MENTOR, MANAGE, & MOTIVATE:

A PROGRAM PROPOSAL TO SHAPE A BETTER MILLENNIAL EDUCATOR

IN THE 21ST CENTURY.

BY

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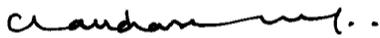
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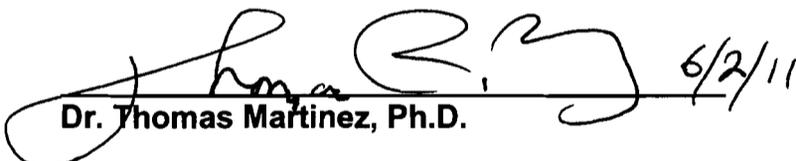IN THE 21ST CENTURY.

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Table of Contents

ABSTRACT

Educators today are responsible for student growth within the classroom atmosphere, just as they have been since the profession began. That has not change. What has changed is the attitude, the dedication, and the devotion that each individual gives to their teaching profession. As time passes, more and more young adults are discouraged from taking a profession in education as they feel that it is a lot of work for little pay. Work ethic in the young adult has seen a decrease over the years. This program proposal will help to understand why that is and what school districts can do to encourage employees to give only their best and keep the focus where it should always be, the children.

CHAPTER 1- INTRODUCTION

Section I - Background of the Problem

Employee generational differences are a subject that has been reviewed and studied to a higher extent in these past ten years and even before that. "A generation is defined as an identifiable group that shares birth years, age location, and significant life events at critical developmental stages, divided by five to seven years in to the first wave, core group, and last wave" (Smola and Sutton, 2002) Today the workforce operates with four generations of employees. These generations are as follows: Veterans (born before 1943), Baby Boomers (born from 1945-1965), Generation X (born from 1966-77), and Millennials (born from 1978-1995). Each group average age has been taken as a mean of all age descriptions found throughout the referenced articles.

Veterans are the oldest generation in the workplace. Most of this generation is now retired. Baby boomers are well for the extra seventeen million babies born during the specified time period (1945-1965). "Boomers were raised to respect authority and grew up in an era of prosperity and optimism" (Tolbize, 2008). Generation Xers are known for their short time horizons. They move from company to company. They "became independent and responsible at a much earlier age than did previous generations" (Dunne, 1997). Millennials are the newest addition to the workforce. They are just now increasing their numbers in companies and organizations across the countries. This group has shown to "be higher on positive traits such as self esteem and assertiveness as well as showing negative traits like

narcissism" (Deal, Altman, and Rogelberg, 2010). This study will place focus on the youngest group in the workforce, which is the millennials.

This study will also discuss work ethic. Work ethic is the commitment to the value and importance of hard word (Miller, Woehr, and Hudspeth, 2001). Work ethic affects all organizations. Every employee has work ethic, whether good or bad, on different scales. Work ethic can be seen from the perception of our generations' work force. Each group has different perceptions of ethics and this study will focus in on some of those perceptions. "Work ethic denotes an attitudinal construct that reflect deeply held values regarding the fundamental place of work in one's life" (Pogson, Cober, Doverspike, and Roger, 2002). The most common values studied are hard work, leisure, time wasted, delay or gratigication, centrality of work, and morality. The thought is that a rejection of these values means a person has weak work ethic and vice-versa.

Section II - Statement of the Problem

"Generational cohorts reportedly hold different perceptions of each other, which can result in conflict and misunderstanding in the workplace" (Meriac, Woehr, and Banister, 2010). Each generational work group has opinions of one another. The common thought is that Millenials work towards money. Income is their main achievement and they will not, or choose not to, work extra hours when needed. The other generations are seen as the opposite. They are loyal to their employer; go above and beyond to do what is best for the job. These groups show a completely different style of work. This can make it complicated to work with one another. They have conflicting work ethic. David J. Cherrington (1979) presents

2

three arguments as to why older workers are more work oriented. The first is that one is affected by the experiences of growing older, which millenials do not have much of. The second is that people are affected by historical experiences such as the great depression. The third is that each generation receives different training. To make a workplace filled with generational diversity function, one must understand where the employees values lie and what kind of work ethic they have. One question that can be posed is whether or not this type of behavior is present in all areas of employment. For instance, does this apply to police officers, educators, gardeners, professors, etc.

Ther is a growing number of millenials entering the workforce that was not there before. Publishers are no beginnning to post more and more research on the millenial generation itself and its work ethic. There are assumptions, but do they hold true? That is the intent, to find if there is more to the millenial workforce and mold them into the ideal work force generation.

Section III - Methods and Procedures of the Study

Research will be done on the millennial generation to find the trend in young adults entering the workforce. To manage a group, one must first understand their values, goals, and ideas. Is there a trend in work value and do newly hired educators fit the mold? If so, do their work values tie into those of the observed school district?

Emphasis will be placed on work ethic and all the definitions available. Multidimensional Work Ethic Profile will help to derive ideas for the program. The MWEP is a "65 item self report scale that measures seven dimensions of work ethic"

(Meriac, Woehr, and Banister, 2010). Different studies have used these scales when studying work ethic. Examples from this scale will further develop key details of the study.

The Delano Union School District will be closely examined as this is where the program will be implemented. The program will run in accordance to their mission and visions. Their goals will be incorporated into program goals. New teachers will also be examined to find areas of weakness and what the program needs to target to make the staff better at what they do.

Section IV - Importance of the Study

"Most past research on generational differences has focused on comparing Boomers and Gen X. Millennials, the youngest and fastest growing generation in today's workforce, has received little, if any, empirical examination" (Twenge, Campbell, Hoffman, and Lance, 2010). Entering the workforce after college is a new and almost frightening experience. Yet, there is a high population of people in this situation.   The young adult will eventually begin to dominate the workforce as we begin to see the retirement of the baby boomers. It is important to study them as well because these are the people that employers will soon be managing if not already. It is also important to know if new employees are learning from our older work force. Do they hold the same values? Do they place importance on hard work? Are they in their way to climb the corporate ladder? Do they need more help than we think? All these answers and more will help the Delano Union School District train their staff to be highly successful mentors to the children that they are assigned to instruct.

Section V - Research Question

Yes it has been said that generations in the workforce are nothing new but there are more subjects and issues that can still be researched and addressed. The focus on a local organization will help us understand if there are great differences in employees that fall into these different categories, if these differences affect their work, and if we are addressing these employees as we should. The results of this study will be of value to the district, to the employees, to the students, and to the taxpayers. By learning how to mold young adults into the great educators that we know they are capable of being, we are putting great importance on education and the children who are taking advantage of the opportunities that the public school system has to offer. The people of the community will know that the public is contributing to keep schools afloat that will provide the best teachers to make the children ones with potential and bright futures.

CHAPTER 2 – LITERATURE REVIEW

Section I - Overview

This literature review will discuss and interpret much of the information available regarding the Millennial Generation. Past research will be reviewed on generational differences in the work environment and the effects it has on work ethic or as some refer to it, work values. Generational differences in the work place are nothing new to the working class, but as employees get older and more students are graduating from college, employers are seeing more and more Millenials (also known as Generation Y, Generation Me, and the Net Generation) entering the workforce. They are a focus group of research done today as they are the newcomers in the workforce and information on this group was not abundant until the first line of Millenials entered the workforce in 2004 (Hershatter and Epstein, 2010). Past research has had to drop Millenials in studies because of small sample sizes (Twenge, Campbell, Hoffman, and Lance, 2010). Different authors have different opinions as to the exact age range of the Millennial generation. Some characterize Millennials as being born in a specific time frame. Others describe them as being all people who are children of baby boomers. There are those who believe they were people shaped by the tragic event known as 9-11 because it made people realize, especially the younger generation, that there are more important things than work or the value of a dollar.   For purposes of this report, Millennials will be considered as persons born in or after 1980.

As we get further into this study, we will discuss how work ethic drives Millennials in the workforce. Work ethic has been defined many times by different

authors. We will begin our review of work ethic by examining Weber's Protestant Work Ethic (PWE) and other works derived from its' principles. By defining work ethic we will be able to take a closer look at Millennial work values.

The literature review will also discuss seven elements that past researchers have used to define work ethic. Again, derived from the PWE, it will look at work ethic in regards to leisure, centrality of work, wasted time, hard work, self-reliance, delay of gratification, and morality/ethics. The goal is to understand the Millennial generation, how they work, their thoughts, their values, so that employers facilitate the way they mentor, manage, and motivate these employees in their organizations.

Section II - The Generation Gap

There have been generational groups in the workplace for over 10 years now so why are people still talking about it. Studies have been done to examine the four groups know as the Silent generation, the Baby Boomers, Generation X, and the Millenials. Lately, more of the research discusses how to manage the workforce when you have a mix of these generations. Collisions between these groups are the cause of work problems and knowing their styles is the best way to understand and manage them. Older people like the Boomers tend to complain that younger people are difficult to interact with, feel a sense of entitlement, and do not work as hard as they should (Deal et al., 2010).   Millenials have not been in the workplace long so it reasonable that there would be some struggle for Baby Boomers to adjust to new coworkers who have opposing views of the workplace environment and how it should be run.

Millenials are independent and flexible. They don't rely on others to get work done and believe there is a balance between work and life outside of work (Tolbize, 2008). Unlike Baby Boomers, they see themselves as hard workers but do not put work as their priority in life. Not all employers see Millennials as a burden to their company/organization. Millennials have positive sides to them. They work well in teams, they are motivated, are open to communication, and are quick to adapt to technology. Their work ethic may not be the same as what the older employees are used to but they bring fresh and creative ideas that many organizations are looking for. "Some organizations believe that to thrive and fully utilize Millennials' unique abilities, they may need to alter their rules and policies" (Myers and Sadaghiani, 2010). So who are these people that organizations are willing to change for?

Section III - The Millennial Generation

There are two ways that Millennials can be viewed. Hershatter gives a short description of both. "To some, they are the Greatest Generation, armed with the tools and inclination to drive toward a better future in a work facing economic, geo-political, and environmental crisis. To other, they are Generation Whine, young people who have been so over-indulged and protected that they are incapable of handling the most mundane task without guidance or handholding (Hershatter and Epstein, 2010). Employers today have to decide which version of the Millennial they are working with or better yet how to convert Generation Whine into the Greatest Generation.

Technology is also used to describe the Millennial Generation as a force that drives them in their careers. It is associated with the generation, but can also be

seen as a single factor that divides the workforce (Elmore, 2010). It is because Millenials are the most adaptive to technological change that they are viewed as the most challenging age group to lead (Gesell, 2010). Critics believe that anyone who can adapt and keep up with technological advances will advance in the workplace. Thus, people who understand technology work well together, regardless of what age group they are in. One survey found that 38% of Millennials use social networking sites at least once a day, 38% use them once a week, and 24% used them every few weeks or less (The Pew Research Center, 2007). Yet there are critics who believe that technology can also be their downfall. "Thinking about the potential effects of new technology such as the internet, instant messaging, cell phones, text messaging, and IPods, solid majorities of the general public says these new technologies make people lazier (70%), make people more isolated (65%) (The Pew Research Center, 2007).

Other Factors

Career stage is a factor that may contribute to workplace values and beliefs. There are people who are younger than thirty and are already in supervisory positions. It is about the work one does and not the age they are (Pristscher, 2010). Where a person is in their career affects their moral greatly. A Millennial in a managerial position is more likely to work longer hours, or simply work harder than a Millennial who is working the drive through at a Jack in the Box. The same goes for Boomers. Not everyone who is at an older age has an established career or high position in their workplace.

"Recent empirical studies have challenged the conventional wisdom that drastic generational differences exist" (Kowske, Rasch, and Wiley, 2010). There is the thought that no factors exist to cause conflict in the workplace because it is not occurring at all. The following described the findings of a 2004 survey done by The Society for Human Resource Management: "Despite the prevalence of intergenerational workforces in every workplace, generational conflict is not widespread. Instead, organizations are reaping the benefits of the diversity provided by workers of different generations. Workers from different generations work effectively together and learn from one another" (Human Resource Planning, 2006). Another theory is that each generation is lazier than the previous as well as more self centered (Smola, Sutton, 2002). If not then maybe it is just a question of maturity and the changes that occur when one reaches that level.

Section IV - Work Ethic

"Work ethic may be defined as a set of beliefs and attitudes reflecting the fundamental value of work" (Meriac et al., 2010). It is of great importance to the work force especially those who believe that work is an essential fact of life (Bogt et al., 2003). To better understand work ethic, readers must also understand some of the history behind it. Prior to the reformation, work was typically seen as a burden and as something to be avoided" (Mudrack and Mason, 2010). Protestan reformers like Martin Luther and John Calvin proposed that all work has meaning an value and it should all be done with dignity. It was in 1904 that German Scholar Max Weber came up with famous piece of writing know as the "Protestant Work Ethic and the Spirit of Capitalism". This essay later formed into the book, set the bar on work ethic

and became the reference that many scholars now turn to when examining the different components of work ethic. "The Protestant Work Ethic deals with the value attached to work in a general sense; that is, centrality and importance of life, and the innate sense of "rightness" attached to it. Individuals with a strong work ethic would presumably be highly prized by employing organization" (Mudrack and Mason, 2010).

Work ethic has been defined by the following seven elements: leisure, centrality of work, wasted time, hard work, self-reliance, delay of gratification, and morality/ethics (Cherrington et al., 1979; Pogson et al., 2002; and Miller et al., 2001). Pogson is one of the many researchers to discuss what is known as the Multi dimensional Work Ethic Profile which discusses these seven elements. He put together a table, Table 1, Appendix) that shows each dimension of work ethic and how it would be presented if it were to be used as a questionnaire using the Likert scale. It gives the reader a faint idea of what each dimension means to work ethic.

1. Leisure: A job that allows for more leisure time is one that gives the employee more time for relaxation. This means more time to do non work related activities. Millennials are more likely to take advantage of leisure time in the work place. Older employees believe every minute at work should be put to good use. Millennials are more content with leisure time as they are with vacations (Miller et al., 2002).

2. Centrality of Work: Described as a belief in work for work's sake, work centrality is correlated with the feeling of fulfillment with the work one does. It is the idea that if one was to inherit large sums of money they would continue

3. Wasted Time: Time at work should be productive. Every moment is used to advance on the workload. The thought is to have the workday scheduled in advance so that as much as possible is done. Older employees are most likely to follow scheduled work day. They tend to frown upon time wasted (Pogson et al., 2003).

4. Hard Work: As long as one works hard then all their goals will be achieved. Working hard ensures success in the near future. Slacker get nowhere. There are differing opinions on hard work. Some critics say it does not matter how hard one works if they are in a position that has no visible step up in the corporate ladder (Miller at al., 2002).

5. Self- Reliance: Self Reliance gives a person the value to work independently. It is the fear that depending on others will get you nowhere in life. Millennial are often described as being self reliant. Although they are good at team work, they work best under minimal supervision, meeting their own deadlines, and implementing their own work schedule (Miller at al., 2002).

6. Delay of gratification: Millennials greatly differ from older employees such as Baby Boomers in this area. Baby Boomers where taught to work because that is what one does in life. They do not care if they do not see immediate benefits from their jobs. Millennials are quite the opposite. They constantly

want to feel praised for their work. It is why some say they are the narcissistic

generation. They like to know their ideas are valued (Pogson et al., 2003).

7. Morality/Ethics: An employee should always do what is just and right. It is

the idea that everyone is treated fairly. One should treat others as they would

like to be treated. Baby Boomers are expected to have a high moral because

these are the values that were ingrained in them since birth. Millennials tend

to be less involved, less caring (Miller et al., 2002).

By understanding how Millennials fall within these work ethic dimensions,

employers can get creative and come up with the best training methods to fit their

needs. It also provides insight as to what a good work environment is composed of

in the eyes of some Millennials.

CHAPTER 3 – PROGRAM PROPOSAL

Section I - Definition of the Problem

In recent years, school sites have seen many retirements and many young new teachers to take the place of those leaving. They have also seen a decline in employee character. More complaints, filed grievances, and issues of people wanting to work less and less. Working at a school site, it has become clear that teaching is not what it was twenty or even ten years ago. With more laws being implemented and standards being followed, educators are struggling to keep up with work demands while others refuse to do more than what is expected.

It has become quite obvious that some educators perform their job for the love of the paycheck, while others do it for the love of the children. There is a noticeable difference between the two but the problem is still the same, both these type of characters are in charge of the children's' education. There are teachers who are highly educated and very knowledgeable but do not know how to help someone who is falling behind academically. They cannot understand why a child in the fourth grade is reading at first grade level and if they can't understand, how are they supposed to help them?

It is not uncommon to see teachers avoid more workloads. One way that this is done is by transferring to other school sites. Many newly hired teachers fear bosses who have the reputation of giving heavy workloads so they tend to transfer to other schools where they believe it will be less stressful.

Section II - Stakeholders

Educators are the major stakeholders in this program. To be more specific, all persons new to teaching who have never held a full time permanent position at any school site. The targeted participants of the program are people under the age of 26 which is usually the average age of people entering the education profession. This does not rule out persons of an older age. Teachers work directly with students and spend six hours of the day with them. They play important roles in the lives of children from year to year and that is why they will be the main focus of the program.

Children are another major stakeholder. Any students attending a public school in the Delano Union School District will be affected by the outcome of the program. Educators are being trained to work harder and build character so that students will have a better success rate. The gradual success or failure of children is one way to monitor the progress of a new teacher. Students' performances may be analyzed to see if the educator is playing a big role in children academic success rates.

Administrators such as school principals and human resource personnel are affected by newly hired educators. They play a role in the hiring process. They make the first decision that affects all students because they choose the people that will be in charge of teaching one classroom for the entire school year. Administrators are the first to judge a potential hire and decide if they are of good character, if they will work hard, if they are highly educated, if they will work great with children, and most importantly if they will be great educators. They also know what some of the issues may be with teachers, strengths and weaknesses, and what

areas are the most likely to need improvement. Administrators will take part in forming and managing the program because their experience will be valuable to the project.

Parents of children attending public schools are affected through their children. Many people make their child's education a priority in life. They want kids to grow up knowledgeable so that they can graduate college and find great jobs. The elementary school years are crucial to them because this is where they learn the basics. If a child falls behind in elementary school it is difficult to catch up later on. Parents want a great teacher who will help their child progress and that is what the school district wants to provide.

Taxpayers are always affected because they help fund public schools and the people who work for them. They want to know they are getting the most out of their money and good educators, smart children, and high test scores are just some of the ways that school districts show the public their money is put to good use.

Section III - Goals and Objectives

The goal of the program is to first and foremost help the new teachers at each school site as they make the transition from student to educator. This will be done by setting a focus on each individual, their work ethic, and the desired work ethic of the district. By training new teachers, the program will assist them in giving students better academic instruction and more chances to succeed while studying at the elementary school level.

The success of each newly hired teacher is also a main focus. The purpose of the program is to demonstrate the importance education has on children and the

effect that a teacher has on the individual. The aim is to move their focus away from a paycheck, standards, or laws, and have them think about the needs of each student, and how they can be met.

Teachers will also be taught to work with students of different cultures and backgrounds. It is crucial for them to understand the environment that they work in or work for. The program will teach them to work hard even if the desired results are not seen immediately which can be the case in some schools. The point is for them to understand that their efforts are valuable to the district no matter how long they have been working there or how often they get recognized.

Section IV - Measures of Effectiveness

One way to measure the program's success is to observe the teacher in the classroom. A lot can be said about an employee based on what you see in the classroom, and how they interact with their students. Grades are important but not the sole focus as the district comprehends that there are students who struggle with school work and any advance is a good one. The program wants to create a teacher who is not only helpful but understanding of each individual in the classroom. One who will not be easily frustrated and does not fear a challenge.

Section V - Program Proposal

The program will be a product of the Delano Union School District so they will be the ones to provide funding. Budget will not be high as this program will be mandatory for all newly hired teachers as part of their probation. This means that they will be part of it for the first two years of their career. Teachers will meet every third Thursday of the month which should total ten meetings throughout the school

year. If the meet date ever falls on a holiday then it would just be rescheduled. All meetings will be held at the district office at an indicated conference room. Aside from meetings, they will have access to the designated program coordinator/mentor. This person will be available to answer all questions that the school principal or vice principal cannot.

Costs for the program will be minimal. School principals and vice principals will be assigned to take part, supervise, and serve as mentors to the new employees. This will be another assigned job duty with no extra pay. The teacher in the program will be on mandatory basis so that is another cut cost. There will be however a program coordinator, the job will not be full time. The position will open to teachers already in the district that have been employed for five or more years. Through interviews by appropriate personnel, one representative will be chosen to serve as coordinator, mentor, and trainer for all new comers. This person will be given project pay of $30 an hour for all time outside their regular scheduled work hours that is put into the program. Materials should be covered for less than $2,000 a year. There will be no textbooks; most meetings will require discussions, or presentations. The budget will be for other necessary items like copy paper, pens, and other office materials. The program coordinator will be responsible for any materials necessary for any of the meetings.

Program participants will attend every meeting. It is encouraged that they not be absent more than once and each absence must be cleared prior to that set date unless it is a family emergency. We want participants to get the most out of the

program and gain the knowledge that will help them throughout their teaching career.

The program coordinator in partnership with the school principal will develop presentations for each meeting. Every session will have a different topic, one value that every new teacher should know. For example, one meeting can place all its emphasis on the value of hard work. Although it is not required to work more than the designated work hours, the program will teach them why hard work pays off even if it is not in the form of visible or formal gratification. Another meeting could place emphasis on the different cultures found in each school site and how they differ from others. The program will teach employees to be flexible and how to work under various situations.

During the two years in the program, a change is expected to occur in how educators see their positions as teachers. The program will attempt to instill the work ethic that we once had in this country. Educators will learn to work hard for the sake of the children and not in exchange for rewards. This program will teach them to prioritize, build character, and make them better people in and out of the work place.

CHAPTER IV – SUMMARY AND CONCLUSION

Section I – Recommendations

Surveys can be done by students to get their input on their education. A child is a great observer because they are getting instruction from this educators first hand. They have some of the best judgment because they are affected the most. This will not be the sole base on what teachers are mentored but it would be helpful to the program coordinator and administrators.

Two years is not enough time to fully develop an employee's work ethic. The district should consider adding follow up meetings, a form of keeping in touch with each participant; so that they can make sure they are still on the right path even after being done with the program.

Section II – Future Research

Future Research could study the Millennial Generation behavior and work ethic over a longer period of time. If a set group could be studied over a ten year period, one could investigate whether the decline in work ethic is generational or whether it varies depending on career stage.

Research can also be done to identify Millennials in different professions and compare work ethic. It could be that education has seen a decline but not other professions. Another possibility yet to observe is that instead of the problem being generations it could be age. Millennials consist of young adults fresh out of college. Once this group matures, is ready for marriage, or other higher responsibilities, their aspect of work might change as well.

Section III - Conclusion

The program proposed is one that could change the way the district is run and children are taught if it is successful. To ensure success, it needs not to be forgotten. Teachers must not be forgotten. Even after the two year run, it would be best if there was an after the program check up or some type of implementation that would allow coordinators to follow up with each individual to make sure that they are still following the values that was given to them.

Teachers play a big role in our future. They help shape the generations that will someday run this country, the generations that will make our break the economy, an economy that will still affect us even after retirement. These teachers are expected to work hard for our future but this will only be done if we show them the way. Millennials are known for their lack of dedication at times, and their consistency to whine when the going gets tough, but we can help them make the change.

Millennials are making an impact in the work force. They are setting the bar and making the changes we see going on today. Whether good or bad, it is up to the organizations employing them to try and make them the hard working, talented, technology wise people that we know they can be. It is up to the organizations to train these young adults that will soon be the bulk of the work environment. Organizations can teach them other work ethics that will make them the work force that we should always have.

Appendix

Table 1
Work ethic dimensions, explanation of dimensions, and sample items from the MWEP

Work ethic dimension	Explanation	Sample item
Leisure	Attitudes about the importance of leisure activities	I would prefer a job that allowed me to have more leisure time
Centrality of work	Belief in the importance of work for work's sake	I experience a sense of fulfillment from working
Wasted time	Attitudes regarding wise use of time	I schedule my day in advance to avoid wasting time
Hard work	Beliefs about the value of hard work	Working hard is the key to being successful
Self-reliance	Beliefs about the value of working independently	Having a great deal of independence from others is very important to me
Delay of gratification	Willingness to delay rewards	Things that you have to wait for are the most worthwhile
Morality/ethics	Attitudes regarding morality and justice	One should always do what is right and just

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Date: 03 June 2011

To: Julieta Aguirre, MPA Student

   cc: Paul Newberry, IRB Chair
   Chandrasekhar Commuri

From: Steve Suter, Research Ethics Review Coordinator

Subject: Protocol 11-112: Not Human Subjects Research

Thank you for bringing your protocol,"**Mentor, Manage, Motivate: A Program Proposal to Shaped a Better Millennial Educator in the 21st Century**" to the attention of the IRB/HSR. On the form "*Is My Project Human Subjects Research?*" you indicated the following:

I want to interview, survey, systematically observe, or collect other data from human subjects, for example, students in the educational setting.**NO**

I want to access data about specific persons that have already been collected by others [such as test scores or demographic information]. Those data can be linked to specific persons [regardless of whether I will link data and persons in my research or reveal anyone's identities].**NO**

Given this, your proposed project will not constitute human subjects research. Therefore, it does not fall within the purview of the CSUB IRB/HSR. Good luck with your project.

If you have any questions, <u>or there are any changes that might bring these activities within the purview of the IRB/HSR</u>, please notify me immediately at 654-2373. Thank you.

Steve Suter, University Research Ethics Review Coordinator