonnell *et al.* (2017:104) broadly define talent management as the identification of relevant positions and key individuals that will enable the strategic objectives of an organisation. These high potential and talented individuals require the necessary development and supervision to fill these positions. Talent management is linked to organisational performance as supported by several researchers. According to Nijs *et al.* (2014:2), talent management’s goal should be to create value and to contribute to the organisation's core competencies for improved competitiveness.

This competitive advantage lies squarely with the talent in the company who has the knowledge and skills and through talent management the needs of these individuals and the needs of the company can be aligned and optimised (Al Mutairi Alya & Zainal, 2013:69).

According to Souleh (2014:92), the management of human capital provides the foundation of innovation and opportunity development ability and contributes to efficiency, effectiveness and adeptness of sidestepping threats to the organisation. Goldin (2014) defines human capital as the “stock of productive skills, talents, health and expertise of the labour force.” The performance, age and efficacy of the persons (human capital) vary; these “stocks of human” can only be developed through the right investment choices.

Talent management includes three main functions which consist of talent recruitment and attraction, developing of the individual and to retain the talented individual (Van Dijk, 2008:387). Oladapo (2014:25) identifies additional categories that also include performance management and succession planning. The subsections below highlight some of the challenges experienced in each of these phases.

### **2.1.1 TALENT RECRUITMENT AND ATTRACTION**

According to Breugh (2008:105), talent attraction is when organisations bring to the attention of likely employees the job openings available. This process, is challenged by identifying the right individual to fill the position at the right time that have the required skills and knowledge.

According to Yarnall (2011:511-512), recruiting talent in competitive labour markets is costly and have required many organisations to look from within, developing its talent to meet strategic organisational objectives. Deloitte (2014:29) states that the cost can be minimised by the use of social media and online networks, such as LinkedIn, which enables the building of an employment brand and to access global talent populations. Deloitte does however acknowledge that focussing on the organisation’s inactive talent through establishing relationships with employees and engaging them throughout their careers have become the trend in the management of global human capital.

It should be noted that, although some companies look internally for talent attraction, development and retention, external hiring is still a reality. Most companies recruiting externally, employ a just-in-time hiring methodology and may be substituting the required internal assessment, development

and succession planning of their employees. According to Cappelli and Keller (2014:313), this strategy may be exposing the organisation to risk as they are required to rely on labour markets that are uncertain, which may negatively impact on filling strategic positions when the market's supply is inadequate.

### **2.1.2 TALENT DEVELOPMENT**

From the internal reflection for companies to rather attract and develop talent from within (as per previous section), the company can be better served if there is sustained alignment of individual development in meeting strategic objectives. Roberts (2015:19) concludes from several researchers that “developing talented individuals expand their potential and kindles self-improvement, resulting in a higher likelihood of retaining a talented individual.”

Cappelli and Keller (2014:314) note that traditional talent management practices are mostly aimed at internal employees, but that the major challenges exist on identifying the talented, high performing and high potential individuals for development and future advancement. Measuring potential is among the most difficult functions in talent management. In terms of development, Dhanabhakym and Kokilambal (2014:28) encourage formal and informal learning for successful talent management strategies.

### **2.1.3 TALENT RETENTION**

According to Silzer and Dowell (2009:xxi) companies that methodically entrench talent management in its strategies will have a higher chance of retaining the talent within the company and that companies that are unsuccessfully executing its talent management practices will not be able to grow sustainably into the future (Boninelli, as cited by Roberts, 2015:19-20).

Bidwell *et al.* (2013:2) have attributed mobility of individuals, more due to the changes in the employer's preferences than that of the worker and that retention issues were mostly company self-inflicted. This is due to employers that may be either unwilling or unable to guarantee job security who have inadvertently motivated their employees to take charge of their careers, opening them up to opportunities elsewhere albeit not seeking them specifically.

Above impacts of low retention rates can however be countered by conducive workplace practices, policies and retention strategies (Kumar & Arora, 2012:260).

## 2.2 EMPLOYEE ENGAGEMENT, ORGANISATIONAL COMMITMENT AND RETENTION

### 2.2.1 EMPLOYEE ENGAGEMENT

Employee engagement involves an employee that is satisfied, passionate, enthusiastic and involved in their jobs and organisations (Woods & West, 2016:96). According to Kahn (1990:700), “engagement involves a rational choice in which individuals make decisions about the extent to which they will bring their true selves into the performance of a role” and that the antecedents of engagement, include “career development, feedback, co-worker support, working climate, job control, innovation, meaningful work and appreciation” (Bakker & Demerouti, 2007:309).

According to Macey and Schneider (2008:4) a “multiplicity of definitions, measures, conceptualisations and theories of engagement” exist. An overview of the various definitions of engagement is as follows (Bailey *et al.*, 2017:31):

- **Personal role engagement:** Kahn (1990:700) defines engagement from a personal role perspective. It looks at the “authentic self” and the person’s “cognitive, emotional and physical expression” when at work. The definition by Khan has been used in quantitative personal engagement scales.
- **Work task or job engagement:** Maslach *et al.* (2001:416) popularised engagement as the opposite of burn-out, stating that engagement is “an activated positive state of mind directed towards work tasks.” The Utrecht Group built on this concept and its definition of engagement has been widely adopted in the Utrecht Work Engagement Scale. The group defined engagement as a positive, fulfilling, work-related state of mind. In addition, the engaged employee would have vigour and dedication to their work and be fully absorbed (Bailey *et al.*, 2017:34).
- **Multi-dimensional engagement:** Saks (2006:602) separates job and organisational engagement and build on Kahn’s work in that engagement consists of behavioural, cognitive and emotional components.
- **Engagement as management practice:** Truss *et al.* (2013:2666) highlights the diverse perspectives that engagement is considered as a management practice, stating that engagement is done rather than expecting individuals to be engaged. Jenkins and Delbridge (2013:2673) support this by saying that employee engagement can have soft or hard approaches where hard

approaches are focused on the individual's productivity and meeting of performance objectives, opposed to soft approaches where the emphasis is on the individual's experiences.

In terms of the antecedents of engagement, several researchers have defined the following enablers:

- Attributes such as self-efficacy, resilience and personal resources have been more prevalent in studies, where these perceptions were linked positively towards engagement (Del Líbano *et al.*, 2012:691)
- Balducci *et al.* (2011) proved that a positive effect and job resources have a positive link to engagement and a negative mood and negative effect have a negative link to engagement.
- Other studies according to Bailey *et al.*, (2017:38) also indicate positive links to engagement such as “promotive psychological ownership, enjoyment of work, proactive personality, situational motivation, moral identity centrality, work centrality, emotion, recognition, achievement striving, extraversion, affective commitment, authentic functioning and core self-evaluation.”
- The largest of these studies according to Bailey *et al.*, (2017:38) is the relationship between job design and engagement; specifically, job demands or resources. This is mainly due to the dominance of frameworks such as the JD-R framework.
- Following the job demands and resources were organisational and related team factors. Bailey *et al.*, (2017:38) conclude that strong impact on engagement was due to the psychological state of the individual, management and leadership perceptions and that of the organisation and finally team factors and resources. Less of an impact was interventions of the organisation on engagement. The demand for the job had the lowest correlation to engagement.
- In terms of the outcomes of engagement, Bailey *et al.* (2017:43) conclude that engagement has strong correlations with job satisfaction and commitment to the organisation, with a moderate correlation to reduced stress, health and life satisfaction. To a lesser extent correlation was also found to the intention to leave and to behaviour that is counter-productive.

### **2.2.2 ORGANISATIONAL COMMITMENT (OC)**

According to Mowday *et al.* (as cited by Woods & West, 2016:92), organisational commitment is “concerned with the extent to which an individual feels he has a positive relationship with the

organisation...” Three forms or components of organisational commitment exist (Meyer & Allen, 1991:67) and consist of:

- *Affective commitment (AC)* – Affective commitment is the emotional attachment of the employee to the organisation which is initiated due to the alignment with the organisation’s goals, mission, philosophies and values. AC results from work experiences and perceptions of the company and has been linked to personality and predisposition (Erdheim *et al.*, as cited by West & Woods, 2016:93).
- *Continuance commitment (CC)* – Continuance commitment is a less desirable form of commitment relating to “cost of leaving.” The employee would remain with the organisation, however, alternatives externally are perceived as being not viable. According to Jex and Britt (as cited by Mahoney, 2015:21-22) both internal and external factors may influence CC. External factors may relate to the employee’s lack of self-efficacy and whether they will be able to do what is required externally as well as the economic conditions that may not be conducive to leave. Internal factors are the relationships formed in the organisation, the seniority level and benefits the employee may be enjoying and which they may lose if they were to leave.
- *Normative commitment (NC)* - Normative commitment is the “sense of moral obligation” to stay with the company even when dissatisfied and wanting to leave. Meyer and Allen (1991:72) state that normative commitment is formed due to social experiences and perceived investment made to the employee. The employee feels obligated if the company has invested in him.

Several sources and a meta-analysis across various cultures and countries have confirmed that OC (Jex & Britt, as cited by Mahoney, 2015:22) and more specifically AC, is the strongest form of commitment and according to Meyer & Allen (as cited by Mahoney, 2015:22) also is negatively correlated to turnover and positively correlated with “desirable work outcomes like employee retention, attendance, performance and organisational citizenship behaviour.”

Affective commitment and normative commitment can be positively influenced by “age, organisational support, role clarity, absence of role conflict and perceived presence of procedural, distributive and interactional justice in the workplace.” These commitment components are also positively related to “job satisfaction, job involvement and occupational commitment” “and decreased absenteeism, increased job performance and lower turnover intention” (Meyer *et al.*, 2002:32-36).

### **2.2.3 EMPLOYEE RETENTION**

Employee retention, according to Workforce Planning (as cited by Kossivi *et al.*, 2016:262): “is a systematic effort to create and foster an environment that encourages employees to remain employed by having policies and practices in place that address their diverse needs.”

According to George (2015:102), HR professionals tend to make use of exit interviews to establish why individuals have left; however, more importance should be placed on the organisational characteristics that would make an employee stay. George (2015:116) found that, at the organisational level, professionals would stay if the appropriate management style is used in the company or by supervisors, the experience of working at the organisation needs to be pleasant, enough resources need to be available, flexibility need to be provided, employees need to feel as part of a team, colleagues need to be available to them, to have a caring and friendly nature and be provided with the opportunities to learn and to up-skill and be promoted. At the job-level, professionals will stay if there is job autonomy or being able to craft their jobs, work-load flexibility, where there is transparency and fairness in pay decisions and a work-life balance. The main influences on retention, according to George (2015:114), lie squarely at the organisational level and are typically related to the psychological contract.

In conclusion, with an improved understanding of the various definitions and antecedents of talent management and organisational commitment, the following section will provide for a detailed understanding of the Millennial’s characteristics, needs and influences.

## **2.3 THE MILLENNIAL**

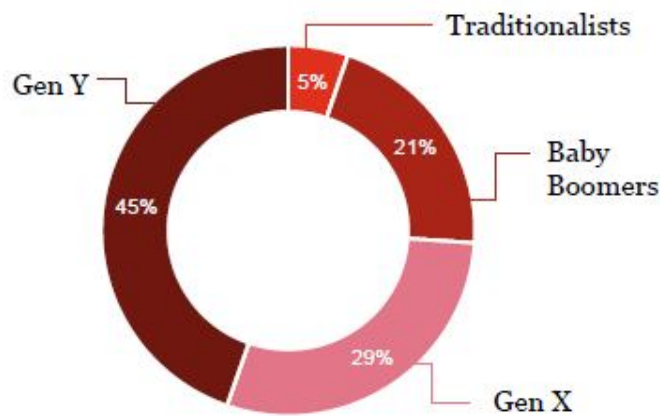
### **2.3.1 GENERATION TYPOLOGIES**

In 1980, according to Baltes *et al.* (as cited by Campione, 2015:61), forces of socialisation (laws, schooling, family influence) acquaint the new generation with society, however, the new generation will at each development stage form unique reactions to these social forces and “shared historical phenomena.” The shared experiences are instrumental in forming the generation’s characteristics and traits, the values they hold dear and their unique attitudes that distinguish this generation from others (Rydwyr, as cited by Campione, 2015:61). According to Niemiec (2000:84), for organisations to be effective, the beliefs, ethical and work values, lifestyles, expectations and

attitudes of the various generations in the workforce need to be understood. Research on generations provides for improved understanding and identification of these differences and will allow organisations to improve its strategies and ensure best practice in terms of retention, management and capitalisation of talent (Calk & Patrick, 2017:132). It should be noted that consensus varies on the transition dates and birth ranges of generations. The term for Millennials was coined by William Strauss and Neil Howe in 1991 (Ricketts, 2016:1) for those children that were born in 1982. The researcher’s generational “cohort theory approach” requires a major societal event to separate generations and due to the lack of such an event between Millennials and the newest Generation Z, who has only now been delegated to its own birth range as of 2005. It is also believed that the new Generation Z closely follows Millennials which is why the Pew Research Centre has not yet defined the end of the Millennial transition. In this study and to define a target population, Straus and Neil’s commencement date of 1982 was used. The end date of 2000, which is most commonly used (Main, 2013), was selected.

### 2.3.2 THE MILLENNIAL EMPLOYEE

In this study’s target population, 65 % of the Millennials are from South Africa, 26 % from Australia and 10 % originating from Africa (east and west). These individuals form part of the demographics that make up most of their respective country’s current workforce. According to Statistics South Africa and depicted in the illustration below by PWC (2017:8), Millennials consist of 45 % of the South African employment market as of 2015. The Australian Millennial Report (as cited in McGillick, 2018) states that 43 % of the Australian population are Millennials.



**Figure 2: Millennial characteristics and South African workforce in 2015 (Source: Statistics South Africa, 2015 (as cited in PWC, 2017:8))**

As alluded to earlier, this generation is uniquely different in terms of their needs in the workplace, in their expectations and approaches to career development and management, as well as their responses towards traditional, hierarchical and authoritative work levels, systems and processes (Munro, 2012:1).

As part of gaining an understanding of the Millennial employee, the following will be further explored and summarised: the upbringing and Millennial education, development aspects and embraced resources/technologies; Millennial characteristics relating to workplace values, work ethics and leadership style and Millennials' preferences relating to employer of choice, development needs, engagement, motivation and retention factors.

### **2.3.2.1 MILLENNIAL EDUCATION, DEVELOPMENT AND USE OF TECHNOLOGY**

According to Bloomberg (as cited by Sanchez, 2017:26), Millennials will be the most prosperous generation as these individuals are the most educated generation; they are knowledgeable and at ease with technology, culturally diverse and an affluent cohort, more than any of the other previous generations.

During a Millennial's childhood, there was a need for constant engagement with the Millennial child and these needs were listed as high priorities in the parents' agendas as reflected by the child's full social calendars of approved activities. According to Rickes (2016:3) parents nurtured their children and were nicknamed "helicopter parents," symbolic for hovering like a helicopter around their children, quickly intervening when necessary. According to Smith and Nichols (2015:43), helicopter parents pushed their children; feedback was constantly given and they were protected, always fostering a "positive self-image" in their children.

Parents of Millennials, because of their protectionist views, were the reasons for many child protection laws being promulgated to ensure their child's safety in the products being used, the minimal standards and requirements relating to educational facilities, the home and the internet (Sanchez, 2017:26). This type of upbringing and the impact can be seen in the Millennial's choices, particularly the choice of employer, employee needs and development.

According to Gibson and Sodeman (2014:66), Millennials grew up with and have seen the advances in technology (dot.com boom, smartphones etc.), specifically technologies that have impacted on

how they communicate. Research has indicated that the biggest challenge and conflict in the workplace is the differences on how communication is done and how technology is used by the previous generations (Gibson & Sodeman, 2014:66). Connectivity has become so pervasive, making it possible for Millennials to get information on almost anything, anytime and having extensive social networks (Chelliah & Clarke; Childs *et al.*, as cited by Gibson & Sodeman, 2014:66).

Rickes (2016:3) related Millennials to realists, having been influenced by the optimism of the Baby Boomers and the scepticism of the Generation X's. The influences of Millennials in the higher education systems have also been felt as identified in the following (Rickes, 2016:3-4). Due to Millennial "specialness" as instilled by their parents and provoked through the media, there is a sense of entitlement (children are given trophies for just attending) and this label has stuck. Due to Millennials' "sheltered" life, universities had to start catering for the Millennial's extended family, friends and even pets to facilitate involvement and engagement throughout the student's time at university. Being confident and a team member have allowed Millennials to learn and socialise together and reduce the pressures of individual performance. This, according to Rickes (2016:4), may be why institutions have changed the pedagogical shift to incorporate group learning and incorporation of technology. Millennials are more "conventional and risk-averse" than their radical Baby Boomer and disengaged Generation X predecessors, needing a sense of togetherness and typically selecting universities known for these traditions (DeBard, 2004:34-35). Millennials, feeling pressurised and having the need to achieve, made them jugglers and multitaskers and in many instances have placed great demands on mental health and academic institutions as they seek assistance from these professionals.

### **2.3.2.2 MILLENNIAL CHARACTERISTICS**

As spurred from childhood development, the practical Millennial is more concerned about "health care, salary, benefits, retirement and career satisfaction" (Atkinson, Kapoor & Solomon, as cited by Sanchez, 2017:27). Adding to these are "job security, flexibility, technology proficiency, multitasking, optimistic, confident, creative and imaginative." Millennials have also been found to be extremely ambitious and teamwork is a thriving environment for them (Andert, 2011: 73).

As previously highlighted, Millennials value the availability and use of technology and the need to be accepted socially and being dedicated and loyal to certain brands (Bateman, 2014:96) is very

important to them. According to Sanchez (2017:27), it was noted that Millennials seek satisfaction in their work environment and demonstrate behaviour typically seen from customers, where if the value is not perceived and their talents not utilised, the Millennial will move on to another organisation (Barford & Hester, 2011:67).

Millennials have an interpersonal and hands-off approach as leaders. This is due to them witnessing and being involved in socialistic movements (Barford & Hester, 2011:67), giving people the choice and to participate in being influenced (Murray, 2011:58). It was further purported that Millennials have excellent talent in networking, that they have a capability to inspire employees as seen from their effectiveness in relationship building between various stakeholders, however, it could be argued that traditional leadership skills (transactional) is lacking and when trying to get the job done is where leaders are required to influence and not just provide vision (Sumner, as cited by Sanchez, 2017:27-28).

### **2.3.2.3 MILLENNIAL NEEDS**

Several studies conclude that the Millennials participating in the respective studies believed that they are ready and fully capable of taking on leadership roles, however, that they do not have the required leadership skills to be the effective leaders required by organisations. It is therefore encouraged that organisations understand Millennials better by creating effective leadership development programmes (Nye, 2017:5).

Studies indicate that management skills (transformational leadership) need to be mastered by Millennials and will be a development need throughout their accelerated careers, especially now when they move into Generation X and Baby Boomer vacant positions (Holt *et al.*, 2012:91-92). A solid learning curve is expected of the employer by the Millennial particularly, being provided the opportunities to think at a strategic and complex level and gain the typical skills required (Adeline & Kee, 2011:314).

There is a need to address generational tensions that may develop or exist already. According to PWC (2011), Millennials state that working relationships with mentors are effective, however, tensions do exist as indicated in survey findings: “38 % saying that older senior management does not relate to younger workers, and 34 % saying that their personal drive was intimidating to other

generations. Almost half felt that their managers did not always understand the way they use technology at work.”

Millennials want an emphatic supervisor as well as fair and logical policies, including equitable pay (Nambiyar, 2014:330). Like Generation X employees, Millennials also exhibit the need for a work-life balance and if the balance cannot be provided by the organisation, then loyalty is affected (Hershatte & Epstein, 2010:219-221).

Millennials need to stay marketable through training and development and should have the autonomy to do their work. Being marketable is necessary and they will take advantage of the opportunities to do so; even if this means moving between organisations (Bradford & Hester, 2011:67).

### **2.3.3 THE MILLENNIAL EMPLOYER**

There are preferences that Millennials have when considering certain jobs and organisations which include a balance between work and personal life, the use of advanced technologies, a conducive social and team environment, provision of training as well as opportunities for promotions and exciting assignments that are of value to the Millennial (Bateman, 2014:47). These aspects are further discussed below.

#### **2.3.3.1 BALANCED WORK AND PERSONAL LIFE**

According to Clark (2000:751) “work-family” balance is defined as role conflict that is minimal as there is satisfaction with and proper functioning of the home and work. Other definitions include the ability of an individual to meet the commitments and responsibilities of both home and work (Parkers & Langford, 2008:267). Work-life balance is positively related to organisational outcomes, reduced intention to quit, improved performance and job satisfaction (Cegarra-Leiva *et al.*; 2012:364) as well as affective organisational commitment and subsequent loyalty (Casper *et al.*; Muse *et al.*, as cited by Kim, 2014:39).

Bateman (2014:47) lists work-life balance as one of the benefits that make employers desirable, which was substantiated by several researchers as being one of the key organisational attractions. Millennials do not want the life their parents had; always working and not spending enough time at

home (and in the end, being laid off). Benefits and support provided by the employer such as daycare and bursaries for their children will attract Millennials (Bannon *et al.*, 2011:64).

Millennials' view of work has changed from Baby Boomers' perspectives. From Generation Y: Changing with time (Batemen, 2014:48), Millennials perceive work as: "a means to fund their lifestyles" and they will schedule their work around their life. It was further stated that work is not a location to go to but to keep them busy (Thompson & Gregory, 2012:242). A survey conducted indicated that 89 % of Millennials would like flexible work arrangements, which would include working remotely and being mobile (Hewlett *et al.*, 2009:73).

#### **2.3.3.2 ADVANCED TECHNOLOGIES**

As indicated by several resources, Millennials want to work with technology that is cutting edge, having grown up with technology, understanding technology and using technology constantly (Hershatter & Epstein; 2010:212-213). It is believed that their adeptness in using technology is valuable and believes it can benefit organisations (Myers & Sadaghiani, 2010:235). The utilisation of communication and information technologies (Cloud computing etc.) as well as virtual reality are powerful tools to do business with. The organisation should have advanced capabilities and an internet presence to attract Millennials (Sujansky & Ferri-Reed, 2009:41).

#### **2.3.3.3 CONDUCTIVE WORK, SOCIAL AND TEAM ENVIRONMENT**

Although technology-based communication is preferred, it does not take away the need to socialise. (Sujansky & Ferri-Reed, 2009:26). Organisations will need to provide conducive environments and networking opportunities to enhance social interactions. Several researchers (as cited by Bateman, 2014:50) also highlight the importance of the supervisory relationship and the impact on Millennials' motivation and retention. Feedback is valuable and need to be frequent (Stewart *et al.*, 2017:51-53), indicating their willingness to learn through feedback and improve, which is seen as a positive trait as compared to negative perceptions being reported (Thompson & Gregory, 2012:243).

#### **2.3.3.4 TRAINING, DEVELOPMENT AND OPPORTUNITY FOR PROMOTIONS**

Training, development and promotions are also key perks of attractive benefits employers provide to Millennials (Nolan, 2015:74). Promotions may be desired, however need not be up to the

corporate ladder but moving into different positions that can provide meaningful work experiences (Ng *et al.*, 2010:282-283). Rewards should be based on how they perform rather than factors generally considered such as service record, level within the organisation etc. (Sujansky & Ferri-Reed, 2009:53). Organisations should re-evaluate their training and development offerings to cater for Millennials' need for career growth if they want to retain them (Luscombe *et al.*, 2013:20). It should be noted that even though the organisation may have excellent training and development programmes, the risk of Millennials leaving the organisation for better opportunities is still a possibility (Ng *et al.*, 2010:289).

### **2.3.3.5 CHALLENGING AND VALUABLE WORK ASSIGNMENTS**

The following sources were cited by Bateman (2014:52-53) and highlight the need for challenging work assignments and meaningfulness. Millennials find an organisation an attractive option if the job/work outcomes will end in meaning and value. Challenging work is also desired. If work is of meaning, it will allow the Millennial to give back to society. Millennials will frequently assess and weigh an organisation's corporate social responsibility (CSR), mission and vision as part of the bottomline. It is further stated that Millennials expect employers to provide them with opportunities within their corporate social responsibility (CSR) activities to participate and should be encouraged (Ng *et al.*, 2010:283).

In conclusion, employers need to start considering Millennial needs and their attractors to transform the work assignment and the workplace (Bannon *et al.*, 2011:61). If they fail to do so, existing and potential employees may be lost to the competition. Another consideration is that the job profile needs to be realistic and accurate before the Millennials accept an offer (Terjesen *et al.*, as cited by Bateman, 2014:53) as it provides a perceived fit to the organisation. If it is found that the fit does not exist, other opportunities will be sought.

### **2.3.4 MILLENNIAL ENGAGEMENT, ORGANISATIONAL COMMITMENT AND RETENTION**

The following summary comprises statements from the literature on engagement, organisational commitment and retention factors of Millennial employees.

#### 2.3.4.1 MILLENNIAL ENGAGEMENT

Rewards such as money and praise that were provided by parents of Millennials may not be the main drivers for them now as part of employee engagement. A balanced life is craved by Millennials as they experienced the impact that it had when their parents worked long hours (Smith & Nichols, 2015:43). Generation Y also prefers continuous performance feedback rather than annual reviews (Phillips & Addicks, 2010:3). According to Gilbert (2011:2-3), the need for more challenging work and steep learning curves are desired. Millennials want to be empowered as part of the engagement and subsequent retention drivers.

Due to conflicting research on Millennials (refer to **5.6 Limitations**), surveys provide more direct feedback from Millennials. Some of the market research questions have been included in this study's questionnaire to see where similarities exist.

According to a survey by Price Waterhouse Coopers (PWC, 2011), the following outcomes were identified:

- Millennial respondents indicated that 54 % of them expect to work for two to five employers throughout their careers and that intention to resign will increase as socio-economic conditions improve. The previous survey done in 2008 indicated higher percentages of the number of employers throughout their careers.
- 38 % of Millennials currently employed reported that they are considering different roles, 43 % are open to opportunities and offers and 18 % will remain with their current employer.
- The Millennials ranked development and a balanced life as first choice benefits from an employer, a flexible work schedule and working hours second and bonuses third.
- 41 % of Millennials prefer electronic communications (above personal contact), most making use of their own personal technology when at work and 75 % perceiving that technology improves their effectiveness. There are however some respondents that indicated inhibiting effects due to the conflict that exists between other generations and the use of outdated work methods.
- 50 % of Millennials are attracted to organisations due to their corporate social responsibility (CSR) and 56 % indicated that they will leave the company if their values of CSR were not aligned with theirs, however, a decrease was seen from results in 2008 indicating that CSR importance is waning due to attraction to certain employer brands.

- In terms of international assignments or expatriate work, Millennials stated a 71 % interest in working overseas, however, destinations like the United States, United Kingdom and Australia topped their preference lists of countries they would like to be sent to. The problem with these preferences is that many organisations have businesses in developing countries such as China, India and Africa and more than 50 % indicated that they will not work in countries less developed than their current location.

According to a more recent survey on the loyalty challenges experienced as conducted by Deloitte (2016) where 7,700 Millennials participated from 29 countries and born after 1982, the following outcomes were identified:

- When asked whether to stay or leave the organisation, 66 % said they will leave within the next two years of which 16 % said they will stay for the next decade (Deloitte, 2016:4). Those that want to leave indicated that leadership skills development is not satisfactory and they are being overlooked for leadership positions. Some gender differences were identified where females were seen to be seeking fewer leadership roles than men and rating themselves lower.
- Most of the participants believed that business success was more than just financial performance, however, they are pro business and understand the need to be sustainable (Deloitte, 2016:8-9).
- Millennials feel that employees should be the employer's priority and in a close second that there should be trust, integrity and ethical practices. In third, importance was also given to ensuring customer care and producing high-quality products (Deloitte, 2016:10).
- In terms of decision making at work, Millennials identified that their values are ranked the highest as factors that influence decision making, just as high as the achievement of goals (Deloitte, 2016:12).
- Millennials indicated that organisations do not reflect the values they believe are necessary for the long-term success of the organisation. A mismatch is seen where Millennials want to focus on improvement of skills and income, to ensure high levels of satisfaction for employees, to generate jobs and to have a positive impact on consumers rather than profit generation and expansion which are more employer focussed and of priority (Deloitte, 2016:13). It should be further stated that these individuals are not naïve and understand basic business fundamentals of making a profit (Deloitte, 2016:13). Millennials understand and share in their leadership's sense of priority the following:
  - To grow the business through investment and drive initiatives for the long term and future.

- To be fair in their dealings with suppliers and positively impact the lives of their customers.
- To ensure the development of innovative and new products and services.
- From the survey it was seen that those Millennials who were more satisfied with learning opportunities and development were also those that were more likely to stay with the organisation (Deloitte, 2016:19).
- In creating the perfect job or work environment, the survey identified that the most high-ranking factor is pay and financial benefits. The other top factors Millennials identified as most important are (Deloitte, 2016:20):
  - Work-life balance.
  - To progress and get an opportunity to be a leader.
  - Flexibility (mobility and working hours).
  - Meaning in work.
  - Professional development.

Gallup Inc, which is a research company and known for its global opinion polls makes use of its survey results to feed into its global performance-management consultation business. Recent polls on Millennials (Gallup, 2015:6) have given insight on their engagement levels, the look-out for new jobs or opportunities, their performance management perceptions and use of technology to access information and are summarised below:

- According to Gallup (2015:6), Millennials are the least engaged workforce. Of the participants, 55 % is not engaged and is indifferent to their work. Their job-hopping tendency is more likely that they want to continue to see whether the opportunities available will provide for what they want. This is also seen in the survey showing that 60 % of Millennials are open to other opportunities (Gallup, 2015:6-8).
- The study also identified that higher engagement is possible with more frequent meetings and feedback from the manager, showing care and providing an opportunity for giving recognition where due (Gallup, 2015:9).

To ensure sustainability and competitiveness of an organisation, organisations need to have an engaged workforce, especially Millennials who are the majority and who have been identified as the least engaged sector of the workforce (Anderson; Kaye & Jordan-Evans, all as cited by Naim & Lenka, 2016:1702-1703).

Research done by Naim and Lenka (2016:1703) indicated that Millennials have additional engagement factors which include improved communication that is open and dependable and the sharing of thoughts and learnings. According to Lo and Ramayah (2011:427-428), mentoring as a driver to improve engagement and retention of younger employees have been acknowledged within many organisations and mentoring has been positively linked to the development of mentees. Millennials have high expectations of the workplace, yet lack the necessary experience, skills and knowledge. Using mentorship as a method is valuable to facilitate development and provide a conducive environment for Millennials and ensure information and social exchange between the mentor and mentee. Effective mentoring can enhance the employee's capabilities and "career skills, functional skills, social skills, decision making, team development, leadership skills, initiative taking, opportunity identification and networking" (Naim & Lenka, 2016:1705).

#### **2.3.4.2 MILLENNIAL ORGANISATIONAL COMMITMENT**

Mahoney (2015:23) cited Lipkin and Perrymore (2009), where it was stated that the value of commitment has been rejected by Millennials as was created by the Traditionalist generation and accepted by the Baby Boomers generation. This rejection has resulted in concerning issues relating to Millennial engagement and retention. Lieber (2010:88) determined that Millennials feel more loyalty to their peers than to management and the organisation.

Findings by the U.S. Bureau of Labour Statistics on employee tenure of Millennials (Hoffman & Lublin, as cited by Mahoney, 2015:24) have also found the concerning trend of reduced tenure by this generation indicating that the old beliefs and status quo held by organisations that long-term commitment is guaranteed and expected, is no longer valid.

According to Meyer *et al.* (1998:49), affective and normative commitment is negatively impacted when work values and the work environment misalign. Littau (2009:12-13) concludes that Millennials are the least committed generation due to studies that found Generation X as being less committed than Baby Boomers (D'Amato & Herzfeldt, 2008:945) and Millennials being less committed than Generation X (Patalano, 2008:66). Littau (2009) suggests that the decline of affective commitment was due to employee expectations that were not met during those early work experiences. Meyer and Allen (1987:206) support this conclusion as the lower commitment is generally due to a decline in "job satisfaction, organisational dependability, self-expression,

perceived equity and personal importance.” Allen and Meyer (as cited by Littau, 2009:13-14) also state that older employees have stronger feelings of obligation, hence higher NC levels to the organisation and as the benefits are provided by the organisation, reciprocation occurs which is manifested as loyalty. Littau (2009:13-14) deduces (and as supported by literature) that if NC is influenced by a grouping of people (older generation), then it is likely that NC levels are higher for the Baby Boomer generation and the Silent generation, more so than for Generation X and Y (Millennials).

#### **2.3.4.3 MILLENNIAL RETENTION**

Typical retention strategies are based on practices such as providing autonomy and development, the design and characteristics of the job, financial rewards and recognition (Kinnear & Sutherland; Thompson & Heron, all as cited by Tladi, 2016:11).

Employers often stereotype Millennials, seeing them as unmanageable employees. The negative characteristics (being disloyal, entitled, needy and need for the informal workspace) can be redirected in efforts to improve retention of these individuals (Thompson & Gregory, 2012:239-243). Various reasons have been provided why Millennials want to quit and is summarised below:

- Perceived fit to the organisation is lacking (Terjesen *et al.*, as cited by Bateman, 2014:66).
- The relationship with the supervisor or manager has deteriorated (Martin, 2005:43).
- Opportunities outside the organisation are being considered (Ng *et al.*, 2010:282-283).
- Loyalty to an organisation is lacking (Hulett, 2006:17).
- Needs have not been met (Sujansky & Ferri-Reed, as cited by Bateman, 2014:66).

According to Batemen (2014:147), the experiences gained from the time of onboarding up till the time Millennials decide to quit, result in the turnover. When the workplace and its realities are different from their initial expectations, turnover may occur. Bateman (2014:147) advises that employers need to aid Millennials to manage their expectations. Realistic job profile and recruitments need to be communicated so that the Millennial can make an informed decision when accepting a job or role which will reduce the discrepancies in expectation that was identified as a major contributor to turnover in the study.

As highlighted by Luscombe *et al.* (2013:273), methods, policies and procedures that have been used in the organisation to attract previous generations may not be as successful to secure Millennial talent and may lead to significant losses when losing talent that have been invested in.

### **2.3.5 MILLENNIAL CAREER DEVELOPMENT AND TALENT MANAGEMENT**

The Society for Human Resource Management defines career development as “an opportunity for employees to continually take part in more advanced or diverse activities (e.g. training, networking);” job satisfaction and engagement is derived from career development outcomes (SHRM, as cited by Volkov, 2016:20).

Career development consists of career planning and subsequent career management (Werner & DeSimone, 2011:398). Kirk *et al.*, (as cited by Volkov, 2016:20) add to this by stating that there are more elements to career development such as different and dual career pathways, centres to assess competencies, coaching and mentoring, training in various disciplines, flexible working schedules, the enlargement of jobs (additional responsibilities and tasks for more challenging work), job enrichment (re-design of job for more challenging work), job rotation and sharing (moving between disciplines, business units and potential external partners), time off (perhaps take part in CSR activities) and temporary projects and assignments.

There are various benefits for the employee and the employer that career development provides:

- For the employee:
  - Growth through the development of knowledge and additional skills obtainment are made possible by career development and will prepare the employee for future organisation needs (Pynes, as cited by Volkov, 2016:22).
  - Scales (as cited by Volkov, 2016:22) adds to the latter by stating that employees will find their work more challenging, meaning can be derived and will promote performance and enjoyment.
- The employer benefits include:
  - “Manpower and productivity” which is of priority to management and ensured through career development (Conger, 2002:371). Other issues that can be addressed are: “competitiveness; equal opportunity and affirmative action, succession planning” and “management selection and development of technological change.”

- Kirk *et al.* (as cited by Volkov, 2016:23) state that functional retention can be ensured as companies who invest in career development will motivate its best employees and may also attract other talent.

Phillips and Addicks (2010:6) state that being multifunctional and obtaining on-the-job learning is becoming a leaner development method necessitated due to reduced investment from organisations. Although it can be productive, there are risks involved. When Millennials’ perceived development is being withheld, other opportunities will be sought after a period of ten months (Fairis, as cited by Phillips & Addicks, 2010:6). Scales (as cited by Volkov, 2016:22-23) highlights from a survey that organisations who provide career development are more likely to retain their talent as a means of engagement.

Where individuals take it onto themselves to improve their skills and knowledge and manage career development (self-directed, personal agency) as advocated by Arnold and Cohen (2008:19), conflict starts to evolve in terms of continuity, accountability and mobility. These conflicts as highlighted by De Vos and Dries (2013:1817) are illustrated in **Table 1**.

**Table 1: Conflicting assumptions between careers and talent management literature**

	<i>Careers literature</i>	<i>Talent management literature</i>
Credo	‘Build a career in which I can use and develop my talents in view of my personal career drivers and goals’	‘Detect, develop, and deploy employees’ talents in order to obtain superior performance at the individual, group, and organizational level’
1. Importance attached to continuity	Low	High
2. Focus of career management	Individual (psychology)	Organizational (strategy)
3. Accountability for career management	Self (protean)	Organization (paternalistic)
4. Mobility preference	Inter-organizational (boundaryless)	Intra-organizational (bounded)
5. Number of formalized CM practices	Low (focus on CSM)	High (focus on OCM)

Note: CM, career management; CSM, career self-management; OCM, organizational career management.

**Source: De Vos and Dries (2013:1817)**

Sullivan and Baruch (2009:1543) acknowledge that having a career for life is a thing of the past, but having opportunities and careers in an organisation is still relevant and sight cannot be lost to the fact that careers still need to “serve strategic objectives of the organisation” (De Vos & Dries, 2013:1828).

Bringing it back to Millennials, career development of oneself, career orientations and needs (which is a strong driver for this generation) need to be considered to strengthen talent management strategies to retain Millennials in order to meet organisational strategic objectives.

To do this, De Vos and Dries (2013:1828) conclude that complimentary benefits exist and lessons can be learned between the career and talent management literature. According to Toliver (2017:55), limited theory is available on organisations that have restructured their talent management and succession planning programmes, especially relating to the generational aspects and “war of talent”.

PWC (2011) encourages organisations to start developing an understanding of Millennials; the shift is happening and therefore attracting and inspiring Millennials is a challenge that needs to be accepted and needs to be dealt with. The need to work with leadership will be critical to action the following:

- To understand and address the generational tensions that exist through metrics and benchmarking of the various generations to predict engagement and retention issues.
- Ensure clarity on what is offered and what the organisation wants in return (including diversity, work-life balance, benefits etc). Millennial attractors in terms of customised benefits need to be considered.
- Development and performance management aspects are important to Millennials. The following summarises key points necessary to engage and retain these individuals:
  - Know their personal and career goals.
  - Ensure development through job rotation that will allow for experience to be gained, to be creative and to solve challenging problems. This will also improve collaboration, networking and innovation.
  - Expat work is desired and less desired locations will need to be sold as part of potential career milestones.
  - Ensure regular feedback and guidance and the effectiveness of mentoring programmes.
  - Ensure targeted career development or risk losing them.

- Millennials want autonomy and freedom to do the work when and how they want to. Ensure clear instructions, targets and deadlines, however, allow them the desired flexible work schedule.
- Ensure advancement of high achievers as they value the performance over tenure (years of service or seniority), may get frustrated and then look for other opportunities if progression is not possible.
- There will be turnovers and this needs to be considered in the relevant talent management, succession planning and development practices.

Some extreme and perhaps unconventional world practices captured by Kim and Yang (2013:4) from various sources may spur on more out of the box thinking when identifying additional engagement and retention strategies of Millennials:

- Samsung for example, selected talented employees to go on sabbaticals to the countries they operate in to obtain knowledge of the cultures and practices (Koudal & Chaudhuri, 2007).
- At Lockheed Martin, the pairing of experienced executives with junior workers are done to transfer knowledge (Koudal & Chaudhuri, 2007).
- Cisco introduced a “reverse mentoring scheme” by pairing Millennials and senior executives to improve understanding of how Millennials think (Helyer & Lee, 2012:18).
- Chesapeake Energy employed a social media coordinator. This was to enable interactive initiatives in the company (Hershatter & Epstein, 2010:219).

## **2.4 TALENT MANAGEMENT AND IMPACT ON ENGAGEMENT AND RETENTION**

As indicated in the research objectives, it is necessary to understand whether any correlation exists between talent management and engagement (mediating effect) in efforts to reduce employee turnover. Alias *et al.*, (2014) consider this correlation and the requirements to establish a mediating effect. From several sources as indicated below, the conditions are as follows:

1. Talent management practices are the independent variable and a direct relation to retention or reduced employee turnover as the dependent variable.
2. The independent variable (talent management practices) need to be directly related to the mediating variable which is perceived as employee engagement.

3. The mediating variable (employee engagement) can then be directly related to employee retention as the dependent variable (Baron & Kenny; Preacher & Hayes, all as cited by Alias *et al.*, 2014:232-233).

Alias *et al.*, (2014:241) also confirm in their research conclusion of above conditions that “when employees are being provided with satisfactory talent management practices (managerial support, employee career development and rewards and recognition), they will be more engaged with the job and organisation and therefore they tend to remain in the same organisation for the long run.”

Crawford *et al.* (2010:842) confirmed that opportunities for development, which is part of the nine different types of job resources, have been found to relate positively to employee engagement and retention. Several linkages and overlaps from various sources have been captured and are listed below as cited by Kossivi *et al.* (2016:262):

- Retention is improved when there is perceived career success and organisation ability (Hiltrop, 1999:428).
- Personal and professional growth and promotion determines increased employee retention (Horwitz *et al.*, 2003:40)

Various other sources as cited by Ababneh (2013:423) also report that inadequate career development negatively impact employee turnover and that its practice can be used to improve retention.

## **2.5 CONCLUSION**

Millennials, who were born between 1982 and 2000, are now globally dominating the work sector. These individuals are different from the preceding generations as seen in literature and will become the leaders of the immediate future. Millennial turnover is high and companies are concerned, not only due to the competitive recruitment market and generational differences, but due to the costly development required for individuals that may not stay with the company. The low retention rates can, however, be countered by conducive workplace practices, policies and retention strategies (particularly talent management).

Literature confirmed that talent management’s goal within an organisation is to create value by identifying the positions and the individuals with the right skills and knowledge at the right time to

meet the strategic objectives of the organisation. When considering internal candidates, the high potential and talented individuals require the necessary development and supervision to fill these positions. Recruiting talent externally may be many organisations' go-to solution to fill positions "just-in-time," however, there is a risk that the internal development and succession planning will be neglected and failure to fill strategic positions can be hindered when market supply is insufficient. From literature it was seen that talent management is tasked with aligning and optimising both the needs of the employee and the organisation by developing and maintaining the knowledge and human capital necessary for innovation, efficiency and effectiveness in running the organisation. Literature also supports the positive correlation between talent management, engagement and retention. When employees are satisfied with talent management practices, the employee is more engaged and will remain with the company.

To manage Millennial talent in the mining organisation being studied, it will require a better understanding of the Millennial employee as supported by literature and the research findings in order to improve engagement and retention of these individuals through appropriate talent management strategies.

The following chapter will describe the research methodology used for this study, detailing the selection of the target population, the sampling technique used, how data was collected and analysis conducted.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

This chapter describes the research approach and design used in this study as well as the type of analysis conducted to demonstrate the quality and rigour of the design and respondent feedback. Research ethics have been defined and the ethical considerations highlighted that has formed part of the governing processes of this study.

According to Creswell and Creswell (2017:34), the nature of the study, the researcher's assumptions and experiences and the target population will determine the research approach to be adopted. The research design is the type of procedure or strategy of the inquiry and the research method is how the researcher will collect data, the analysis that will be used and how it will be interpreted.

### **3.2 RESEARCH APPROACH**

There are three approaches to performing research and include a qualitative research approach, a quantitative research approach and a mixed method approach. The first two approaches are at the opposite ends of the continuum (closed versus open-ended; words versus numbers) whereas a mixed approach fall in the middle, each different in the philosophical assumptions that are made and the strategies used (Creswell; Newman & Benz, all as cited by Creswell & Creswell, 2017:34).

According to Creswell and Creswell (2017:54), the research problem requires a specific approach. For a quantitative research method, the following is true:

- “the identification of factors that influence an outcome”
- “the utility of an intervention”
- “understanding the best predictors of outcomes”

From the above criteria and specified research problem, a quantitative research approach was selected for this study.

According to Creswell and Creswell (2017:35), quantitative research is:

“an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analysed using statistical procedure and that “those who engage in this form of inquiry have assumptions about testing theories deductively, building in protections against bias, controlling for alternative or counterfactual explanations, and being able to generalise and replicate the findings.”

The approach selected involves the interconnection between the research design, the method and the philosophical worldviews which according to most literature includes postpositivism, constructivism, transformative and pragmatism (Creswell & Creswell, 2017:37).

The researcher espouses the postpositivism view, which is well matched with a quantitative research approach. Also called a scientific or empirical method and recognises that where human behaviour and actions are studied, no absolute truth of knowledge exists. This view is reductionistic in that the ideas can be reduced to variables or research questions, objectively observing and measuring the reality. Therefore, the researcher will collect data to support or refute the theory being tested and will revise measurement instruments and conduct additional tests if required (Creswell & Creswell, 2017:38).

In this study, the theory being tested and the subsequent hypothesis that the behaviours and attitudes Millennials engender, may be extrapolated to the global mining company’s diverse (different cultures, upbringing, gender and nationality) and dispersed talent pool and will aid in generalising the outcomes of the analysis for the company to strategically optimise its talent management practices in order to engage and retain these individuals.

### **3.3 RESEARCH DESIGN**

A non-experimental design such as a survey was used in this study. According to Fowler (as cited by Creswell & Creswell, 2017:45), surveys (questionnaires or structured interviews) provide numeric feedback on the opinion of the respondent, “with the intent of generalising from a sample to a population.” The survey method was also selected due to the benefits such as the “economy of

the design, rapid turnaround in data collection and constraints that preclude you from pursuing other designs” (Creswell & Creswell, 2017:212).

Cross-section or longitudinal studies can be performed. In this study, a cross-sectional research design has been used that involved the collection of data of several cases at approximately the same period as defined by Bryman *et al.* (2014:106). Due to cost and time constraints, a longitudinal design was not considered which requires the extension of research over time, vertically and horizontally to understand the connections that can be made (Bryman *et al.*, 2014:109).

### **3.4 RESEARCH METHOD**

As previously mentioned, the research method involves the manner in which data collection occurred, how the analysis was conducted and how the interpretation of the results was done. The following sections provide an understanding of the research participants, the measuring instrument and data analysis plan to be adopted in the report.

#### **3.4.1 RESEARCH PARTICIPANTS**

The target population identified in this study is a specific group of employees, within a current talent pool of a global mining company. Within the talent pool, the employees may be part of executive succession planning, as part of critical scarce skills placement or emerging talent for development. The mining company operates globally, however, to ensure that all participants are fluent in English and to avoid any miscommunication, only the following countries or regions were selected for the study: South Africa, Africa and Australia. The total number of potential respondents in the talent management list amounted to 85 employees. Due to the size of the population, a non-random self-selecting technique was used where all those invited and agreeing to participate were selected.

The units of analysis within the target pool are characterised as follows:

- The participants are high potential, middle to senior management professionals within the Millennial age group (born between 1982 and 2000) that can be moved into leadership and specialist roles within the organisation being studied, or more specifically, the participants are formally educated and trained in various key disciplines such as financial management,

human resources, mining/geology and engineering – typical within a global mining organisation.

- Middle to senior management level employees has been considered due to them being potential managers and leaders of organisations for the next few decades.
- These employees are diverse in terms of their nationality, skills, education, race, gender and background and it is assumed that all engender their generation traits.
- The population is literate and have the required computer and communication skills.

Understanding the organisation’s talent management strategies, procedures, systems and processes were also collected and defined in the report, specifically information where changes are required as informed by the recommendations of this study.

Access to the units of analysis of the desired target pool was made possible after presenting the research proposal to senior human resource officials as part of the alignment process. Following the review processes and consent that were given (university and the company), the company then provided the participant of email addresses. Each potential participant was requested to partake, given the required context of the study and how the data will be used. The opportunity was also provided to either send their consent by scanning it and emailing it to the researcher or to click on the survey platform (Google Forms), accepting and understanding what the participation involved.

### **3.4.2 MEASURING INSTRUMENT**

Questionnaires (refer to **Appendix A**) as compiled from theory and previous market research were used as an instrument to obtain the data for the study. The structured closed-ended and a few open-ended questions have been reviewed and endorsed by the organisation, the university’s ethical committee and the university’s Statistical Consultation Services (SCS) prior to the commencement of the research study. The survey platform (Google Forms) allows for the anonymous answering of the questions as well as collecting of data by downloading it into an Excel database for subsequent statistical analysis. Below, sources are referenced from which the questions were adapted by the researcher:

**General information:** Questions 1, 2, 3 (researcher).

**Development opportunities:**

- Questions 37, 38 (Mahoney, 2015:65).

- Questions 40 (researcher).

**Workplace values** – Questions 4-25 (Mahoney, 2015:63-64).

**Relationship to the workplace:**

- Questions 41-44 (adapted affective commitment scale (AC) by Allen and Meyer (as cited by Mahoney, 2015:62).
- Questions 45-48 (adapted normative commitment scale (NC) by Allen and Meyer (as cited by Mahoney, 2015:62).
- Questions 49-53 (adapted continuous commitment scale (CC) by Allen and Meyer (as cited by Mahoney, 2015:62-63).

**Millennials at work:** Market research questions. Questions 26-33, 34 (adapted by researcher), 35,36,39 (PWC, 2011:7-21).

**Perceived employer capability:** Questions 54,55 (researcher).

The original survey consisted of three sections (simplified in the online platform) and is described below:

**Section A - Information (Part 1)** - From this category, basic information (age group, years working for the company, working hours) was asked from the respondent in their current situation (Questions 1-3).

**Section A – Workplace values (Part 2)** - In this category, the Millennials had to rate their feelings and perceptions towards achievement, advancement, benefits, meaningful work, independence, growth and working conditions among others (Questions 4-25).

**Section B - Looking for other opportunities or staying within the current company** - From this category, questions relating to what the Millennial feels is important when looking for opportunities, employer of choice or staying within the company are asked. In addition, the researcher aimed to understand what the perception is of the company's current provision of development opportunities as well as the Millennial's desire to be developed (Questions 26-40).

**Section C - Employee commitment levels** - From this category, understanding of the Millennial's current commitment levels towards the company is determined as well as the perception of the company's ability to manage the generation shift in terms of talent management (Questions 41-55).

During statistical analysis, changes to the question positioning within the categories were made to improve reliability and relationships within each category and will be discussed in the results chapter.

The instrument made use of the following scales:

- Specific questions with specific answers requiring from a selection of one or more options that cannot be ranked (nominal scales).
- Ordinal scales – It is assumed that these scales that are generally interval/ratio scales can be viewed as continuous for factor analysis (selections include: much better than expected to much worse than expected, very satisfied to very dissatisfied, strongly disagree to strongly agree).

The measuring instrument survey link was personally emailed to each potential participant within the approved distribution list. Attached as well were the details on the study, consent form and contact details of researcher and supervisor. A follow-up email was sent as a reminder if the potential participant wished to still take part. Due to several automatic system emails sent indicating employees on leave, on maternity as well as off-scheduled leave, a final email was sent indicating an extension of the original deadline. For validity and reliability testing that was conducted on the instrument, please refer to **Section 3.4.3.2**.

### **3.4.3 DATA ANALYSIS PLAN**

The following analysis have been performed and provided the structure of the analysis and results chapter discussion:

#### **3.4.3.1 RESPONDENT PERFORMANCE AND BIAS**

According to Creswell and Creswell (2017:216), response rates need to be communicated and in the results chapter, the number of respondents and non-respondents was confirmed. The target group consisted of 85 professional Millennial employees currently within the mining organisation's talent pool. Fowler (as cited by Creswell & Creswell, 2017:216), states that non-responses may impact the overall results and create bias. Bias can be checked through wave analysis and response analysis (Leslie, as cited by Creswell & Creswell, 2017:216). Due to the small target group of 85 and the cross-sectional nature of the study, bias was not analysed. Controls were put in place on the survey

platform to ensure that all questions had to be answered before moving on to the next, at least eliminating missing data of those who participated.

### 3.4.3.2 STATISTICAL ASSESSMENT OF RESEARCH INSTRUMENT

According to Bryman *et al.* (2014:107) three criteria can be used to evaluate the research instrument. These criteria are replicability, validity and reliability:

**Replication** involves whether findings can be reproduced in different contexts (Bryman *et al.*, 2014:24). According to Bryman *et al.* (2014:107), replicability can be ensured if the researcher clearly states the procedures followed during the cross-sectional design, which includes how participants were selected, how the measures of the various constructs were designed, how the instrument was managed and how the data was analysed. This will allow for replication in a different context to the initial study.

**Validity**, (Bryman *et al.*, 2014:25) relates to the integrity of the findings and conclusions of the study. There are various validity types and include:

- Measurement or construct validity which is determined by factor analysis (whether a measure reflects the intended concept, hence that it is stable and reliable).
- Internal validity (whether a conclusion was made on a relationship between variables that are causal). Causal relationships between variables are required, however cross-sectional research design involves the understanding of relationships, here the researcher will need to make use of common sense and literature to support casual interpretations from the data obtained (Bryman *et al.*, 2014:107).
- External validity (whether results can be generalised or if it is representative) and ecological validity (whether the study reflects everyday lives and situations). When non-random sampling techniques are used, the risk or concern is whether results can be generalised and be representative. It can be addressed by using random sampling techniques; however, due to the exploratory nature of the study and the method of self-selection sampling of a unique age group, it is anticipated that generalisation will be possible. In terms of ecological validity, Cicourel (as cited by Bryman *et al.*, 2014:107) states that cross-sectional research, which makes use of questionnaires as instruments, may impose on the participants' "natural habitat," having nothing to do with how they live every day and will need to be addressed in the data collection process.

According to Creswell and Creswell (2017:214), the following traditional forms of validity exist:

- Content validity (items should be able to measure the content intended),
- Predictive or concurrent validity (is a criterion measure predicted and do the results correlate with other results?)
- Construct validity (do items measure the constructs or concepts?)

Humbley and Zumbo (as cited by Creswell & Creswell, 2017:214) state that construct validity has become the most important objective when testing validity. Construct validity was determined for this study's research instrument through PCA (Principal Component Analysis).

**Reliability** involves the concern that results need to be repeatable, hence the measures that are used need to be consistent (Bryman *et al.*, 2014:24).

According to Creswell and Creswell (2017:215), for multi-item instruments, internal consistency is the most important form of reliability. Internal consistency is the “degree to which sets of items on an instrument behave in the same way.” Suitable intercorrelations are required for the scale items to measure the same construct. Cronbach's alpha ( $\alpha$ ) (value between 0 and 1) aids in quantifying a scale's internal consistency, when values are between 0.7 and 0.9, optimal consistency exists.

It should be noted that when an instrument is modified or combined, the original reliability and validity may differ and therefore the validity and reliability needs to be evaluated during the data analysis.

### **3.4.3.3 EMPIRICAL RESEARCH OBJECTIVES ANALYSIS**

#### **Statistical analysis**

Descriptive statistics summarises data from the study in a visual manner which can identify trends or patterns. Analysis such as means, standard deviation and scoring of the variables can be done. Inferential statistics provide for the evaluation of the hypotheses of a study (Creswell & Creswell, 2017: 217,228). **Table 2** summarises and indicates the various types of variables found in the survey and the typical analysis methods that can be conducted (univariate, bivariate and multivariate analyses). For this study, the analysis (**items in bold**) was conducted and endorsed by

the NWU SCS Department, Potchefstroom Campus (Statistical Consultation Services). The analysis was conducted by the use of IBM SPSS Statistics 25 (SPSS Inc., 2017) and 26 packages (SPSS Inc., 2018). Refer to **Appendix D** for the confirmation letter from the SCS Department.

### **Analysis of research questions and variables**

A technique to aid the reader's understanding of how data collection is connected to the variables and research questions can be illustrated in a variable table (Creswell & Creswell, 2017:215-216) as per **Table 3**.

The reader to take note that the correlation between talent management, engagement and retention are theorised (see **Chapter 2**) and supported by research; it is not the intent of the study or the capability of the research instrument to test these constructs.

Sub research questions were created for each category. The variables to be analysed will aid in answering the sub research questions and will provide the necessary knowledge to the organisation on its Millennials from where areas can be identified in the organisation's strategy for improvement to capitalise on Millennials.

**Table 2: Type of variables, analysis methods and tests. Adapted from Bryman *et al.* (2014:313-329)**

Type of variable	Description	Survey Item	Univariate Analysis	Bivariate Analysis				Multivariate Analysis
				<i>Nominal</i>	<i>Ordinal</i>	<i>Interval/ratio</i>	<i>Dichotomous</i>	
<i>Nominal</i>	"Categorical", cannot be rank ordered such as gender, country of birth etc.	Q1, Q2, Q3, Q26, Q28-Q32, Q34-Q36, Q39	<b>Frequency tables, minimum, maximum, means, standard deviations, pie chart, bar chart.</b>	Contingency tables, $\chi^2$ , V (Cramer's)	Contingency tables, $\chi^2$ , V (Cramer's)	Contingency tables, $\chi^2$ , V (Cramer's), dependent variable compare + eta	Contingency tables, $\chi^2$ , V (Cramer's)	<b>Principal component analysis (PCA), factor analysis, Multiple linear regression analysis, Partial least square regression, confirmatory factor analysis.</b>
	Categories can be ranked but not identical in distance such as frequency ranges	Q4-Q25, Q27, Q33, Q38, Q41-Q55		Contingency tables, $\chi^2$ , V (Cramer's)	Spearman's $\rho$	Spearman's $\rho$	Spearman's $\rho$	
	Where category distances are identical like age, a measurable value			Contingency tables, $\chi^2$ , V (Cramer's), dependent variable compare + eta	Spearman's $\rho$	Pearson's r/scatter diagrams	Spearman's $\rho$	

**Table 3: Variables, questions and survey items**

<b>Variable</b>	<b>Research Question</b>	<b>Survey Item</b>
<u>Variable 1:</u> Workplace values	What workplace values are most important to Millennials?	Question 4 - 25
<u>Variable 2:</u> Millennials at work	What are Millennials' expectation of the employer (working methods, development, benefits etc.)?	Question 26 - 36,39
<u>Variable 3:</u> Development opportunities of the company	What importance do Millennials place on development and current perceptions of development opportunities?	Question 37 - 38, 40
<u>Variable 4:</u> Relationship to the workplace (testing of organisational commitment)	What are the current commitment levels of the Millennial respondents?	Question 41 - 53
<i>Variable 4.1:</i> <i>Affective commitment (AC)</i>	<i>What are the Millennial respondent's affective commitment levels?</i>	<i>Questions 41 - 44</i>
<i>Variable 4.2:</i> <i>Normative commitment (NC)</i>	<i>What are the Millennial respondent's normative commitment levels?</i>	<i>Questions 45 - 48</i>
<i>Variable 4.3:</i> <i>Continuance commitment (CC)</i>	<i>What are the Millennial respondent's continuance commitment levels?</i>	<i>Questions 49 - 53</i>
<u>Variable 5:</u> Perceived employer capability	What do the Millennial respondents perceive of the company's ability to manage them and how would they react if they are concerned?	Question 54 - 55

### 3.5 RESEARCH ETHICS

The main areas to consider when applying ethical principles in business research is to ensure that no harm will come to those that participate as well as the researcher, to have the necessary consent of the participant, to avoid invading the privacy of the participant and to ensure no deception is involved.

#### 3.5.1 BUSINESS ETHICS

According to Bryman *et al.* (2014:120-133), identifying whether harm is possible may not always be easy to do. It is, however, required that the researcher, through planning and reasonable ability, determine if harm can be done.

According to several sources, (APA; Creswell; Lincoln; Mertens & Ginsberg; Salmons, all as cited by Creswell & Creswell, 2017:143), the stages of a research study require several ethical considerations and have been adhered to where possible:

#### **Pre-research study phase**

- *Review professional associations' standards and guidelines and obtain universities' institutional and ethical review board* – This study has been approved by the Economic and Management Sciences Research Ethics Committee and the NWU Research Ethics Regulatory Committee on 9 May 2018 (Ethics number: NWU-00336-18-A4). The following guidelines as provided by the NWU have been adhered to: Manual for master's and doctoral Studies; NWU referencing guide; policy and rules for research ethics; standard operating procedure: Ethics in commerce research committee (ECRC); rules for the management of research ethics at the NWU and ethics and social research.
- *Obtain permission from the organisation and participants to do the study* – This study has been approved by the organisation after ethical clearance was given and a final approval done upon review of the final dissertation report.
- *To avoid power plays, to select a site that does not have too much of a vested interest* – The organisation being studied has an interest in the outcomes of the study to inform the potential changes required to their strategies and talent management practices. Power plays have been managed accordingly based on ethical research behaviour.

## **Study phase**

- *The research problem need to benefit participants* – the target group will benefit from the outcomes if implemented by the organisation. The published dissertation will be shared to those who request the study outcomes.
- *The purpose of the study and context need to be provided to the participants, to not pressurise participants to sign consent forms or to participate and to be respectful and sensitive to norms, cultures and needs of vulnerable populations* - All respondents have been invited to participate, as per the consent form, the necessary context and assurance of privacy, anonymity and confidentiality were guaranteed. The study has been categorised as a low impact and risk to participants and all efforts made to respect the participants.

## **Data collection and analysis**

- *Be respectful to the organisation or site being studied, to avoid disruption* – Prior to study, engagement was done with various HR management, context was provided as well as the detailed proposal and implementation plan.
- *Treat participants the same, deceit towards participants should be avoided, power imbalances to be respected and exploitation of participants avoided* – Participants were invited to take part in an online survey, voluntary participation was ensured and feedback was anonymous as ensured by the online platform. The company gatekeeper also ensured the necessary controls and protection of the participants.
- *Avoid the collection of harmful data* – Only data provided by the organisation and survey output was used in this study. Due to low risk rating of the study, no harmful data will be collected, analysed or reported.
- *Siding with participants to be avoided, the disclosure of only positive results to be avoided, to ensure a balanced approach* - The researcher is also a Millennial who is receiving target talent management at the company being studied. The researcher has not participated in the survey and outcomes were based on theory and findings.

## **Reporting and storing data**

- *Plagiarism, falsification of authorship, data and findings to be avoided* – All referenced work have been reported as per the NWU reference guide.
- *Avoid disclosure of harmful information* – Refer to data collection and analysis.

- *Reporting to be clear and straightforward, professional language to be used* – Language editing and review of the dissertation was conducted by the organisation, NWU SCS, the research supervisor and professional language editor to ensure a professional report is produced.
- *Share research report and ensure raw data and other materials (e.g. details of procedures, instruments) are kept for at least 5 years and be ready to provide complete proof of compliance with ethical requirements* - the approved dissertation will be published by the university; all data and analysis will be kept for auditing purposes for the next five years.

### **3.5.2 RISK OF HARM**

A risk according to NWU (2017:2b) is defined as follows:

“the probability of harm occurring as a result of participation in research” or “an unexpected negative consequence of unethical actions”

From the Research Risk Level Descriptors (RRLD) summary (NWU, 2017:3a) a low risk is identified by the researcher for the research title: *Capitalising on Millennial employees: Exploratory study on a mining organisation’s talent management strategy*. A low-risk category according to NWU (2017:3a) is defined as follows:

“Research involving human participants in whom the only foreseeable risk of harm is the potential of minor discomfort or inconvenience (e.g. time and some boredom). The aforementioned risk can also be easily mitigated and addressed by the researcher.”

A low-risk category has been applied to this study as the topic of talent management is uncontroversial and well researched globally. The participants are employees of an organisation and a sponsor will act as a gatekeeper to protect their employees. The participants are of legal age (above 18) and confidentiality is ensured as per data collection process (online survey and anonymous feedback) and informed consent form.

### **3.5.3 VOLUNTARY PARTICIPATION, CONFIDENTIALITY AND ANONYMITY**

Participation of the target pool is voluntary and was assured together with confidentiality and anonymity as per consent form or declaration. Refer to **Appendix A** (the participant consent form) as well as company consent (**Appendix B**).

### **3.5.4 DISSEMINATION OF RESULTS**

Feedback and data will not link back to the respondent and data will only be used for this study's purposes. Interventions to be recommended will be based on research findings and literature and will be strictly professional. The report will be provided to those who request feedback.

### **3.5.5 INFORMED CONSENT**

The informed consent form contains the context of the study and what the data will be used for. In addition, the pledge to confidentiality and anonymity is made allowing for the participant to agree or not agree to take part or to ask the researcher or supervisor for more information. In this study an online survey platform was used and an option provided to the participant to click on the online consent form before continuing with the study.

## **3.6 CONCLUSION**

A non-experimental and cross-sectional research design with a quantitative research approach was used in this study. Adherence to the required ethical practices was ensured and the data analysis plan as formulated in this chapter guided the analysis of the research instrument and respondent feedback as well as the structuring of the proceeding results discussion and conclusion chapter.

## CHAPTER 4: RESEARCH RESULTS AND CONCLUSIONS

### 4.1 INTRODUCTION

This chapter provides feedback of the statistical assessment that was conducted on the research instrument as endorsed by the North-West University (NWU), Potchefstroom campus, SCS Department. Detailed discussions and conclusions that were made by the researcher will follow. The next chapter will consist of the recommendations on improving the study and the researcher will conclude on the meeting of the research objectives and answering of the research question. In addition, the researcher will highlight the managerial and company implications of the study and conclude on the limitations and recommendations for future research.

As per **Section 3.4.3**, the data analysis plan and framework was used to structure the results and conclusions in this chapter. As per the research objectives, the empirical study provided for a better understanding of the company's Millennial and high potential talent pool and aided in answering the sub research questions relating to each of the below variables:

- **General information and respondent performance:** Basic information of the target group, the number of years the respondents have worked for the company, country of origin and working conditions. Response rate and implications discussed.
- **Workplace values:** Millennial employee workplace values, engagement and retention aspects - *What workplace values are most important to Millennials?*
- **Millennials at work:** Employer offering (conditions, benefits, development etc.) of interest to Millennials, within the company or looking for opportunities - *What are Millennials' expectation of the employer (working methods, development, benefits etc.)?*
- **Development opportunities:** The company's provision of development and opportunities and whether the respondent wants to be developed - *What importance do Millennials place on development and current perceptions of development opportunities? What are the Millennial respondent's affective commitment levels? What are the Millennial respondent's normative commitment levels? What are the Millennial respondent's continuance commitment levels?*

- **Relationship to the workplace:** Millennial employee commitment to the company - *What are the current commitment levels of the Millennial respondents?*
- **Perceived employer capability:** The perceived ability of the company to manage the generation shift in terms of talent management - *What do the Millennial respondents perceive of the company's ability to manage them and how would they react if they are concerned?*

Preceding the above research objectives analysis is the feedback on the respondent performance, followed by an assessment of the research instrument.

#### **4.2 GENERAL INFORMATION AND RESPONDENT PERFORMANCE**

The target group consisted of 85 professional Millennial employees of a mining organisation. This group is the talent pool of the company that receives targeted talent management and due to the risk of losing this talent, this group, albeit small for a quantitative analysis, will provide the necessary understanding of this generation for the company's talent management strategies to capitalise on these individuals. The respondents were emailed and requested to participate on the online survey. A total of 49 employees responded, equating to 57.6 % of the total target population, whereas a 42.4 % non-response rate was determined. All questions were answered by the 49 respondents, therefore, there are no missing data. Controls were put in place on the survey platform to ensure that all questions had to be answered before moving on to the next, eliminating missing data of those who participated.

During the proposal stage, it was assumed that due to the mining company's global footprint, the target group will be more extensive and that the sample size would have been more adequate for a quantitative study. According to Mellahi and Harris (2016:426), surveys are advantageous due to the greater reach to the target population and the reduced cost and time/effort levels required, but unfortunately the disadvantage is low response rates. The researcher continues to state that no consensus (50 % - 80 %, 30 % - 70 %, at least 60 %, 16 % to 91 %) has been reached on the acceptable response rates required (Mellahi & Harris, 2016:428). Response rates for specific disciplines were decided, based on the reflections of research and journal editors and according to Mellahi and Harris (2016:434), HRM (human resource management) should have response rates above 50 % which is considered as a good rate. According to Skalland (as cited by Mellahi & Harris, 2016:426) response rates are often a primary quality measure when assessing validity and

being able to generalise findings may be impaired (Kellerman & Herold, as cited by Mellahi & Harris, 2016:426). Sufficient literature exists refuting the use of response rate as proxy for validity (Nesterkin & Ganster, as cited by Mellahi & Harris, 2016:434) as some studies with lower response rates have been marginally less accurate than the higher response rate studies (Holbrook *et al.*, as cited by Mellahi & Harris, 2016:434) and for some yielding more accuracy than higher response rate studies (Visser *et al.*, as cited by Mellahi & Harris, 2016:434).

As highlighted by the above study and several researchers regarding low response rates, the “nature of the data” and the “stronger the data” may also be the determinant of the sample size and analysis adequacy (Fabrigar *et al.*, as cited by Taherdoost *et al.*, 2014:377). The researcher perceives that due to the specific target group (Millennials generation) at the specific time of the study will provide for “strong data” to inform the recommendations to be made of the organisation’s talent management strategies necessary to retain the respondents which the company has extensively invested in and has identified as their talent for the future.

The lower response rate may be due to several reasons. One respondent stated that he/she did not want to take part in the study, no further reasons were provided, some respondents were on leave (annual leave, maternity leave etc.) during this period. The other non-responses might have been due to disinterest in the study’s intent or due to geographical locations (Africa, South Africa and Australia) and different work schedules (fly in fly out, normal and mobile offices/working hours, shift work). The researcher believes that the response rate achieved was improved through efforts by the researcher to personally invite all those in the target group (follow up emails also sent) and to provide information of the study as well as the assurance of privacy and anonymity.

As informed by the talent pool list provided by the company, the target population consisted of 57.6 % male respondents and 42.4 % female respondents from which 64.7 % of the respondents are from South Africa, 25.9 % from Australia and 9.4 % from Africa (East and West Africa). To ensure that the target population are Millennials, a test question was asked on the online platform to confirm the birth range of the respondent. All 49 respondents confirmed that the birth range of 1982-2000 was accurate.

The researcher also wanted to confirm the type of work hours the Millennial is working as well as the years of service (**Table 4**). The results indicated that 71.4 % of the respondents worked normal business hours, 14.3 % worked shifts and the remaining 14.3 % were required to work different

hours through technology enablement. In terms of years of service, more than half of the respondents have been with the mining organisation for more than 3 years, 49 % falling within the 6 to 10-year bracket.

**Table 4: Respondent tenure with organisation**

General Information	Frequency	Percent	Valid Percent	Cumulative Percent
Tenure with organisation	0-3 years	5	10.2	10.2
	10+	14	28.6	38.8
	3-5 years	6	12.2	51.0
	6-10 years	24	49.0	100.0
	<b>Total</b>	<b>49</b>	<b>100.0</b>	<b>100.0</b>

Mining has always been a male-dominated industry, although efforts have been made to become more diverse. According to Lahiri-Dutt (2015:523), feminisation is occurring, women are more visible in the mining industry and there is an increase where women are making the decisions. The target population and talent pool reflected to some degree the male-dominated mining industry where 57.6 % of the respondents were male, however a 42.4 % female representation is commendable.

The majority of the talent pool is situated at the company’s corporate head office which is located in South Africa; this was anticipated as it is expected that from a strategic point of view talent retained here is of most importance. Many of the respondents at the corporate head office is required to travel to the various sites to provide the necessary support services.

In terms of years of service with the company, it was surprising to see that these Millennials have been committed to the company (if equating years of service with commitment), 49 % of the respondents have worked for the company for a period between 6 to 10 years; the other 28 % have been with the company for over 10 years, most probably having started with the company after tertiary studies. The job-hopping tendencies that have been theorised and supposedly synonymous with Millennials, do not feature with these Millennial respondents.

### 4.3 STATISTICAL ASSESSMENT OF RESEARCH INSTRUMENT

#### 4.3.1 INTRODUCTION

Factor analysis reduces variables into smaller subsets (principal components) in order to form or refine the theory from the underlying dimensions as determined between the factors that are measured and the constructs, hence providing evidence to construct validity of the scales (Gorsuch; Hair *et al.*; Tabachnick & Fidell; Thompson, all as cited by Taherdoost *et al.*, 2014:375). Factor analysis was used to determine the underlying factors and constructs. The number of factors and a rotational scheme was determined pragmatically as supported by SCS rather than being based on theory.

Sample size, according to Taherdoost *et al.* (2014:376) needs to be adequate for factor analysis. Communalities above 0.60 for smaller sample sizes are seen as high and appropriate (MacCallum *et al.*, as cited by Taherdoost *et al.*, 2014:377). Other studies highlight that the “nature of data” “stronger the data” will be the determinants of the sample size and analysis adequacy (Fabrigar *et al.*; MacCallum; Widaman *et al.*, all as cited by Taherdoost *et al.*, 2014:377). According to Costello and Osborne (as cited by Taherdoost *et al.*, 2014:377), the strong data will form a uniform and high communalities and variable loadings on specific factors; if there are more than five loadings of above 0.5, a strong factor is identified, fewer than three is considered weak.

The correlation matrix identifies the linear relationships between the variables. When the values are approximately 0.3, it is considered minimal, 0.40 are important and 0.5 are practical (Hair *et al.*, as cited by Taherdoost *et al.*, 2014:377). Factor analysis will not be the appropriate approach for values below 0.30. Identity matrices (diagonals that are 1 and the rest is 0) should therefore not undergo factor analysis (Kraiser, as cited by Taherdoost *et al.*, 2014:377).

The Kaiser-Meyer-Olkin (KMO) is another test that can be conducted to determine the adequacy of the sample for factor analysis. KMO is a value between 0 and 1 and, according to several researchers, it needs to be above 0.5 or 0.6 to 0.7 to be suitable for factor analyses (Hair *et al.*; Tabachnick & Fidell; Netemeyer *et al.*, all as cited by Taherdoost *et al.*, 2014:377).

Bartlett’s test of sphericity is measured by a chi-square output and needs to confirm that a matrix is not an identity matrix, for bivariate correlation tests, the p-value (significance value) should be below 0.05.

Principal Component Analysis (PCA), a data reduction and factor extraction approach, was used and as stated by Gorsuch (as cited Taherdoost *et al.*, 2014:378), is normally the default method if no model or theoretical basis exists. After the extraction phase, the number of constructs to retain for the rotation needs to be identified. Varimax Rotation is used to generate a rotated and unrotated component matrix to see whether the factor loadings improve.

There are various criteria to select these constructs (factor retention) and in this study the methods used were through a cumulative percentage of variance that was extracted and Kaiser's criteria (where *eigenvalue* needs to be above 1) (Kaiser, as cited by Taherdoost *et al.*, 2014:378). Several researchers state that the cumulative percentage of variance explained need to be considered up to 95 % although, in studies in the humanities field, 50 to 60 % variances are seen (Hair *et al.*; Pett *et al.*, all as cited by Taherdoost *et al.*, 2014:378-379). Note should be taken that Kaiser's *eigenvalues* above 1 is one of the least accurate methods used during factor retention (Velicer & Jackson; Fabrigar *et al.*; Ledesma & Valero-Mora, all as cited by Taherdoost *et al.*, 2014:379), however, due to the simplicity and common use of the method and the fact that it was proposed for PCA (Gorsuch, as cited by Taherdoost *et al.*, 2014:379), this method was adopted as supported by SCS.

From all the tests conducted, evidence suggests that when each factor is characterised by multiple variables, more accuracy can be obtained from the factor analysis (Williams *et al.*, as cited by Taherdoost *et al.*, 2014:378).

As discussed in **Section 3.4.2** and in the summary below, the survey contained several categories, consisting of information and general questions from the researcher, questions by Mahoney (2015) and Allen and Meyer (as cited by Mahoney, 2015):

**General information:** Questions 1, 2, 3 (researcher)

**Development opportunities:**

- Questions 37, 38 (Mahoney, 2015: 65)
- Questions 40 (researcher)

**Workplace values** – Questions 4-25 (Mahoney, 2015: 63-64)

**Relationship to the workplace:**

- Questions 41-44 – adapted affective commitment scale (AC) by Allen and Meyer (as cited by Mahoney, 2015:62)
- Questions 45-48 – adapted normative commitment scale (NC) by Allen and Meyer (as cited by Mahoney, 2015:62)
- Questions 49-53 – adapted continuous commitment scale (CC) by Allen and Meyer (as cited by Mahoney, 2015:62-63)

**Millennials at work:** Market research questions. Questions 26-33, 34 (adapted by researcher), 35, 36, 39 (PWC, 2011:7-21)

**Perceived employer capability:** Questions 54,55 (researcher)

Due to the exploratory nature of the study and lack of validated and reliable questionnaires relating to Millennials, certain categories within the survey were adapted from market research on Millennials and new questions generated by the researcher (categories include development opportunities, perceived employer capability, millennials at work).

Workplace values and organisational commitment instruments were tested for validity and reliability. No comparison to other studies was possible for workplace values, however, comparisons of validity and reliability of the organisational instrument that were used and adapted from Allen and Meyer (as cited by Mahoney, 2015:62-63) were made possible through the study “Commitment and Employee Development: Comparing Generations X and Y” as conducted by Mahoney (2015) who made use of organisational commitment scales to compare two generations.

**4.3.2 INSTRUMENT TESTING**

The following tests were conducted on the research instrument:

**Development opportunities**

The developing opportunities category has different scales (nominal and interval) and could therefore not be tested for reliability and validity. These questions by the researcher were more exploratory in nature to understand the respondent’s feelings towards the company’s offering of formal development opportunities. Refer to **Section 4.4.4** for descriptive analysis of this category.

## Workplace values

The workplace values category was tested for validity through exploratory factor analysis (correlation analysis) as well as reliability testing (Cronbach alpha coefficient) of the instrument.

In terms of validity several tests and analyses were conducted to determine if factor analysis would be appropriate, which include communalities, correlation matrix, Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity.

The average communality (the proportion of variance for each variable that can be explained by the factors) for question items 4-25 was 0.7 and can be considered as good extraction values. The correlation matrix values varied from -0.17 for question items 4 and 9 (minimum) to 0.68 for question items 12 and 21 (maximum) with an average correlation for question items 4-25 of 0.35. Question items 4, 6, 8 and 9 had values below 0.3 and can be seen as poorly correlated. With an average of all the question items being above 0.3, further tests were conducted. A Kaiser-Meyer-Olkin measure of sampling adequacy value of 0.73 was determined, indicating suitability to perform factor analysis on this category. Bartlett's test of sphericity produced a chi-squared value of 561.545 and p-value of <0.001 which is considered as statistically significant. From this test, the category was further analysed through factor analysis.

From above, Principal Component Analysis (PCA) was utilised for factor extraction where Varimax Rotation was used to generate a rotated and unrotated component matrix as informed through a cumulative percentage of variance that was extracted and Kaiser's criteria (where *eigenvalue* needs to be above 1). The rotated matrix indicated six components that were extracted within the cumulative percentage of variance that amounted to 70.08 % and *eigenvalues* ranging from 1.11 to 7.46. The same percentage variance was explained by the unrotated matrix, however, most loaded only under the first component. To further refine the number of components, SPSS' selection of 4 factors and then 3 factors identified three main components. As illustrated in **Table 5**, question items 4, 5, 7, 13, 14, 15, 18, 22 and 24 loaded strongly under component 1 (0.51 to 0.76). The second component grouped loadings of 0.47 to 0.84 for question items 10, 11, 12, 17, 19 and 21. Questions 6, 9, 16, 20, 23 and 25 loading strongly under component 3 ranging between 0.49 and 0.76. It should be noted that a reduced cumulative percentage of variance is now explained amounting 53 %. These three factors identified within the workplace values can now provide for the practical relationship between the variables within each component, refer to **Chapter 5** for results conclusions.

For questions 4-25, the internal reliability of the instrument, regarding the feelings toward certain workplace values, have been confirmed as supported by Cronbach's alpha coefficient. A value of 0.9 was determined which indicates a very good reliability.

**Table 5: Workplace values rotated component matrix**

Workplace factors	Component			Question
	1	2	3	
Q24	<b>0.756</b>		0.410	Using knowledge and abilities
Q14	<b>0.756</b>			Personal influence
Q7	<b>0.697</b>			Proud of company
Q4	<b>0.690</b>			Achievement
Q22	<b>0.605</b>			Responsibility
Q13	<b>0.589</b>			Independence
Q5	<b>0.566</b>	0.434		To advance, change roles and get promoted
Q15	<b>0.564</b>		0.473	Interesting job
Q18	<b>0.509</b>	0.486		Personal growth
Q8				To contribute to society or doing meaningful work
Q21		<b>0.839</b>		Recognition
Q11		<b>0.740</b>		Valued and high self-esteem
Q12		<b>0.736</b>		Getting feedback on work
Q17		<b>0.710</b>		Job status
Q19		<b>0.567</b>		Networking and interaction opportunities
Q10		<b>0.473</b>	0.459	Agreeable and pleasant co-workers
Q23			<b>0.761</b>	Fair and considerate supervisor
Q6			<b>0.639</b>	Benefits
Q9			<b>0.583</b>	Work hours that are convenient
Q25			<b>0.577</b>	Clean and comfortable working conditions
Q16			<b>0.496</b>	Permanent job and job security
Q20		0.445	<b>0.485</b>	Salary

## **Relationship to workplace**

The validity and reliability of the employee organisational commitment (OC) instrument were tested and comparisons made against the OC scale of Allen and Meyer (as cited by Mahoney, 2015:62-63):

- Adapted affective commitment scale (AC): Questions 41-44
- Adapted normative commitment scale (NC): Questions 45-48
- Adapted continuous commitment scale (CC): Questions 49-53
- Adapted relationship to the workplace – Organisation commitment (OC): Questions 41-53

The statistical analyses performed by Mahoney in the study called *Commitment and Employee Development: Comparing Generations X and Y* included the testing of reliability and validity of Meyer and Allen's components of organisational commitment (OC) which is affective commitment (AC), normative commitment (NC) and continuance commitment (CC). According to Mahoney (2015:33-34), the validity of the three organisational commitment components was measured through a principal components factor analysis (varimax rotation). The factor loadings of 0.62 – 0.88 (AC), 0.40 – 0.86 (NC) and 0.40 – 0.82 (CC) were determined and provided the required statistical construct validity for the OC components. The reliability analysis yielded desirable Cronbach's alpha coefficient values of 0.70 for OC. For each of the components, a value of 0.87 for AC was determined, 0.86 for NC and 0.78 for CC (Mahoney, 2015:33-34).

As noted previously, when an instrument is modified or combined, the original reliability and validity will differ. Due to the exploratory nature of the study, some of the questions were combined or modified by the researcher which have affected the validity and reliability of the instrument as illustrated below.

In terms of validity, several tests and analyses were conducted to determine if factor analysis would be appropriate which include communalities, correlation matrix, Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity. The average communality (the proportion of variance for each variable that can be explained by the factors) for question items 41-53 was 0.61 and can be considered as appropriate extraction values. The correlation matrix values varied from -0.37 for question items 45 and 49 (minimum) to 0.66 for question items 43 and 44 (maximum) with an average correlation for question items 41-53 of 0.27. Question items 41, 42, 43 and 45 had values below 0.3 and can be

seen as poorly correlated. The Kaiser-Meyer-Olkin measure of sampling adequacy value was 0.7, indicating suitability to perform factor analysis on this category. Bartlett's test of sphericity produced a chi-squared value of 247.227 and p-value of <0.001 which is considered as statistically significant. Based on these tests, the category was further analysed through factor analysis.

Varimax Rotation was used to generate a rotated and unrotated component matrix. The unrotated component matrix gathered a mixture of AC and NC items under component 1 and 3. CC gathered well with loadings of average 0.79 (question items 50-52) under component 2, question 49 and 53 which were part of CC gathered under component 1. The rotated component matrix showed strong loadings of CC under component 2 (average 0.80 for questions 50-52). AC and NC were gathered in a mixture under component 1. Construct validity for CC is adequate, however modifications did impact on AC and NC validity.

For this study, AC, NC and CC were tested for reliability as well as the combination relating to the relationship to the workplace and organisational commitment (OC).

Adapted affective commitment scale (AC): Questions 41-44

A Cronbach's alpha coefficient value of 0.59 was calculated for the items within the AC scale, lower than the 0.87 as determined by Mahoney (2015:33-34). If question item 42 is taken out, the value improves to 0.69 (~0.7). Removal of unrelated questions can aid in improving the reliability of the instrument.

Adapted normative commitment scale (NC): Questions 45-48

A Cronbach's alpha coefficient value of 0.72 was calculated for the items within the AC scale, lower than the 0.86 as determined by Mahoney (2015:33-34). If question 45 is taken out or reversed (negative question), the coefficient is improved to 0.74.

Adapted continuous commitment scale (CC): Questions 49-53

A Cronbach's alpha coefficient value of 0.64 was calculated for the items within the AC scale, lower than the 0.78 as determined by Mahoney (2015:33-34). If question item 49 is taken out, the value improves to 0.66.

#### Adapted relationship to the workplace – Organisation commitment (OC): Questions 41-53

The original Cronbach's alpha coefficient value of 0.69 (~0.7) was calculated for all the items (AC, NC and CC); slightly lower than the 0.70 as determined by Mahoney (2015:33-34). If question item 45 is reversed (negative question) the value improves to 0.74. If question 50 is removed, the value improves to 0.77.

Sufficient reliability of the measuring instrument (OC, AC, NC, CC) exists when the removing or reversing of questions are performed. Due to the sufficient reliability of the combination of the different types of organisational commitment, the total instrument was used for descriptive analysis (refer to **Section 4.4.4**).

#### **Millennials at work**

This category has multiple answers and was therefore not possible to test for reliability and validity. As with perceived employer capability and development opportunities, these questions by the researcher and market research surveys were more exploratory in nature to understand the respondent's feelings towards the employer of choice and working conditions. Refer to **Section 4.4.2** for descriptive analysis of this category.

#### **Perceived employer capability**

The remaining categories of the instrument such as perceived employer ability (Cronbach's alpha of 0.45) were found to be not so reliable, which is understandable as the questions were more of an exploratory nature to the researcher.

#### **4.3.3 CONCLUSION**

In conclusion, the outcomes of the statistical testing of the workplace values and relationship to the workplace indicated suitable validity and reliability and are summarised below:

#### **Workplace values**

- Pre-testing was conducted on the category to prove validity to proceed to factor analysis:
  - Community averaged 0.7 (good) for total instrument.
  - Correlation matrix indicated several questions above the minimum of 0.3 correlation necessary for factor analysis.
  - Kaiser-Meyer-Olkin measure of sampling adequacy value was 0.73 (above 0.6).

- Bartlett's test of sphericity produced a chi-squared value of 561.545 and a p-value of <0.001 (statistically significant <0.05), proving that it is not an identity matrix.
- Reliability tests
  - Cronbach alpha coefficient tested 0.90 (good reliability).

#### **Relationship to the workplace (organisational commitment)**

- Pre-testing was conducted on the category to prove validity to proceed to factor analysis:
  - Community averaged 0.6 (good) for total instrument.
  - Correlation matrix indicated several questions above the minimum of 0.3 correlation necessary for factor analysis.
  - Kaiser-Meyer-Olkin measure of sampling adequacy value was 0.7 (above 0.6).
  - Bartlett's test of sphericity produced a chi-squared value of 247.227 and p-value of <0.001 (statistically significant <0.05), proving that it is not an identity matrix.
- Reliability tests
  - Cronbach alpha coefficient for OC was 0.69 and close to 0.7 (original) however, improvement was possible when reversing the negative question 45 (0.74) and removal of question 50 (0.77).
  - The different types of commitment produced Cronbach alpha coefficients of AC (0.59 original, 0.69 with the removal of Q42), NC (0.72), CC (0.64 original, 0.66 with the removal of Q49).

Therefore, both workplace values and relationship to the workplace instruments have been found suitable in terms of validity and reliability.

#### **4.4 EMPIRICAL RESEARCH OBJECTIVES ANALYSIS**

With the challenges relating to retention of talent, specifically Millennial talent, the problem this study aimed to address was to equip the mining organisation being studied with the necessary knowledge of its current professional Millennial talent pool employees to engage and retain these individuals. To answer the core research question that states “**How can a mining organisation's talent management strategies capitalise on its professional Millennial employees?**” the following research objectives and supporting questions' results and conclusion outcomes aimed to provide this knowledge and understanding of the Millennial talent pool, if these individuals can be

engaged and retained through learnings of this study, the company can capitalise on their renewed commitment and subsequent utilisation of their skills, knowledge and strategic input.

#### **4.4.1 WORKPLACE VALUES**

The respondents' feelings towards several workplace values were tested. As indicated in **Figure 3**, the majority of the respondents felt that these workplace values were important (very important) as seen from the high average mean of 4.32 (**Table 6**) with only a few respondents indicating neutrality and feelings of less importance towards job status, followed by networking and interaction and in third place, getting recognition for work. In terms of mean values, the most important values were personal growth at work and the benefits that the company provides. In second place, the respondents indicated that having a job that is interesting is very important and in third place, having job security and a permanent job together with a fair and considerate supervisor is highly valued.

The standard deviation (SD) of this section of the survey indicates the average difference seen from the mean. The higher the SD the greater the difference between the mean and each score, indicating the most deviation between the respondent feelings towards certain workplace values.

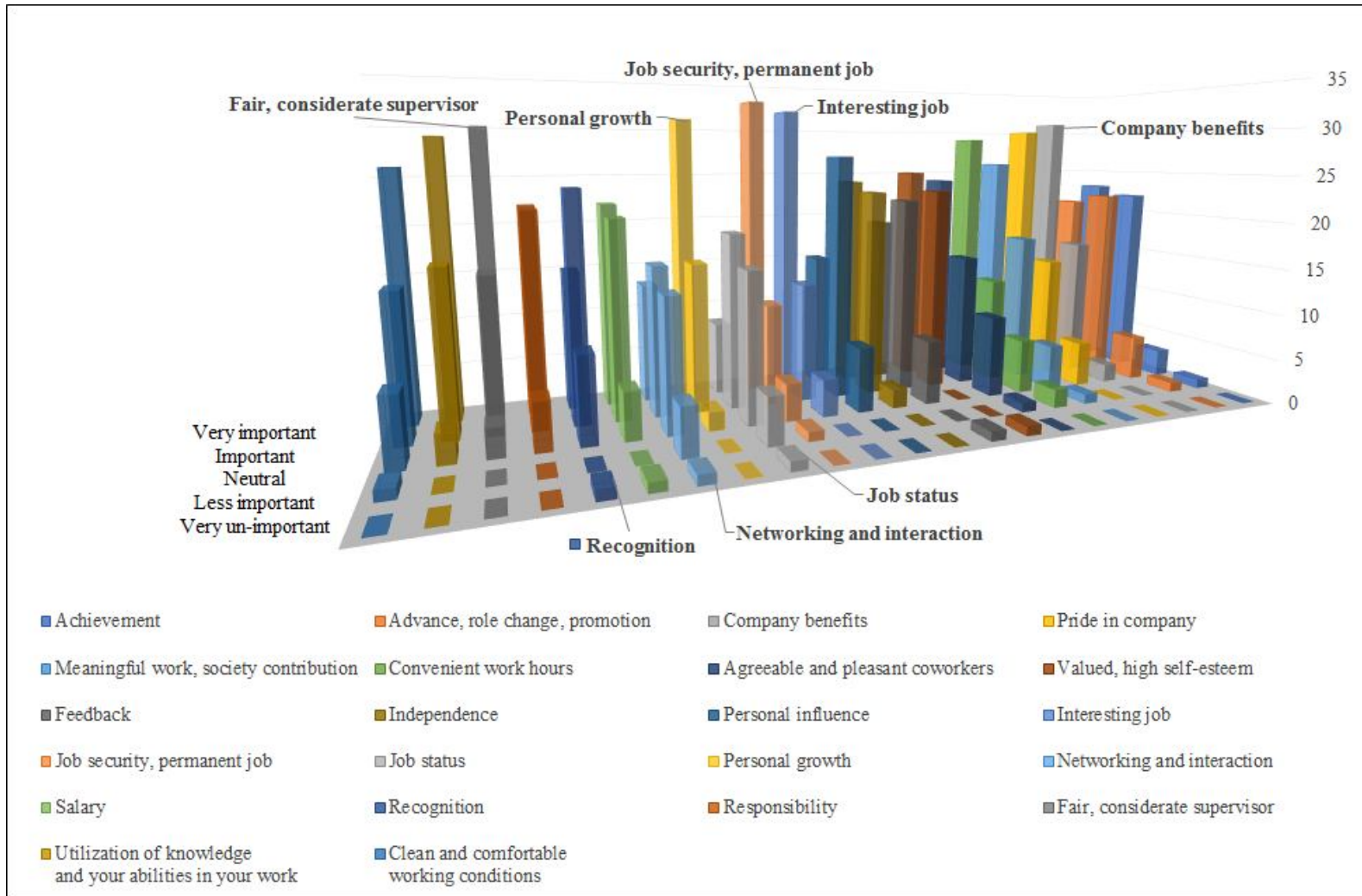
**Table 5** indicates that Q19 (networking and interaction opportunities) and Q17 (job status) had the highest SDs. The lowest SDs were determined for Q6 (company benefits – 95.9 % feels it is at least important) and Q18 (personal growth at work - 95.9 % feels it is at least important), followed by Q23 (fair, considerate supervisor - 93.9 % feels it is at least important) and Q24 (utilisation of knowledge and your abilities in your work - 93.9 % feels it is at least important). In terms of networking and interaction opportunities, 59.2 % stated that it is at least important where 28.6 % were neutral. Job status followed the similar distribution of feelings where 55.1 % felt that job status is at least important whereas 32.7 % indicated neutrality/impartiality on this issue.

**Table 6: Descriptive statistics on respondent feelings toward workplace values**

Workplace values	N	Minimum	Maximum	Mean	Std. Deviation
Q4	49	2	5	4.37	0.698
Q5	49	2	5	4.29	0.736
Q6	49	3	5	4.59	0.574
Q7	49	3	5	4.51	0.681
Q8	49	2	5	4.39	0.759
Q9	49	2	5	4.39	0.862
Q10	49	2	5	4.27	0.836
Q11	49	1	5	4.45	0.709
Q12	49	1	5	4.18	0.834
Q13	49	3	5	4.39	0.671
Q14	49	3	5	4.16	0.657
Q15	49	3	5	4.57	0.645
Q16	49	2	5	4.55	0.738
Q17	49	1	5	3.57	0.957
Q18	49	3	5	4.59	0.574
Q19	49	1	5	3.71	1.041
Q20	49	1	5	4.29	0.816
Q21	49	1	5	4.06	0.827
Q22	49	3	5	4.35	0.663
Q23	49	3	5	4.55	0.614
Q24	49	3	5	4.53	0.616
Q25	49	2	5	4.35	0.805
Valid N (listwise)	49				

As indicated in the statistical assessment of the research instrument, underlying factors were identified in the workplace values instrument. Although at a reduced cumulative percentage, variance explained of 53 % (question item 8 not included by SPSS in the matrix due to lower communality and not featuring in factors structure), the three components provided for high loadings under three components.

The questions within each component provided guidance to the researcher to establish the proposed categories as seen in **Table 7**.



**Figure 3: Respondent feelings towards workplace values**

**Table 7: Workplace values rotated component matrix – underlying factors**

Workplace values	Component			Mean		SD		Question	Proposed subcategory
	1	2	3						
Q24	0.756		0.41	4.53	4.42	0.62	0.66	Using knowledge and abilities	Workplace values - personal needs
Q14	0.756			4.16		0.66		Personal influence	
Q7	0.697			4.51		0.68		Proud of company	
Q4	0.69			4.37		0.70		Achievement	
Q22	0.605			4.35		0.66		Responsibility	
Q13	0.589			4.39		0.67		Independence	
Q5	0.566	0.434		4.29		0.74		To advance, change roles and get promoted	
Q15	0.564		0.473	4.57		0.65		Interesting job	
Q18	0.509	0.486		4.59		0.57		Personal growth	
Q8				4.39	0.76	To contribute to society or doing meaningful work			
Q21		0.839		4.06	4.04	0.83	0.87	Recognition	Workplace values - relationship needs
Q11		0.74		4.45		0.71		Valued and high self-esteem	
Q12		0.736		4.18		0.83		Getting feedback on work	
Q17		0.71		3.57		0.96		Job status	
Q19		0.567		3.71		1.04		Networking and interaction opportunities	
Q10		0.473	0.459	4.27		0.84		Agreeable and pleasant co-workers	
Q23			0.761	4.55	4.45	0.61	0.73	Fair and considerate supervisor	Workplace values - organisational needs
Q6			0.639	4.59		0.57		Benefits	
Q9			0.583	4.39		0.86		Work hours that are convenient	
Q25			0.577	4.35		0.80		Clean and comfortable working conditions	
Q16			0.496	4.55		0.74		Permanent job and job security	
Q20		0.445	0.485	4.29		0.82		Salary	

Upon identifying the three components within this questionnaire, literature was perused to see whether there are other scales or development of workplace values that may relate to some of these components. A study by Littau (2009) on “The Millennials: an investigation of their organisational commitment, work values, and person-work environment fit” was conducted during the entry of Millennials in the work sector and varying and divergent literature and results were obtained and confirmed by the researcher. A study by Dose (as cited by Littau, 2009:19) indicated a subdivision of work values that was conceptualised as work preferences and are outlined below:

- Vocational work values – “goals that a worker seeks to achieve, and include such outcomes as a material success.”
- Job or organisational work values – “having safe and comfortable working conditions, an autonomous work environment and an achievement-oriented focus.”
- Job characteristic preferences – “job security, continued development of skills, prestige, the ability to be creative and the existence of a work-life balance.”

From above, some similarities to the proposed categories exist, however, based on the component matrix’s high factor loadings towards the question items in the specific components, the researcher will elaborate on the proposed categories of workplace values in terms of personal needs, relationship needs and organisational needs.

### **Workplace values - Personal needs**

The first component grouped question items that seem related (positive correlation towards each other) to the personal needs of the Millennial as an employee. The Millennials want to use their knowledge and abilities as this will help them to do a good job; doing a good job (doing it how they want to – responsibilities, independence) will lead to achievement, which will lead to advancements, potential role changes and promotion (personal growth, personal influence on the workplace). Having an interesting job is also positively correlated with being proud of the company you work for. **Table 8** below illustrates the positive and strong correlations identified within the first component.

### **Workplace values - relationship needs**

The second component grouped question items that seems related (positive correlations towards each other) to the relationship needs of the Millennial as an employee. Recognition loaded the

strongest and was positively correlated to all the variables in this component. The feelings and similarity towards recognition and getting feedback produced the highest positive correlation between the two variables.

**Table 8: Workplace values – Component 1 (Workplace values - Personal needs)**

Component 1	Correlation Matrix									Question
	Q4	Q5	Q7	Q13	Q14	Q15	Q18	Q22	Q24	
Q4	1.000									Achievement
Q5	0.481	1.000								To advance, change roles and get promoted
Q7	0.474	0.410	1.000							Proud of company
Q13	0.223	0.193	0.287	1.000						Independence
Q14	0.548	0.419	0.416	0.562	1.000					Personal influence
Q15	0.310	0.439	0.603	0.247	0.513	1.000				Interesting job
Q18	0.226	0.577	0.384	0.257	0.457	0.417	1.000			Personal growth
Q22	0.259	0.476	0.430	0.487	0.537	0.452	0.489	1.000		Responsibility
Q24	0.361	0.394	0.583	0.449	0.554	0.584	0.448	0.611	1.000	Using knowledge and abilities

*\*Correlations > 0.3 (minimal), >0.4 (important), >0.5 (practical)*

As discussed in **Chapter 2**, feedback is important to Millennials – it needs to be frequent (Stewart et al., 2017:51-53), indicating their willingness to learn and improve (Thompson & Gregory, 2012:243). Improved engagement is also possible with more frequent meetings and feedback from the manager, showing care and providing an opportunity for giving recognition where due (Gallup, 2015:9). Recognition was also correlated with feeling valued and having a high self-esteem which in turn was correlated to job status and networking opportunities. It is therefore important for Millennials to be seen in a positive light (self-image) which will make them feel valued and have pleasant relations with co-workers. **Table 9** illustrates the positive and strong correlations identified within the second component.

### **Workplace values - organisational needs**

The third component grouped question items that seem related (positive correlations towards each other) to the organisational needs of the Millennial as an employee. **Table 10** illustrates the positive and strong correlations identified within the second component.

**Table 9: Workplace values – Component 2 (Workplace values - relationship needs)**

Component 2	Correlation Matrix						Question
	Q10	Q11	Q12	Q17	Q19	Q21	
Q10	1.000						Agreeable and pleasant co-workers
Q11	0.322	1.000					Valued and high self-esteem
Q12	0.407	0.563	1.000				Getting feedback on work
Q17	0.353	0.289	0.518	1.000			Job status
Q19	0.209	0.347	0.470	0.376	1.000		Networking and interaction opportunities
Q21	0.488	0.627	0.679	0.613	0.505	1.000	Recognition

*\*Correlations > 0.3 (minimal), >0.4 (important), >0.5 (practical)*

**Table 10: Workplace values – Component 3 (Workplace values - organisational needs)**

Component 3	Correlation Matrix						Question
	Q6	Q9	Q16	Q20	Q23	Q25	
Q6	1.000						Benefits
Q9	0.411	1.000					Work hours that are convenient
Q16	0.345	-0.048	1.000				Permanent job and job security
Q20	0.387	0.283	0.356	1.000			Salary
Q23	0.414	0.257	0.419	0.427	1.000		Fair and considerate supervisor
Q25	0.177	0.283	0.338	0.417	0.490	1.000	Clean and comfortable working conditions

*\*Correlations > 0.3 (minimal), >0.4 (important), >0.5 (practical)*

The highest loading and number of correlations were from question item 23 which queried the respondents on their feelings towards having a fair and considerate supervisor. The correlations with salary, benefits, convenient working hours, clean and comfortable working conditions and providing a permanent job and job security are seen, which is typically what a fair and considerate supervisor provides. The supervisor is an extension of the employer and hence of the organisation and can therefore provide for and satisfy their needs. These needs have been reiterated throughout the literature (**Chapter 2**) as well as findings of the other subsections (refer to Millennials at work section) of the research instrument.

The following can be concluded to answer the sub research question as per **Table 3: *What workplace values are most important to Millennials?***

From the survey, the mean values were determined for each of the above workplace values identified in the measuring instrument to identify which component was more important to the Millennials. As seen in **Table 7**, all three components ranged high, however organisational needs (benefits and personal growth, interesting job, having job security and a permanent job) were slightly more important than the personal needs (personal growth, interesting job, using of knowledge and skills) which may be logical as, without the organisation, personal needs and relationships in the workplace will not be possible. The less important relationship needs were also reflected in the frequency analysis indicating more impartiality to job status, networking and interaction opportunities, as well as recognition for work. The relationship needs had the highest standard deviation and lowest average mean as compared to the other two components (organisational and personal needs). The variance indicates that the respondents are divided on the importance of these values. For leaders of the future, the social element and hence relationship building will be critical for follower engagement. The reason why these needs are less desired or whether the respondents may perceive these as challenges, will need to be understood and addressed.

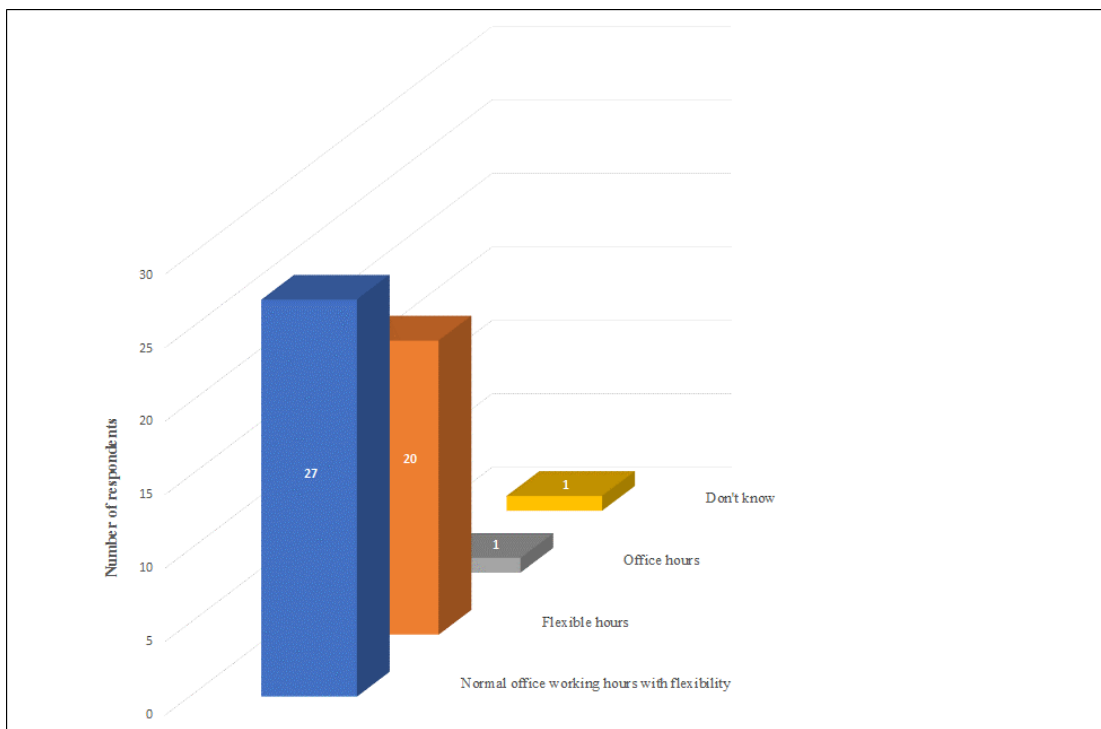
#### **4.4.2 MILLENNIALS AT WORK**

In this section, the employer offering (conditions, benefits, development etc.) of interest to Millennials, whether within the company or looking for opportunities externally, was considered. The following has been determined:

### **Work-life balance, working hours and arrangements**

The perception of the Millennials' current work-life balance was determined as based on a Likert's scale from much better than expected to much worse than anticipated where 42.9% indicated that their work-life balance is as expected, 24.5 % stating it to be at least somewhat better than planned, indicating that the majority of the respondent group has an expected and better than expected work-life balance. Those that have a work-life balance worse and much worse than expected, amounted to 24.5 % and 8.2 % respectively, indicating some concerns to their work-life balance.

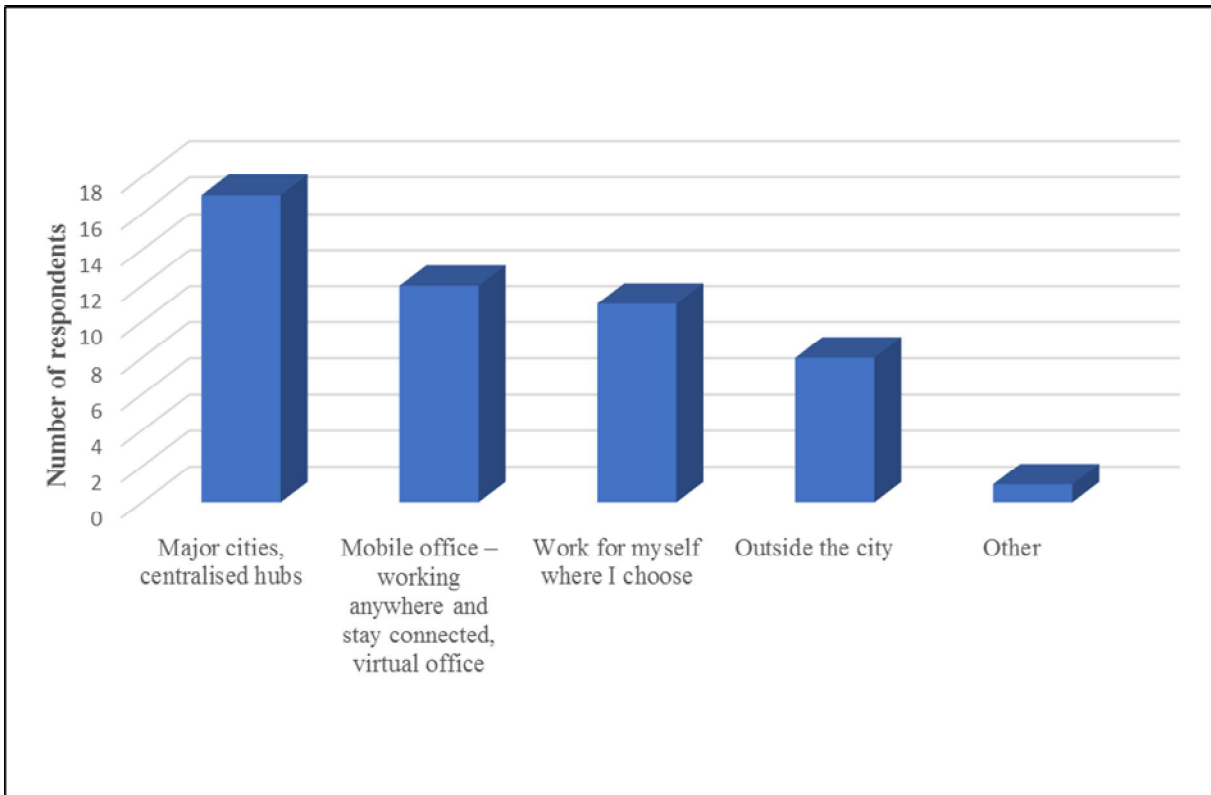
The respondents were also asked to indicate the working hours they preferred as well as further elaboration on the geographical aspects they desire. As in **Figure 4**, 55.1 %, and hence the majority of the respondents, indicated that normal working hours with flexibility (27 respondents) is preferred. Flexible working hours have been selected by 40.8 % of the respondents (20 respondents).



**Figure 4: Respondent preferred working hours**

**Figure 5** captured the responses when asked where they wanted to work. Major cities and hubs have been selected by 34.7 % of the respondents as the desired working location, 24.5 % wanted to be mobile, hence working from anywhere. The remainder preferred to work outside the bigger cities

(16.3 %) and some indicated that they preferred the independence of working for themselves (22.4 %).



**Figure 5: Respondent preferred working arrangement**

The feedback on the respondents’ work-life balance indicated that for most a good balance is maintained; this may be due to the majority of the respondents (71.4 %) working normal business hours. Those that believe their work-life balance is at least worse than expected amounted to 32.7 % of the respondents. These individuals may be those who want more flexibility during normal business hours or are those working shifts or have fly in and fly out arrangements which may have negative health and social life impacts on the respondents which, according to Marquié *et al.* (2015:263), cognition impairments and impact on mental health have been linked to shift work exposure. Other studies identified the challenges that spouses of expatriate’s face. The challenges include “financial issues, frustration, loss of respect/low confidence, boredom, social isolation and domestic tension” and that these challenges together with the number of dependents the expatriate needs to support, will have a negative impact on the expatriate’s work-life satisfaction (Vijayakumar & Cunningham, 2018:22).

The preferred working hours indicated by the respondents supported the above conclusions in that 55.1 % of the respondents wanted to work during normal business hours but with some flexibility, and 40.8 % preferred to have complete flexibility in choosing the hours they work. According to key findings in a study on the evolution of flexible work in corporations, Millennials highly value flexibility and will make sacrifices or compromises (decline promotions, relocate, pay cuts or resign) to have the freedom that flexible work can provide (Chiang & Lundgren, 2017:3-4). It should be noted that job security and having an assured income that permanent jobs can provide, is still mostly preferred by most Millennials (Deloitte, as cited by Chiang & Lundgren, 2017:3). Bannon *et al.* (2011:63) support the agreement between practitioner finding in that Millennials yearn for a good work-life balance and that higher pay and high-profile jobs will be traded for a better work-life balance. The researcher continues by challenging the nine to five work day, stating that working hours need to become more elastic to meet the needs of the Millennial employee. The value of work-life balance sprung from the sacrifices that were felt by their parents and themselves growing up.

Where the respondents wanted to work varied which may be due to the comfort of staying where they are working currently and what they are used to or grew up with or the desire to either work in cities or the quiet countryside. The majority (34.7 %) indicated a preference to working in major cities and centralised hubs which may be due to those already working at the corporate or head offices or those that miss the cities as they are required to work at mine sites which are far away from the main cities. In addition, many respondents (24.5 %) selected mobility as the preferred working arrangement, as it will enable them to work from anywhere.

The aforementioned preferences have been seen in many (as summarised in **Chapter 2**) corporate surveys and academic which strongly indicates Millennials' needs in having the freedom to do their work when and how they desire. Benefits to this freedom, according to Reynolds (as cited by Chiang & Lundgren, 2017:3) include supportive supervisors, quality time with family, increased job satisfaction and reduced stress. Productivity was also seen to be linked to employees having more flexibility where 72 % of firms reported improved productivity and that employees were willing to work more hours when stationed at home (Sethi *et al.*, as cited by Chiang & Lundgren, 2017:3). In addition to job satisfaction and productivity benefits, cost savings are also possible with flexibility arrangements. Working remotely reduces travelling, the operating footprint required, administrative overheads and turnover expenses (Diab, as cited by Chiang & Lundgren, 2017:4). Kim (2014) supported the findings on the benefits of work-life balance which include "low turnover, work

engagement, organisational citizenship behaviour, in-role performance, increased firm productivity, job satisfaction and organisational commitment” (Konrad & Mangel; Lambert; Shepard *et al.*; Wang & Walumbwa, all as cited by Kim, 2014:38).

**Number of employers**

The respondents were queried on how many employers they think they will work for throughout their career. As indicated in **Table 11**, 53.1 % of the respondents indicated that they may work for 2 to 5 employers, 18.4 % indicated up to 9 employers and 16.3 % indicated that they will work for more than 10 employers. Those wanting to stay with the company amounted to 2 %, only one of the total respondents.

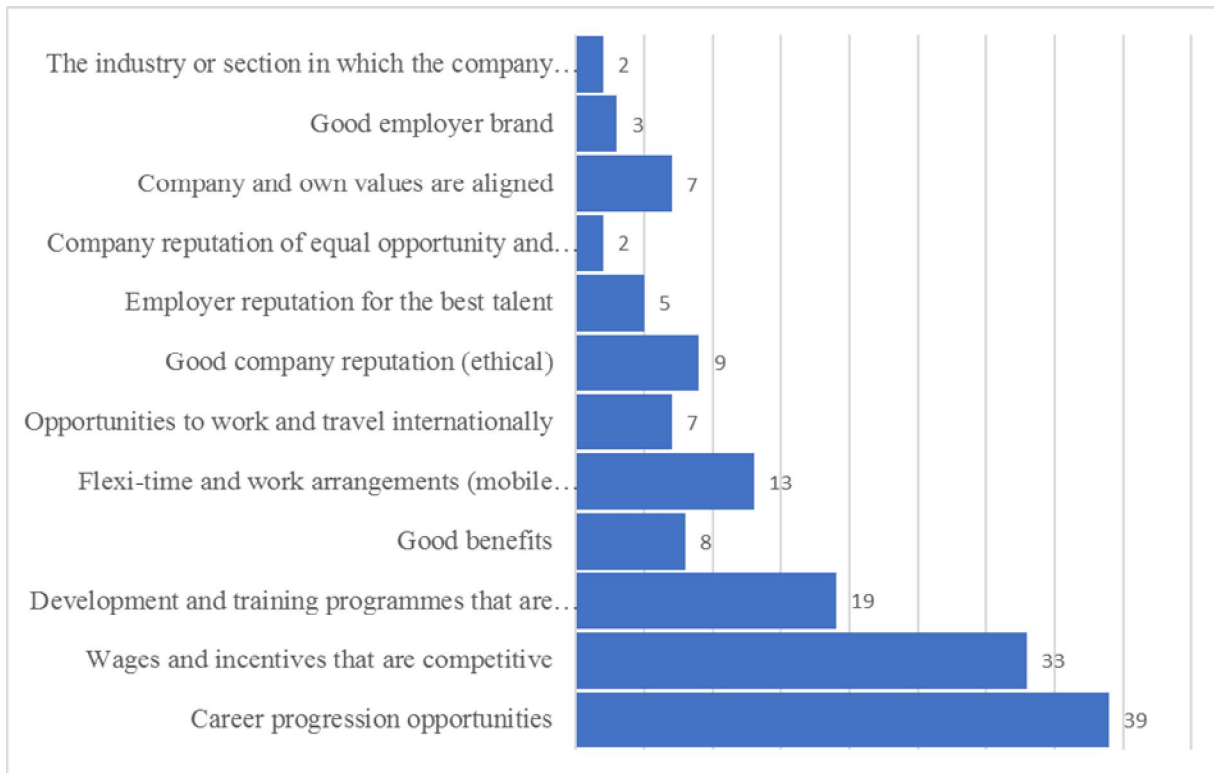
**Table 11: Respondents on number of employers throughout their careers**

Millennials at work	Frequency	Percent	Valid Percent	Cumulative Percent
Number of employers throughout career	1	1	2.0	2.0
	10+	8	16.3	18.4
	2 to 5	26	53.1	71.4
	6 to 9	9	18.4	89.8
	Don't know	3	6.1	95.9
	Want to be self-employed	2	4.1	100.0
	<b>Total</b>	<b>49</b>	<b>100.0</b>	<b>100.0</b>

Millennials have been labelled as having job-hopping tendencies (Bushardt *et al.*, 2018:10) and as highlighted by the PWC survey (refer to **Chapter 2**), Millennial respondents indicated that 54 % of them expected to work for two to five employers throughout their careers and also indicated that 38 % of Millennials currently in employ reported that they are considering different roles, that 43 % are open to opportunities and offers and that only 18 % will remain with their current employers. As seen from the survey feedback, most of the respondents have been with the company for several years, not reflecting the job-hopping tendency being theorised. What is, however, comparative, is the number of employers that the study’s respondents indicated they would work for during their careers, which were similar to the above PWC survey. Selection of the option to work for between 2-5 employers might be due to the respondent’s logical deduction that working for only one company during your career may not be possible, but what is concerning is that 34.7 % of the respondents indicated working for more than 6 employers.

### **The ideal employer and offering**

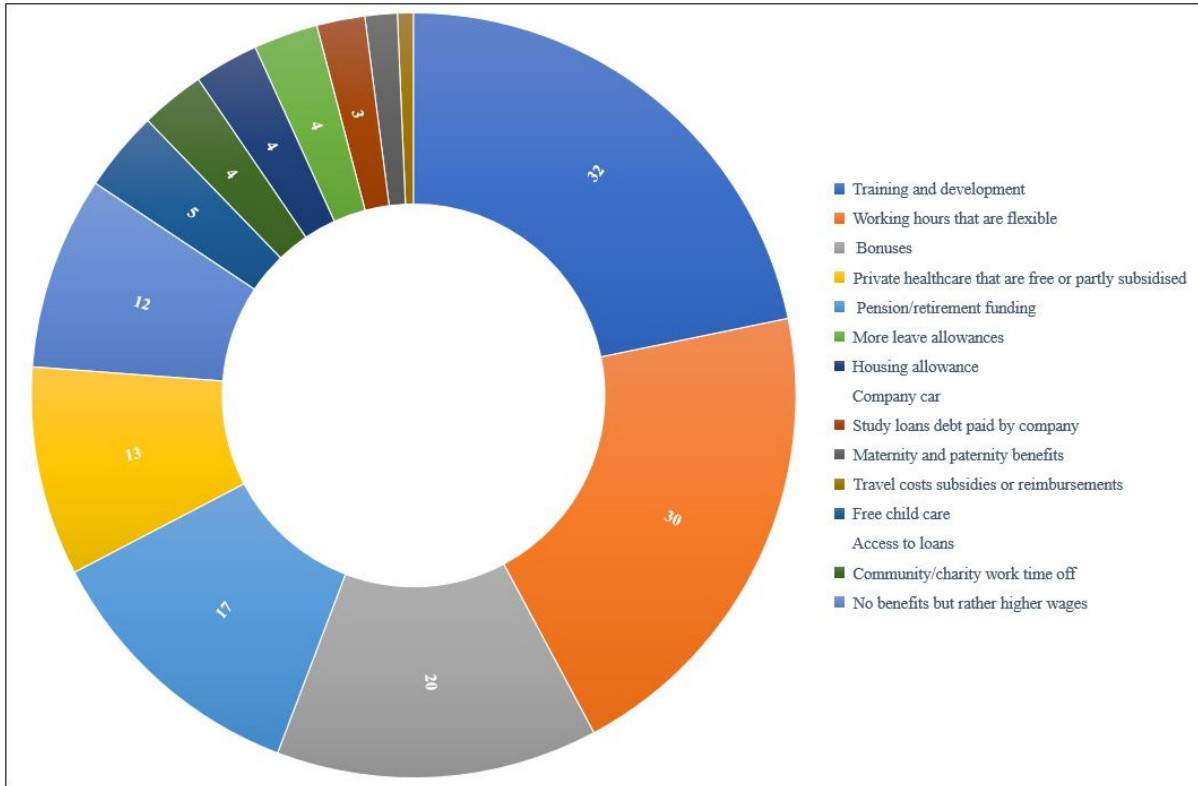
Participants were requested to identify three of the main attractions relating to their ideal employer. As illustrated in **Figure 6**, the top three attractive options include career progression opportunities, competitive wages and incentives and high calibre training and development programmes. Flexi-time and work arrangements have also been indicated as an important attraction. Although flexitime and working arrangements have been indicated as the fourth most attractive benefit the employer can offer, it should not be discounted as seen from the strong preferences of work-life balance, working hours and arrangements. The lower ranking of flexitime and working arrangements may be due to existing inflexibility and mobility constraints typical of many traditional organisations, especially location and geological factors that determine where work sites are and how human resources of mining organisations are managed.



**Figure 6: Respondents on the attractive options of an ideal employer offering**

**Figure 7** captured the company benefits most important to the respondents. The top three were training and development, flexible working hours and bonuses. Pension or retirement funding subsidised healthcare or just having higher wages were also indicated as desired benefits.

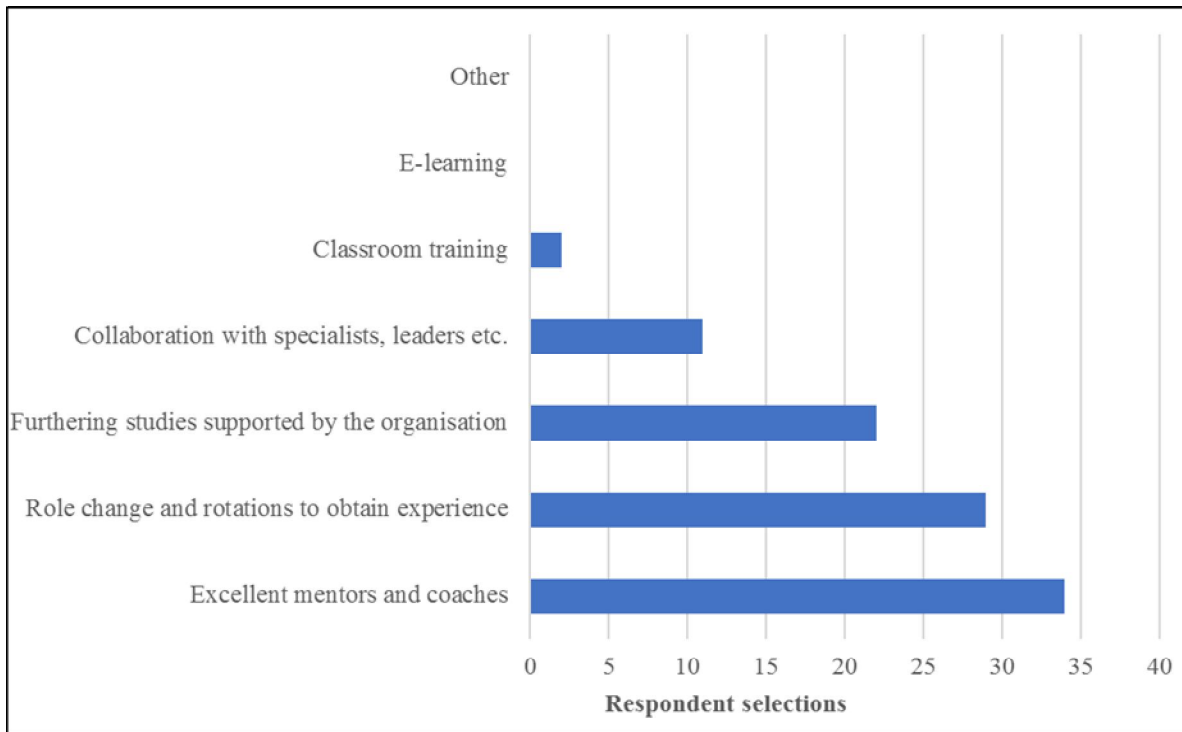
With training and development being a dominant attraction for the respondents, their preferences to certain opportunities to develop were queried, which included having mentors, doing e-learning, to change roles and rotate, to collaborate or do classroom training.



**Figure 7: Respondents on attractive benefits employers can offer**

In **Figure 8** the respondents indicated that having excellent mentors and coaches are highly regarded, followed by being able to change roles and being rotated to obtain experience and build skills. The need for furthering of studies that are supported by the company is also preferred.

**Career progression** was the most important attractive employer offering as perceived by the respondents, which correlate to the research in that co-workers see Millennials as arrogant when attempting to fill important positions without the experience and knowledge and according to Myers and Sadaghiani (2010:234), it is Millennials' need to overachieve that drives career progressing needs. De Hauw and De Vos (2010:294) confirm that Millennials' expectations on opportunities to advance are high, supporting findings for their need to overachieve. Millennial talent can be retained if advancement opportunities are offered (also providing the required development, training and mentoring) which can be a source of motivation and drive for these individuals. Developing new skills and improving their marketability can improve job satisfaction and productivity (De Hauw & De Vos, 2010:294).



**Figure 8: Respondents on developing opportunities**

When asked whether the respondents were satisfied with current career progression opportunities, 46.9 % are at least satisfied, 26.5 % are dissatisfied and the remainder had no opinion (neutral). With less than half of the respondents not being at least satisfied and who rated career progression as the most attractive option an employer can offer, this source of motivation and drive for the Millennial respondents to develop new skills to improve their marketability is not there, which may impact on job satisfaction and productivity as purported from the literature.

Connecting the latter to the third most important and attractive employer offering was **high calibre development and training programmes**. This need according to research is confirmed where it is encouraged that organisations understand Millennials better by creating effective leadership development programmes. Due to Millennials' protectionist upbringing, safety and trust in the systems and support provided by the organisation are sought after. These will include planning and scheduling activities. Millennials need to stay marketable through training and development. Being marketable is necessary and they will take advantage of the opportunities to do so, even if this means moving between organisations (Barford & Hester, 2011:67). Studies indicate that management skills need to be mastered by Millennials and will be a development need throughout their accelerated careers, especially now as they move into Generation X and Baby Boomer vacant

positions (Holt *et al.*, 2012:91-91). A solid learning curve is expected of the employer from the Millennial, in particular opportunities to think at strategic and complex levels and obtaining the skills required (Adeline & Kee, 2011:314). There will be a need to address generational tension that may develop or exist from aforementioned needs. It should be noted that even though the organisation may have excellent training and development programmes, the risk of Millennials leaving the organisation for better opportunities is still a possibility (Ng *et al.*, 2010:289). Respondent feedback on different development opportunities confirms the need for excellent mentors and coaches as the most attractive as well as role change and rotations to obtain experience and funding of studies by the organisation.

**Competitive wages and incentives** was selected as the second most important employer offering. This is not surprising as seen from research. According to Martin and Ottemann (2016:101), these compensation benefits form part of the organisation's greater total rewards offering. Total organisation rewards also include fringe benefits and work-life conveniences. "They specifically include base salary, incentives, guaranteed payments, benefits, recognition, work-life programmes, job-specific training and career development." In order to attract and retain talent, how rewards are to be strategically applied need to take into account the characteristics of the demographic group (Martin & Ottemann, 2016:101). As retention of talent is a major challenge for organisations and due to costly turnover expenses, the total rewards package will need to be prioritised (Cascio; Glebbeck & Bax, all as cited by Martin & Ottemann, 2016:103).

When asked which **benefits** the respondents value most, training and development, flexible working hours, bonuses and pension/retirement funding were ranked highest. In terms of Millennial pension or retirement funding, they are impacted by Baby Boomers that are finding it difficult to retire (Deal *et al.*, as cited by Smith & Nichols, 2015:41), hence find themselves in "limbo" as valuable experience cannot be gained nor progression of their careers achieved; and their own lack of financial knowledge or making of sound financial decisions. Some Millennials that are weighed down by student loans and a tough job market are overwhelmed to make those early crucial financial decisions, some do not find it as a priority (Martin & Ottemann, 2016:109). According to Lusardi (as cited by Larson *et al.*, 2016:72), there is a decreasing trend in "employer-sponsored defined benefit pension plans", which required individuals to take charge of their own financial planning and well-being.

A study shows that there are major issues relating to Millennial retirement investments. Millennials are very conservative in their retirement planning and are confident in their investment decision making. The confidence and optimism regarding having enough retirement funds are profoundly misguided as concluded by De Hauw and De Vos (as cited by Larson *et al.*, 2016: 85). From these aforementioned issues it is clear that the respondents find retirement planning of more importance now as they progress throughout their careers. The company being studied do contribute to the employees' pension funds as part of fringe benefits and it will continue to be an important retaining benefit and employer offering that Millennials will find attractive.

### **Job acceptance factors and compromises**

Millennials were requested to identify the three factors that influence the acceptance of current or previous job offers (**Figure 9**) as well as the compromises made in the past or which they will consider in future (**Figure 10**).

When considering an employer, being able to personally develop from opportunities provided was selected as the most important factor, followed by salary considerations. The role the job requires and the company's reputation was also indicated as factors to be considered albeit approximately half of the weight allocated to salary.

In the "Other" category, single respondents indicated a need to move to certain cities, that they have worked for the company or a manager within the company before and willing to come back, that the work will be challenging and that, due to loyalty, they will go where the company needs them. Those that have compromised and may comprise again indicated that job offers were accepted even though it was not in the preferred geographical area, industry/section or that the company was not their first choice. In the "Other" category, having lower job security was indicated by one of the respondents.

The top reasons for having accepted a job offer as indicated by the respondents were due to anticipation of personal development opportunities and salary and some indicating company reputation as a factor whereas compromises made or will consider making when accepting job offers include work not being in the preferred geographical region or industry, the company not being the first choice or being overqualified. Salary and benefit cuts were also indicated as sacrifices Millennials are willing to make. Being overqualified may be a general occurrence for professional Millennial talent who are highly educated and skilled. The choice in the geographical

region for an applicant wanting to work in the mining industry is also constrained as the mine needs to be located where the mineral resources are, typically far away from cities and amenities.

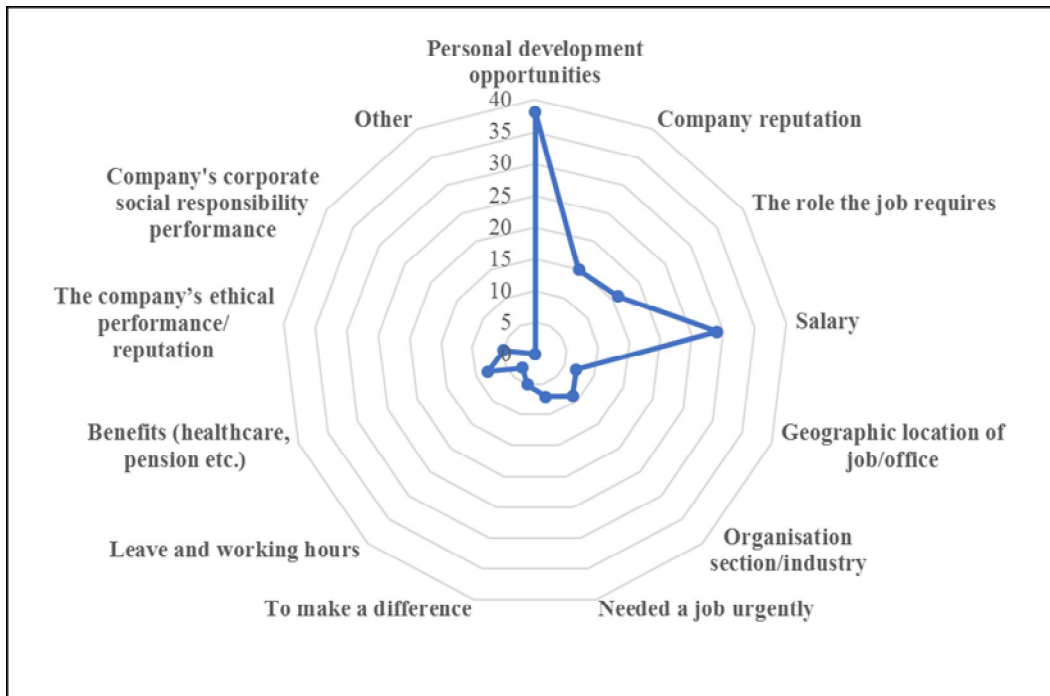


Figure 9: Job acceptance factors

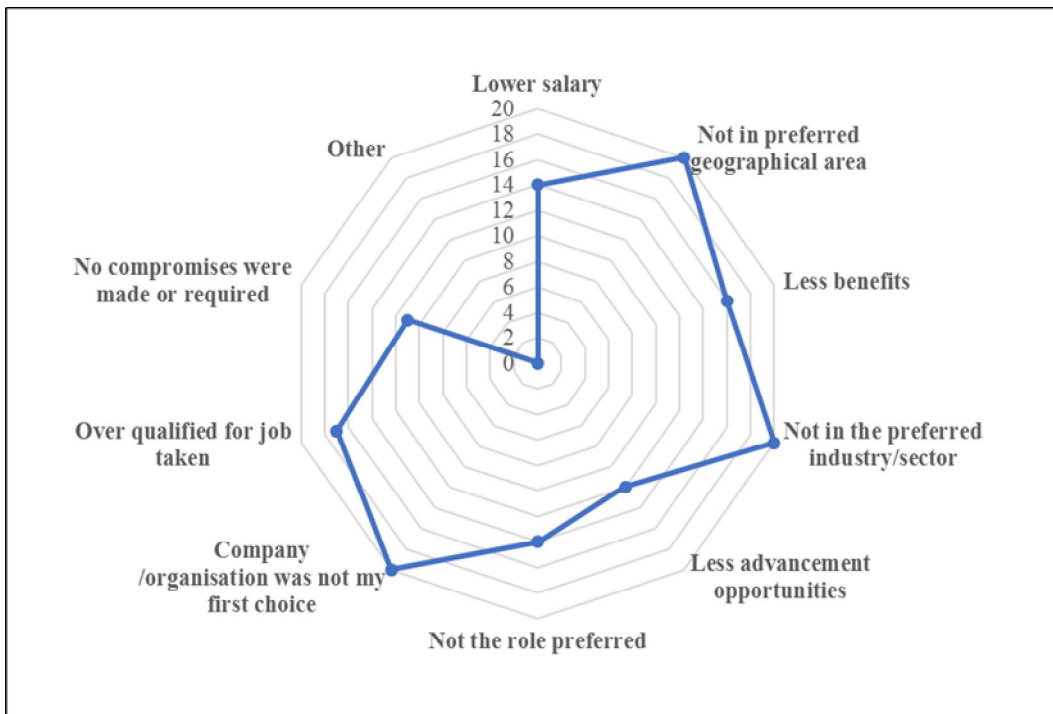


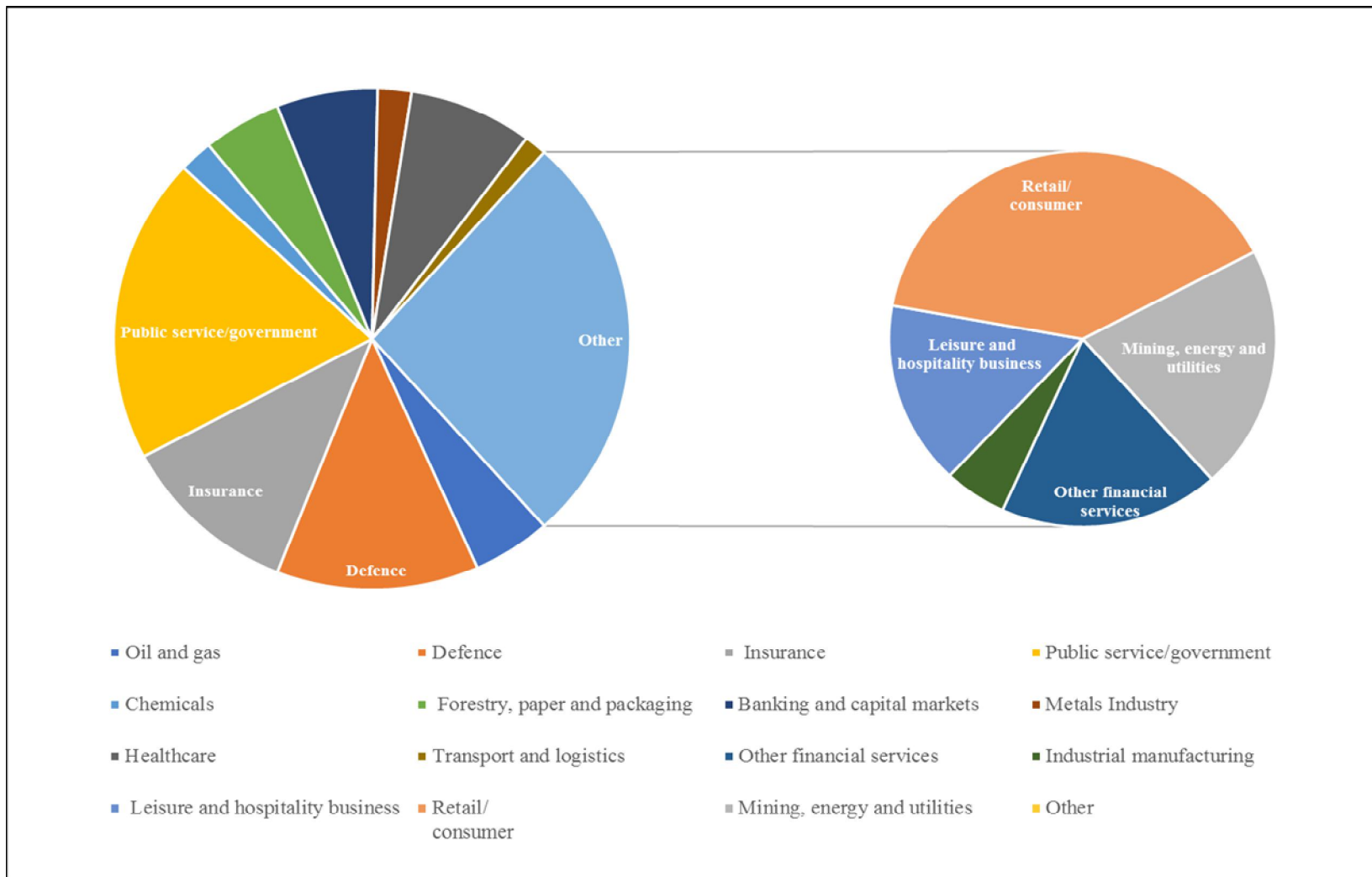
Figure 10: Job acceptance factors – compromises considered

In accepting offers, the respondent feedback correlates with research as according to Puybaraud (as cited by Arora *et al.*, 2017:103). Millennials, when looking for employment, are the most demanding of generations, placing high priority on factors such as “workplace location, brand name, employer’s prestige, reputation and values.” In addition to financial security and job stability, “company’s reputation and prestige, size of the employer and the location of the company” and “salary package, opportunities for self-development and the values and philosophies that the company aligns with and follows” are top considerations for Millennials (Islam *et al.*, as cited by Arora *et al.*, 2017:103).

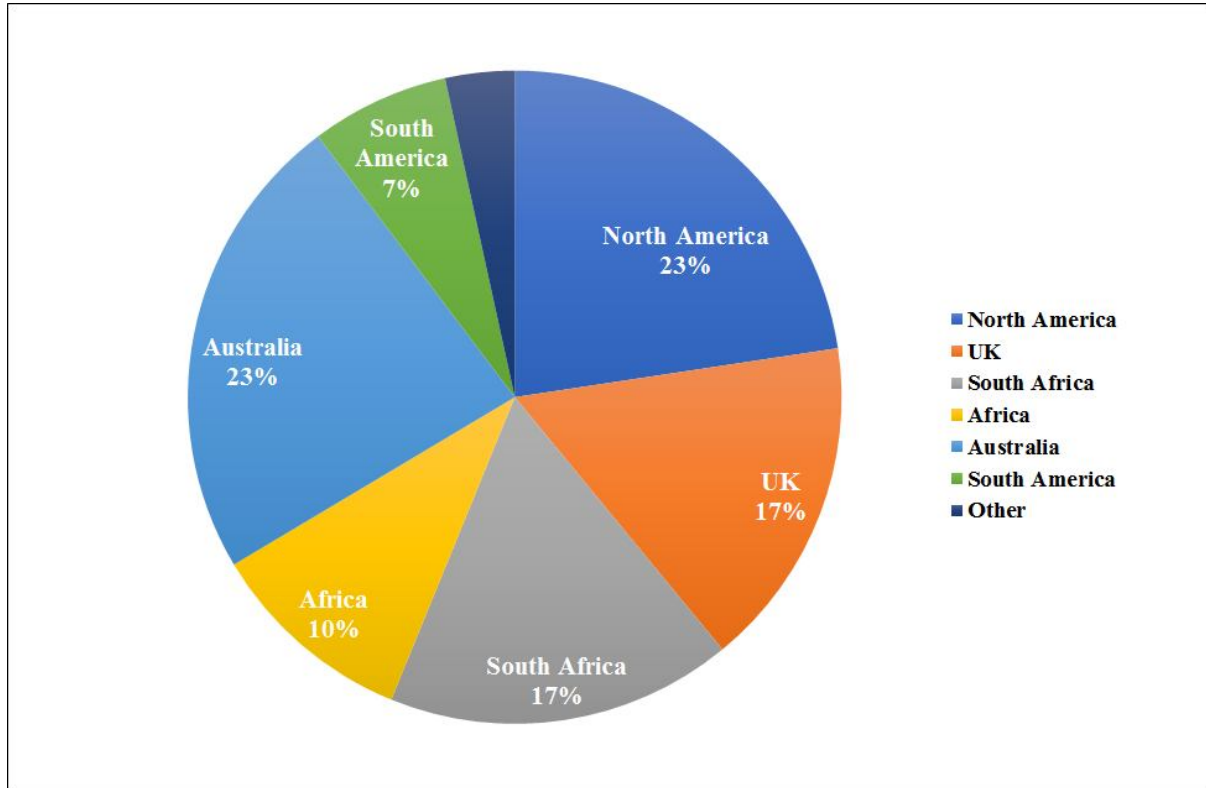
### **Industry and geographical preferences**

This category requested the respondent to indicate which sectors they least preferred in the market and in which countries they would prefer to work. As seen from **Figure 11**, the public service, defence force and insurance industry were identified as the top three least attractive industries which the Millennial respondents indicated they do not want to work for. The “Other” category accounted for 27 % of the total respondent selections. This category indicated a dislike for retail and consumer industry; mining, energy and utilities; financial services and the hospitality industry.

Australia and North America were selected as the most preferred countries to work in (**Figure 12**), equally followed by South Africa and the United Kingdom (UK). The “Other” category mentioned was made by single respondents that want to work in countries like New Zealand, Sweden or the Netherlands. Preferences for the US, UK and Australia are popular for Millennials. As mentioned in **Chapter 2**, a survey on Millennials when asked about international assignments or expatriate work, 71 % of the Millennials stated an interest in working in the United States, United Kingdom and Australia. A concern for many organisations, and mining in particular, is that business opportunities lie more in the developing countries such as China, India and Africa and a high rating of 50 % indicates that they will not work in countries less developed than their current location (PWC, 2011). The mining industry was rated 7<sup>th</sup> out of the 16 industries, indicating that there may be preferences to other industries such as manufacturing and transport and logistics. It is encouraging to see that the mining industry in which the respondents are employed has not been listed as a most disliked industry. The country preferences may be skewed due to the majority of respondents being from South Africa and Australia, most probably indicating a preference to stay where they are currently employed or due to preferences as mentioned previously to work in major cities and may have also contributed to identifying bigger continents and developed countries like Australia and America.



**Figure 11: Industry not preferred by respondents**



**Figure 12: Respondent preferred countries to work in**

### **Current career progression opportunities**

When asked whether the respondents were satisfied with the opportunities for career progression in their current role (**Table 12**), 46.9 % stated that they are at least satisfied whereas 26.5 % were neutral. Those that are dissatisfied amounted to 26.5 % of the total respondents.

**Table 12: Respondents on opportunities to progress**

Millennials at work	Frequency	Percent	Valid Percent	Cumulative Percent
Career progression opportunities	1	6	12.2	12.2
	2	7	14.3	26.5
	3	13	26.5	53.1
	4	21	42.9	95.9
	5	2	4.1	100.0
	<b>Total</b>	<b>49</b>	<b>100.0</b>	<b>100.0</b>

The following can be concluded to answer the sub research question as per Table 3: What are Millennials' expectations of the employer (working methods, development, benefits etc.)?

- **Work-life balance, working hours and arrangements:** Work-life balance is highly valued by Millennials and flexibility in working hours and where they work need to be provided by the employer.
- **Ideal employer and offering:** The most attractive offerings the respondents identified were:
  - Career progression opportunities.
  - Competitive wages and incentives (training and development, flexible working hours, bonuses and pension/retirement funding as most important benefits).
  - High calibre training and development programmes (excellent mentors and coaches, role change and rotations to obtain experience and funding of studies by the organisation).
- **Job acceptance factors and compromises**
  - Personal development opportunities, salary and company reputation indicated as factors considered when accepting a job.
  - Compromises - work not being in the preferred geographical region or industry, the company not being the first choice or being overqualified. Salary and cuts on benefits will also be considered.
- **Industry and geographical preferences**
  - Least preferred industries are in the public service, defence and the insurance sector.
  - The mining industry was rated 7<sup>th</sup> out of the 16 industries in terms of preference.
  - Countries the respondents preferred were North America and Australia, followed by the UK and South Africa.

#### **4.4.3 DEVELOPMENT OPPORTUNITIES**

Three questions were asked regarding development opportunities in the company. The first was whether development opportunities were sufficient in the company, the importance that the respondents place on these opportunities and whether they take advantage of these opportunities. The survey indicated that 57.1 % of the respondents feel that the company offers sufficient opportunities for formal development, which can include training programmes, courses, conferences and internal initiatives. The remaining 42.9 % disagreed. The respondents taking

advantage of development opportunities amounted to 98 %, where only one respondent indicated differently.

In terms of the importance placed on development opportunities, the researcher detected an error in the Likert scale during the analysis. The incorrect scale was from “Strongly disagree” to “Strongly agree” where the correct scale of “Most important” to “Not important at all” was required. One respondent indicated disagreement, 8.2 % were neutral and 89.8 % at least agreed that development opportunities are agreed with. Being developed has been identified as one of the most important aspects for the Millennial respondents as per previous findings. It can therefore be deduced that, due to the high degree of respondents indicating a positive reaction towards the importance of development opportunities being offered by the company, it may also reflect that high importance is attached to this item.

The following can be concluded to answer the sub research question as per **Table 3**: “What importance do Millennials place on development and current perceptions of development opportunities?”

From the survey analysis and literature, it is clear that the Millennial respondents place high importance to development opportunities and although the majority is satisfied, 42.9 % are dissatisfied with current development being offered in the organisation and needs to be addressed.

#### **4.4.4 RELATIONSHIP TO WORKPLACE**

The relationship of the respondent to the workplace, more specifically employee organisation commitment (OC), was tested in three parts as outlined below:

- Questions 41-44 (adapted affective commitment scale (AC) by Allen and Meyer (as cited by Mahoney, 2015:62)
- Questions 45-48 (adapted normative commitment scale (NC) by Allen and Meyer (as cited by Mahoney, 2015:62)
- Questions 49-53 (adapted continuous commitment scale (CC) by Allen and Meyer (as cited by Mahoney, 2015:62-63)

The standard deviation (SD) of the combined section (OC) of the survey indicates the average difference seen from the mean. The higher the SD, the greater the difference between the mean and

each score, indicating the high deviation between the respondent’s feelings towards organisational commitment. **Table 13** contains the descriptive analytics of this category. The average mean for Questions 41-53 was 2.88, falling within the upper range between the disagreement and the neutral selections of the ordinal scale. The highest standard deviations were seen for Question 50, 52 and 46 indicating the most variation and distribution of feelings. Question 42 and 53 indicated less deviation albeit still high values as seen throughout all the question items.

**Table 13: Descriptive statistics on respondent relationship to the workplace**

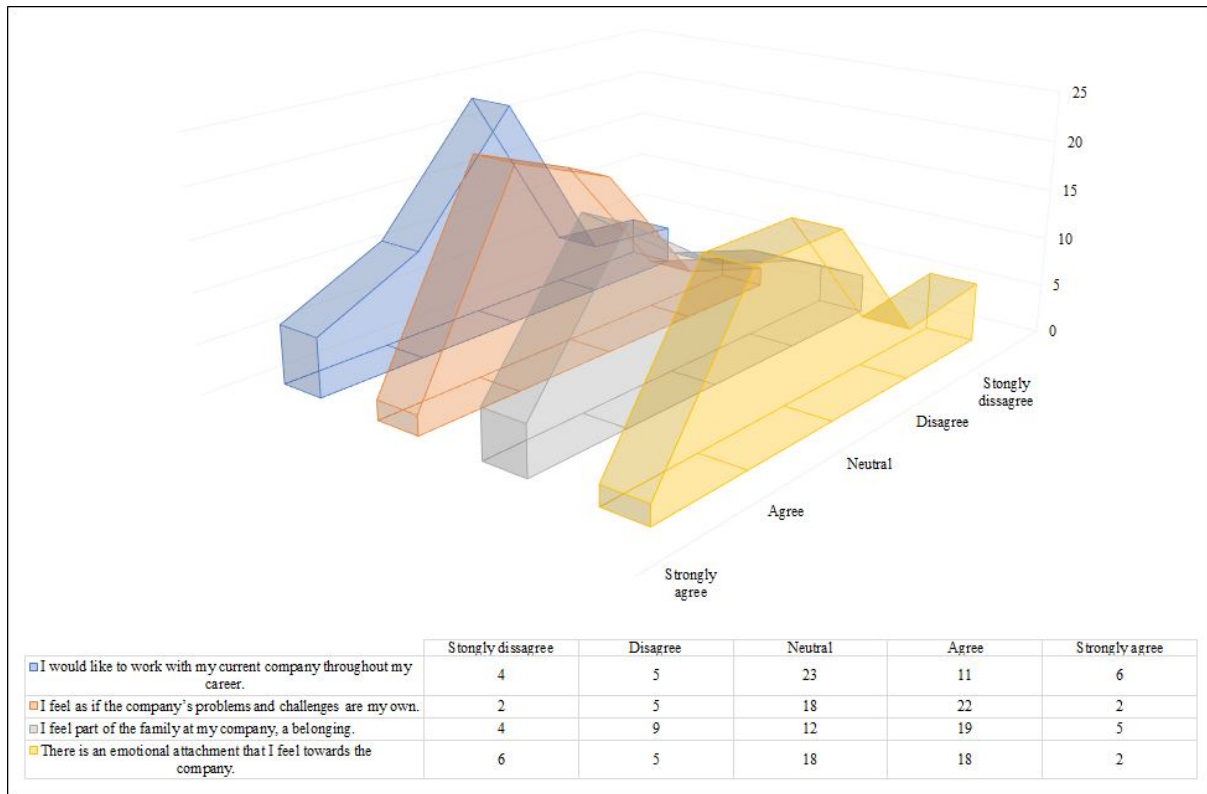
OC	N	Minimum	Maximum	Mean	Std. Deviation
Q41	49	2	5	3.20	1.06
Q42	49	2	5	3.35	0.88
Q43	49	3	5	3.24	1.13
Q44	49	3	5	3.10	1.07
Q45N	49	2	5	2.57	1.10
Q46	49	2	5	2.51	1.29
Q47	49	2	5	2.51	1.21
Q48	49	1	5	2.61	1.08
Q49	49	1	5	2.59	1.15
Q50	49	3	5	2.65	1.38
Q51	49	3	5	2.61	1.24
Q52	49	3	5	3.20	1.32
Q53	49	2	5	2.47	0.94

**Affective commitment (AC)**

**Figure 13** provides an illustrative view of the Likert scale responses from the respondents for the four questions related to affective organisational commitment. Whether the respondents would like to work for their current company throughout their careers, 46.9 % of the responses were neutral, 34.7 % at least agreed and 18.4 % disagreed. Owning and feeling as if the company’s problems and challenges are their own, 36.7 % were neutral, 49 % at least agreed and 14.3 % disagreed.

The third question asked whether the respondent felt like part of the family at their current company (a sense of belonging). The majority of the respondents ranged between neutrality (24.5 %) and disagreement (26.5 %) whereas 49 % indicated that they at least agreed to feeling part of the family. The last question enquired whether the respondent felt an emotional attachment towards the

company. 36.7 % were neutral, 22.4 % disagreed and 40.8 % at least agreed with this to be so. The average mean of AC was calculated as 3.22 at a standard deviation of 1.03.



**Figure 13: Affective commitment of the respondents**

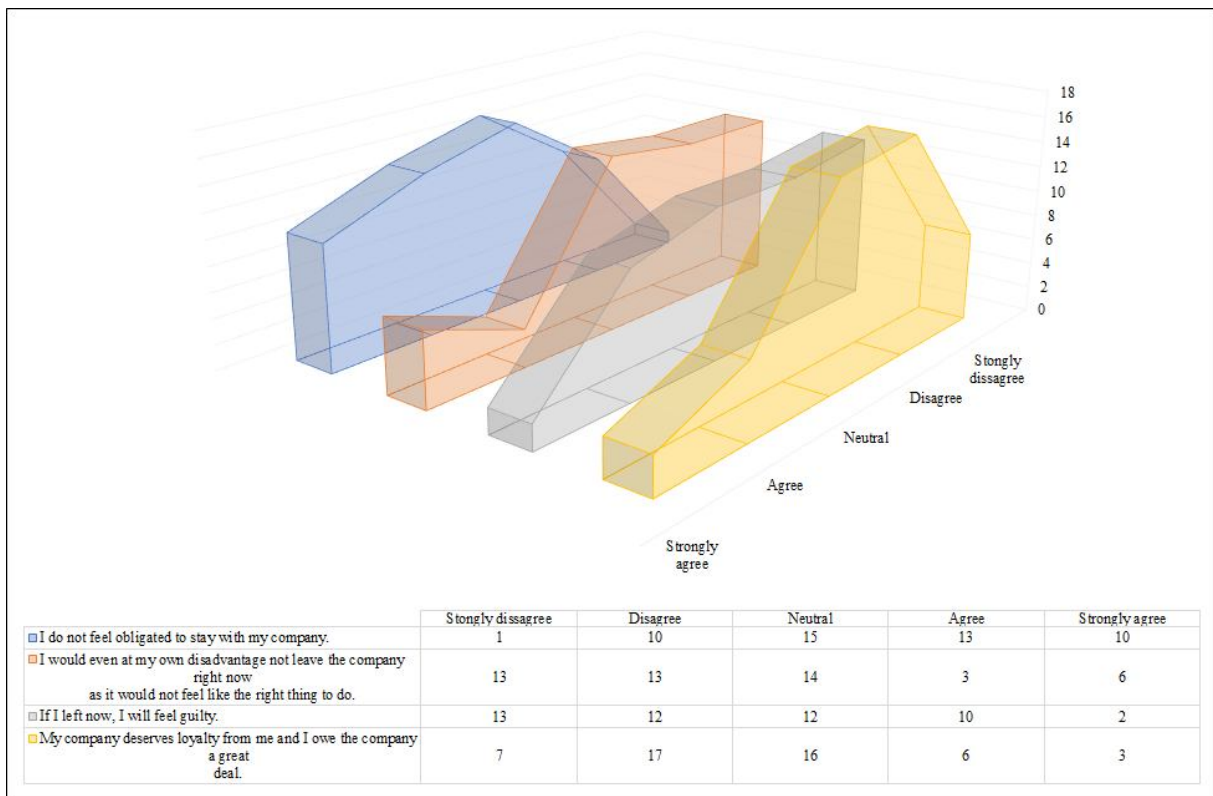
**Normative commitment (NC)**

**Figure 14** provides an illustrative view of the Likert scale responses from the respondents for the four questions related to normative organisational commitment.

The following statements were made and responses obtained:

- I do not feel obligated to stay with my company – 30.6 % were neutral, 22.4 % disagreed and 46.9 % at least agreed they did not feel obligated to stay with the company.
- I would even at my own disadvantage not leave the company right now as it would not feel like the right thing to do – 18.4 % at least agreed they would not leave now, even to their own disadvantage, feeling it is not the right thing to do, 28.6 % were neutral whereas the majority of the respondents disagreed (53.1 %), stating they would leave to avoid being disadvantaged, even if it did not feel right.

- If I left now, I will feel guilty – 24.5 % of the respondents at least agreed that they would feel guilty leaving now, 51 % disagreed and the remainder (24.5 %) selected being neutral to this statement.
- My company deserves loyalty from me and I owe the company a great deal – 24 respondents disagreed (49 %) to this statement, 32.7 % were neutral and 18.4 % at least agreed that loyalty is required as they feel they owe the company. The average mean of NC was calculated as 2.77 at a standard deviation of 1.17.



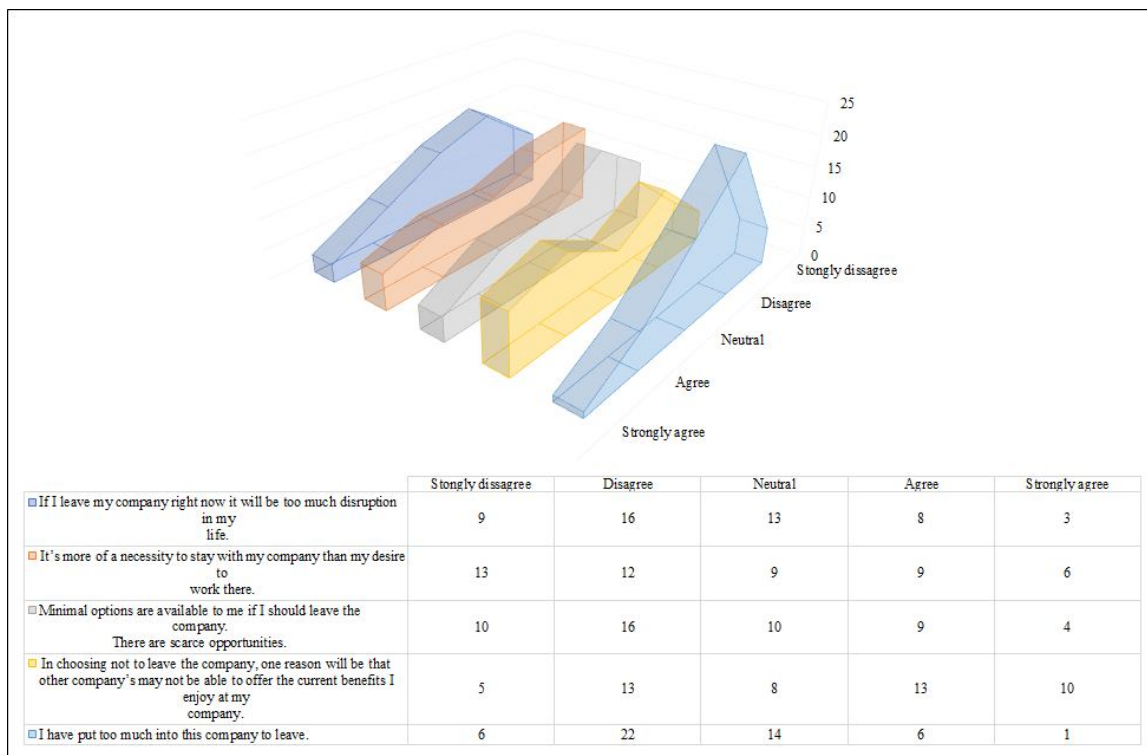
**Figure 14: Normative commitment of the respondents**

### Continuance commitment (CC)

**Figure 15** provides an illustrative view of the Likert scale responses from the respondents for the five questions related to continuance organisational commitment. The following statements were made and responses obtained:

- If I leave my company right now it will be too much disruption in my life – 22.4 % of the respondents indicated that leaving now would be too disruptive, 26.5 % were neutral and the majority at 51 % disagreed.

- It's more of a necessity to stay with my company than my desire to work there – 30.6 % at least agreed this statement is accurate, 18.4 % were neutral whereas 51 % indicated that necessity in staying is not considered above the desire or no desire in staying.
- Minimal options are available to me if I should leave the company, there are scarce opportunities – The majority at 53.1 % disagreed (20.4 % strongly disagreed), 20.4 % were neutral, however 26.5 % indicated that the options are minimal if they should choose to leave.
- In choosing not to leave the company, one reason will be that other companies may not be able to offer the current benefits I enjoy at my company – 16.3 % were neutral to the statement, 46.9 % at least agreed that benefits currently being enjoyed may not be matched elsewhere and 36.7 % disagreed.
- I have put too much into this company to leave – The majority (57.1 %) disagreed, 14.3 % at least agreed having put too much in the company already whereas 28.6 % were neutral towards the statement.



**Figure 15: Continuance commitment of the respondents**

The average mean of CC was calculated as 2.71 with a standard deviation of 1.21. **Table 14**, provides a summary overview of the outcomes of the correlations between the variables, the mean and standard deviations of the organisational commitment and subcomponents. The total mean average of 3.22 was determined, indicating impartiality for the total overall organisational commitment. This does not provide clarity on the current commitment levels of the respondents, which would have averaged closer to 5 for most of the question items if there were high commitment levels. There is a concern that the respondents might have felt uncomfortable stating their commitment levels and this might have skewed the actual commitment levels.

The affective commitment category's (AC) average mean of 3.22 was the highest of the commitment components and indicated more of an emotional attachment to the company than a sense of obligation or that leaving may be less desirable due to "cost of leaving". The lowest was continuance commitment levels (CC). As per **Chapter 2**, Millennials are seen to be the least committed generation to date and that the decline of affective commitment was due to employee expectations that were not met during those early work experiences. The lower commitment is generally due to a reduction in "job satisfaction, dependability on the organisation, self-expression, equity and own importance" (Meyer and Allen, 1987:206). As some of the respondents have only worked for the organisation for 0-5 years, some may be undergoing this type of decline in commitment levels. For the remainder and majority of the respondents that should now be well settled in their careers (6+), emotional attachment might have been formed, hence the reason for the higher average mean rating of AC.

For normative commitment (NC), a sense of moral obligation is required, due to the investment made by the company, the respondents may feel obligated to stay, although due to an average mean of 2.77, the impartiality does not give any actual indication of NC levels. It should be noted that the highest overall mean in the OC instrument was that the respondents did not feel obligated to stay. The low NC levels may be explained through findings as per literature where older employees had stronger feelings of obligation, hence NC levels to the organisation and as the benefits are provided by the organisation, reciprocation occurs which is manifested as loyalty. Littau (2009:13-14) deduced (and as supported by literature) that if NC is influenced by a grouping of people (older generation), then it is likely that NC levels are higher for the Baby Boomer generation and the Silent generation, more so than for Generation X and Y (Millennials).

**Table 14: Relationship to the workplace – Organisational commitment (OC)**

OC		Correlation Matrix <sup>a</sup>												Mean		SD		Question		
		Q41	Q42	Q43	Q44	Q45	Q46	Q47	Q48	Q49	Q50	Q51	Q52						Q53	
AC	Q41	1.000														3.20	3.22	1.06	1.03	I would be like to work with my current company throughout my career
	Q42	-0.100	1.000													3.347		0.879		I feel as if the company's problems and challenges are my own.
	Q43	0.375	0.123	1.000												3.245		1.128		I feel like part of the family at my company, a belonging.
	Q44	0.239	0.162	0.655	1.000											3.102		1.065		There is an emotional attachment that I feel towards the company.
NC	Q45	-0.291	0.209	-0.187	-0.074	1.000										3.429	2.77	1.099	1.17	I do not feel obligated to stay with my company.
	Q46	0.333	-0.067	0.398	0.430	-0.230	1.000									2.510		1.293		I would even at my own disadvantage not leave the company right now as it would not feel like the right thing to do.
	Q47	0.145	-0.131	0.533	0.524	-0.309	0.549	1.000								2.510		1.210		If I left now, I will feel guilty.
	Q48	0.418	0.123	0.543	0.635	-0.297	0.340	0.587	1.000							2.612		1.077		My company deserves loyalty from me and I owe the company a great deal.
CC	Q49	0.257	-0.268	0.383	0.442	-0.369	0.324	0.496	0.491	1.000						2.592	2.71	1.153	1.21	If I leave my company right now it will be too much disruption in my life.
	Q50	-0.164	-0.036	-0.239	-0.018	0.155	0.125	-0.217	-0.079	0.027	1.000					2.653		1.378		It's more of a necessity to stay with my company than my desire to work there.
	Q51	-0.113	0.011	-0.303	-0.096	0.155	0.048	-0.227	-0.021	0.120	0.567	1.000				2.612		1.239		Minimal options are available to me if I should leave the company. There are scarce opportunities.
	Q52	0.089	-0.062	0.022	0.177	0.111	0.096	-0.066	0.013	0.192	0.474	0.469	1.000			3.204		1.323		In choosing not to leave the company, one reason will be that other company's may not be able to offer the current benefits I enjoy at my company.
	Q53	0.300	0.001	0.382	0.493	-0.361	0.589	0.556	0.473	0.431	0.032	0.016	0.240	1.000		2.469		0.938		I have put too much into this company to leave.

\*Correlations > 0.3 (minimal), >0.4 (important), >0.5 (practical)

With the low and impartial feedback on the commitment levels, the researcher wanted to confirm if there are other attributes that may impact on commitment. Further research on the literature was conducted. As this study also measured the perceptions and feelings of the respondents to certain workplace factors, it was encouraging to see that these workplace values can contribute towards commitment levels. As previously highlighted in **Chapter 2**, commitment is also attributed to “individual personality differences and/or differences in the conditions surrounding their employment.” Littau (2009:15) confirmed the link of work values and generations (Jurkiewicz; Lee; Licata; Lyons; Smola & Sutton, all as cited by Littau, 2009:15), stating that the differences in generations’ work values may be contributing to affective and normative commitment levels. It can therefore be deduced that, if there are concerning issues relating to the workplace values tested in this study, it needs to be addressed in effort to improve commitment levels of these individuals.

The following can be concluded to answer the sub research question as per **Table 3**:

*What are the current commitment levels of the Millennial respondents? What are the Millennial respondents’ affective commitment levels? What are the Millennial respondents’ normative commitment levels? What are the Millennial respondents’ continuance commitment levels?*

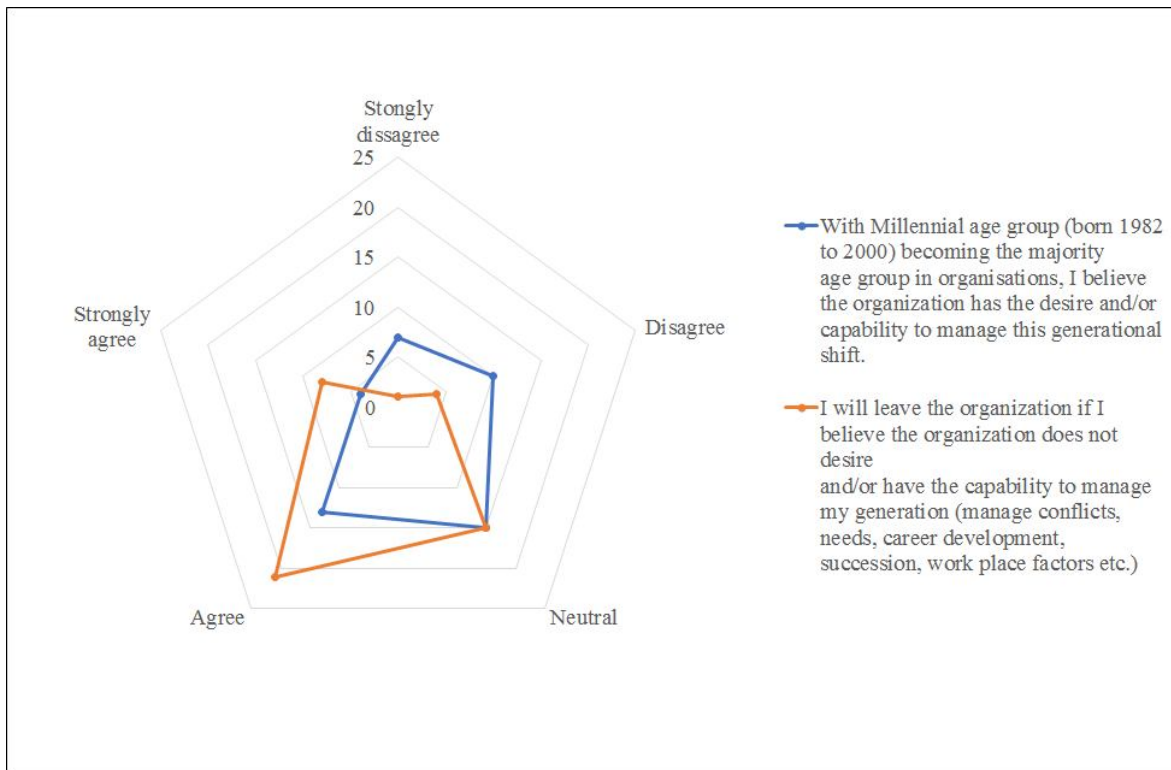
Due to the largely impartial/neutral responses received from the respondents, no clear understanding of the current commitment levels of the respondents could be confirmed. Affective commitment was the higher rated component of organisational commitment (OC) which may be due to most of the respondents being with the company for several years and the potential that an emotional attachment has been forged between the respondent and the company may be possible. There is a concern that the respondents might have felt uncomfortable stating their commitment levels which might have skewed the actual commitment levels experienced.

As previously highlighted, with the link that was made where differences in generations’ work values may be contributing to the commitment levels (specifically AC and NC), it can therefore be deduced that, if there are concerning issues relating to the workplace values tested in this study, it needs to be addressed to improve commitment levels of these individuals.

#### 4.4.5 PERCEIVED EMPLOYER CAPABILITY

This category required the respondents to indicate whether they believe if the organisation has the desire and/or capability to manage the generational shift and if not, whether they would leave if the management of conflict, their needs, career development, succession and workplace factors are not managed as impacted by the generational shift.

For both questions (**Figure 16**), 30.6 % of the respondents were neutral, 34.7 % at least agreed that they feel the company has the desire and/or capability to manage the generational shift, however, 34.7 % disagreed. The majority, 59.2 %, when responding to the question of whether they will leave if they believe the company does not desire and/or can manage the generational shift - will leave. High standard deviations of 1.18 and 0.93 for question 54 and 55 respectively indicate a high deviation between the respondent's feelings towards believing the company capable of managing the generational shift and leaving if they perceive that the capability or desire from the company's side is not perceived.



**Figure 16: Perceived employer capability to manage generation shift**

The following can be concluded to answer the sub research question as per **Table 3**: What do the Millennial respondents perceive of the company's ability to manage them and how would they react if they are concerned?

The respondents were divided on whether the company is desirous or capable of managing the generational shift, however, the majority is decided on leaving the company if it is not prioritised by the company.

#### 4.5 CONCLUSION

**Table 15** provides a summary of the five main sub-research questions that aimed to answer the core research question of the study, *How can a mining organisation’s talent management strategies capitalise on its professional Millennial employees?* Refer to **Section 5.2** for the study conclusion and answering of the core research question.

**Table 15: Research conclusions**

Variable	Sub research question	Conclusion
<p style="text-align: center;"><u>Variable 1:</u> <b>Workplace values</b></p>	<p style="text-align: center;">What workplace values are most important to Millennials?</p>	<p>Organisational needs (benefits, personal growth, interesting job and having job security and a permanent job) was slightly more important than the personal needs (personal growth, interesting job, using of knowledge and skills) which may be logical as, without the organisation, personal needs and relationships in the workplace will not be possible. The less important relationship needs were also reflected in the frequency analysis indicating more impartiality to job status, networking and interaction opportunities, and recognition for work.</p>

Variable	Sub research question	Conclusion
<p style="text-align: center;"><u>Variable 2:</u> <b>Millennials at work</b></p>	<p style="text-align: center;">What are Millennials' expectations of the employer (working methods, development, benefits etc.)?</p>	<p>Work-life balance is highly valued by Millennials and flexibility in working hours and where they work need to be provided by the employer.</p> <p><b>Attractive employer offerings:</b></p> <ul style="list-style-type: none"> <li>• Career progression opportunities.</li> <li>• Competitive wages and incentives (training and development, flexible working hours, bonuses and pension/retirement funding as most important be benefits).</li> <li>• High calibre training and development programmes (excellent mentors and coaches, role change and rotations to obtain experience and funding of studies by the organisation).</li> </ul> <p><b>Accepting or compromising on job offers:</b> Personal development opportunities, salary and company reputation was indicated as factors considered when accepting a job. Compromises - work not being in the preferred geographical region or industry, the company not being the first choice or being overqualified. Salary and benefit cuts will also be considered.</p> <p><b>Industry and geographical preferences:</b></p> <ul style="list-style-type: none"> <li>• Least preferred: public service, defence and the insurance sector.</li> <li>• The mining industry was rated 7<sup>th</sup> out of the 16 industries in terms of preference.</li> <li>• Countries the respondents preferred</li> </ul>

<b>Variable</b>	<b>Sub research question</b>	<b>Conclusion</b>
		were North America and Australia followed by the UK and South Africa as per list provided.
<b>Variable 3: Development opportunities of the company</b>	What importance do Millennials place on development and current perceptions of development opportunities?	Millennial respondents place high importance to development opportunities and although the majority is satisfied, 42.9 % are dissatisfied with current development being done in the organisation which needs to be addressed.
<b>Variable 4: Relationship to the workplace (testing of organisational commitment)</b>	What are the current commitment levels of the Millennial respondents?	Due to the largely impartial/neutral responses received from the respondents, no clear understanding of the current commitment levels of the respondents could be confirmed. Affective commitment was the higher rated component of organisation commitment (OC) which may be due to most being with the company for several years and the potential that an emotional attachment has been forged between the respondent and the company. There is a concern that the respondents might have felt uncomfortable stating their commitment levels and might have skewed the actual commitment levels.
<i>Variable 4.1: Affective commitment (AC)</i>	<i>What are the Millennial respondents' affective commitment levels?</i>	
<i>Variable 4.2: Normative commitment (NC)</i>	<i>What are the Millennial respondents' normative commitment levels?</i>	
<i>Variable 4.3: Continuance commitment (CC)</i>	<i>What are the Millennial respondents' continuance commitment levels?</i>	
<b>Variable 5: Perceived employer capability</b>	What do the Millennial respondents perceive of the company's ability to manage them and how would they react if they are concerned?	The respondents were divided on whether the company is desirous or capable of managing the generation shift, however the majority is decided on leaving the company if this is not prioritised by the company.

## **CHAPTER 5: STUDY CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

This chapter provides a conclusion on the achievement of the study objectives by answering the core research question and providing the relevant recommendations on how the organisation can capitalise on the Millennial talent group and what the managerial implications will be. The limiting factors observed in the study will be discussed and future research recommendations will be provided.

### **5.2 STUDY CONCLUSIONS**

As per **Section 1.2**, the problem this study aimed to address was to equip the mining organisation being studied with the necessary knowledge of its current professional Millennial talent pool employees to engage and retain these individuals, hence answering the core research question of: How can a mining organisation's talent management strategies capitalise on its professional Millennial employees? The theories surrounding Millennials were tested in this empirical study and the subsequent hypothesis was that the behaviours and attitudes Millennials engender can be extrapolated to various cultures, genders and nationalities, which will aid in generalising the outcomes of the analysis in the global mining company.

As concluded in **Table 15** of **Section 4.5**, the most important workplace values related to needs that can be provided by the organisation. These included the need for receiving benefits (pension, vacation, sick leave, insurance etc.) from the company, to experience personal growth within the organisation, to have a job that is interesting, followed by having job security/permanent job.

The expectations of employer offerings were that career progression opportunities be ensured, that the wages and incentives are competitive to the market and that high calibre of training and development is provided. The training and developed methods preferred include the use of excellent mentors and coaches, being exposed to role change and rotations and the funding of studies by the organisation. Work-life balance and flexible working hours and work arrangements have been highlighted throughout the study as being highly valuable to the respondents. Together with competitive wages, incentives and pension funding, the total rewards package can include the

investment of training and development being provided by the employer as well as the allowance of flexible working hours/arrangements. A concerning 42.9 % of the respondents stated that they are dissatisfied with the current development provided by the organisation and needs to be addressed as a matter of urgency as the lack of development will lead to less career progression opportunities (which was identified a top employer offering) and may impact on job satisfaction and subsequent commitment levels.

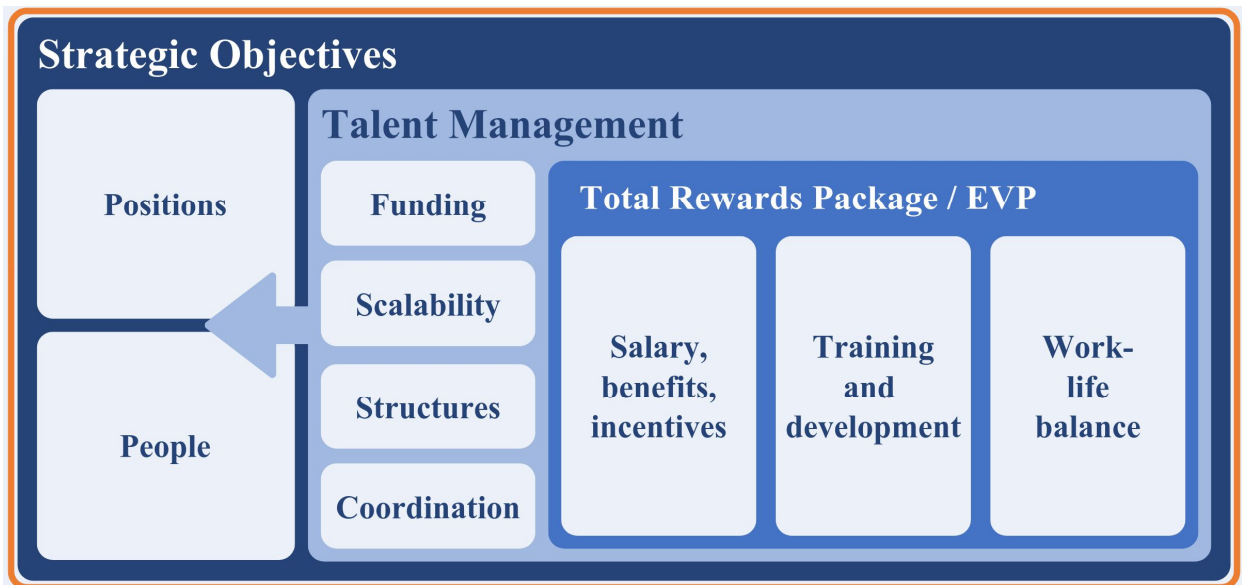
Personal development opportunities, salary and company reputation were indicated as the most important factors considered by the respondents when accepting a job. Respondents also indicated that they are willing to make compromises when the job is not in the preferred geographical region or industry when the company is not the first choice or being overqualified (common for professionals). To a lesser extent, some respondents stated that they are willing to compromise on benefits, salary and advancement opportunities indicating the importance they attach to these employer offerings. In terms of the compromises that can be made relating to the geographical region, the mining industry was rated as being one of the less preferred industries (7<sup>th</sup> out of the 16 industries listed), indicating that even though mining may not be a preferred industry, the respondents are willing to work and still accept job offerings in mining if countered by the more attractive and competitive employer offerings indicated previously.

In terms of organisational commitment, responses were largely impartial/neutral, either indicating that commitment levels are low or that the respondents felt uncomfortable communicating their perceived commitment levels or that organisational commitment is not considered as important (which correlates to the theory that the Millennial generation is the least committed generation). Affective commitment was the higher rated component of organisation commitment (OC) which may be due to most of the respondents being with the company for several years and that an emotional attachment has been forged between the respondent and the company.

In conclusion, for the **mining organisation to capitalise on its professional Millennial talent**, the employer offering, in the form of a total rewards package or employee value proposition, can be used to improve engagement and subsequent retention of these individuals. It should be noted that the respondents were divided on whether the company is willing or capable of managing the generational shift, however, the majority was decided on leaving the company if their needs are not met.

### 5.3 STUDY RECOMMENDATIONS AND MANAGERIAL IMPLICATIONS

As per **Chapter 2**, talent management was defined as the identification of relevant positions and key individuals that will enable the strategic objectives of an organisation and is reflected in **Figure 17** below. According to Nijs *et al.* (2014:2), talent management’s goal should be to ensure the necessary human capital to create value and to contribute to the organisation’s core competencies for improved competitiveness. This competitive advantage lies squarely with the talent in the company who has the knowledge and skills and through talent management the needs of these individuals and the needs of the company can be aligned and optimised (Al Mutairi Alya & Zainal, 2013:69).



**Figure 17: Development of the total rewards package or employee value proposition**

The needs of the talent in the organisation can be met by an attractive total rewards package as concluded in **Section 5.2**. The following recommendations have been provided in effort to develop the organisation’s total rewards package or employee value proposition.

The mining organisation needs to investigate the optimal total rewards package for the Millennial talent pool. The total rewards package is an all-inclusive package as indicated in **Figure 17** (tangible and intangible) which include training and development, flexible working hours and working arrangements (for improved work-life balance), salaries, benefits and incentives. As the mining organisation contributes to pension funds and have bonus systems in place for the meeting

of production targets and measuring of employee performance; competitive wages and incentives, training and development, flexible working hours and working arrangements can be prioritised. In terms of wages, benefits and incentives, the organisation needs to review its offerings against the market and where required make the necessary adjustments to ensure competitive offering.

In terms of training and development, the mining organisation needs to review the past, current and future development initiatives that the target group previously underwent, are currently busy with or what is planned for. The gaps need to be identified by the talent management department in terms of development needs and an action plan developed that can be discussed with the Millennial, mentor and manager. Development opportunities can focus on the use of mentors and coaches, role rotations and funding of studies as identified by the respondent's preferences. Mentorship programmes need to be formalised and internal and external coaches identified. Role rotation options need to be formalised, developed and communicated as part of development options. Studies required to strengthen the Millennials' knowledge and skills within their existing career as well as general management need to be identified and funded.

In terms of flexible working hours and arrangements, an understanding of what this would entail need to be defined and ramifications understood of how performance management will be ensured and what policies, procedures and work methods need to change to enable this benefit. The organisation may consider performing trials for specified durations to understand the implications on the work place.

The mining organisation should therefore investigate the organisational changes (funding, scalability, structures, coordination, work method as guided by processes, system, policies and procedures) required to adapt to the majority workforce, specifically relating to the rewards package determination, implementation and conflict resolution. To ensure a continuous improvement and review process, strategies need to consider the importance of knowledge capital management necessary to meet the strategic objectives through optimal talent management practices.

Awareness (for the talent pool) can be created of the investment made to date by the company as well as the potential projected investment as guided by the formulated and approved total rewards package. The organisation should also consider how it can promote the standard total rewards package in order to retain and attract talent and improve perceptions of the company, known for the development of their people.

The researcher believes that these recommendations are practical and that implementation will be dependent on the outcomes of the recommended actions and the supporting studies as indicated in **Section 5**. It is the researcher's belief that the company places a high value on its people as without its people – having the right people, filling the right positions, at the right time – the company will not be able to meet its strategic objectives or fulfil its mission.

#### **5.4 ACHIEVEMENT OF STUDY OBJECTIVES**

In an effort to answer the core research question of *How can a mining organisation's talent management strategies capitalise on its professional Millennial employees?* five main sub-research questions were framed and answered as per **Chapter 4**. This study provided the necessary knowledge of its current professional Millennial talent pool employees which will enable the organisation to capitalise on these individuals through its talent management strategies. Recommendations have been provided which will initiate the necessary investigations and formulation of action plans to ensure the organisation fully capitalise on its professional Millennial talent.

#### **5.5 LIMITATIONS**

This section provides an overview of the limitations that were experienced throughout the study.

##### **Lack of pilot study**

Due to time and resource constraints, a pilot study was not performed to refine the research instrument. It was assumed that the outcomes of this study will not be affected as the research instrument was populated from a combination of Millennial market research and scales used by a previous researcher which have been applied on Millennials. Upon testing of the research instrument, it was determined that validity and reliability were affected (when compared to other studies) due to modification of the original question items, however, the requirements have been met (as per **Section 4.3**) for the instrument as seen from the sufficient validity and good reliability outcomes.

### **Sample selection method to ensure representation of the population**

- *Sampling method (if a non-random or non-probability sampling method is used):*

Due to the exploratory nature of the study and the limited number of participants (85), all those that were willing to participate within the target population as provided by the organisation were considered (self-selecting sampling technique).

- *Inadequate sampling frame (units within the population)*

The risk here was that the sample selected will not represent the population. As highlighted above, the whole population was considered. The units forming the specific group within the talent pool is the official list of employees that were pre-screened and selected for targeted talent management interventions (not due to the study). Millennials, the focus of this study, were the only participants of that group.

- *Response rates*

Only 49 responses were received from the total target population of 85. The researcher perceives that due to the specific target group (Millennials generation) at the specific time of the study, it will provide for “strong data” to inform the potential changes to talent management strategies necessary to retain these individuals which the company has invested in and has identified as their talent for the future. The lower response rate may be due to several reasons. One respondent stated that he/she did not want to take part in the study and no further reasons were provided. Some respondents were on leave (annual leave, maternity leave etc.) during this period. The other non-responses might have been due to disinterest in the study’s intent or due to different geographical locations (Africa, South Africa and Australia) and the different work schedules of the respondents (fly in fly out, normal and mobile offices/work hours, shift work). The researcher believes that the response rate achieved was improved through efforts by the researcher to personally invite all those in the target group (follow up emails also sent). Information of the study was provided and assurance of privacy and anonymity was communicated as per the consent form. It should be noted that generalisation will not be possible outside of this target group.

### **Paradigm selection**

A quantitative approach was followed where it was assumed that the approach (fixed questions) will provide for the specific understanding of key aspects of Millennial behaviour and characteristics as per the literature.

## **Researcher as a professional Millennial and an employee of the global mining organisation talent pool**

It should be mentioned, that the researcher also falls within the target population and specific units of analysis. The researcher wants to see changes set in motion concerning the proposed changes required in the organisation relating to professional Millennial talent management as the conflicts are personally experienced. The researcher has not partaken in the survey and results have been analysed ethically, which is in line with ethical researcher behaviour and company requirements.

### **Millennial research**

According to several researchers regarding literature on Millennials and the conflicts that exist between generations and what organisations can expect from them are captured in “trade magazines and practitioner articles” (Smith & Nichols, 2015:42) as well as “academic publications and a far greater number of consulting reports, popular press books, magazine articles, media reports, blogs, and infographics” (Lyons *et al.*, 2015:346).

The ground work of Millennial research has been formed by researchers such as Neil Howe, William Strauss and Claire Raines. The concern is that these American and Australian researchers’ perceptions and findings, which are very different from other countries and cohort experiences, still dominate many Millennial related research documents (including this study) (Donnison, 2007:8). According to Heath (as cited in Donnison, 2007:8), Millennials researching their own generation is limited and Donnison (2007:8) believes that others have determined what Millennials should think about themselves, what they should believe in and what is to become of them.

Smith and Nichols (2015:44) caution all by stating that, although there is merit in the articles relaying the experiences working with a generation, empirical evidence is often times lacking. Due to this caution, more research should be conducted to truly understand the behaviours of the different generations in the workplace. Several authors agree on the sparse amount of empirical research relating to Millennials (Levenson; Real *et al.*, all as cited by Smith & Nichols, 2015:44).

Some studies are skewed where assumptions and findings are made and generalisation should not be done. Examples are where experiences may be different between different countries (developed versus 3<sup>rd</sup> world etc.) or where conclusions are made on generations at different ends of the specific generation birth range and then, based on cross-sectional designs and not on longitudinal studies (data can be skewed as a Millennial just starting to work, versus a Millennial well settled into

his/her career and family life will have different needs); Smith and Nichols (2015:44). Poor sample sizes and response rates also affect the empirical findings of studies (Smith & Nichols, 2015:44).

Due to above skewed findings, it was important to highlight various findings during the different periods of the Millennial's life (hence older sources) as seen throughout this report.

## **5.6 RECOMMENDATIONS FOR FUTURE RESEARCH**

Practitioners and consultants provide organisations with many tools and initiatives to improve talent management, engagement and retention. However, most organisations do not base the implementation of these initiatives from actual needs of employees, nor from research outcomes. Building on this study the organisation can perform further studies for improved understanding of the Millennial talent group and may extend it the rest of the organisation.

Widely used and validated scales can be piloted to refine the instruments for further studies and may include the following:

- Job satisfaction (JSS, JDI, MSQ, JIJ)
- Engagement levels (UWES-17 and UWES-9 Utrecht work engagement scales)
- Leadership styles (MLQ-5)
- Organisational commitment – analysis was inconclusive and more focussed organisational commitment studies can be performed.

Mentoring and coaching have been indicated as the most preferred method for development by the respondents. The effectiveness of mentoring programmes can be studied by understanding the “relationship quality” between the mentor and young individual. This can be tested before and after the mentoring experience (MSoR/YSoR, pre-post mentor programme) where the findings may aid in improving the mentoring programmes.

The three components that were identified in the workplace factors instrument as determined in **Section 4.3.2** and **Section 4.4.1** (employer needs, relationship needs and organisational needs), may also provide for further research opportunities to confirm the origins of the workplace values instrument and to conduct validation testing. Pilot studies can also be performed to refine the measuring instrument to improve reliability and ensure validity.

As the target population is very diverse (gender, expertise, backgrounds, country of origin, culture etc.), further studies can also be done where differences between the individuals in the target group as influenced by their diversity, can be further understood.

As recommended by the study, the organisation needs to investigate the formulation of the optimal total rewards package for the Millennial talent pool. Further studies can be conducted on the employee value proposition (EVP) which can aid in informing the development of such a total rewards package.

Lastly, various feelings of importance were attached to the relationship needs that formed part of the workplace values category. Forming part of these needs were the respondent's feelings towards networking and interaction opportunities which had the highest standard deviation of all the workplace values. Networking and relationship building is essential to leaders and organisations and further studies can provide insight into why this was rated as unimportant or undesired. This leads to a need for more insight on the challenges or fears that Millennials may be experiencing when exposed to leadership development.

## **5.7 CONCLUSION**

The study has provided the organisation with a valuable insight into their Millennial talent pool as well as recommendations to address the concerns, the needs and preferences of this generation. The study will form the basis for many more research opportunities at the company that will continue to support and inform their talent management strategies as well as the HR field.

## CHAPTER 6: LIST OF REFERENCES

Ababneh, R. 2013. Antecedents and outcomes of career development in the Jordanian public sector. *Journal of emerging trends in economics and management sciences*, 4(4):417-426.

Adeline, L. & Kee, P.L. 2011. Transforming learning landscapes for Generation Y and beyond. *Management and economics*, 3:314-319.

Al Mutairi Alya, O. & Zainal, S.R.M. 2013. Talent management reason. *European journal of business and management*, 5(13):68-72.

Alias, N.E., Noor, N. & Hassan, R. 2014. Examining the mediating effect of employee engagement on the relationship between talent management practices and employee retention in the Information and Technology (IT) organisations in Malaysia. *Journal of human resources management and labor studies*, 2(2):227-242.

Andert, D. 2011. Alternating leadership as a proactive organizational intervention: addressing the needs of the Baby Boomers, Generation Xers and Millennials. *Journal of leadership, accountability, and ethics*, 8(4):67-83.

Arnold, J. & Cohen, L. 2008. 1 The psychology of careers in industrial and organizational settings: a critical but appreciative analysis. *International review of industrial and organizational psychology*, 23(1):1-44.

Arora, P. & Kshatriya, K.P. 2017. Millennials: the new generation with high employment expectations. *International journal*, 5(8):101-109.

Bailey, C., Madden, A., Alfes, K. & Fletcher, L. 2017. The meaning, antecedents and outcomes of employee engagement: a narrative synthesis. *International journal of management reviews*, 19(1):31-53.

Bakker, A.B. & Demerouti, E. 2007. The job demands-resources model: state of the art. *Journal of managerial psychology*, 22(3):309-328

- Balducci, C., Schaufeli, W.B. & Fraccaroli, F. 2011. The job demands-resources model and counterproductive work behaviour: the role of job-related affect. *European journal of work and organizational psychology*, 20(4):467-496.
- Bannon, S., Ford, K. & Meltzer, L. 2011. Understanding Millennials in the workplace. *The CPA journal*, 81(11):61-65.
- Barford, I.N. & Hester, P.T. 2011. Analysis of generation Y workforce motivation using multiattribute utility theory. Fort Belvoir, Va.: Defense Acquisition University,
- Barron, I. & Novak, D.A. 2017. i-Leadership: leadership learning in the millennial generation. (In De Pablos, P.O. Handbook of research on human resources strategies for the new millennial workforce. Hershey, Pa.: IGI Global. p. 231-257.)
- Bateman, H. 2014. The exit interview: millennials' perspectives on why they quit. Malibu, Calif.: Pepperdine University. (Thesis - DEd.)
- Bidwell, M., Briscoe, F., Fernandez-Mateo, I. & Sterling, A. 2013. The employment relationship and inequality: how and why changes in employment practices are reshaping rewards in organizations. *Academy of Management Annals*, 7(1):61-121.
- Breaugh, J.A. 2008. Employee recruitment: current knowledge and important areas for future research. *Human resource management review*, 18(3):103-118.
- Bryman, A., Bell, E., Hirschsohn, P., Dos Santos, A., Du Toit, J., Masenge, A., Van Aardt, I., & Wagner, C. 2014. Research methodology: business and management contexts. Cape Town: Oxford University Press.
- Bushardt, S.C., Young, M. & Bari, A. 2018. Transitioning to management: challenges and opportunities for the millennial generation. *Journal of business diversity*, 18(1):9-16.
- Calk, R. & Patrick, A. 2017. Millennials through the looking glass: workplace motivating factors. *Journal of business inquiry*, 16(2):131-139.

Campione, W.A. 2015. Corporate offerings: why aren't millennials staying? *Journal of applied business & economics*, 17(4):60-75.

Cappelli, P. & Keller, J.R. 2014. Talent management: conceptual approaches and practical challenges. *Annual review of organizational psychology and organizational behavior*, 1(1):305-331.

Cegarra-Leiva, D., Sánchez-Vidal, M.E. & Gabriel Cegarra-Navarro, J. 2012. Understanding the link between work life balance practices and organisational outcomes in SMEs: the mediating effect of a supportive culture. *Personnel review*, 41(3):359-379.

Chambers, E.G., Foulon, M., Handfield-Jones, H., Hankin, S.M. & Michaels, E.G. 1998. The war for talent. *McKinsey quarterly*, 3:44-57.

Chiang, J. & Lundgren, A. 2017. What is the evolution of flexible work in corporations and what are the key trends? New York: Cornell University.

Church, A.H. 2014. What do we know about developing leadership potential? *OD practitioner*, 46(3):52-61.

Clark, S.C. 2000. Work/family border theory: a new theory of work/family balance. *Human relations*, 53(6):747-770.

Conger, S. 2002. Fostering a career development culture: reflections on the roles of managers, employees and supervisors. *Career development international*, 7(6):371-375.

Crawford, E.R., LePine, J.A. & Rich, B.L. 2010. Linking job demands and resources to employee engagement and burnout: a theoretical extension and meta-analytic test. *Journal of applied psychology*, 95(5):834-848.

Crawshaw, J., Budhwar, P. & Davis, A., eds. 2017. Human resource management: strategic and international perspectives. Los Angeles, Calif.: Sage.

Creswell, J.W. 2003. Research design. New York: Wiley.

Creswell, J.W. & Creswell, J.D. 2017. Research design: qualitative, quantitative, and mixed methods approaches. London: Sage.

Dae, N. 2016. Echo Boomers' personal values/professional expectations and organizational commitment: a quantitative study. Minneapolis, Minn.: Capella University. (Thesis - PhD.)

D'Amato, A. & Herzfeldt, R. 2008. Learning orientation, organizational commitment and talent retention across generations: a study of European managers. *Journal of managerial psychology*, 23(8):929-953.

De Hauw, S. & De Vos, A. 2010. Millennials' career perspective and psychological contract expectations: does the recession lead to lowered expectations? *Journal of business and psychology*, 25(2):293-302.

De Vos, A. & Dries, N. 2013. Applying a talent management lens to career management: The role of human capital composition and continuity. *International journal of human resource management*, 24(9):1816-1831.

DeBard, R. 2004. Millennials coming to college. *New directions for student services*, 106:33-45.

Del Lábano, M., Llorens, S., Salanova, M. & Schaufeli, W.B. 2012. About the dark and bright sides of self-efficacy: workaholism and work engagement. *Spanish journal of psychology*, 15(2):688-701.

Deloitte. 2014. South Africa. Human-capital trends 2014: engaging the 21<sup>st</sup>-century workforce. <https://www2.deloitte.com/content/dam/Deloitte/global/Documents/HumanCapital/dttl-2014-Human%20Capital%20Trends%20South%20Africa.pdf>. Date of access: 20 September 2018.

Deloitte. 2016. The 2016 Deloitte Millennial survey winning over the next generation of leaders. <https://www2.deloitte.com/content/dam/Deloitte/global/Documents/About-Deloitte/gx-millennial-survey-2016-exec-summary.pdf>. Date of access: 12 August 2018.

Dhanabhakya, M. & Kokilambal, K. 2014. A study on existing talent management practice and its benefits across industries. *International journal of research in business management*, 2(7):23-36.

Donnison, S. 2007. Unpacking the millennials: a cautionary tale for teacher education. *Australian journal of teacher education*, 32(3):1-13.

Edumine. 2014. The demographic time bomb in mining - how prepared is the industry for a seismic shift in the working population? [http://www.edumine.com/documents/Report\\_Mining%20Industry%20Skills%20Shortages\\_2014.pdf](http://www.edumine.com/documents/Report_Mining%20Industry%20Skills%20Shortages_2014.pdf). Date of access: 18 September 2017.

Fry, R. 2015. Millennials surpass Gen Xers as the largest generation in US labor force. [Washington, D.C.]: Pew Research Trust.

Gallup. 2015. How millennials want to work and live. <https://www.gallup.com/workplace/238073/millennials-work-live.aspx> Date of access: 18 September 2017.

George, C. 2015. Retaining professional workers: what makes them stay? *Employee relations*, 37(1):102-121.

Gibson, L.A. & Sodeman, W.A. 2014. Millennials and technology: addressing the communication gap in education and practice. *Organisation development journal*, 32(4):63-75.

Gilbert, J. 2011. The Millennials: a new generation of employees, a new set of engagement policies. *Ivey business journal*, 75(5):26-28.

Goldin, C. 2014. Human capital. (In Diebolt, C. & Hauptert, M. Handbook of cliometrics. Berlin: Springer. p. 1-27.)

Helyer, R. & Lee, D. 2012. The twenty-first century multiple generation workforce: overlaps and differences but also challenges and benefits. *Education and training*, 54(7):565-578.

Hershatter, A. & Epstein, M. 2010. Millennials and the world of work: an organization and management perspective. *Journal of business and psychology*, 25(2):211-223.

Hester, J. 2013. The high cost of employee turnover and how to avoid it. *Nonprofit world*, 31(3):20-21.

Hewlett, S.A., Sherbin, L. & Sumberg, K. 2009. How Gen Y & Boomers will reshape your agenda. *Harvard business review*, 87(7/8):71-76.

Hiltrop, J.M. 1999. The quest for the best: human resource practices to attract and retain talent. *European management journal*, 17(4):422-430.

Holt, S., Marques, J. & Way, D. 2012. Bracing for the millennial workforce: looking for ways to inspire Generation Y. *Journal of leadership, accountability and ethics*, 9(6):81-93.

Horwitz, F.M., Heng, C.T. & Quazi, H.A. 2003. Finders, keepers? Attracting, motivating and retaining knowledge workers. *Human resource management journal*, 13(4):23-44.

Hulett, K.J. 2006. They are here to replace us: recruiting and retaining millennials. *Journal of financial planning*, Suppl. 17.

Huyler, D.D., Ding, W., Norelus, A. & Pierre, Y. 2015. Millennials in the workplace: positioning companies for future success. Florida, Fla.: Florida International University.

Jenkins, S. & Delbridge, R. 2013. Context matters: examining 'soft' and 'hard' approaches to employee engagement in two workplaces. *International journal of human resource management*, 24(14):2670-2691.

Kahn, W.A. 1990. Psychological conditions of personal engagement and disengagement at work. *Academy of management journal*, 33(4):692-724.

Kim, H.K. 2014. Work-life balance and employees' performance: the mediating role of affective commitment. *Global business and management research*, 6(1):37-51.

Kim, J. & Yang, Y.C. 2013. What can we do to attract and retain young people to our company as we find it difficult to attract employees at all levels? Ithaca, N.Y.: Cornell University. IRL School.

Kossivi, B., Xu, M. & Kalgora, B. 2016. Study on determining factors of employee retention. *Open journal of social sciences*, 4(5):261-268.

Koudal, P. & Chaudhuri, A. 2007. Managing the talent crisis in global manufacturing: strategies to attract and engage generation Y. A Deloitte Research Global Manufacturing Study, Deloitte Research.

Kumar, R. & Arora, R. 2012. Determinants of talent retention in BPO industry. *Indian journal of industrial relations*, 48(2):259-273.

Lahiri-Dutt, K. 2015. The feminisation of mining. *Geography compass*, 9(9):523-541.

Laird, M.D., Harvey, P. & Lancaster, J. 2015. Accountability, entitlement, tenure, and satisfaction in Generation Y. *Journal of managerial psychology*, 30(1):87-100.

Lamb, C., Hair, J., McDaniel, C., Boshoff, C., Terblanche, N., Elliott, R. & Klopper, H. 2015. Marketing. 5th ed. Cape Town: Oxford University Press.

Larson, L.R., Eastman, J.K. & Bock, D.E. 2016. A multi-method exploration of the relationship between knowledge and risk: the impact on millennials' retirement investment decisions. *Journal of marketing theory and practice*, 24(1):72-90.

Lieber, L.D. 2010. How HR can assist in managing the four generations in today's workplace. *Employment relations today*, 36(4):85-91.

Littau, M.A. 2009. The millennials: an investigation of their organizational commitment, work values, and person-work environment fit. Ottawa, Ontario, Canada: Carleton University. (Thesis - PhD.)

Lo, M.C. & Ramayah, T. 2011. Mentoring and job satisfaction in Malaysian SMEs. *Journal of management development*, 30(4):427-440.

Luscombe, J., Lewis, I. & Biggs, H.C. 2013. Essential elements for recruitment and retention: Generation Y. *Education + training*, 55(3):272-290.

Lyons, S., Urick, M., Kuron, L. & Schweitzer, L. 2015. Generational differences in the workplace: there is complexity beyond the stereotypes. *Industrial and organizational psychology*, 8(3):346-356.

Macey, W.H. & Schneider, B. 2008. The meaning of employee engagement. *Industrial and organizational psychology*, 1(1):3-30.

Mahoney A. 2015. Commitment and employee development: comparing Generations X and Y. San Jose, Calif.: San Jose State University. (Dissertation - Masters.)

Main, D. 2013. Who are the millennials? *Live Science*, 8 September. [https://scholar.google.com/scholar?q=who+are+millennials&hl=en&as\\_sdt=0,5&inst=12172072488891418045](https://scholar.google.com/scholar?q=who+are+millennials&hl=en&as_sdt=0,5&inst=12172072488891418045) Date of access: 12 August 2018.

Marquié, J.C., Tucker, P., Folkard, S., Gentil, C. & Ansiau, D. 2015. Chronic effects of shift work on cognition: findings from the VISAT longitudinal study. *Journal of occupational and environmental medicine*, 72(4):258-264.

Martin, C.A. 2005. From high maintenance to high productivity: what managers need to know about Generation Y. *Industrial and commercial training*, 37(1):39-44.

Martin, T.N. & Ottemann, R. 2016. Generational workforce demographic trends and total organizational rewards which might attract and retain different generational employees. *Journal of behavioral and applied management*, 16(2):1160.

Maslach, C., Schaufeli, W.B. & Leiter, M.P. 2001. Job burnout. *Annual review of psychology*, 52(1):397-422.

McDonnell, A., Collings, D.G., Mellahi, K. & Schuler, R. 2017. Talent management: a systematic review and future prospects. *European journal of international management*, 11(1):86-128.

McGillick, T. 2018. Australia's largest survey of millennials reveals the elusiveness of the great Australian dream. *B&T*, 15 February. <http://www.bandt.com.au/marketing/australias-largest-survey-millennials-reveals-growing-elusiveness-australian-dream>. Date of access:12 August 2018.

Mellahi, K. & Harris, L.C. 2016. Response rates in business and management research: an overview of current practice and suggestions for future direction. *British journal of management*, 27(2):426-437.

Meyer, J.P. & Allen, N.J. 1987. A longitudinal analysis of the early development and consequences of organizational commitment. *Canadian journal of behavioural science/Revue canadienne des sciences du comportement*, 19(2):199-215.

Meyer, J.P. & Allen, N.J. 1991. A three-component conceptualization of organizational commitment. *Human resource management review*, 1(1):61-89.

Meyer, J.P., Irving, P.G. & Allen, N.J. 1998. Examination of the combined effects of work values and early work experiences on organizational commitment. *Journal of organizational behavior: the international journal of industrial, occupational and organizational psychology and behavior*, 19(1):29-52.

Meyer, J.P., Stanley, D.J., Herscovitch, L. & Topolnytsky, L. 2002. Affective, continuance, and normative commitment to the organization: a meta-analysis of antecedents, correlates, and consequences. *Journal of vocational behavior*, 61(1):20-52.

Munro, C. 2012. Preparing the next generation of leaders: the emerging organisational landscape with Generation Y at the helm. (In International Conference on Human Resource Management and Professional Development for the Digital Age Proceedings. Global Science and Technology Forum, Singapore.)

Murray, A. 2011. Mind the gap: technology, millennial leadership and the cross-generational workforce. *Australian library journal*, 60(1):54-65.

Myers, K.K. & Sadaghiani, K. 2010. Millennials in the workplace: a communication perspective on millennials' organizational relationships and performance. *Journal of business and psychology*, 25(2):225-238.

Naim, M.F. & Lenka, U. 2016. Mentoring as an HR intervention to engage Gen Y employees. People. *International journal of social sciences*, 2(1):169-1715.

Nambiyar, S. 2014. Aspirations of Gen-Y towards quality of work life. *International journal of multidisciplinary approach & studies*, 1(4):328-340.

Ng, E.S., Schweitzer, L. & Lyons, S.T. 2010. New generation, great expectations: a field study of the millennial generation. *Journal of business and psychology*, 25(2):281-292.

Niemiec, S. 2000. Finding common ground for all ages. *Security distributing & marketing*, 30(3):81-81.

Nijs, S., Gallardo-Gallardo, E., Dries, N. & Sels, L. 2014. A multidisciplinary review into the definition, operationalization, and measurement of talent. *Journal of world business*, 49(2):180-191.

Nolan, L.S. 2015. The roar of millennials: retaining top talent in the workplace. *Journal of leadership, accountability & ethics*, 12(5):69-75.

North-West University (NWU). 2012. NWU referencing guide. Potchefstroom: NWU. [https://libguides.nwu.ac.za/ld.php?content\\_id=4180965](https://libguides.nwu.ac.za/ld.php?content_id=4180965). Date of access: 5 October 2017.

North-West University (NWU). 2016a. Policy and rules for research ethics. Potchefstroom: NWU. <http://services.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-research-support/Ethics/Policy%20of%20research%20ethics.pdf>. Date of access: 5 October 2017

North-West University (NWU). 2016b. Manual for master's and doctoral studies. Potchefstroom: NWU. <http://library.nwu.ac.za/sites/library.nwu.ac.za/files/files/documents/manualpostgrad.pdf>. Date of access: 5 October 2017

North-West University (NWU). 2017a. Standard operating procedure, Ethics in Commerce Research Committee (ECRC). Potchefstroom: NWU. [http://efundi.nwu.ac.za/access/content/group/4da8b09b-5004-4ce4-a163-f1d73e5987cc/THE%20ETHICAL%20CLEARANCE%20PROCESS%20\\_Prof%20Stephan%20van%20der%20Merwe\\_/ECRC\\_SOP.pdf](http://efundi.nwu.ac.za/access/content/group/4da8b09b-5004-4ce4-a163-f1d73e5987cc/THE%20ETHICAL%20CLEARANCE%20PROCESS%20_Prof%20Stephan%20van%20der%20Merwe_/ECRC_SOP.pdf). Date of access: 5 October 2017.

North-West University (NWU). 2017b. Rules for the management of research ethics at the North-West University. Potchefstroom: NWU. <http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-research-support/Ethics/Rules%20for%20Research%20Ethics%20Committees.pdf>. Date of access: 5 October 2017

North-West University (NWU). 2017c. Ethics and social research. Potchefstroom: NWU. Date of access: 5 October 2017. [PowerPoint Presentation.]

Nye, L.L. 2017. Millennials and leadership: beliefs and perceptions of leadership skills. Denver, Colo.: University of the Rockies. (Thesis -PhD.)

Oxford English dictionary (OED). 2018. Generation Y. Oxford: Oxford University Press.

Oxford English Dictionary. 2018. Millennial. Def. 2. Oxford: Oxford English Dictionary.

Parkers, L.P. & Langford, P.H. 2008. Work-life balance or work-life alignment. *Journal of management & organization*, 14(3):267-284.

Patalano, C. 2008. A study of the relationship between generational group identification and organizational commitment: Generation X vs. Generation Y. Fort Lauderdale, Fla.: Nova Southeastern University.

Phillips, D.R. & Addicks, L.K. 2010. Engaging a multi-generational workforce. *International journal of facility management*, 1(1):1-10.

PWC (PricewaterhouseCoopers). 2011. Millennials at work - reshaping the workplace. <https://www.pwc.com/m1/en/services/consulting/documents/millennials-at-work.pdf>. Date of access: 13 July 2017.

PWC (PricewaterhouseCoopers). 2017. Multigenerational and diverse talent management for a workforce of the future. <https://www.pwc.com/m1/en/services/consulting/documents/millennials-at-work.pdf>. Date of access: 13 July 2017.

Rickes, P.C. 2016. Generations in flux. *Planning for higher education*, 44(4):21-45.

Roberts, R. 2015. Investigating the effects of talent management strategies in a South African pharmaceutical organisation. Potchefstroom: North-West University. Potchefstroom Campus. (Thesis - PhD.)

- Rowley, J. 2014. Designing and using research questionnaires. *Management research review*, 37(3):308-330.
- Saks, A.M. 2006. Antecedents and consequences of employee engagement. *Journal of managerial psychology*, 21(7):600-619.
- Saks, A.M. & Gruman, J.A. 2014. What do we really know about employee engagement? *Human resource development quarterly*, 25(2):155-182.
- Sanchez Jr, R. 2017. Job satisfaction factors of millennial leaders. Minneapolis, Minn.: Capella University. (Thesis - PhD.)
- Shuck, B. 2011. Integrative literature review: four emerging perspectives of employee engagement: an integrative literature review. *Human resource development review*, 10(3):304-328.
- Silzer, R. & Dowell, B.E., eds. 2009. Strategy-driven talent management: a leadership imperative. New York: Wiley.
- Sireci, S.G. 1998. The construct of content validity. *Social indicators research*, 45(1-3):83-117.
- Smith, T.J. & Nichols, T. 2015. Understanding the millennial generation. *Journal of business diversity*, 15(1):39.
- Souleh, S. 2014. The impact of human capital management on the innovativeness of research center: the case of scientific research centers in Algeria. *International journal of business and management*, 2(4):80-96.
- SPSS Inc. 2017. IBM SPSS Statistics Version 25, Release 23.0.0 Copyright© IBM Corporation and its licensors. <http://www-01.ibm.com/software/analytics/spss/> 28 August 2018.
- SPSS Inc. 2018. IBM SPSS Statistics Version 26, Release 23.0.0. Copyright© IBM Corporation and its licensors. <http://www-01.ibm.com/software/analytics/spss/> Date of access: 28 August 2018.
- Stewart, J.S., Oliver, E.G., Cravens, K.S. & Oishi, S. 2017. Managing millennials: embracing generational differences. *Business horizons*, 60(1):45-54.

Sujansky, J. & Ferri-Reed, J. 2009. Keeping the Millennials: why companies are losing billions in turnover to this generation-and what to do about it. Hoboken, N.J.: Wiley.

Sullivan, S.E. & Baruch, Y. 2009. Advances in career theory and research: a critical review and agenda for future exploration. *Journal of management*, 35(6):1542-1571.

Taherdoost, H. 2016. Validity and reliability of the research instrument: how to test the validation of a questionnaire/survey in a research. *International journal of academic research in management*, 5(3):28-36.

Taherdoost, H., Sahibuddin, S.H. & Jalaliyoon, N. 2014. Exploratory factor analysis; concepts and theory. *Advances in applied and pure mathematics*, 375-382.

Thompson, C. & Gregory, J.B. 2012. Managing millennials: a framework for improving attraction, motivation, and retention. *Psychologist-manager journal*, 15(4):237-246.

Tladi, B. 2016. Employee retention strategies: factors for Generation Y bursar graduates. Johannesburg: University of the Witwatersrand. (Dissertation - MSc.)

Toliver, Y. 2017. Succession planning for next generation business leaders. Minneapolis, Minn.: Walden University. (Thesis - PhD.)

Truss, C., Shantz, A., Soane, E., Alfes, K. & Delbridge, R. 2013. Employee engagement, organisational performance and individual well-being: exploring the evidence, developing the theory. *International journal of human resources management*, 24(14):

Van Dijk, H.G. 2008. The talent management approach to human resource management: attracting and retaining the right people. *Journal of public administration*, 43(Special issue 1):385-395.

Van Hoek, L. 2016. Millennial engineers: talent management expectations and needs in an African mining corporation. *Journal of contemporary management*, 13(1):482-505.

Vijayakumar, P.B. & Cunningham, C.J. 2018. Impact of spousal work restrictions and number of dependents on expatriates' work life and overall life satisfaction. <http://sxcholar.uct.edu/iopsy>  
Date of access: 12 August 2018.

Volkov, I.V. 2016. Self-perceived employability, organisational commitment, and demographic characteristics as predictors of employee engagement. Miami Shores, Fla.: Barry University. (Thesis - PhD.)

Welman, C., Kruger, F. & Mitchell, B. 2010. Research methodology. Cape Town: Oxford University Press.

Werner, J.M. & DeSimone, R.L. 2011. Human resource development. Mason, Oh.: Cengage Learning.

Woods, S.A. & West, M.A. 2016. The psychology of work and organisations. Andover, Hampshire: Cengage Learning.

Yarnall, J. 2011. Maximising the effectiveness of talent pools: a review of case study literature. *Leadership & organization development journal*, 32(5):510-526.

## CHAPTER 7: LIST OF ANNEXTURES

### 7.1 APPENDIX A - DATA COLLECTION INSTRUMENT AND RESPONDENT CONSENT

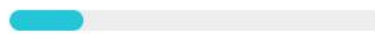
# CAPITALISING ON PROFESSIONAL MILLENNIAL EMPLOYEES – EXPLORATORY STUDY OF A MINING ORGANISATIONS TALENT MANAGEMENT STRATEGIES

Thank you for participating in this academic research study! This survey has 55 short questions and will take approximately 15 minutes to complete.

The main purpose of the study is to obtain an understanding of your perceptions relating to career development, engagement and retention aspects.

Feedback from you will benefit the study by providing insight of the Millennial generation, enabling me to recommend the appropriate management interventions and strategic decision making to capitalise on Millennial talent in the company through targeted career development, engagement and retention initiatives.

NEXT

 Page 1 of 5

# Consent

NORTH-WEST UNIVERSITY - SCHOOL OF BUSINESS  
FIELD OF STUDY: HUMAN RESOURCES  
RESEARCHER: MS C KERSOP  
Tel: +27 83 444 59 23  
naudenator@gmail.com

Informed consent for participation in an academic research study

Title of the study Capitalising on professional millennial employees – exploratory study of a mining organisations talent management strategies.

Dear Respondent

You are invited to take part in an academic research study conducted by Chantel Kersop, a Master's student from the School of Business at the University of the North West. Your participation in the survey will give me an understanding of how career development, engagement and retention aspects are perceived by D-Band and up Millennial's in the company. The aim is to provide recommendations on how career development, engagement and retention aspects can be improved to reduce voluntary turnover of Millennial's. Your participation is voluntary. Confidentiality, anonymity and your privacy is guaranteed as responses will return only to me via the online survey platform. Data will be extracted from the survey platform and assistance will be provided by the NWU Statistical Services Department to ensure accuracy of data analysis.

Please take note of the following:

- As respondent, your answers will not be linked to your name when analysis are performed or recommendation provided (participants will be numbered 1 to 50 for example)
- Your participation is highly valued and you may choose at any time to withdraw without any negative consequences
- Please answer the questions in the survey link as completely and honestly as possible
- Survey should take no more than 15 minutes of your time
- As the researcher I may need to clarify and understand a comment made in the questionnaire and will be required to schedule an individual interview with you if in agreement
- The final dissertation may be published in an academic journal and findings may be shared with you upon request.

You are welcome to contact my study leader, Dr Jos Viljoen (jos@vodamail.co.za) if you have any queries or comments regarding the study or Tebogo Tebejane (NWU Business School Research Coordinator) on (018 299 4130).

Regards  
Chantel Kersop  
Tel: +27 83 444 59 23  
naudenator@gmail.com

Please select on below if you want to proceed with the survey.

You have read and understand the information that has been provided in this <sup>\*</sup> letter. You have volunteered and given your consent to participate in this study. By completing and sending the questionnaire back this will be deemed as consent.

Yes, I agree

# A - Information and workplace values

From this category, basic information will be asked from you in your current situation and what workplace values you hold dear.

1. In which year range were you born? \*

1943 - 1964

1965 - 1981

1982 - 2000

2. What hours do you work? \*

Normal business hours

Shift work

Any (technology enabled, considering different timelines)

3. How long have you worked for this company? \*

0-3 years

3-5 years

6-10 years

10+

4. Please rate your feelings on the following: Achievement in the workplace. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

5. Please rate your feelings on the following: To advance and to change roles and positions to get promoted. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

6. Please rate your feelings on the following: Benefits such as pension, vacation, sick leave, insurance and other benefits available at the company. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

7. Please rate your feelings on the following: To be proud of the company you work for. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

8. Please rate your feelings on the following: To contribute to society or doing meaningful work. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

9. Please rate your feelings on the following: Work hours that are convenient. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

10. Please rate your feelings on the following: Agreeable and pleasant co-workers. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

11. Please rate your feelings on the following: You are valued and to have a high self-esteem. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

12. Please rate your feelings on the following: Getting feedback on your work. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

13. Please rate your feelings on the following: Independence at the workplace. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

14. Please rate your feelings on the following: To have personal influence in the work and company. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

15. Please rate your feelings on the following: Job is interesting to you. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

16. Please rate your feelings on the following: Having a permanent job and job security.\*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

17. Please rate your feelings on the following: Job status.\*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

18. Please rate your feelings on the following: Personal growth at work.\*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

19. Please rate your feelings on the following: Networking and interaction opportunities.\*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

20. Please rate your feelings on the following: Salary. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

21. Please rate your feelings on the following: Recognition. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

22. Please rate your feelings on the following: Responsibility. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

23. Please rate your feelings on the following: Fair, considerate supervisor. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

24. Please rate your feelings on the following: Utilization of knowledge and your abilities in your work. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

25. Please rate your feelings on the following: Clean and comfortable working conditions. \*

	1	2	3	4	5	
Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

## B - Looking for other opportunities or staying within in the current company

From this category, questions relate to what you feel is important when looking for opportunities or staying within the company and to understand what you perceive the company is providing in terms of development as well as your desire to be developed.

26. How many employers do you think you will work for during your career? Choose one. \*

- 1
- 2 to 5
- 6 to 9
- 10+
- Want to be self-employed
- Don't know

27. When considering your current work-life balance, does it meet your expectations? Choose one. \*

- Much better than expected
- Somewhat better than expected
- As I expected
- Somewhat worse than I expected
- Much worse than I expected
- Do not have any expectation

28. When thinking about your ideal employer, choose three options that you find most attractive. \*

- Career progression opportunities
- Wages and incentives that are competitive
- Development and training programmes that are of high calibre
- Good benefits
- Flexi-time and work arrangements (mobile office etc.)
- Opportunities to work and travel internationally
- Good company reputation (ethical)
- Employer reputation for the best talent
- Company reputation of equal opportunity and valuing diversity
- Company and own values are aligned
- Good employer brand
- The industry or section in which the company operates

29. What influenced your acceptance of your current job? Choose 3. \*

- Personal development opportunities
- Company reputation
- The role the job requires
- Salary
- Geographic location of job/office
- Organisation section/industry
- Needed a job urgently
- To make a difference
- Leave and working hours
- Leave and working hours
- Benefits (healthcare, pension etc.)
- The company's ethical performance/reputation
- The company's corporate social responsibility performance
- Other...

30. What factors have you or will you compromise on when accepting a job? \*  
Choose three most relevant.

- Lower salary
- Not in preferred geographical area
- Less benefits

- Not in the preferred industry/sector
- Less advancement opportunities
- Not the role preferred
- Company/organisation was not my first choice
- Over qualified for job taken
- No compromises were made or required
- Other...

31. What benefits would you rank highest when considering an employer? \*  
Choose 3.

- Training and development
- Working hours that are flexible
- Bonuses
- Private healthcare that are free of partly subsidised
- Pension/retirement funding
- More leave allowances
- Housing allowance
- Company car

- Study loans debt paid by company
- Maternity and paternity benefits
- Travel costs subsidies or reimbursements
- Free child care
- Access to loans
- Community/charity work time off
- No benefits but rather higher wages

32. Which sectors do you not wish to work for based on their image? Indicate <sup>\*</sup> three options.

- Oil and gas
- Defence
- Insurance
- Public service/government
- Chemicals
- Forestry, paper and packaging
- Banking and capital markets
- Metals Industry
- Healthcare

- Transport and logistics
- Other financial services
- Industrial manufacturing
- Leisure and hospitality business
- Retail/consumer
- Mining, energy and utilities
- Other...

33. How satisfied are you in terms of opportunities for career progression within your current role? \*

	1	2	3	4	5	
Very dissatisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very satisfied

34. Which countries do you want to work in? Choose 3 \*

- North America
- UK
- South Africa
- Africa

- Africa
- Australia
- South America
- Other...

35. In future, where do you want to work? Choose 1. \*

- Major cities, centralised hubs
- Mobile office – working anywhere and stay connected, virtual office
- Work for myself where I choose
- Outside the city
- Other

36. What working hours would you prefer? \*

- Normal office working hours with flexibility
- Flexible hours
- Office hours
- Don't know

37. Do you feel the company offers sufficient opportunities of formal development, which can include training programs, courses, conferences, internal initiatives etc.?

\*

- Yes
- No

38. How important is it for you as employee that your company offers sufficient opportunities of formal development? \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

39. Which opportunity to develop do you value most from an employer? Choose 2. \*

- Excellent mentors and coaches
- Role change and rotations to obtain experience
- Furthering studies supported by the organisation
- Collaboration with specialists, leader etc.
- Classroom training
- E-learning
- Other...

40. Do you take advantage of the development opportunities if offered by the company? \*

- Yes
- No
- Other...

## C - Employee commitment levels

From this category, I would like to understand your perceived commitment levels towards the company.

41. I would be like to work with my current company throughout my career. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

42. I feel as if the company's problems and challenges are my own. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

43. I feel like part of the family at my company, a belonging. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

44. There is an emotional attachment that I feel towards the company. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

45. I do not feel obligated to stay with my company. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

46. I would even at my own disadvantage not leave the company right now as it would not feel like the right thing to do. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

47. If I left now, I will feel guilty. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

48. My company deserves loyalty from me and I owe the company a great deal. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

49. If I leave my company right now it will be too much disruption in my life. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

50. It's more of a necessity to stay with my company than my desire to work there. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

51. Minimal options are available to me if I should leave the company. There are scarce opportunities. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

52. In choosing not to leave the company, one reason will be that other company's may not be able to offer the current benefits I enjoy at my company. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

53. I have put too much into this company to leave. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

54. With Millennial age group (born 1982 to 2000) becoming the majority age group in organisations, I believe the organization has the desire and/or capability to manage this generational shift? \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

55. I will leave the organization if I believe the organization does not desire and/or have the capability to manage my generation (manage conflicts, needs, career development, succession, work place factors etc.) \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

## 7.2 APPENDIX B – ORGANISATION CONSENT

### INFORMED CONSENT STATEMENT

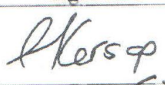


MBA STUDY: CAPATALISING ON PROFESSIONAL MILLENNIAL EMPLOYEES – EXPLORATORY STUDY OF  
 A MINING ORGANISATIONS TALENT MANAGEMENT STRATEGIES  
 FIELD OF STUDY - HUMAN RESOURCES, NORTH-WEST UNIVERSITY  
 RESEARCHER: MRS C KERSOP (NAUDE)  
 Tel: +27 83 444 59 23  
 naudenator@gmail.com

Dear organisation,

This **Consent Form** contains the full disclosure on the purpose of the study, the research design and approaches to be employed as well as the assurance of confidentiality and anonymity of the participants within the organisation:

1. The main purpose of the study is to obtain an understanding of career development, engagement and retention aspects by obtaining information from company employees that fit the desired target population. The units of analysis within the target population consists of the organisation's talent pool, more specifically - professional Millennial employees at middle to senior management levels that have been formally educated and trained in the various key disciplines such as finance/human resources, mining/geology and engineering – typical within a global mining organisation. Aims of the study are to provide insight and recommendations to enable appropriate management interventions and strategic decision making to capitalise on Millennials through targeted career development that is aimed at improving engagement and reducing voluntary turnover of Millennials.
2. A cross-sectional research design and a quantitative research approach will be followed which will include structured questionnaires as a research instrument. A non-probable sampling technique called a self-selecting sampling method will be employed to obtain responses from the units of analysis willing to participate.
3. The potential participants will receive an email with a link to the relevant online survey website. Respondent participation is voluntary and subject to their acceptance of the consent statement. Confidentiality, anonymity and privacy of respondents and company are guaranteed as responses will return to the researcher via the online survey platform and the dissertation will name the organisation only as being a global mining company.
4. The study proposal and the research instrument will be approved by the Economic and Management Sciences Research Ethics Committee, the NWU Research Ethics Regulatory Committee and the organisation before the commencement of the data collection process. Sourcing and timing of relevant data will be guided by and/or agreed to with the company representative.
5. Research outcomes will be ratified by the company representative in line with the company rules and regulations before publishing. The company reserves the right (on good grounds) to suspend its participation on the study. The dissertation report will be provided to the organisation and to the respondents upon request.

The following signatories below, hereby declare that the information provided in this Informed Consent Form are understood and accepted and that the data and information of the company relating to this study, will be guided by the below company representative and that data from the online survey platform may be used for meeting of the study objectives only:

Name and designation	Signature	Date
Mrs C Kersop (Naudé) – Researcher		15/11/2018
Dr J Viljoen – Study Leader		19/11/2018
Company representative		5/11/2018

## 7.3 APPENDIX C – ETHICAL AND RESEARCH CLEARANCE



Private Bag X6001, Potchefstroom,  
South Africa, 2520

Tel: (018) 299-4900

Faks: (018) 299-4910

Web: <http://www.nwu.ac.za>

**Research Ethics Regulatory Committee**

Tel: +27 18 299 4849

Email: [Ethics@nwu.ac.za](mailto:Ethics@nwu.ac.za)

### ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the **Economic and Management Sciences Research Ethics Committee (EMS-REC)** on 09/05/2018 after being reviewed at the meeting held on 20/04/2018, the North-West University Research Ethics Regulatory Committee (NWU-RERC) hereby **approves** your project as indicated below. This implies that the NWU-RERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

<b>Project title:</b> Capitalising on professional Millennial employees: Exploratory study of a mining organization's talent management strategies.																																														
<b>Project Leader/Supervisor:</b> Dr J Viljoen																																														
<b>Student:</b> C Naude																																														
<b>Ethics number:</b>	<table border="1"><tr><td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>3</td><td>3</td><td>6</td><td>-</td><td>1</td><td>8</td><td>-</td><td>A</td><td>4</td></tr><tr><td colspan="3">Institution</td><td colspan="6">Project Number</td><td colspan="2">Year</td><td colspan="4">Status</td></tr><tr><td colspan="15"><small>Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation</small></td></tr></table>	N	W	U	-	0	0	3	3	6	-	1	8	-	A	4	Institution			Project Number						Year		Status				<small>Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation</small>														
N	W	U	-	0	0	3	3	6	-	1	8	-	A	4																																
Institution			Project Number						Year		Status																																			
<small>Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation</small>																																														
<b>Application Type:</b>																																														
<b>Commencement date:</b> 2018-05-09	<b>Expiry date:</b> 2021-05-08																																													
<b>Risk:</b>	<b>Low</b>																																													

#### Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the EMS-REC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the EMS-REC. Ethics approval is required BEFORE approval can be obtained from these authorities.

#### General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-RERC via EMS-REC:
  - annually (or as otherwise requested) on the progress of the project, and upon completion of the project
  - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
  - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the EMS-REC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-RERC via EMS-REC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-RERC and EMS-REC retains the right to:
  - request access to any information or data at any time during the course or after completion of the project;
  - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
  - withdraw or postpone approval if:
    - any unethical principles or practices of the project are revealed or suspected,
    - it becomes apparent that any relevant information was withheld from the EMS-REC or that information has been false or misrepresented,
    - the required annual report and reporting of adverse events was not done timely and accurately,
    - new institutional rules, national legislation or international conventions deem it necessary.

The RERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the RERC or EMS-REC for any further enquiries or requests for assistance.

Yours sincerely

**Prof Bennie Linde**

Chair NWU Economic and Management Sciences Research Ethics Committee

## 7.4 APPENDIX D – STATISTICAL CONFIRMATION AND LANGUAGE EDITING



NORTH-WEST UNIVERSITY  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT  
POTCHEFSTROOM CAMPUS

Private Bag X6001, Potchefstroom  
South Africa 2520

Tel: (018) 299-1111/2222  
Web: <http://www.nwu.ac.za>

**Statistical Consultation Services**  
Tel: (018) 299 2180  
Fax: (018) 299 2557  
E-Mail: [faans.steyn@nwu.ac.za](mailto:faans.steyn@nwu.ac.za)

11 October 2018

**Re: Ms Chantel Kersop**

I hereby confirm that I have assisted Ms Chantel Kersop, student number 12666661, with the statistical planning, data-processing and statistical interpretation of her mini-dissertation for her Master's degree in Business Administration at the Potchefstroom Campus of the North-West University, with title: Capitalization on professional Millennial employees: Exploratory study of a mining organization's talent management strategies.

Kind regards,

A handwritten signature in black ink, appearing to read 'Faans Steyn'.

**Prof Faans Steyn (PhD, Pr. Sci. Nat)**

**Statistical consultant**

# RENTIA MYNHARDT

BCom (UNISA)



SA Translators' Institute (SATI)  
Membership number: 1002605  
PO Box 6986, FLAMWOOD 2572

Cellphone: 082 7717 566 \* E-mail: rmynhardt@vodamail.co.za

---

Reference number: CK1  
Date: 2018/11/18

---

To whom it may concern,

## LANGUAGE EDITING

This letter serves as proof that the following document was submitted for language editing in November 2018:

**Author:** Chantel Kersop  
**Document type:** Mini-Dissertation: MBA  
**Title:** *CAPITALISING ON PROFESSIONAL MILLENNIAL EMPLOYEES:  
EXPLORATORY STUDY ON A MINING ORGANISATION'S TALENT  
MANAGEMENT STRATEGIES*

I applied all reasonable effort to identify errors and made recommendations about spelling, grammar, style and punctuation.

I attempted to be consistent regarding language usage and presentation.

The bibliography was also checked and corrections were made where necessary.

I confirmed the content as far as possible, but cannot be held responsible for this as all facts could not be confirmed. This remains the responsibility of the author.

Thank you very much.

Kind regards.

*Rentia Mynhardt*