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LOYOLA UNIVERSITY CHICAGO

MENTORING THE MILLENNIALS: INDUCTION OF THE MILLENNIAL
GENERATION IN EDUCATION

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL OF EDUCATION
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

PROGRAM IN ADMINISTRATION AND SUPERVISION

BY

CHRISTOPHER MICHAEL BROWN

CHICAGO, ILLINOIS

AUGUST 2018

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ACKNOWLEDGEMENTS

This process is one that takes people past the lone name that is on the front cover. Throughout my life, I have been lucky to have learned from some of the best educators and this work is an attempt to honor their contributions to my life. Many are purposefully recognized in this work.

First, thank you to my dissertation chair Dr. David Ensminger, who pushed me to dig deeper and write more clearly which has helped me grow as a communicator. To Dr. Brigid Schulz and Dr. Melissa Hirsch, your time, effort, and feedback helped make this project more useful and is genuinely appreciated.

Next, the support of my past three superintendents has been invaluable, Dr. Joe Porto, Dr. Edward Tivador, and Dr. Brian Wegley. All three men continue to shape me into becoming the best educator I can be, and I am forever grateful to know them and call them my friends. I also wish to thank Dr. Harry Rossi, with whom I completed both my principal and superintendent practicum. But more importantly, and in large part because of him, I humbly stand in the amazing Wescott School as principal.

To my father, David who taught me patience and poise and to my mother, Elaine, who taught me to read at an early age. I used these foundational skills as a young man, and they continue to pay dividends as I grow older. To my children, Anya and Aidan, I hope that you see finishing this work is my way of saying to you the pursuit of knowledge is paramount. I look forward to helping you both on your educational path.

Lastly, to my wife Gail. I will never be able to repay you for your support during this work. Thank you for allowing me the many weekends in the library, persevering the early morning alarm clock, and my dozing off from exhaustion when we did have a few minutes to share. I have fallen behind you a bit to get this work done, but I am thankful you have waited for me.

Twenty-five years ago, or so, I made life to do list and completing a dissertation was on it. Now it is time to start knocking off the rest of the list!

DEDICATION

143 GLB

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ABSTRACT

This research explored who the Millennial teacher is and revealed the relevancy of current teacher induction programs for them, as well as through the lens of the school leaders responsible for induction programming. Research questions were as follows:

1. How do Millennial generation teachers perceive their induction programs as new teachers?
 - a. What are the perceived needs of Millennials in their first year of teaching?
 - b. How does induction programming meet these needs?
 - c. What are the perceived effectiveness of these programs to meet Millennial needs?
2. How do building/district level leaders perceive the induction of Millennial generation teachers?
 - a. What are the perceived needs of Millennials in their first year of teaching?
 - b. How does induction programming meet these needs?
 - c. What is the perceived effectiveness of these programs to meet Millennial needs?

This retrospective case study interviewed thirteen Millennial age teachers and six school administrators responsible for induction and mentoring programs. Data collected were analyzed through a theoretical framework derived from the Strauss-Howe Generational Theory. This study presents five themes that emerged from the research: Feedback, Work/Life Balance and Commitment, Teacher Autonomy, Technology,

Relationships. Millennial teachers desire feedback and challenges arise in schools when deciding who should give feedback and how much is enough. Differences in Millennial teacher and administrator perception of commitment to work were noted. Millennial teachers want to work more autonomously with positive and negative results. Technology use was especially surprising as most did not reflect a technology-obsessed cohort promoted by mass media. Lastly, relationship building is causing new complexities amongst school staff.

CHAPTER I

INTRODUCTION

The political climate in Illinois regarding education over the past few years is particularly unsettled. Debates regarding teacher pensions continue and will more than likely change the career trajectory and aspirations of pre-professionals. With the passing of Public Law 96-0889, those contributing to Illinois Teacher Retirement System after January 1, 2011, will now have to work at least five years longer to attain the same compensation earned by previous generations. Senate Bill 7, also passed in 2011, included a revision to the rules for dismissal of teachers and acquisition of tenure making it more streamlined and performance-based. These changes in teacher evaluation and tenure acquisition affect the perception that teaching could be a lifetime career from both employee and employer perspective.

These issues arise at the same time the Millennial has become the largest generational cohort in the education workforce. (Ingersoll, Merrill, & Stuckey 2014) Each generation has different values about life and employment amongst their own and previous generations, and the Millennials are no different. Among many values, their need for rapid work advancement and pay increases, unrelated to performance, stand in contrast to the other generations that are in the education workforce. Also, their possible lack of desire for long-term employment with one organization is a new factor employers may need to address. (Ng, Schweitzer, & Lyons 2010)

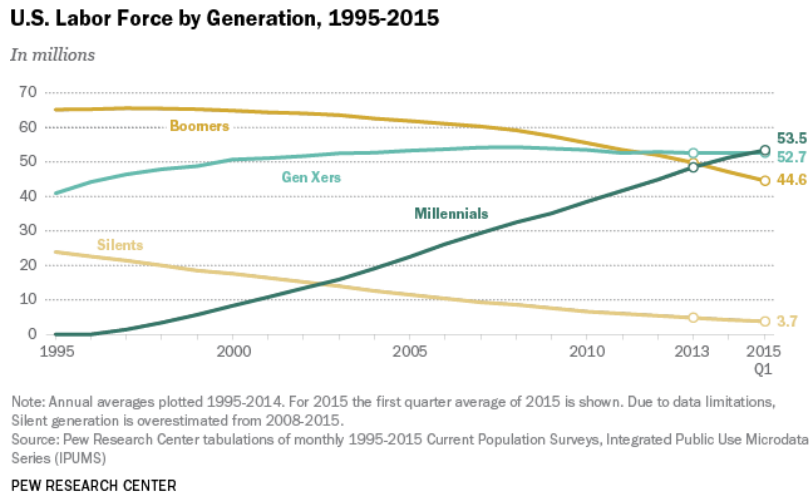
The business world has a growing amount of literature regarding induction and mentoring, typically called onboarding, of the Millennial generation. This shows that the business community is thinking about and investing in how to retain young employees. Retaining Millennial employees through onboarding, since the cost of rehiring is higher, is a familiar theme (Fallon, 2009; France, Leahy, & Parsons, 2009; Jurnak, 2010). In the P-12 education field, induction and mentoring research is present, and the need for these programs is widely valued (Graham 2009; Kelley 2004; Smith & Ingersoll 2004) but tends to lack the specificity for the Millennial generation as the business world does.

School leaders need to be aware of the similarities and differences among the four generations employed in schools and, particularly, the attributes that make the Millennial generation unique. Rapidly, this generation is filling the education workforce. Therefore, this research aims to explore current teacher mentoring and induction programs and examine how these programs meet the work characteristics of the Millennial Generation. This exploration will help fill a gap in the limited research regarding the induction into the education workforce of Millennials. Outcomes will be of utmost importance helping retain quality teachers of this generation.

Cohort Attributes

Three major generations comprise the workforce of today. The life experiences that these cohorts have undergone during their late adolescence to early adulthood created an enduring effect that binds them together (Becton, Walker, & Jones-Farmer, 2014; Mannheim, 1927; Ryder, 1965). During late adolescence through early adulthood, known as formative years, values form that shape the majority of the rest of our adulthood. As

each cohort is explored, an emphasis on events that affected the cohort during these formative years. The primary focus of this research is on the Millennial who most recently moved out of these formative years.



Note: Adapted from Fry, R. (2015). *Millennials surpass Gen Xers as the largest generation in U.S. labor force.*

Figure 1. U.S. Labor Force by Generation, 1995-2015

The Baby Boomer generation represents individuals born between the early 1940s and the mid-1960s and comprises about 29% of the workforce (Fry, 2015). A wide time span that is split into two halves. The first half had their formative years between 1963 and 1972 with the second half between 1973 and 1983. This wide time span created two very different groups inside the Boomer cohort (Schewe, Meredith, & Noble, 2000). Generation X, born in the mid-1960s to mid-1980s, is about 34% of the workforce but becoming displaced as the largest group by the Millennial (Fry, 2015). Their formative years were between 1984 and 1994 when significant historical events of the scale that shaped the Boomer generation are difficult to find, especially those that are considered having positive effects.

The youngest generation of workers, the Millennial Generation, has entered the workforce with unique perspectives and needs. They comprise 34% of the workforce and were born between the mid-1980s and 2000. Their formative years began around 2000 and continues today. Much has been stated in popular media regarding the characteristics of Millennials. The similarities and differences between Millennials and the two older cohorts make up a large part of this research.

According to Twenge and Campbell (2008), their behaviors can be more narcissistic, and they have higher rates of self-esteem than previous generations. This latest generation of workers "...expect to be excited by the vision of the company, its management and by the opportunities he/she will have to make contributions. They want to make suggestions right away and be promoted quickly" (p. 865).

Other differences, when compared to previous generations, is their natural use of social technologies. According to Pew Research Center (2010), Millennials identify the defining characteristic of their generation to be their use of technology. They typically have higher rates of text messaging and are joining social media sites at a faster rate compared to other generations. Hershatter and Epstein (2010) show that these two communication modes have become a "sixth sense" used by the Millennials, just another way of knowing and deciphering the world around them. They also have an expectation of an "organizational accommodation" resulting from their upbringing and early life experiences that became "malleable to their needs and desires."

Twenge and Campbell (2008) show the Millennial employee to be distinct in that ...differences are psychological as well and technological, and these psychological

differences can have a big influence on workplace behavior” (p. 873). Distinct differences offered, when compared to previous generations at the same age, include self-esteem, narcissism, need for social approval, a locus of control, anxiety, and depression.

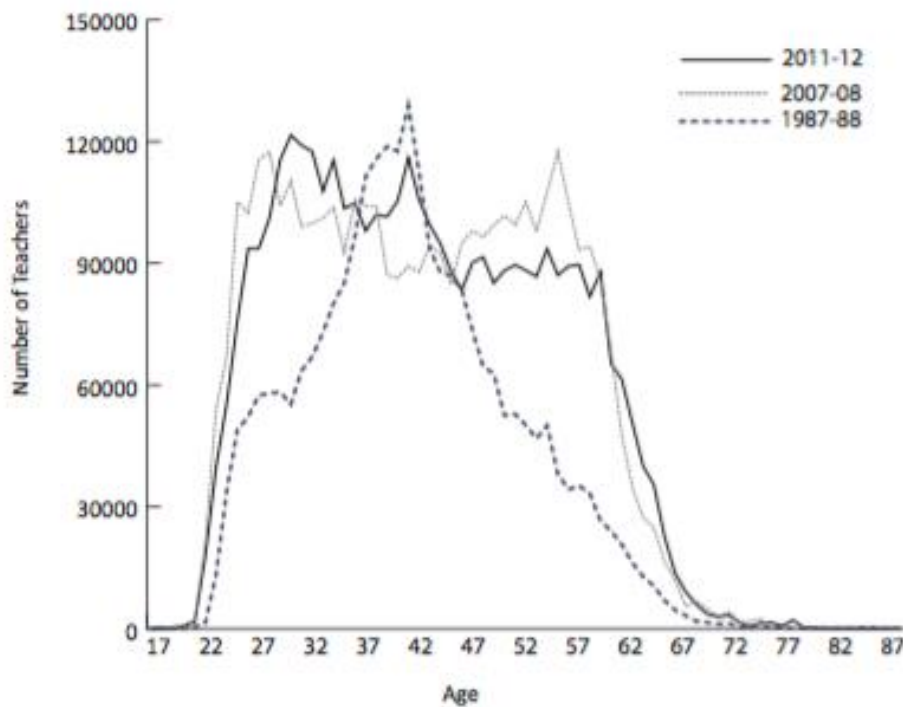
That is not to say that these values and behaviors are harmful. Kowske, Rasch, and Wiley (2010) showed that Millennials tend to be more satisfied at work than their peers from other generational bands. Reasons for this may be that Millennials are more naturally optimistic or possibly the behaviors associated with their generation; for example, higher rates of self-esteem, could show them as “...more active agents in shaping their environment, more open about asking for what they need, or do they show more perseverance in getting their needs fulfilled?” (p. 276).

The school leader will need to balance the advantages and disadvantages created by this mix of generations. Both conflict and opportunity are possible, and a focus on the Millennial generation values will benefit as this generation continues to enter the teaching workforce.

Induction and Mentoring

Induction and mentoring programs in schools have risen in importance in the era of major legislative mandates. No Child Left Behind Act in 2001 and the Individuals With Disabilities Education Improvement Act of 2004 ushered in a renewed era of highly qualified teachers, schools engaged in evidence-based practices and documented student learning (Mathur, Gehrke, & Kim, 2013). School induction programs have the goal of not only helping teachers with daily decision-making and fundamentals of the classroom but also to help foster the long-term commitment to the teaching profession. Mentoring

programs positively affect the continuation of beginning teachers in the profession (Smith & Ingersoll, 2004). The mentor-mentee relationship is not only beneficial for the mentee, but the mentor improves their ability to reflect on their practice (Mathur et al., 2013).



Note: Adapted from Ingersoll, R., Merrill, L., & Stuckey, D. (2014). Seven trends: The transformation of the teaching force, p. 9.

Figure 2. Age of School Teachers, 1987, 2007, 2011

Even with these positive attributes, the statistics show the need for and possibly the need for reforming our induction programs. Within five years of beginning their teaching assignment 30% to 50% of teachers leave the profession. The cost of this to schools is problematic as the hiring cycle of one teacher can cost \$12,000 when calculating hiring, placement, induction, separation, and replacement for each teacher. In contrast, the cost of a comprehensive teacher induction program can be half of that amount (Carver & Feiman-Nesmer, 2008).

Furthermore, the teaching population has become much less experienced over the past 30 years. Data from 1987-88 showed that the most common teacher practicing was in their fifteenth year of teaching while in 2007-08 they were in the first year. Currently, the most common teacher has only five years of experience (Ingersoll et al., 2014).

The impact on this “greening” of the teaching force can be profound as Ingersoll and Strong (2011) state, “A solid body of empirical research documents that support and mentoring by veteran teacher have a positive effect on beginning teachers’ quality of instruction, retention, and capacity to improve their students’ academic achievement.” With fewer mid-career, veteran teachers, today’s educational leader needs to be aware of these differences as Twenge and Campbell (2008) state, “Organizations and managers who understand these deeper generational differences will be more successful in the long run as they manage their young employees, (and) finding ways to accommodate differences...” (p. 873).

Educational Leadership

The implications for educational leadership in managing the Millennial generation are crucial to consider when establishing induction and mentoring programs. The teacher workforce is changing in several ways as this new generation enters. The raw number of P-12 teachers has increased dramatically and is also getting younger and older simultaneously. Although the teaching force has become more consistent in their academic ability, instability has grown and continues to increase, hindering the consistency of who is in our classrooms (Ingersoll et al., 2014).

In the face of these trends, leadership for comprehensive induction programs is essential for schools. The workplace itself is transforming as traditional career paths and management techniques, long-term employment, and “cookie cutter” approaches to employee relations are disappearing. The inevitable is push-pull between employer and employee for high-quality work versus high quality of life (Tulgan, 2004).

Methodology Motivation

The primary motivation for this topic is that the researcher is currently in an administrative, school leadership position in a school with responsibility for the hiring of new staff. Jobs hired for have included full-time and part-time teaching, teacher assistant, and summer school teaching. While the researcher is a member of Generation X, the prospective employees are typically from the Millennial generation, and this has posed interesting conversations, especially over the past few years.

The business world has given much attention to this issue, but there is a lack of research on how this affects P-12 education. The contribution to the study of educational leadership is to explore and understand the quality of induction programming for the Millennial generation of teachers entering the workforce. Through their input from interviews the researcher will discover successful, and unsuccessful, methods of induction through the lens of the second-year teacher who was recently involved in an induction program and the leaders of those programs. Both perspectives will be compared and contrasted for improvement of future induction programs.

Research Questions

This study will explore and describe implications for school leaders of mentoring and induction programs for the Millennial generation in the education workforce. The foundational research question is: How are the induction processes of Millennial teachers understood by both the teachers and administrators? Additionally, from the perspective of both the building and district level leader and the Millennial employee, are the needs of the Millennial employee satisfied in their school workplace.

1. How do Millennial generation teachers perceive their induction programs as new teachers?
 - a. What are the perceived needs of Millennials in their first year of teaching?
 - b. How does induction programming meet these needs?
 - c. What are the perceived effectiveness of these programs to meet Millennial needs?
2. How do building/district level leaders perceive the induction of Millennial generation teachers?
 - a. What are the perceived needs of Millennials in their first year of teaching?
 - b. How does induction programming meet these needs?
 - c. What is the perceived effectiveness of these programs to meet Millennial needs?

Theoretical Framework

In their book *Millennials Rising: The Next Great Generation*, Howe and Strauss (2000) detail seven characteristics of the Millennial persona. Their research has shown a

clear break between those born before 1982 and those after which is approximately the generation entering our school workforce, with more to come. These traits frame the research undertaken. The seven characteristics are *special, sheltered, confident, team-oriented, achieving, pressured, and conventional*. Each of these areas will help define the needs of Millennials and guide whether or not school induction and mentoring are meeting these needs.

Research Methods

Performing this study will be best done using case study methodology. Case study defined by Merriam (2009) is “an in-depth description and analysis of a bounded system” (p. 40). The case here are Millennial age group teachers working in a bounded system of their P-12 school. Appropriate in this research because case study will allow for direct voices from people providing rich information to report. Using these direct voices will also involve a phenomenological aspect. Phenomenology, as defined by Van Manen (2007) is a “...project of sober reflection on the lived experience of human existence.” Specific to this study, the research will attempt to provide a detailed experience of Millennials regarding their induction process.

Specifically, a retrospective case study will be used to collect data. Retrospective case studies have these factors in common. First, the data collection is after the significant events occur. Participants will have already been through a school induction program. Secondly, access to first-person accounts and archival data is provided. Semi-structured interviews will encourage first person narratives that will further help the reader generalize to their experience. Lastly, the final outcomes will already be known to

the researcher. In this case study, since we are addressing an evolving phenomenon the outcome is not a defined end (Street & Ward, 2010).

Participants in this study will be teachers who have recently completed an induction program and continued with the same school. The teacher will also need to be a member of the Millennial age group, defined as being born between 1980s and 2000. The other group of participants will be school leaders of induction programs. These may be principals or central office staff that are leading induction programs.

Initially, I will have assistance from colleagues to establish connections with potential schools. As initial participants emerge, snowball sampling will be used to find participants for the study. This is a very common method where the researcher locates a few initial members and during interviews asks them if they know of other possible participants who fit the description above. “By asking a number of people who else to talk with, the snowball gets bigger and bigger as you accumulate new information-rich cases” (Patton as cited in Merriam, 2009, p. 79).

Testing validity will be of high importance and establishing converging lines of inquiry by using primarily interviews of participants, and their administrators will be one primary strategy. A researcher journal used after each interview which will help create connections amongst participants and inform the cycle of interviews described in Chapter III.

Summary

School leaders face many challenges, and these are evident in even a brief review of news or research. From ever-evolving curriculum mandates, student behavior in school

and online, and parent demands and expectations all are always on the minds of school leaders. The employees that work with children are the lifeblood that runs through a school. Much effort and understanding need to be given by school leaders in finding and developing the Millennial cohort into outstanding teachers. This study attempts to provide vicarious examples that school leaders can use as they work with Millennial generation teachers.

CHAPTER II

REVIEW OF LITERATURE

The Idea of Generations

The knowledge and literature on generational differences range from modern media perspectives to empirically based theories. Also, the quality of evidence supporting theories varies and makes understanding the actual differences between generations difficult. This literature review will focus on presenting the empirically based research used to explain and understand the differences between generations.

In the 1920's, Karl Mannheim conceptualized the modern discussion of generational thinking. Mannheim began the debate of sociological research of generational differences that continues fiercely through today, almost one hundred years after originally published. Mannheim shared that significant historical events create generational lines of demarcation. Simply put, there are those that are born before and after major events in history, such as World War II, which help denote generational cohorts. Mannheim termed this social location, defined as the place in time that people of the same generation occupy.

Social, cultural, and historical conditions affect new generations in a different way than each preceding generation. Mannheim saw societal norms struggling to remain constant as new generations replaced old generations. This constant change throughout time is determined to be a "problem" by Mannheim, and at the date of his writing, he

worried that this instability would cause a greater breakdown in society. However, for researchers, this social interaction between young and old allow us to study generations as a sociological construct:

Were it not for the existence of social interaction between human beings- were there no definable social structure, no history based on a particular sort of continuity, the generation would not exist as a social phenomenon: there would be merely birth, aging and death. (Mannheim, 1970, p. 291)

Mannheim (1970) concedes no generational cohort, no matter the size or how studied, will account for all members of the group. Mannheim shares that, "...we can say that there has never been an epoch entirely romantic, or entirely rationalist in character; at least since the nineteenth century, we clearly have to deal with a culture polarized in this respect" (p. 318). A given for generational research is that we often are speaking in generalizations and trends. What may be true for particular cohorts may not be true for other cohorts. Consider generational cohorts of Western cultures and non-Western cultures, where there is little chance growing up during the same period in suburban Chicago will result in the same characteristics as growing up in a tribe in Mongolia. Mannheim wrote in very broad terms and did not specify to what population he was referring to in his work. While he did show the value of generational structure to organize social science research on this topic, he failed to define generations to any great extent. While he remains a major figure in this area for the 20th century, studies have further refined and evolved past his work.

In the 1950's, Norman Ryder defined cohorts similarly to Mannheim but added that a cohort is a "...aggregate of individuals [within some population definition] who experienced the same event within the same time interval" (p. 845). Ryder's research came at a time when society was recognizing generations not only as a social construct but an economic one. The rise of marketing toward particular cohorts began at this time with the marketers of Madison Avenue as well as increased empirical research of this period. Identifying groups and their characteristics is a favorite media habit that started during this time and continues today.

Generational research post-Ryder has brought continuing clarification to how we define cohorts. Researchers now choose a particular group, some population, and expand on how or how not societal changes affect them. Ryder envisioned "...research be designed to capitalize on the congruence of social change and cohort identification" (p. 843). These societal changes are what differentiates one cohort group from the next, and this comparison of their lives is one way to study cohort changes over time.

Indeed, each cohort experiences events differently, but Mannheim and Ryder concur that during teenage and young adult year's values and ethics are formed. The effect of major events in society has the greatest impact during our formative years, generally accepted to be mid to late adolescence through the first few years of young adulthood. Simply put, we are what we experience during our formative years. In Western society, which is the focus here, we learn values that carry through the entirety of adulthood in late adolescence through young adulthood.

Who are the Generations?

Generalizing characteristics across a generation is not easily accomplished and setting firm boundaries for membership to one cohort, or another is challenging. Characteristics and personality traits are debatable and full of perception instead of evidence. Furthermore, it is difficult to escape the perspective of our generation when examining generations younger than ours.

To put this in perspective, one very common example of this is an older generation reacting to the music of the younger one. Those that grew up in the big band era of the 1940's had difficulty with the Boomer adoration of the The Beatles and other popular acts of the 1960s. Generation X grunge rock of the early 1990s offended some who grew up adoring the power ballads or dance music of the late 1970's and 1980's. The opinion on the quality of the music is just that, the opinion of that previous generation.

Over the past 40 years, researchers have used the work of Mannheim and Ryder as foundational pieces for understanding various cohort groups. The terminology that most are accustomed to came into being at this time and looked back to accommodate all of those living during the 20th century. These labels have come from wide and varied backgrounds from novelists, marketers, and modern media. Detailed below are the current generations in the workforce.

Baby Boomers

The Baby Boomer generation represents individuals born between the early 1940s and the mid-1960s and currently comprise about 29% of the workforce (Fry, 2015). More

specifically, the large time span in this generation shows that those who were born early in the Boomer generation experienced different formative experiences than those born in the later years. The first half of Boomers were born between 1946 and 1954 while the second half were born between 1956 and 1965 (Schewe et al., 2000).

The formative years, defined earlier as late adolescence through young adulthood, of the first half of the boomers, was between 1963 and 1972 (Schewe et al., 2000). As children, post-World War II economic growth immersed them in prosperity. The advent of television catered to their needs, but the Red Scare worried their parents and had Boomers hiding under the desks as children. During their formative years, the social location of this cohort placed them in turbulent times with the assassination of President John F. Kennedy. Kennedy's death gave way to Lyndon Johnson, who was a member of an older cohort. Under Johnson, the country became involved in the Vietnam War which was increasingly unpopular with the first wave of Boomers, and eventually lost the patriotism of the wars of older generations. Authority of government further eroded for the first Boomer group with the subsequent death of Martin Luther King. As the Civil Rights Movement disrupted the status quo of their childhood, this helped create in them a sense of idealistic behavior as seen in the Summer of Love aspect of the 1960s. Materialistic indulgence grew as well; that carried on through their lives as they worked long hours and spent freely to cling to the life they had in the childhood. As parents, Boomers neglected their children for their interests and needs, which helped created certain characteristics of the subsequent generations, especially Generation X (Becton et al., 2014; Kupperschmidt, 2000; Smola & Sutton, 2002).

The formative years of the second half of the Boomer generation were between 1973 and 1983 (Schewe et al., 2000). At this point, faith in government institutions had greatly diminished in the wake of the Vietnam War, the Watergate scandal, and the Arab Oil Embargo. Idealism weakened when compared to the first half of the Boomer generation, and this devolved into more narcissistic tendencies. The rise of self-help movements and literature was designed to benefit the individual over society. This second wave of Boomers did not grow up with the same wealth and affluence the earlier Boomer group did. However, as adults, they took on a debt-mindset, no matter how poor the economy was they could also get a loan to prop up their lifestyle (Becton et al., 2014; Kupperschmidt, 2000; Smola & Sutton, 2002).

Generation X

Generation X, born in the mid-1960s to late 1970s, is about 34% of the current workforce but becoming displaced as the largest group by the Millennial (Fry, 2015). Their formative years were between 1984 and 1994.

With terms placed on them such as slackers and whiners, they are the modern version of the Lost Generation from early 20th century. Although, even the Lost Generation was bound together by World War I while Generation X has virtually no significant historical events that help define them, especially when compared to the Boomers. Generation X members are likely to be self-reliant, individualistic, and intent on balancing work and personal life in reaction to their Boomer parenting. The coming of age events of Generation X tended to be negative including the rise of AIDS and divorce rates. For late Generation X, the Challenger disaster hindered the space shuttle program,

which was one of the few positive events of their cohort. The rise of personal computers was also during this time and could be a positive or a negative, further connecting or further isolating Generation X. With no major event to rally around the idealism of the early Boomers, which diminished with the late Boomers, is now completely gone (Becton et al., 2014; Kupperschmidt, 2000; Smola & Sutton, 2002).

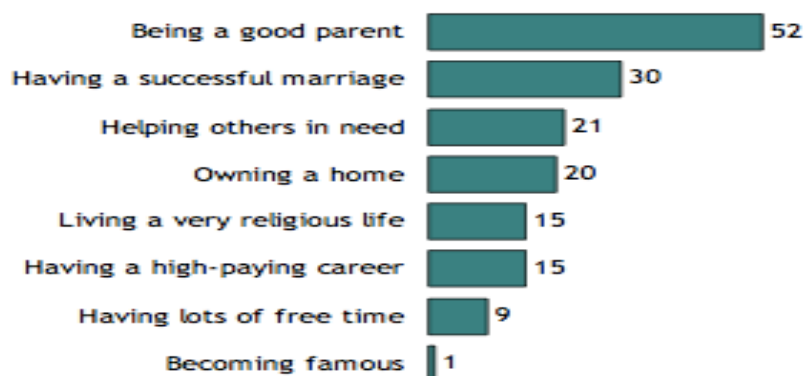
Millennial

The youngest generation of workers, the Millennial Generation, has entered the workforce with unique perspectives and needs. They comprise 34% of the workforce and were born between the mid-1980s and 2000. Their formative years were between 2000 and for some are still continuing today. Millennials were immersed and connected in the digital age. Although each generation had their changes, such as radio in the 1940s and television in the 1950s, the Millennials connected in new and increasingly immediate ways through technology.

Society has become more child-centered during the beginning of the Millennial births. Being a good parent themselves and having a successful marriage are highly rated priorities for Millennials (see Figure 3) They are the most accomplished academically (see Figure 4) of the generations, but the rising cost of college puts them either more in debt or priced out altogether. Boomer and some Generation X bosses did not have this issue as they were matriculating through college (Becton et al., 2014; Howe & Strauss, 2007; Ng et al., 2010; Pew, 2010).

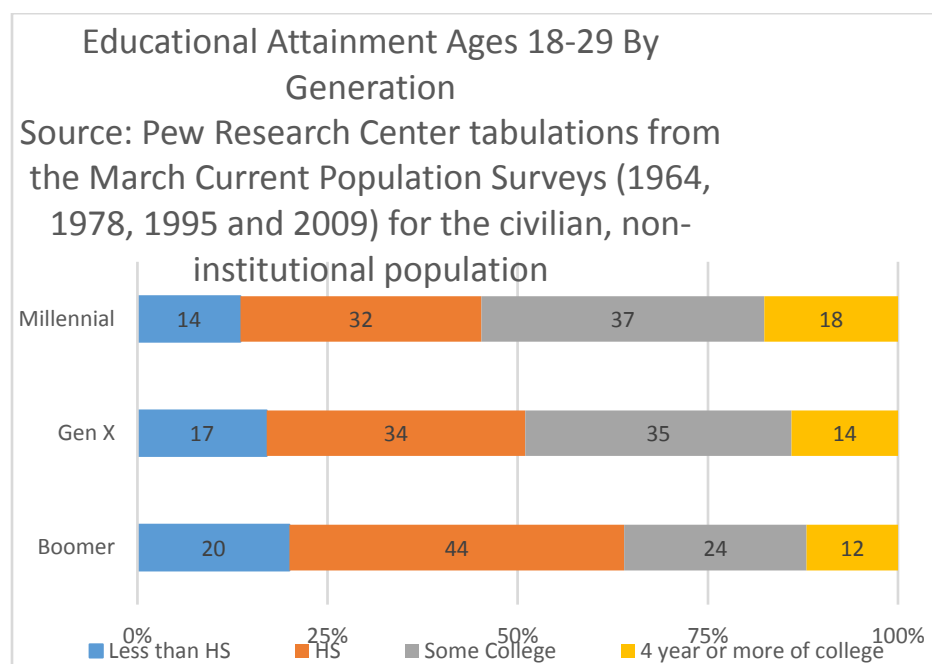
Millennials' Priorities

% saying ... is one of the most important things in their lives



Note. Adapted from Pew Research Center. (2010). Millennials: Confident, connected, open to change. Retrieved on September 25, 2015 from <http://www.pewsocialtrends.org/files/2010/10/Millennials-confident-connected-open-to-change.pdf>

Figure 3. Millennial Priorities



Note. Adapted from Pew Research Center. (2010). Millennials: Confident, connected, open to change. Retrieved on September 25, 2015 from <http://www.pewsocialtrends.org/files/2010/10/Millennials-confident-connected-open-to-change.pdf>

Figure 4. Educational Attainment Ages 18-29 by Generation

Millennial Behaviors

Behaviors associated with Millennials in the work environment include narcissism. Narcissism defined in both cases is not the pathology, but a “personality trait (that)...correlates positively with self-esteem, a desire for uniqueness...” (Twenge, 2013, p. 11). The Millennial generation of workers “...expect to be excited by the vision of the company, its management and by the opportunities he/she will have to make contributions. They want to make suggestions right away and be promoted quickly” (Twenge, 2013; Twenge & Campbell, 2008).

Twenge, Konrath, Foster, Campbell, and Bushman (2008) used a time-lag study to examine the shifts in narcissism within the population. Using data, collected between 1979 and 2006, these researchers examined the growth of narcissism in society by examining scores collected using the Narcissistic Personality Inventory. Their results showed that levels of narcissism rose during this period with two-thirds of the most recent respondents at a 30% higher level of narcissism than respondents from the early years of the study.

While research above, and popular media, show generational differences there are studies to the contrary. Arnett (as cited in Twenge, 2013) disputes Twenge’s findings in two ways. First, the methodology used, a meta-analysis of 85 studies, eliminates the ability to draw conclusions for the individual questions which might show patterns that dispute her findings. Secondly, gender roles have changed over the period of the study, which may account for more females in recent years showing more narcissistic behaviors than previous female populations. Arnett also believes Twenge portrays this rise in

narcissism as a negative behavior, and this may be true, but Arnett contends that “...young Americans have high expectations for life and high hopes that those expectations will eventually bear fruit“ (p. 7).

Similarly to Twenge et al. (2008), Trzesniewski, Donnellan, and Robins (2008) also studied narcissism using the Narcissistic Personality Inventory. This study contradicted earlier findings as respondents were found to have similar levels of narcissism as previous generations. The methodology employed by Twenge, her reliance on aggregating means from many smaller studies and basing her results on the full-scale score of this inventory when it is a composite of many different components, calls her research into question.

Other differences, when compared to previous generations, is their natural use of social technologies. Millennials identify the defining characteristic of their generation to be their use of technology. They typically have higher rates of text messaging and are joining social media sites at a faster rate compared to other generations (Pew, 2010). Combining this with their priority on family and marriage, one could see a perception of narcissism when using social media to share every family event, no matter how big or small.

They also have an expectation of an “organizational accommodation,” work fulfilling their needs which resulted from their upbringing and early life experiences that became “malleable to their needs and desires“ (Hershatte & Epstein, 2010, p. 211). Also, the Millennial employee tends to be distinct in that “...differences are psychological as well and technological, and these psychological differences can have a big influence on

workplace behavior" (Twenge & Campbell, 2008, p. 873). Distinct differences offered, when compared to previous generations at the same age, include higher rates of self-esteem, narcissism, need for social approval, a locus of control, anxiety, and depression (Hershatte & Epstein, 2010; Pew, 2010; Twenge & Campbell, 2008).

That is not to say that these values and behaviors are harmful. Millennials tend to be more satisfied at work than their peers from other generational bands (Pew, 2010, p. 47). Reasons for this may be that Millennials are more naturally optimistic. Alternatively, the behaviors associated with their generation, including higher rates of self-esteem, could show them as "...more active agents in shaping their environment, more open about asking for what they need, or do they show more perseverance in getting their needs fulfilled..." (Kowske et al., 2010).

Defining the behaviors of the Millennial is still a work in progress as some of this cohort are just now entering their formative years. Contradictions between popular media accounts and empirical data are common. Today's school leader will continue to interact with members of the Millennial cohort for the remainder of their career and need to be able to assimilate them into a school culture that may, or may not, change due to their needs and behaviors. Induction programming is the opportunity for assimilating Millennials into this culture. Work to ensure the positive aspects of the behaviors above benefit the school is of great significance for the school leader.

Combination of Generations in the Workplace Today

This research focuses on the three cohorts described above because they comprise the majority of the modern day workforce. Coming to a consensus on the various

attributes that exemplify Boomers, Generation X, and Millennials at work is a very challenging and hotly debated topic. Even empirical methods are questioned due in part to the large span of time needed to complete research.

Mannheim (1970) and Ryder (1965) agree that life events play a role in determining cohort membership and setup the years that define each group. Figure 5 compiles the most commonly held beliefs regarding attributes of the three generations. The second row in Figure 5 shows some of the significant events in the lives of the oldest two cohorts and further defines the characteristics of each cohort. Admittedly, some attributes tend to be more of a popular culture list of cohort attributes. Just as with the Boomers and Generation X, Millennials have a distinct set of life events and attributes, and a fair number of popular culture references have obscured more empirical evidence to determine these attributes.

Hard Work v. Leisure

A common discussion when comparing cohorts at work, either in research or popular media, is cohort work differences and whether one generation works harder than another. One such piece addresses three questions, “Are an individual’s work values influenced more by generational experiences or do they change over time with maturity?”; “Are the work values of today’s workers different from those in 1974?”; and “Do work values remain constant or change as workers grow older?” (Smola & Sutton, 2002).

	Baby Boomers (1946-1965)	Gen Xers (1966-1978)	Millennials (1979-2001)
Characteristics	<p>The "me" generation</p> <ul style="list-style-type: none"> Narcissistic Intellectual renaissance Judgmental <p>Baby Boomers came of age post World War II, at the height of an intellectual reawakening in America. As youths, Boomers rebelled against the Establishment and the over idealized, team-oriented generations that came before them.</p>	<p>Disillusioned cynics</p> <ul style="list-style-type: none"> Cautious & skeptical Searching for self Alienated & confrontational Alternative <p>As a group, Gen Xers are a product of a strongly individualistic society. Thought of as a generation of slackers with little drive and no direction, Gen Xers are anti rules and anti groups. They rely on self over others.</p>	<p>Optimistic and confident achievers</p> <ul style="list-style-type: none"> Disciplined and accepting of authority Well-educated and competitive Upbeat and open-minded Entitled <p>Reared in a youth-centric culture, Millennials are self-assured and civic-minded. With sophisticated social awareness, Millennials believe community extends beyond their own backyard and feel empowered and compelled to make the world a better place.</p>
Defining Experiences	<ul style="list-style-type: none"> Summer of Love Civil Rights Vietnam War Sexual Revolution <p>Social change and political push-back marks the Baby Boomer era. Boomers fought against race and gender inequality, participated in anti war protests, and supported sexual freedom, all within the refuge of an affluent America. This highly politicized generation was intent on challenging the status quo.</p>	<ul style="list-style-type: none"> AIDS Recession Soaring divorce rates <p>Gen Xers were faced with a social climate in the midst of advancements in medicine and technology, the War on Drugs, an unknown and deadly disease, times of recession, and the splintering of the American family. Collectively, Gen Xers were not considered capable of rallying together to improve the state of the world.</p>	<ul style="list-style-type: none"> Digital age Terrorism and natural disasters A global economy <p>Millennials have grown up in an environment where technology provides a platform for customization and immediate gratification in all aspects of life. News and information travel freely across continents, with recent acts of terrorism and natural disasters touching more than the people directly involved. As a result, Millennials have been instilled with a far-reaching, global social conscience.</p>
The State of the Family	<ul style="list-style-type: none"> Pampered children of stay-at-home moms Defined gender roles Affluent, stable families <p>As children, Boomers were indulged by their parents and grew up in households with clear and separate gender roles destined to be torn down and redefined. As parents, Boomers' primary focus is on "self" (i.e. self-improvement), which inherently positions the needs of the family unit in second place.</p>	<ul style="list-style-type: none"> Children of divorce Latchkey kids Loose adult supervision Family as a source of conflict <p>Gen Xers experienced their childhood in an adult-centric society where parents practiced "hands off" parenting and were not always around. Gen Xer parents tended to concentrate on their own happiness rather than focus on their Gen X child's successes and/or disappointments.</p>	<ul style="list-style-type: none"> Highly-involved parents Strong family bonds Nurtured at home Family as a source of support <p>Millennials came of age in a child-centric society. Both the increase in fertility treatments and rise of youth advocacy in politics has helped establish that Millennial children are valued and protected. The generation gap has all but disappeared, as parents and children understand one another and have more in common than ever before.</p>
Personal Measures of Success	<ul style="list-style-type: none"> Long-term employment Job titles and promotions Self-actualization 	<ul style="list-style-type: none"> Flexible work times Jobs on their terms Healthy and stable relationships 	<ul style="list-style-type: none"> Personal fulfillment at work Active lives outside of work Healthy and strong community

Note. Cone Millennial Study, 2006

Figure 5. Generational Differences

While too early to address Millennials specifically, these questions shape much of the work related generational research over the past 15 years and exemplify the challenges with this research since it is a very long-term project to do well. The most significant result of question one in this study shows that younger workers, in this case, Generation X, report a stronger desire for quicker promotion than Boomer. This desire seems to be on an upward trend and defining Millennials as entitled denotes that they demand even faster promotion and reward at work. Results for question two show that differences in work values exist when controlled for age. Simply put, people at the same age in 1999 scored lower in work values in the general areas of pride in craftsmanship and moral importance of work compared to those at the same age in 1974. The implication for the Millennial may be that these work values continue to decrease. For the school leader, the challenge will be to grow the practice of beginning teachers if, in general, their pride in work is getting lower. When work is not as morally important to them, not as central to their lives as we will discuss below, the commitment needed to become high-quality teacher becomes harder to find in new employees.

Question three results suggest that "...work values are more influenced by generational experiences than by age and maturation" (Smola & Sutton, 2002, p. 379). The central theme is the move away from company loyalty and a reduction of self-worth developed by a job. The authors attribute this to the research done in a time of increased downsizing and the disposable employee, and this same concept holds true for the Millennials. Their assumptions at the time of their study believed Millennials would continue these trends, and later studies reinforced this. With the economic recession

between 2007-2010, as the youngest workers in the pool Millennials were losing their jobs. As they moved to another job, and sometimes multiple other jobs due to a poor economy, their reputation became that they distrusted companies and did not see a long-term future with the same company as previous generations did. Schools, accustomed to long-term staff through tenure, may have beginning teachers who are not in the same mindset as their older colleagues regarding the balance of work and personal life.

This mix of cohorts and ideology has shown to incite conflict between the age groups. Research regarding work values across generations from the Society for Human Resource Management states "...58% of professionals reported conflict between younger and older workers, largely due to differences in perceptions of work ethics and work-life balance requirements" (Cogin, 2012, p. 2269). One cause of this conflict is that valuing hard work has shown a decline through the generations with leisure being the most significant value for Millennials. Responses to the following statements defined hard work in this study: If you work hard you will succeed, if one works hard enough he or she is likely to make a good life for him or herself, and hard work makes a better person (Cogin, 2012). The implications of this will require the manager to diffuse conflict amongst employees more often. Proactive efforts to educate all employees of the perceived and real differences between generations will be needed. Mentoring, for the benefit of both mentor and mentee needs, will need to be established (Hunt, 1983).

Wong, Gardiner, Lang, and Coulon (2008) disputes popular research that stereotypes the work motivation for the most recent three generations. This research studied two aspects of generational behavior, personality and motivation. Results suggest

that differences amongst the generations are due more to age rather than generation membership. For example, for the personality trait affiliative, is defined as “the degree to which a person enjoys others’ company, prefers to be around people, and tends to miss the company of others” (p. 883). One would expect from popular media that the Baby Boomer would score high in this regard. They are less into technology and its possible effect of isolation. The contradiction here is that Millennials were the most affiliative, possibly due to their position at the lower end of the work ladder. Relationship building may be more important to them than Baby Boomers who may already be in positions of leadership. The implication “...suggests that there are likely to be greater differences between individuals in the same generation than there are generational differences” (p. 888). It seems as though age and position in life may be the simpler explanation to differences than membership to one cohort.

Cennamo and Gardner (2008) also dispute previous findings, showing the work values of status, defined as having influence and responsibility at work, and freedom, defined as maintaining a work life balance and flexible working hours, are found to increase from older to younger generations. Job satisfaction, determined by self-reported responses to statements concerning the organization, and commitment, measured by self-reported intention to leave, were consistent amongst all three generations. These values were also attributed more so to age as a factor than generational membership. Although overall, fewer differences in work values were shown than expected and purported by popular media.

Rewards and Praise

Both members of Generation X and Millennial have a strong inclination for faster or immediate gratification, translating to recognition and promotion at work when compared to Baby Boomers (Cogin, 2012). Faster gratification may increase the need for employers to provide more immediate and continual feedback for younger employees. Differences in psychological contracts with employers may result in that Millennials do not equate hard work with success, and the significance of leisure in their lives may show that attaining a work-life balance is the definition of success, which differs from their Boomer bosses. Vacation time of two weeks, or more, is expected, and work should leave time for other priorities in life. Simply put, work does not tend to define the Millennial as it tended to with the Baby Boomer. Boomers tended to have higher proclaimed work ethic, but while Millennials also work hard, they do not want this focus on work to overtake a more balanced work and home life (Cogin, 2012; Twenge, Campbell, Hoffman, & Lance, 2010).

However, this is not to say that we will continually head in a downward direction with workers less motivated but expecting the same rewards. Millennials do believe in organizational security, defined as the belief of having one employer for an entire career. Contrary to some popular media, Millennials do wish for job security and stability. They will work overtime, more often even than Generation X, but not to the extent it disrupts their family and other priorities. In other words, they have a desire to be satisfied with work and have a work-life balance, as opposed to being successful at work only. This

desire for stability is intertwined with a desire for advancement but within the same organization (Becton et al., 2014; Dries 2008).

An often mentioned popular media notion on Millennials is they grew up getting participation trophies, and this is one big reason they have inflated self-esteem. Self-esteem has also increased in children and young adults between 1980 and 1993, which account for a good portion of Millennials that are in our workforce today. This rising self-esteem may not be a negative trait, and with the right fit and introduction to the company, employers may value this confidence. This growth in self-esteem coincides with other social phenomena including rises in unemployment, depression, and anxiety among other social issues. Oddly, this is saying while children are feeling higher levels of self-esteem the world around them worsened (Twenge & Campbell, 2001).

These worsening social issues may play a part in college students, from 1960 through 2002, feeling that external factors increasingly control their lives. Respondents in this type of research reacted to statements such as, “What happens to me is my own doing, and “There will always be wars no matter how hard people try to prevent them.” Belief in the latter statement rose over the past 40 years. Children, elementary through middle school aged, were also studied and showed a belief over the period studied that external factors had more in control of their lives. This loss of locus of control may drive the popular notion of apathetic, or slacker, behavior in Generation X and Millennials (Twenge, Liqing, & Im, 2004).

Another trait referenced is social desirability. Social desirability scores show how much one is concerned with an impression on others in social areas such as dress and

manners. Data here indicates that "...between the 1950s and 1970s college students need for social approval decreased sharply. Since 1980, the trait has stabilized at this historically low level" (p. 868). This combination of personal habits and psychological contract changes present a challenge to employers and encourage them to "understand these deeper generational differences (to) be more successful in the long run..." (p. 873). This unwillingness to impress is a common theme and finds that Millennials placed a lower value on warm relationships with others. Complementing previous research, Millennials highly valued fun and enjoyment which corresponds with their higher level of interest in leisure when compared to hard work (Arsenault & Patrick, 2008; Cogin, 2012; Twenge et al., 2010)

In a massive study, Twenge and Campbell (2008) used a time-lag study to gather the data of 1.4 million people on various behavior scales between the 1930s and today. The focus here is how differences in cohorts affect the psychological contract of the workplace. The psychological contract defined as, "the system of beliefs that an individual and his/her employer hold regarding the terms of their reciprocal exchange agreement" (p. 866). Previously discussed research by Twenge and various partners show continually increasing levels of self-esteem and narcissism. According to Twenge, these can "...impact the formation of (a psychological) contract..." (p. 866) between employee and employer. While Twenge tends to cast this in a negative light, for some employers these characteristics may be advantageous. Again, narcissism defined here is not the pathology, but a "personality trait(that)...correlates positively with self-esteem, a

desire for uniqueness...” (Twenge, 2013). Thus it could be viewed as a positive in certain work environments.

Deal, Altman, and Rogelberg (2010) share that the perceived differences between one generation and the next have occurred throughout the twentieth century. These differences may not be indicative of changing behaviors,

Older people today perceive younger people as using too much slang, having poor communication skills, and being difficult, entitled, and service- focused. When these now older people were the age of Millennials today, previous generations used the same descriptors to characterize them. In short, there is a growing body of research indicating that the beliefs about whichever younger generation is entering the workforce has remained remarkably stable over the past 40 years. (p. 192)

Work centrality, the importance of work in a person's life, is shown to be not as critical for the Millennial cohort. Fewer Millennial cohort members tend to move into positions of greater authority, but this could be "... a result of an increase in work hours as much as it is a general change in attitudes toward work" (p. 195). Since they were already working more than those of the same age 20 years ago, there is no interest to work even more with greater responsibility. Thus, Millennials seem disinterested in work advancement and hold leisure and family central to their lives.

The demands of the 21st century also cause part of this struggle as “the wireless world increasingly allows employees to work anytime in any place...(and) employees to feel increasingly imposed upon by work” (Deal et al., 2010, p. 195). Again, due to

technology enlarging work hours, they are less interested in greater authority. When onboarding new employees, an awareness that younger people may well be more narcissistic is critical. This behavior may not have the perceived adverse effect, and effective onboarding can harness this as a positive in the workplace. “There are likely to be young employees with strong potential coming into organizations who simply lack the basic knowledge and work skills to be successful“ (p. 196). School leaders may need to reconcile and adapt to helping new employees with interpersonal skills to be successful.

There is no doubt that coming to a consensus on what the attributes are for each generation is a near impossible task and the research continues to reveal the social and work distinctions of each generation as time moves forward. One area of generational research study is to compare and contrast the Millennial employee with the previous two generations to show what differences there may be, and whether or not employers would be wise to adjust their work environments and practices in onboarding, the business term, or induction, the education term. Employers will need to consider these as challenges or opportunities, and maybe both, as we employ members of the Millennial generation.

Mentorship in the Workplace

Mentorship in the business world is called onboarding. Onboarding is the process of integrating and acculturating new employees into the organization and providing them with the tools, resources, and knowledge to become successful (Hamilton, 2008). The term itself comes from placing the words "on" and "board" together but certainly one can see the reference between joining a crew on a ship and being assimilated into an organization or business (Harper, 2016).

Onboarding in one form or another has been around for centuries and in more manual labor work sometimes merely consisted of a mentor handing an apprentice a hammer and showing them what to hit. The character Mentor provided education for the son of Odysseus in the Odessey, and that term is now commonly used in the English language (Bergelson, 2014; Harper, 2016). More intellectually focused jobs of the later 20th century required more sophisticated onboarding and a greater amount of knowledge transfer the described above. The processes and procedures of onboarding have developed over many years and are adapting to the Millennials.

An effective onboarding process is vital to the success of a company. Not only does it keep a steady stream of employees in the organization, keeping those employees saves an organization money and time. Simply put, there is only one chance to make a first impression and onboarding is that first moment an employee interacts and socializes with their new co-workers.

The benefits to a successful onboarding program are many. Not surprisingly it is found to improve employee performance getting the new employee off to a better start and helps find the best fit inside the organization. Also, the speed increases at which they become a productive worker. Engagement with the organization is also improved which leads to a worker who stays in the job (Lavigna, 2008; Yamamura, Birk, & Cossitt, 2010).

What is Onboarding?

In the late 1970s and early 1980s, researchers began to detail what exactly is onboarding of employees and looked to determine what are the best practices. Kram

(1983) divides the role of the mentor into two functions, career functions and psychosocial functions. Career functions are those that primarily enhance career advancement while psychosocial functions are those that build a sense of competence and confidence in work. Both the mentor and the mentee play roles in each other's development in these two functions. The mentee is assimilated into the company and is in a relationship that has the potential to help make them successful. The mentor earns internal satisfaction from helping a young worker become successful and often recognition from peers that they can develop new employees, adding value to the company.

Reviewing the specific functions in Figure 6, these are still in use today and are visible in most mentorship programs. Kram (1983) further breaks down these two functions into four phases of mentoring: initiation, cultivation, separation, and redefinition. The phases in Kram's research lasted on average five years but the length of time varies per industry.

Mentoring Functions	
<i>Career Functions</i>	<i>Psychosocial Functions</i>
Sponsorship	Role Modeling
Exposure and visibility	Acceptance and Confirmation
Coaching	Counseling
Protection	Friendship
Challenging assignments	

Note. Adapted from Kram, K. E. (1983). Phases of the mentor relationship. *Academy of Management Journal*, 26(4), 608-625. doi:10.2307/255910

Figure 6. Phases of Mentor Relationship

Initiation sets the mentor-mentee relationship in motion and as Kram (1983) puts it, "the first year (events) serve to transform initial fantasies into concrete positive expectations" (p. 615). New workers have beliefs and ideas about the work environment as they begin this phase, and their expectations transform through real experiences with the mentor. When starting a new job, we do tend to have "fantasies" that reveal themselves after the interview process. These are wonderings as to what the job will be like on a day to day basis, such as will co-workers like and respect me, and will the coffee in the break room be of high quality or do I need to bring my own. These initial fantasies give way to a variety of positive and negative real work experiences. Exposure and visibility begin to grow with assigned work, set expectations, and initial coaching.

In the cultivation phase, the relationship is using all of the career functions noted above. Coaching becomes more routine as the mentor and mentee have an established way of working with each other. Both also receive potentially positive benefits as described above and the relationship begins to shift into the psychosocial realm. An interesting phase in this relationship currently as often the mentee is a Millennial, and the mentor is from either Generation X or Boomer. Kram (1983) describes this relationship as becoming intimate and friendship, but when 58% of workers report generational disputes at work how well can the relationship develop. The relationship reaches its apex and has none of the fantasy of the initiation phase. The partnership can be strong or it can be disappointing but will get no better as separation is the next step.

Separation sees the relationship become less central to participants lives, both personally and at work. The mentee has more individual responsibility and less oversight

by the mentor. The mentor now potentially has the satisfaction of creating a successful employee that will help them in standing with their superiors. Finally, redefinition is where the relationship becomes equal and primarily a friendship. Occasional offers of mentoring and counseling are accepted, but each has a much more equal status in work. Whatever the quality of the mentor-mentee relationship was, gratitude and appreciation were found to increase as partners became equals.

Best Practice in Onboarding

The two function concept has remained relatively unchanged since and has been the foundation of successful onboarding programs. To best enact these functions, goals and purpose need to be clearly defined by the business. Selection of mentors is also of high importance. Those that are considered to have highly developed interpersonal skills and an interest in developing employees are vital to successful onboarding (Noe, 1988). Accessibility of the mentor is also important and can be especially difficult when work styles across generations have been shown to differ. The Boomer staying late to complete the task while the Millennial limits the work day to the prescribed hours due to a tendency towards family and leisure is one scenario that school leaders may need to address.

Onboarding of Millennials

While some of the discussion in previous sections consider Millennial characteristics to be negative behaviors, an early study (Martin, 2005) held insights for managers of Millennial employees. At the time this study was done, the oldest worker from our Millennial definition would be just 25 years old. Taking the time to get to know

each Millennial employee on an informal basis is important. Some Millennials tend to be more comfortable in informal settings than formal meetings. Establishing a coaching relationship, which stems from the Millennial belief that “education is cool” and valued allows for just-in-time learning. Treating Millennial employees as colleagues, and not as interns or “teenagers” is a belief to instill in Generation X or Boomer personnel.

Condescending attitudes are not compatible with Millennials. Responses to their questions need responses made in an approachable fashion. Be flexible with schedules, work assignments, projects and career paths as they are accustomed to more customized and differentiated learning programs from their P-12 education. Consistent, constructive feedback is welcomed more than with previous generations, as well as letting them know when they have done well. Lastly, recognition programs, no matter how small or trivial, are necessary for continued excellent performance (Martin, 2005).

From the beginning of onboarding, the relationship with the manager is crucial to keeping Millennials engaged and retained. Establishing a coaching relationship is a key to helping create a career path. High-value relationship components include assigning challenging, meaningful work and providing constructive, consistent feedback. Creating a flexible and fun environment that is technologically competitive, conducive to teamwork and sharing can help retain new employees. Intrinsic rewards play a larger role with Millennials. “Intrinsic work values are defined as psychological contract expectations that relate to intrinsic rewards (i.e., desire of supportive supervision, challenging work, work-life balance) rather than extrinsic rewards (i.e., competitive

salary, benefits)” (Kultalahti & Viitala, 2015; Lowe, Levitt, & Wilson, 2008; Thompson, & Gregory, 2012; Winter & Jackson, 2014).

Expanding on onboarding described thus far is a recent study by Cable, Gino, and Staats (2013). The goal here was to test alternative approach, specifically the "personal identity socialization" method, to employee onboarding in a controlled experiment with one company. New hires divided into three groups that had different first day experiences during onboarding. The first group emphasized individual identity, with the onboarding time used to determine what "unique perspectives and signature strengths” (p. 24) could be useful in their job. The second group focused on organizational identity where the focus was on norms and values of the company, and when the employee accepted those they would perform well. These are detailed in Figure 7 below. The third participated in the standard company onboarding experience which was mostly job requirements and the organization itself.

Those that participated in the first group had lower employee turnover and greater customer satisfaction during their first six months on the job. Group one employees had higher levels of satisfaction. The recommendations for onboarding programs included refocusing efforts on the people as opposed to the organization when onboarding. "...leaders saw that when they framed the workplace as a setting where people can express their authentic best selves, work became a situation to which people wanted to bring more of themselves" (Cable et al., 2013, p. 27).

ORGANIZATIONAL-IDENTITY SOCIALIZATION	PERSONAL-IDENTITY SOCIALIZATION
The main elements:	The main elements:
Senior leader discusses business's values and why the company is an outstanding organization	Senior leader discusses how working at business will give employees an opportunity to express themselves and create individual opportunities
A star performer does a similar presentation	Individual problem-solving exercise
Newcomers reflect on what they heard about the business (for example, What did you hear about the business that makes you proud to be part of the organization?)	Newcomers reflect on a decision made in the problem-solving exercise and how to apply their signature strengths to the job
Group discussion	Individuals introduce themselves and their decisions to the group
Giveaway: Fleece sweatshirt with company name	Giveaway: Fleece sweatshirt personalized with employee's name

Note. Adapted from Cable, D. M., Gino, F., & Staats, B. R. (2013). Reinventing employee onboarding. *MIT Sloan Management Review*, 54(3), 23-28. Retrieved from <http://search.proquest.com/docview/1323893232?accountid=12163>

Figure 7. Reinventing Employee Onboarding

The effort here challenges the loss of work centrality referenced earlier by bringing the employee's real life into the workplace as opposed to trying to place the work in a person's life. Newcomers also need to realize their strengths, and this needs to be part of onboarding from the start. Having exercises that reveal these traits is seen to be more beneficial than a focus on the company and its values. These traits can be shared with veteran employees and construct a positive social identity from the beginning. Finally, these strengths can be explicitly discussed and applied to their job which allows a

positive and productive start to their employment. The higher satisfaction as a result of this process translates into a lower turnover and increased productivity.

Induction

Induction is the onboarding process for P-12 schools. Similar to onboarding, teacher induction has received much attention and development over the past thirty years. Stemming from the business world research of the early 1980s regarding onboarding, teacher induction became a growing topic of research as induction programs became more commonplace during this time. In a survey given in 2000, data showed that the number of beginning teachers involved in an induction program doubled between 1990 and 2000. Nearly 80% of teachers reporting they participated in an induction program (Smith & Ingersoll, 2004). With the reauthorization of the Elementary and Secondary Education Act of 1965, also known as the No Child Left Behind Act of 2001, the development of high-quality teachers drew much attention as did the programs that develop teachers.

Wood and Stanulis (2009) defined quality teacher induction as "...the multi-faceted process of teacher development and novice teachers' continued learning-to-teach through an organized professional development program of educative mentor support and formative assessment" (p. 3). This definition does reflect much of the modern research and expectations of the research studied here. They described the history of induction programs in four waves starting with the first wave being any program before 1986. The first wave programs were a scattershot of efforts, some state initiated while others arose from school district initiatives. Most emphasized the informal relationships with veteran

and beginning teachers. Funding was limited and teachers were rarely formally evaluated by peers.

The second wave, roughly between 1986 and 1989, saw many more state initiated programs. Thirty states claimed to have some form of teacher induction programs, but there was a wide variety of programming. Some induction programs in this wave began including peer observations and professional development. School districts and university partnerships became more commonplace to assist the transition from pre-service teacher to beginning teacher.

The third wave of induction programs established between 1990 and 1996. These programs included more complex assessment systems, all included a mentoring relationship, and a wider range of professional development geared towards beginning teachers. As with many initiatives in education, funding became scarce during this time and programs diminished.

The fourth wave defined as an "...intensive, comprehensive system of educative mentor support, professional development, and formative assessment of novice teachers in their first through third years of teaching" (p. 15). Educative mentoring refers to subject matter and subject-specific pedagogy. In the middle of this wave, the No Child Left Behind Act required teachers to meet federal guidelines to become a highly qualified teacher. The requirements included holding a valid, state-sanctioned teaching certificate, a bachelor's degree, and demonstrating competency in each subject they teach, typically through coursework or an exam. Schools increasingly sponsored induction programs to help ensure high-quality teaching, and many of these programs were mandated and

financially supported by state education agencies. Although these programs had a broad range of depth of induction, it was clear that retention of teachers, especially when subject-specific mentoring was in place, improved (Barnes, Crowe, & Schaefer, 2007; Ingersoll et al., 2014).

Induction programs vary by state, and Illinois has been aggressive with putting standards in place for quality teacher induction. However, as with other measures in Illinois, mandates have gone unfunded, and the quality of programs across the state depends on the financial commitment of individual school districts. Today, the inequity of school funding impacts the level at which schools can provide induction programs.

Induction in Illinois

Illinois has a weak history regarding support for high-quality teacher induction. The state has guidelines but no state mandate and no state funding for induction programs. In Illinois, the quality of induction programs runs in concert to school funding. The better-funded schools have better induction programs, and the lower funded schools offer little to none. Even though legislation has passed, there was no funding offered. Thus, school districts have not been required to develop effective induction programs (Bartlett & Johnson, 2010).

The characteristics of high-quality teacher induction programs by the New Teacher Center, a non-profit organization that has chronicled state government attempts at induction programming, are detailed below in Figure 8. Included is the status of the State of Illinois efforts regarding teacher induction.

Criteria	Description	Illinois
Educators Served	State policy should: Require that all beginning teachers receive induction support during their first two years in the profession	Does not require all beginning teachers to receive induction support. A 2002 state law requires a mentor to be assigned to every first-and second-year teacher, but this state mandate is contingent upon universal state funding. Given that such funding never has materialized, the mandate has never taken effect.
Mentor Quality	State policy should: Require a rigorous mentor selection process; Require foundational training and ongoing professional development for mentors; Establish criteria for how and when mentors are assigned to beginning educators; and Allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.	Does have high expectations for the mentor qualifications including all that is stated in the descriptors to the left. Without adequate funding, these expectations are not enforced and vary from school to school.
Time	State policy should encourage programs to: Provide release time for teacher mentors; and Provide dedicated mentor-new teacher contact time.	Does have high expectations for the time including all that is stated in the descriptors to the left. Without adequate funding, these expectations are not enforced and vary from school to school.

Program Quality	<p>State policy should address the overall quality of induction programs by:</p> <p>Requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers' classrooms;</p> <p>Encouraging a reduced teaching load for beginning teachers; and</p> <p>Encouraging beginning educators' participation in a learning community or peer network.</p>	<p>Does have high expectations for the program quality including all that is stated in the descriptors to the left. Without adequate funding, these expectations are not enforced and vary from school to school.</p>
Program Standards	<p>The state should adopt formal program standards that govern the design and operation of local educator induction programs.</p>	<p>Does have formal program standards comprised of nine elements: (1) Induction Program Leadership, Administration, and Support; (2) Program Goals and Design; (3) Resources; (4) Site Administrator Roles and Responsibilities; (5) Mentor Selection and Assignment; (6) Mentor Professional Development; (7) Development of Beginning Teacher Practice; (8) Formative Assessment; and (9) Program Evaluation. Descriptors for four performance levels are provided.</p>

Funding	<p>Authorize and appropriate dedicated funding for local educator induction programs; and/or</p> <p>Establish competitive innovation funding to support high-quality, standards-based programs.</p>	State law does include \$1200 per teacher for two years of mentor compensation. Competitive funding grants have been created as well but neither have received the promised funding.
Educator Certification/ Licensure	The state should require beginning educators to complete an induction program to move from an initial license.	State policy does not require participation in and/or completion of an induction program to advance from an initial to professional teaching license.
Program Accountability	The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.	State law requires ISBE and the State Teacher Certification Board to contract with an independent party to conduct an evaluation of new teacher induction programs by January 1, 2009 and then every third year thereafter.
Teaching Conditions	<p>Adopt formal standards for teaching and learning conditions;</p> <p>Conduct a regular assessment of such conditions; and</p> <p>Incorporate the improvement of such conditions into school improvement plans.</p>	State uses the 5Essentials System and Survey created by the University of Chicago's Consortium on Chicago School Research.

Note. Adapted from New Teacher Center. (2016). *State policy review: New educator induction Illinois*. Retrieved from: <https://newteachercenter.org/wp-content/uploads/SPR-illinois-2016-v2.pdf>

Figure 8. State Policy Review

Need for Effective Induction

In 2011, Ingersoll reviewed research on the effectiveness of induction and mentoring programs completed between 2000-2011. Studies considered held to three criteria: study had to evaluate the effects of induction using one or more outcomes; had to compare outcome data between participants and nonparticipants; and had explicit descriptions of the data source. Overall, the studies found empirical support and a positive correlation between beginning teacher induction and higher satisfaction, commitment, and retention. Teachers ability in the classroom was improved and in turn student achievement had higher gains (Ingersoll & Strong, 2011).

The teaching population has become much less experienced over the past 30 years. Data from 1987-88 showed that the most common teacher practicing was in their fifteenth year of teaching while in 2007-08 the most common were in their first year. Currently, the most common teacher is in their fifth year of teaching (Ingersoll et al., 2014). The impact on this "greening" of the teaching force can be profound as "...a solid body of empirical research documents that support and mentoring by a veteran teacher has a positive effect on beginning teachers' quality of instruction, retention, and capacity to improve their students' academic achievement" (p. 13). With fewer veteran teachers there is less likely a chance of providing the quality of mentoring that is found to be most effective.

Another stressor on education due to greening is that overall there are simply more first year teachers. In 1987-88 there were 84,000 first year teachers. In contrast, in 2007-08 there were 239,000. This number has scaled back in the recession of 2008.

However, in 2011-12, 147,000 first year teachers were employed. Also in 2011-12, 1.7 million (about 45% of the teaching force) had ten years or less experience. As recently as 2007-2008, the modal age of a teacher was 55, but by 2011-12 had decreased to 30. This lack of experienced teachers will cause a challenge to the quality of mentorship in schools as experienced teachers are of great importance but, as noted above, in short supply. The teaching force is becoming less stable, either causing or supporting the belief that Millennials will switch jobs more easily than previous generations. From 1988-89 to 2008-09 attrition in the teaching profession rose 41%. Certainly, this is most prevalent in high-poverty, high minority, urban, or rural school districts as teachers may transition to better schools. However, this is a challenge since these teachers, if they stayed longer and with induction support, could develop their workplace into higher performing schools. This turnover leads to greater social implications beyond the scope of this work but shows the importance of the topic again.

Earnings are a factor when teachers decide to stay or leave the profession as 20% of those making \$40000 or less per year no longer teach after year five. Similarly, after year five, almost 30% of those studied who did not have a mentor during the first five years had left teaching. Only 14% of those who had a mentor during their first year had left teaching after year five (Gray & Taie, 2015).

Schools are "leaky buckets" that have newly credentialed teachers to choose from but lack the programs to retain teachers. Some estimates show that as many as half of new teachers will be out of the profession after five years, precisely when they should be accomplishing high levels of student achievement. Comprehensive induction programs

are found to have particular components: mentoring from a teacher who teaches the same subject or grade level and demonstrates effective lessons, and assists analyzing student data. Common planning time where teachers can work together to address student needs, and ongoing and specific to the teacher content and professional development combined with access to an external network of teachers can help grow teacher skill in all facets of teaching in their formative years (Alliance for Excellent Education, 2004).

Problem (for Illinois)

The political climate in Illinois regarding education over the past few years is particularly unsettled. Debates regarding teacher pensions continue and will more than likely change the career trajectory and aspirations of pre-professionals. With the passing of Public Law 96-0889, those contributing to Illinois Teacher Retirement System after January 1, 2011, will now have to work at least five years longer to attain the same compensation earned by previous generations at retirement age. Public Law 099-0008, also known as Senate Bill 7, passed in 2011 included a revision to the rules for dismissal of teachers and acquisition of tenure making it more streamlined and performance-based and more straight forward to dismiss any teacher, tenured or not. Having to work more years and having less job security may diminish the perception that teaching could be a lifetime career from both employee and employer perspective.

Illinois has a weak history regarding financial support for high-quality teacher induction. The state has guidelines but no state funding for induction programs. In Illinois, the quality of induction programs runs in concert to school funding. The better-funded schools have better induction programs, and the lower funded schools offer little

to none. Legislation has passed, but with no funding offered, school districts have not been required to develop effective induction programs (Bartlett & Johnson, 2010).

These issues arise at the same time the Millennial has become the largest cohort in the education workforce. Each cohort has different values about life and employment amongst their own and previous generations, and the Millennials are no different. Their need for rapid work advancement stands in contrast to Generation X, and while similar to the Boomers, Millennials tend to want promotion and recognition, without the long term commitment. However, unlike the Boomers they do not see the need to be a workaholic to achieve and will move on, challenging the stability of the workforce. To improve student performance, the teaching force needs to remain relatively stable and include high-quality induction programming. Their perceived lack of desire for long-term employment with one organization is a new factor that employers may need to address. (Ingersoll et al., 2014; Ng et al., 2010).

The business world has a growing amount of literature regarding onboarding of the Millennial generation. This increase shows that the business community is thinking about and investing in how to retain young employees. Retaining Millennial employees, since the cost of rehiring is higher, is a popular theme (Fallon, 2009; France et al., 2009; Journak, 2010). In the financially strapped P-12 education field, induction and mentoring research exists, but lacks specific information regarding the induction and mentoring for the Millennial generation (Graham, 2009; Kelley, 2004; Smith & Ingersoll, 2004).

Theoretical Framework

Theories regarding Millennials are few and far between. This is an emerging cohort and what exists are perceptions and models of who this generation is. Researchers William Strauss and Neil Howe (1991) created the Strauss-Howe Generational Theory that further develops the ideas from the beginning of this chapter from Mannheim (1970) and Ryder (1965). Mannheim's (1970) idea of social location and Ryder's (1965) further specification to a specific population becomes even further defined by Strauss and Howe with their definition of a generation, "...a special cohort-group whose length approximately matches that of a basic phase of life..." (Strauss & Howe, 1991, p. 34). This length of time matches how we look today at cohorts and all of the previous discussion of each of the cohort groups. Their birth to formative years was approximately two decades. To them, American history is a pattern of life *cycles* which are each about 80-90 years. Inside of these cycles are *turnings* where every 20 to 22 years a new turning emerges whose cohort members have specific traits. Each turning has the same or very similar characteristics for each cohort group, and they have defined seven characteristics for the Millennial Generation: *special, sheltered, confident, team-oriented, achieving, pressured, and conventional*. This provides a practical model for school leaders, many of whom are from previous generations, to analyze the experiences of the Millennial cohort.

The Millennials are considered special, raised by Generation X parents who tended to have increasingly close ties with their schools. The term helicopter parent is used to describe parents who hover over their child at all times, figuratively and literally,

in the early 1990s when Millennials first became school age. This schooling, partly response to this type of parenting, became more “student centered.” Online systems that keep parents up to date on their children's performance are commonplace in schools (Howe & Nadler, 2010, pp.119-120). The highest level teaching practices are now determined to be those that focus on what the student is doing and their needs, rather than on what the teacher is offering (Danielson, 2007).

Feeling special has lead Millennials also to crave being sheltered. Sheltered is conceptualized in topics such increased child safety measures such as bicycle helmet safety laws for children, the first of which enacted at the state level in 1987. Referenced earlier, as adults, one of the contradictions of Millennials is their desire for job security and they often are portrayed ready to switch jobs without hesitations for a new and possibly better opportunity. More accurately, poor economics have played a large part in young workers moving jobs, and many find job attributes such as security and quality of insurance high priorities (Howe & Nadler, 2010, p. 129).

Millennials are often mentioned as narcissistic but is it instead confidence that they have developed from the above two characteristics. The characteristic confident described here:

According to a Bayer-Gallup *Facts of Science Education survey*, 84 percent of today's young people believe someone in their generation will become the next Bill Gates, 66 percent believe they personally know such a person, and 25 percent believe they actually are that person. When today's older generations came of age, it was common to wonder if you had what it takes to succeed. Millennials spend

less time wondering. They are more inclined to assume that they can meet any standard and beat any challenge. (Howe & Nadler, 2010, p. 145)

In their formative years, team-oriented Millennials tended to play on organized athletic teams and participated in greater connectivity through social media. Community and service, whether on the playing field or online, are strong values amongst this cohort and highly rated as a personal measure of success. Volunteerism has steadily increased amongst college freshman over the past 20 years (Eagan et al., 2016). Programs such as Teach for America rose to prominence during the 2000s when Millennials were beginning to graduate from college.

Millennials are also conventional, comfortable with the shelter their parents provided them. Noted from above, they have priorities in being good parents themselves and having a family. Their parents, having made them feel special and sheltered, provided the template for how they would want to raise their family or more commonly found in popular media pieces brought them back home after college as they toughed out economic challenges of the past ten years (Fry & Passel, 2014).

Pressured characterizes Millennials in healthy and unhealthy ways. The Millennial has grown used to the hectic schedule of school, after school activities, homework, and volunteering. They make plans that are long term, look to college when in elementary school, and try to methodically accumulate accolades as they go through schooling that will ensure a predictable reward. They have a need for evaluation and can struggle with inconsistent feedback and expectations. This pressure has caused an

increase in stress levels that impact their overall health, more than either of the other two cohorts (American Psychological Association, 2015).

The Millennial cohort achieves and is the most educated cohort of the three. More students are taking Advanced Placement exams and scoring higher than ever before. Raised during the No Child Left Behind and most recently Common Core, the academic level expected has been continually increased. In the workplace discussed above, they may want to move ahead in a company quickly. Older peers may see this as “not paying their dues” (College Board, 2013).

Since the phenomenon of Millennials is still evolving, these conclusions about specific characteristics of this cohort are from a still emerging research base. The characteristics themselves will also face evaluation as research proceeds and included as part of Chapter IV and V.

Conclusion

School leaders need to be aware of the similarities and differences among the generations employed in schools and, particularly, the attributes that make the Millennial generation unique. With the modal age of teachers becoming younger, there are simply fewer experienced mentors for Millennial teachers and school leaders will need to understand how to work with them and keep them in the profession. While induction programming has shown to be effective in retaining and developing high-quality teachers in earlier studies, the research is limited on Millennial induction in education. Therefore, this research aims to explore who the Millennial teacher is and reveal if current teacher

induction programs are applicable for them. Both through the lens of the Millennial teacher and the school leaders responsible for induction programming.

Reflecting on the research presented, to accurately define a generation is difficult and contradictions are apparent. They come into the workplace more well-educated than their predecessors but still need to be trained to be productive employees. This education helps them show confidence, but Millennials may often still need consistent approval, more so than Boomers and Xers. They may, or may not, be more narcissistic than the other generations with whom they are working. However, this may just be a result of their use of social technology compared with previous generations. Schooling designed around their needs and extracurricular activities have been built for them which may provide challenges as they enter a workforce not necessarily geared toward their needs. Assumptions abound about their lack of commitment to the employer, but other studies show that they are loyal, only hoping for more balance in work and life issues.

To address these issues business world research and more popular media have provided many ideas to onboard the Millennials. Transforming supervisors into coaches is a major initiative that has shown some success. This is partially in response to the proposed Millennial need for immediate and consistent feedback. Also, stories abound in popular media of the redesigned office, of ping pong tables and couches, that supposedly fits the Millennial mindset. The use of technology also keeps expanding and employers respond by providing what Millennial employees need. School leaders need to continue to keep current on the needs of their new Millennial employees, and this research will assist in filling a gap in the education world.

The quality induction will be of utmost importance helping retain quality teachers of this generation. Successful teaching starts with intensive induction. Those schools that spend time and money in these efforts can build a connection with their new employees that create the environment for successful long-term employment. Even high quality, well educated new teachers need three to five years before they are working at a high level to be able to understand school curriculum, establish relationships with parents, and access resources school provide or fill in gaps where they do not.

For schools today, it is critical to ensure that induction programs reflect the needs of the Millennial generation. Providing this will help retain the best of new employees and give them the length of time necessary to become a high-quality teacher. By exploring and discovering what Millennial teachers need from induction programs and if schools are providing it, this research will help schools retain staff and develop high-quality teachers for the generations yet to come.

CHAPTER III

METHODOLOGY

Introduction

The implications for school administrators in managing the Millennial generation are crucial to consider when establishing induction and mentoring programs. The teacher workforce is changing in several ways as this new generation enters. The raw number of P-12 teachers has increased dramatically. It is also getting younger and older simultaneously, more female and more ethnically diverse. Also, although the teaching force has become more consistent in their academic ability, instability in the teacher population has grown and continues to increase, hindering the consistency of who is in our classrooms (Ingersoll et al., 2014).

In the face of these trends, leadership for comprehensive induction programs is increasingly important for schools. The workplace itself is transforming as traditional career paths, and management techniques, long-term employment, and "cookie cutter" approaches to employee relations are disappearing. The inevitable is push-pull between employer and employee for high-quality work versus high quality of life (Tulgan, 2004).

The business world has given attention to this issue, but there is a lack of research on how this affects P-12 Education. The contribution of this study to educational leadership is to show best practices in induction programming for the Millennial generation entering the teaching workforce. Through their input from interviews, the researcher discovered successful, and unsuccessful, practices of induction through the lens of the early career teacher who has completed a school induction program and the

leaders of those programs. Both perspectives were compared and contrasted for improvement of future induction programs.

Purpose

The political climate in Illinois regarding education over the past few years is particularly unsettled. Debates regarding teacher pensions continue and will more than likely change the career trajectory and aspirations of pre-professionals. These issues arise at the same time Millennials become the largest cohort in the education workforce. As discussed in Chapter II, each generational cohort has different values about life and employment amongst their own and previous generations, and the Millennials have their uniqueness addressed here by the foundational research question: How are the induction processes of Millennial teachers understood by both the teachers and administrators?

The business world has a growing amount of literature regarding onboarding of the Millennial generation. The cost of employee turnover can be high and as with any profession, time and planning are necessary to retain skilled workers. Even high quality, new teachers need three to five years before they are working at a high level to be able to understand school curriculum, establish relationships with parents, and access resources school provide or fill in gaps where they do not. For schools today, it is critical to ensure that induction programs reflect the needs of the Millennial generation. Providing an effective induction program will help retain the best of new employees and give them the length of time necessary to become a high-quality teacher. This research explored who the Millennial teacher is and revealed the relevancy of current teacher induction programs

for them, as well as through the lens of the school leaders responsible for induction programming.

Research Questions

1. How do Millennial generation teachers perceive their induction programs as new teachers?
 - a. What are the perceived needs of Millennials in their first year of teaching?
 - b. How does induction programming meet these needs?
 - c. What are the perceived effectiveness of these programs to meet Millennial needs?
2. How do building/district level leaders perceive the induction of Millennial generation teachers?
 - a. What are the perceived needs of Millennials in their first year of teaching?
 - b. How does induction programming meet these needs?
 - c. What is the perceived effectiveness of these programs to meet Millennial needs?

Case Study Research Methodology and Design Overview

Yin (2014) describes the niche for case study to be when a "how" or a "why" question is being asked about either a contemporary set of events and is one that the researcher has little or no control (p. 14). The foundational question in this study is "How are the induction processes of Millennial teachers understood by both teachers and administrators?" The research involved events that are currently happening. I had little or

no control over the path the participants will take as they progressed in their teaching careers. This research meets both of the qualifications listed above.

Following Merriam's (2009) guidelines, a case study is an intensive holistic description and analysis of a bounded phenomenon. For this study, the bounded system that represents the cases are the Millennial age teachers and their administrators working in a P-12 school. This study takes on an instrumental case study and phenomenological aspect as each teacher and administrator represents individual cases of their own lived experiences of onboarding. Also, this study follows Merriam's attributes of case study: Particularistic, the specific phenomenon of Millennials going through an induction program; Descriptive, the ability to hold multiple rounds of interviews provided a rich description; and Heuristic, the data illuminated understanding of the topic for the reader (p. 43).

Specifically, a retrospective case study was used to collect data. In a retrospective case study, the data collection is after the significant events occur. Respondents had one to two years of induction programming upon which to reflect. The multiple rounds of first-person interviews allowed for checking against other interviews and provide rich data. First-person accounts created from semi-structured interviews developed into first-person narratives with the goal to help the reader generalize to their own experience. Vignettes detailing each participant were created to provide a rich description for the reader. Lastly, the outcomes will already be known to the researcher. In this case study, since we are addressing an evolving phenomenon the outcome is not a defined end (Street & Ward, 2010).

Case Selection

One group of participants were teachers who have recently completed an induction program and continued with the same school. Participants were first or second-year teachers at their schools, depending on the length of the school induction program. The teachers are members of the Millennial age group, defined as being born between 1980 and 2000. The other group of participants was school leaders of induction programs. These were principals or central office staff that are responsible for induction programs. These administrator participants had at least two years of experience with leading these programs, which allowed them to share knowledge gained through experience with their program. All participants are from suburban Cook County schools providing a consistent group.

Initially, I had assistance from colleagues to establish connections with potential schools. I contacted school superintendents that either I knew or referred to by colleagues, contacts were made through email or phone. Once I received permission from the school superintendent and administrator consent forms were signed, I received through email a list of potential teacher participants' names and email addresses that fit my Millennial profile. I then emailed all potential participants with a request and teacher consent form. The superintendent also referred me to the administrator responsible for induction and mentoring if it was not themselves. I made email and phone contact with each administrator and as they initially agreed to participate the consent form was sent through email. All participants and myself signed consent forms in duplicate before the interviews with one signed copy left with the participant and the other taken for my files.

As initial participants emerged, especially in the teacher pool, snowball sampling was used to find participants for the study. This type of sampling is a prevalent method where the researcher locates a few initial members and during interviews asks them if they know of other possible participants who fit the description above. I recruited a few teacher participants using this method (Patton, as cited in Merriam, 2009, p. 79).

Data Sources

The final sample used for data analysis consisted of thirteen teachers and six administrators. One teacher participant, of the original 14, removed themselves from the process after the initial interview. There were at least one teacher and one administrator from each school district that participated. This consistency provided a cohesiveness to the participants with no school district represented by only a teacher or only an administrator. All respondents currently are employed at school districts in the north or northwest suburbs of Chicago.

Teachers came from a variety of positions and grade levels. Classroom or grade level teachers were the majority of the group. However, also included in the data analysis sample were a school psychologist, a physical education teacher, social worker, and an English language learner teacher. Schools need to be able to onboard a variety of teachers, and their voices were included to check if they differed from other positions. Table 1 shows teacher respondents with their position and years of experience.

Table 1

Teacher Participants

Pseudonym	Group	Position	Years Experience
Michelle	Teacher	Classroom	2
Julie	Teacher	Classroom	2
Anne	Teacher	Classroom	2
Mark	Teacher	Classroom	2
Jessica	Teacher	Social Worker	4
David	Teacher	EL Teacher	12
Lila	Teacher	Classroom	3
Sue	Teacher	Special Education	4
Maureen	Teacher	Mathematics	4
Elaine	Teacher	ESL Mathematics	2
Maud	Teacher	School	2
Lauren	Teacher	Physical Education	2
Mary	Teacher	Family/Consumer	12

Administrators also held a variety of positions. This group included two superintendents while the others represented a variety of positions in buildings or central office. As part of their work responsibility, all administrative participants supervised new teacher induction and mentoring. Five of the six were members of Generation X while the other was a Millennial. Noted in the analysis, differences between the Generation X respondents and Millennial respondent appeared somewhat during data review. Table 2 lists the administrators with their position and generational cohort membership.

Table 2

Administrator Participants

Pseudonym	Group	Position	Generation
Elizabeth	Administrator	Assistant Principal	Generation X
Betty	Administrator	Superintendent	Generation X
Katherine	Administrator	Department of Teaching and Learning	Generation X
Nathan	Administrator	Assistant Superintendent	Generation X
Tim	Administrator	Superintendent	Generation X
Emily	Administrator	Induction Facilitator	Millennial

Data Collection

The researcher used a multiple semi-structured interview format to gather data from participants. Using this interview technique allowed the ability to create insight through more in-depth explanation from the respondent than other methods. Targeted and focused questions developed from the theoretical framework guided each interview (see Appendices A and B for interview protocol). As described earlier in their book *Millennials Rising: The Next Great Generation*, Howe and Strauss (2000) detail seven characteristics of the Millennial persona. Their research has shown a clear break between those born before 1982 and those after which is approximately the generation entering our school workforce, with more to come. These characteristics frame the research. The seven characteristics are special, sheltered, confident, team-oriented, achieving,

pressured, and conventional. Each of these areas helped define the needs of Millennials and guide whether or not school induction and mentoring are meeting these needs.

Figure 9 was used in multiple ways to organize the research process. The categories and definitions below are a compilation of attributes from Chapter II. The category headings are a combination of the attributes of Millennials outlined in Chapter II and as described by the research of Howe and Strauss (2000). The definitions of each were used to help develop both teacher and administrator participant interview questions. After completing the interviews, these categories were used as codes to reveal themes in the data and their connection, or lack of connection, to the interview data.

Interviews were held with strict confidentiality and with researcher and participant only. Recordings of interviews were transcribed by the researcher, except for five interviews that were transcribed by transcription service. Appendices C and D contain the confidentiality agreement for the transcription services. All researcher notes and journal entries remained in a locked office cabinet in the office of the researcher. When reporting data, pseudonyms of schools and participants was used to increase the level of privacy.

Education Achieving Confident	<ul style="list-style-type: none"> • See education as a huge expense, belief in lifelong learning • Prefer options: classroom, group activities, technology use, fun • Learning and being considered smart is “cool”
Workplace Team-Oriented Conventional Pressured	<ul style="list-style-type: none"> • Work/life balance • Multitasking • Collaborative, conversational, informal • Looking for what is next (usually from the same employer) • Positives: collaboration, tech-savvy, multitasking • Negatives: need supervision and structure, inexperienced
Feedback Pressured	<ul style="list-style-type: none"> • Need continuous feedback and meaningful work
Communication Team-Oriented	<ul style="list-style-type: none"> • Eager to please, inclusive • Prefer meetings that are conversational and interactive
Technology Team Oriented Special	<ul style="list-style-type: none"> • Lifetime exposure to technology, believe it is core to life and work and way of thinking • Email, text, instant messaging, state-of-the-art technology
Generalizations Special Sheltered	<ul style="list-style-type: none"> • Entering workforce – largest group currently • Protect environment • Respect authority and expect respect returned • Value optimism, global awareness, sociability, volunteering
Success Conventional Sheltered	<ul style="list-style-type: none"> • Personal fulfillment at work • Active lives outside of work • Healthy and strong community

Note. Adapted from Houck, C. (2011). Multigenerational and virtual: How do we build a mentoring program for today's workforce? *Performance Improvement*, 50(2), 25-30. doi:10.1002/pfi.20197 and Figure 5, Generational Differences.

Figure 9. Millennial Characteristics

Data Analysis

Data analysis simply put is the method used to make sense out of the collected data and answer the research questions. Case study is the methodology employed, and the analysis will be a "...intensive, holistic description and analysis of a single, bounded unit" (Merriam, 2009, p. 203). The data collected as described above included interviews with Millennials and their administrators.

Analysis began early in the data collection phase to keep the data efficiently managed, but also to increase the quality of responses gained during collection. After completing the initial two participant interviews, I began to see potential themes emerge from data. For example, the technology questions resonated with participants and revealed divergent thinking between Millennials when compared with administrator responses. I tended to follow up for more detail on those responses in subsequent interviews. I clarified their responses on technology and other themes in the second round of participant response.

The interview questions guided initial stages of the data collection but responding to the data collected during that phase and adapting the questions used increased the quality of the final product. Merriam states, "Without ongoing analysis, the data can be unfocused, repetitious, and overwhelming in the sheer volume of material that needs to be processed. Data that have been analyzed while being collected are both parsimonious and illuminating" (Merriam, 2009, p. 171).

I also found after the first administrator interview the questions were not in an order that promoted fluid conversation. In subsequent administrator interviews, I began

with the Generalization categories and circled back to them at the end. This order allowed for a more thoughtful response to all questions.

Bogdan and Biklen (as cited in Merriam, 2009, pp.171-172) shared suggestions to analyze data as collected. In bold is Bogdan and Biklen ideas followed by how I implemented them in my research process

These include:

1. **Develop analytic questions.** The research questions were logically constructed, developed from categories in Figure 9 which are characteristics of Millennials as described in Chapter II. For example, questions in the Teacher protocol under the category Workplace attempt to explore the needs of Millennials in their workplace. This category also connects to a team, or collaborative, orientation which questions 2c and 2d from the teacher protocol (see Appendix A) directly attempt to explore regarding relationships and connections with other staff members.
2. **Write many observer's comments as you go.** These comments stimulated critical thinking and enriched analysis during my research. During interview rounds I kept notes to use during that particular interview or in future interviews. These research notes were used to help clarify and keep track of participant responses. Research notes led me to realize that for the Administrator protocol the questions as written caused a lack of flow during the interview. I noted this problem after the first Administrator interview and moved the questions categorized Generalizations to the beginning of the

interview. This reworked organization allowed the subsequent interviewees to speak a bit more freely at the beginning and allowed for more thoughtful responses throughout the rest of the interview.

3. **Write memos to yourself about what you are learning.** Keeping a journal after each interview and during the three months of interviews helped organize my results. The journal assisted in my reflection as a researcher about what I was learning and provoked thinking about broader issues from the research. One example was in the category Feedback where I wrote numerous times on interview sheets about the need for feedback shared from the Teacher group. There were many opportunities for feedback including formal, informal, from mentor, from administrator, or from other colleagues to list a few. Once I started to see the pattern this became a theme of Feedback featured in Chapter IV.
4. **Try out ideas on participants.** During initial interviews, I asked participants what they thought about emerging data patterns. In the second round of responses, participants were presented with the five major themes and with a brief synopsis of each. I asked each respondent for comments which further clarified research. The synopsis I presented with Administrators for the Feedback theme elicited two responses that felt Teachers were not necessarily looking for Feedback in a constructive sense but only for praise. This idea contributed content to the discussion of Chapter IV that did not come out as

clearly in the first round of face to face interviews. The final round of comments came through feedback on their vignettes.

5. **Reviewing literature study.** Consulting the literature that was used to create Chapter II helped keep the collection and analysis on track. At multiple times through writing Chapters IV and V, I re-read Chapter II to find connections between established research and my own. The section on the changing psychological contract in the workplace from Chapter II is one such connection. This section contributed to my analysis of the data presented in the Work/Life Balance and Commitment theme in Chapter IV.

Coding is the method to organize and manage data. The goal, beyond simple organization, is to reveal connections between multiple pieces of data. Using an open coding strategy at first began to show main ideas. Some codes were used in the final report while others diminished in importance as new data was analyzed. To establish codes, I first began by reading through all of the transcribed interviews. As data accumulated, analytical coding was used to begin to make connections across data. These codes aligned with the framework characteristics in Figure 9 to explore how accurate the characteristics were. As the data was analyzed, codes such as Technology, Confidence, and Pressure were used to organize the data referenced in Chapter IV. For example, the theme of Technology emerged in multiple ways as interviews progressed. Respondents from both groups contributed meaningful discussion regarding the perceptions around technology use in schools. A majority of respondents worked in schools where access to technology was abundant. Typically in these schools every student had access to their

own device to complete schoolwork. Millennials, in general, are thought of as a very technologically facile group but the majority of Teacher participants were not, either personally, in the classroom, or both. Administrators saw them as leaders in technology. The tension between the teacher views and administrator perceptions of school technology programs was apparent.

Other parts that combined to create the technology theme included how teachers use technology for their own work in lesson planning, grading, and other administrative tasks. Technology, and the other themes in Chapter IV, are used for organization of the study but also provided similarities and differences for the group of Millennials studied when compared to the data in Figure 9.

Validity

With the data collection of this research solely interviewing, I am limited in the use of sources of evidence. The attempt was to establish converging lines of inquiry by using primarily one source of data, interviews of teachers and their administrators. Due to this validity was promoted in other ways.

Maxwell (2013) shares two ways to test validity. First, the use of actual events and comments from participants will help create rich data. The researcher strived to develop naturalistic generalization. Stake (1985) defines naturalistic generalization as "...conclusions arrived at through personal engagement in life's affairs or by vicarious experience so well constructed that the person feels as if it happened to themselves" (p. 85). Interviews revealed the actual events and experiences of Millennial teachers and administrators. Since the construct of being a Millennial is one that is currently an

evolving phenomenon the reader may be able to add this to their knowledge. Stake supports this as valid, stating this type of personalization makes "...a slightly new group from which to generalize, a new opportunity to modify old generalizations" (p. 85).

Second, respondent validation or member checks clarified any similarities or differences between participants from my perspective. As interviews proceeded, the technique of respondent validation or gathering feedback on emerging information in the collected data was used (Maxwell, as cited in Merriam, 2009, p. 217).

Participants took part in up to three rounds of interviews and feedback. As part of the reporting, I created vignettes from this data to illuminate each participant and my vicarious experience with them. Creating vignettes allows the reader to understand the experiences of the individual cases better. These vignettes also attempt to help the reader understand how I arrived at the conclusions presented and that these conclusions derived from participant experience. Each participant received their vignette, and final versions in Chapter IV include edits made from respondents' suggestions.

Each of the five themes presented in Chapter IV was summarized and presented for feedback. All respondents received a written conclusion from the responses of their group, either teacher or administrator. These interpretations, or "polished" pieces, are what Creswell (2009, p. 191) shares are best to use for member checking rather than actual transcripts. Three teachers and four administrators responded with most agreeing to the summaries but some providing clarification from their perspective. For example, in theme Work/Life Balance and Commitment, I shared that administrators tended to be

concerned about this topic. Responses illuminated this more providing a wider variety of reasons that work commitment may be a concern.

Researcher Bias

One concern regarding bias is my membership in a different generation. I continually reflected on how Generation X, the generation I am a member of, thinks and perceives those of the Millennial generation. Rereading Chapter II with attributes of Generation X assisted. Also, my role as a school administrator will be one I need to step out of to understand the Millennial teacher mindset. Keeping a journal of thoughts helped shape the data analysis in an unbiased fashion. I wrote journal notes immediately after each interview. These journal notes combined with interview data helped create the themes checked with participants. One particular area I made multiple notes were responses to questions in the category Evaluation. As a school administrator, I evaluate teachers in my building and am a member of the school district evaluation committee. I worked extensively over the past few years to update and abide by state regulations regarding evaluation practices. During teacher interviews, I asked probing questions regarding teacher experiences with evaluation. There were moments during early interviews when I wanted to correct or clarify misunderstanding of the evaluation process. Also, I held back from attempting to share my administrative perspective during interviews. I wrote notes to myself to be mindful of this bias during subsequent interviews.

Summary

Described in this chapter was an overview of the design of the study, participant selection, data collection procedures, data analysis procedures, and validity and bias concerns. In Chapter IV, the first half contains vignettes of each participant. The second half discusses the five themes derived from the research data: Feedback, Work/Life Balance and Commitment, Teacher Autonomy, Technology, and Relationships. The presentation in Chapter IV begins to answer the foundational research question: How are the induction processes of Millennial teachers understood by both the teachers and administrators?

CHAPTER IV

CASE STUDY RESULTS

Overview of Study

The purpose of this case study was to explore, using a phenomenological approach, Millennial generation teachers and school administrator perceptions of the induction program offered by their school. The responses by the Millennial teacher group, when contrasted with the administrative group, provide insights for future planning of induction programs. These lived experiences create a tension that those in charge of induction programs will need to be aware. With an increasing amount of teachers needed for schools, competition for teachers will increase, and schools will want to recruit, train, and keep the best teacher talent possible. Successful induction programming is a crucial piece to success in teacher retention and student achievement.

Research Questions

1. How do Millennial generation teachers perceive their induction programs as new teachers?
 - a. What are the perceived needs of Millennials in their first year of teaching?
 - b. How does induction programming meet these needs?
 - c. What are the perceived effectiveness of these programs to meet Millennial needs?
2. How do building/district level leaders perceive the induction of Millennial

generation teachers?

- a. What are the perceived needs of Millennials in their first year of teaching?
- b. How does induction programming meet these needs?
- c. What is the perceived effectiveness of these programs to meet Millennial needs?

Data Analysis

Analysis of respondent data occurred during and after the semi-structured interview process. Journal entries were collected and reviewed along with respondent statements. As interviews progressed, initial responses were used with subsequent respondents to determine whether those ideas resonated with them. A coding system with labels evolved into the five themes detailed below. Member checking commenced after initial interviews were complete.

Case Studies: Teachers

Thirteen teachers participated in this research study. All teachers are members of the Millennial age group as defined, born between 1980 and 2000. All participants also have, within six months of their initial interview, completed the final year of their school induction program. Six administrators participated in this research study. Five of six administrators are members of Generation X while one was a member of the Millennial Generation. Some were explicitly responsible for induction programming while others had broader responsibilities, including two superintendents. All respondents currently are employed at school districts in the north or northwest suburbs of Chicago. Provided below are vignettes for each respondent that shares the lived experience of the Millennial

teacher and the administrators responsible for induction programming at their school district.

Michelle

Michelle is a second grade teacher who is in the second year with her first employer in teaching. After graduation from a large, Midwest university, she accepted her current teaching position. She wanted to be a teacher since she was 11 years old.

Michelle loves working at her school and appreciates the collaborative nature amongst her colleagues. She sees everyone as friends, and they socialize outside of school together. Michelle believes this is valuable to making work a more collegial environment.

She believes her relationship with the principal and the assistant principal is good and thrives off of their feedback. Her principal provides informal and formal feedback as part of the evaluation program. She stated her desire for more coaching and formative feedback during the year to help her continue to improve. Her teaching colleagues help her with day to day issues, and she feels comfortable talking to any one of them as to how they would handle situations with students. These connections were especially helpful this year since her mentor taught a different grade than she did. Even in the second year of her career, Michelle feels she is an equal partner with her teammates. From her perspective, her grade level team supports each other and works as a unit.

Michelle found her induction program experience to be positive, mainly when provided time to work and discuss with other mentees. Some of the topics presented were

not of interest to her, and she had difficulty sustaining motivation to attend large group meetings that had limited to no time to collaborate with other mentees.

She professes to love technology and is the tech guru of her family. Working in a school that has a 1:1 iPad program allows her to have expertise that her older colleagues do not, and she sees herself as a go-to person for technology in the primary grades.

Michelle does see the potential of technology for the classroom and individualization of student learning, but she also believes students still need more traditional tools and skills.

Michelle strives to keep a balance between personal work and life. She leaves school work at the school for the most part so she can relax and have a social life. Her personal and professional goals are combined and focus solely on work and becoming a better teacher.

Throughout our discussion, Michelle repeated her interest receiving more feedback as she progressed through the year from her principal, mentor, instructional coaches, and other colleagues.

Julie

Julie is a graduate of a large Midwestern university and teaches intermediate grades. For the most part, she teaches language arts and social studies. This position is her first teaching job, having now completed two years at the school. She is drawn to teaching because she loves children and wants to be a guiding force for them in their lives.

Julie values straightforward, honest relationships with colleagues. She believes her teaching methods are "out of the box" and appreciates a school that will allow her to

teach the way she wants to teach. She is unafraid to tackle emerging social issues in class. One of Julie's core beliefs is that she is a teacher of the whole child and will abandon lesson plans if she feels there are issues, such as bullying, affecting students and hindering learning.

Julie's mentor has the same teaching role she has, which she believed was helpful during her initial years of teaching. She is most appreciative of the times that she was able to take charge of co-planning and has loved her leadership opportunities. Her mentor allowed venting about student issues and other conversations that she felt she could not have with peers.

Although, while working with her team she did feel as though she was not highly valued and was scared to ask for help. During her first year, she felt experienced colleagues did not want to include her opinions or build relationships with her since her job status was not clear. These relationships improved somewhat in year two, but her relationships are much stronger with her similarly aged peers than with older staff.

She recognizes the support of her administrator on a daily basis. Their conversations regarding the challenges of being a young, inexperienced teacher were valued. From her perspective over the year, her administrator saw her as more of an equal amongst the teaching staff even if veteran colleagues did not. During formal observations, she was required to provide formal lesson plans, something she does not typically do. This practice has been good to check her work regarding prioritizing her learning goals for students. Her evaluator gave very detailed notes and feedback and was very accessible if she had follow-up questions after an observation, both of which she

appreciated. However, she would have liked one additional formal observation to provide more feedback during the last few months of the year. Their final observation was in March, and no other observations took place.

In her personal life, Julie does not consider herself savvy with technology and is much less knowledgeable than her peers. In the classroom, she struggles to get computer applications to do what she wants them to do for children. In her opinion, the time spent trying to set up technology-infused projects in her classroom could be used more constructively in the classroom with traditional projects. Her induction program offered little in the way of technology, whether technology use to manage the program or lessons on technology integration and this was preferable for her.

Her work life balance tilts towards work, but she sets limits to what she will bring home to do. She prefers to do work at work and not do work at home unless it is an absolute must. Her personal and professional goals are commingled. She is in graduate school which takes much of her outside of school time with anything personal confined to summer.

Anne

Anne teaches a variety of subjects in a middle school. She is a teacher because she feels intrinsic rewards when students achieve their goals.

She values supportive administrators and colleagues especially those teaching colleagues who share their resources and knowledge. Over the two years she has taught, she has needed less and less of this support, but she still appreciates colleagues who are proactive in checking in with her.

Her experience in the mentor program was terrific as she was involved with her mentor from her first day in the district. The induction program meetings were mostly informal, and when the mentor was involved, it was worthwhile. When there were full group induction meetings, she did not find them particularly useful. She recalled the first meeting where she took many notes but did not use them after that session.

Anne's administrator was professional and supportive, but she did feel intimidated by him at times. Evaluations are very serious and include both positive and constructive feedback. She came into this position knowing the evaluation framework well which, from her perspective, has made it easier for her than her veteran colleagues. She believes that the evaluation framework is ambiguous and could be manipulated to form opinions rather than a concrete representation of teachers. She also noticed inconsistent application when comparing how her mentor used the framework and when her administrator did. Feedback from both was good, but she could handle more feedback as long as it is helpful to her teaching. Most of her colleagues were helpful, but she did have challenges with two veteran teachers who would not collaborate with her or share materials. Her mentor and administrator addressed the issue, and this assistance has helped her feel like a more valued and equal member of the teaching team.

Her personal use of technology is not exceptional, and in the classroom, use is mostly writing work using laptops. Teaching students about citing sources when using digital tools is a challenge in her classroom. She considers her technology use about the same as her colleagues.

Her work life balance has improved in year two. She brings less work home and has more free time for a social life. Still, she does consider her personal goals to be all about school, and she does decline some social obligations to complete school work as she feels students depend on her and she does not want to let them down.

Mark

Mark is a fourth-grade teacher in his second year of teaching. He loves the experience of working with children and every day being unique. Mark likes the camaraderie of staff and his grade level team and feels knowledge and conversation of their personal lives help build trust and relationships. These personal connections transfer into professional relationships that are productive from his point of view. His relationships with his grade level team are stable and positive, but he has a future goal to expand his knowledge of staff in other grades.

He is attempting to grow his teaching practice by better meeting the academic needs of all of his learners. Mark was paired with an experienced classroom teacher mentor during his first year and then with an advanced learning teacher mentor in year two. His year two mentor was a former classroom teacher who helped him improve his skills with advanced and gifted students, which he identified as an area of growth. Mark also is trying to establish his style and strategies as he continues to improve as a teacher.

He feels the school acts as a supportive family to help with high expectations from the community. Mark is appreciative of his principal and appreciates their telling him in a factual, almost blunt, way what he needs to do to get better as a teacher during his evaluation meetings. His criticism of the evaluation was that it focused on formal

observations and standardized test scores. He would appreciate more frequent informal observations to inform what he does on a day-to-day basis and further his growth. He is passionate about being represented fairly during his evaluations and shared a specific instance of a misunderstanding during an evaluation. While this situation was rectified, he is not hesitant about challenging an evaluation comment.

Mark considers himself very technologically savvy using home automation systems at home but in the classroom, he is somewhat more conservative. His lesson plans rarely depend on technology with more of his work using student laptops for writing and giving presentations. A dry erase marker is always ready when his interactive whiteboard does not work.

His induction program was mostly face-to-face meetings with his mentor. There was little in the way of technology use, or integration training, during the initial induction program beyond computer fundamentals and email setup.

Mark protects his off hours' time for his own social life. Weekends are for his social life, and he is not going to bring work home. Typically, he works at school until 5:00 pm and then he is finished working. Mark does believe that he is solely focused on his professional goals and wants to do everything possible to keep his job and show colleagues, parents, and students that he is committed entirely to them.

Jessica

Jessica is a social worker who is still early in her career but is in her second school district and her fourth year overall. Student accomplishment keeps her motivated and excited about the teaching profession.

People that are willing to work as a team and seek to understand her role as a social worker are essential to Jessica. Also, she prefers an administrator who also realizes that she has the ability help children.

Her process and techniques have grown over her first few years. She feels she has grown and expanded her toolset for use in a wider variety of situations since moving from a more affluent school to a more economically diverse one.

Jessica enjoys a good relationship and works collaboratively with her principal. While she is unsure she is an equal member of the team, she is comfortable when disagreeing with her principal. She is continually building relationships with her co-workers that allow her entrance to their classrooms. Jessica strives to make friendships and personal connections with classroom teachers.

Jessica appreciates her mentor who listens and provides advice without evaluation connected to it. Having a job-alike mentor was especially helpful as a social worker to understand her role.

The most influential parts of her induction program were ones that had a personal connection to her. She moved schools to have more students who would need her services. Increasing her student knowledge helps not only her but in turn helps her help teachers work with students.

When being evaluated, Jessica values direct and immediate feedback. Evaluation feedback from her principal matched what she felt her areas of improvement were. With her role as a social worker, being flexible with the context of her evaluation was helpful since she works in many different areas of the school. Evaluation of her working with

teachers has helped, but she continues to want more of that type of feedback. Most meetings she is in at school are informal, but she would appreciate more structure and organization noting that it would fit her style better.

The relationship with her mentor developed into a friendship. Their communication is timely and useful. Email, text, phone are all acceptable at any time of the day. While her connection to her mentor was strong, she was less enthusiastic about her larger group induction meetings. Most of these were lecture based and geared toward first-year classroom teachers. Even with her limited experience, she would have appreciated more small group work with job-alike partners. She did not enjoy the need to keep records of contact with her mentor. She felt that she was being treated as a child and not trusted.

Jessica rates her personal technology use as low relative to her age group. She uses Facebook but much less when compared with friends in her social group outside of school. Her professional technology use is limited due to her teaching role and is mostly used administratively for her work. Occasionally she will make videos of her students to show behaviors, but this is more limited compared to other teachers. She considers her use very basic.

Jessica feels a strong commitment to balancing her work and life and leaves work at work. She does not want to email after hours and leaves things to the next day. She enjoys personal projects includes marathon training and an upcoming marriage that keep her from becoming overwhelmed at work.

David

David is an experienced teacher who is at the older end of the Millennial age range. He taught for ten years in a foreign language school and currently teaches English language learners. He loves working with this population of children and is the child of a teacher which he believes makes teaching his calling.

David struggled with the initial school induction programming during his first few days in the school. While the technology professional development was a highlight, for the most part, he saw these meetings as not pertaining to his specialized work. The initial induction program at the beginning of the year was not as helpful as the small group mentorship and work with the team that occurred during the year. Observing job-alike teaching was highly appreciated which helped him gauge his teaching with successful teachers in the school.

He appreciated that teachers feel valued in his school but wonders if there could be more transparency between teaching and administrative staff primarily from the department of instruction. David appreciates his relationship with his principal. Feedback is given freely, and David can handle as much as is given. His goal of being a better teacher is important, and he is not hesitant to ask questions before being observed to clarify what the evaluator is observing. He feels this is his way of being a role model for his students. Being one of the few male teachers in his school, he is asked by the principal to take on specific responsibilities with male students. He takes these on with no issue and feels as though he is an equal member of the teaching staff.

David struggled with his mentor relationship mostly based on their different teaching styles. He admires the mentors teaching ability and has learned from his mentor but seeks others for day-to-day school operations. However, challenges with his mentor started with his initial interview. His future mentor asked very challenging questions which he found helpful but exhausting. Communication with his mentor happened at all hours; a schedule to which he adapted. He did value his mentor's concern and care for creating an excellent language program. Their relationship is improving as he proves his abilities in the classroom. Communication with his mentor was limited to email and any face to face meetings were scheduled in advance.

During his evaluation program, he welcomed feedback, and he attempted to direct the feedback by asking for specific information from the assistant principal. He prides himself on always thinking about how to get better. Feedback was at a reasonable level, but he was unsure if it was honest as it was mostly positive. There were challenges creating student learning objectives for evaluations and unclear expectations from the administration.

His personal use and interest in technology are high, and he is very comfortable with computers. Technology allows him to take work home if needed which has improved David's work-life balance. Professionally he believes technology enhances student learning but does not use it much in his classroom. He has concerns about student behavior when using technology.

Lila

Lila is an elementary classroom teacher in her third year of teaching. Since her childhood, she always wanted to be a teacher.

Lila finds importance in having a supportive team that is there to help. She has recently changed roles into a classroom teaching position and found herself needing more team/grade level support than her previous role as a specialist.

Her most meaningful part of her induction program was her weekly mentor meeting when she could talk through successes and struggles going on in the classroom. Her mentor also helped her learn the history of the school.

Lila has a good relationship with her principal and enjoys talking with her. The principal provides an appropriate amount of feedback for her needs. She values this feedback and believes that she does not have to be too hard on herself if her principal feels she is doing a good job. Lila feels she is an equal member of the team and knows her voice and opinion can be heard and respected.

She characterizes her relationships with colleagues as friendship. Her grade level team works as friends as well as colleagues and have fun together. While they are very comfortable with each other in a friendly way, she believes they get their work done too.

Lila would like to see time devoted for mentees to get together as a group and lead discussions on new teacher matters. With her position change, she has had two different mentors both were job-alike. Both mentors have been great, and Lila never feels like a burden. She values their open and always helpful manner. The only meetings she has during the year are with her mentor.

Using a smart tv and smartphone define her personal level of technology use. Professional use is something she is also growing in and has figured out a few things for her students. For her students, she believes they need more training on organizational aspects of online vehicles such as Google Sites. Her induction program used an online calendar for organization but otherwise used no technology.

Lila characterizes her work-life balance as poor. She spent much time at school, so much that coworkers encouraged her to go home. Lila hopes this will balance out as the years go on. She believes she sets high standards for herself and pushes herself hard to improve her teaching. Her professional and personal goals all focus on school.

Sue

In her fourth year of teaching, Sue is a special education teacher who has always wanted to work with children. She started off in early childhood education and now works in an elementary school. She teaches to be inspired by her students and see their growth over the multiple years she works with them.

Sue is looking for a team environment that fosters discussions regarding curriculum and student needs. Over the initial years of teaching, she has learned to ask for support when needed and is confident to ask when she needs to know something she does not already know.

The most meaningful part of her induction program was the organization and time set aside for work with her mentor. The dedication of her mentor was beneficial and was an integral part of her success thus far.

Sue has a good relationship with her principal as she goes to her with questions and receives answers. Feedback is critical to her, and she is always asking administrators how she can improve her teaching. Sue craves new ideas and searches for different methods to improve student learning. She would prefer more informal observations than the amount she is currently receiving to continue her growth.

Relationships with colleagues are characterized by the ability to toss ideas back and forth but have developed more to a personal level which is a positive in her view. Sue would like to see these relationships evolve into ones that include informal feedback. She wonders what she is not aware to ask colleagues and administrators about her teaching and how to improve it. Feedback is at a reasonable level overall, but she does find herself having to ask for more input.

Her relationship with her mentor is fantastic and has been very supportive and reliable when she is in need. Her mentor holds monthly meetings with her as outlined by the induction program guidelines. Between these meetings, they took it upon themselves to create a Google document where she could share her questions, and her mentor would answer them.

Her personal level of technology use is high, but she considers her use to be unsophisticated, especially when compared to her peers. Her professional level of technology use focuses on teacher to teacher interaction with email and collaborative documents. Her use with students is mostly for motivation and reward with occasional use for reading and writing. The technology integration training in her induction program was minimal.

Sue is working on her work-life balance and has no set rules regarding her work day. She is trying to work less at home because she feels she is less efficient there, but this balance remains a struggle for her. Personal and professional goals are intertwined, and discrete personal goals are not evident. Goals all revolve around school and her students.

As she continues to grow, she would like to improve her standing with parents. Sue has found it difficult to be recognized on the same level as the classroom teacher and would like become more of a partnership with parents for student learning.

Maureen

Maureen is a high school math teacher who is in her second school district and is in her fourth year of teaching. She works mostly with students who are English language learners with most of her students are from Central America.

Maureen values a workplace that is collaborative and trusting, where ideas flow freely. She believes this environment makes her teaching stronger. She appreciates being able to take risks in a supportive environment.

The most meaningful parts of her mentorship were when she could share her ideas and discuss them. She considered district led induction programming to be too generic. Most of this programming did not pertain to her and limited her voice. Her school district used technology to log induction activities and mentor meetings. Maureen felt this interfered with her face to face discussions which she felt had more potential for allowing her to grow as a teacher.

Maureen appreciates an evaluation program that offers suggestions and resources. Help from administrators that created in and out of district connections with similar teachers has been a high point of her evaluation meetings. She would like more feedback regarding technology integration from her evaluator. Feedback, in general, is just right but she does persist when wanting more feedback.

Her relationship with her mentor is good, but she would prefer the mentor to be more proactive in checking in with her. There are no formal meetings enforced by the school. Her work was not as invested in the mentorship either as work she did for it went unchecked. Overall, she felt more could have come of this partnership.

When discussing technology, she was critical of her Millennial generation and their use of social media. Her technology use is mostly checking email and for other teaching responsibilities. In class, she is improving her technology skills using various websites and social media to interact and teach her students. Her mentor was uninvolved in sharing technology resources with her.

Maureen remains scared to give her ideas and is unsure if school leadership sees her as an equal member of the team. She has no work life balance focusing all of her time and energy into schoolwork and working on a graduate degree. No personal goals shared outside of her efforts at school.

Elaine

Elaine teaches middle school mathematics to mostly Latino students. She has completed her second year of her career. Her passion is to expand opportunities for Latino girls in math and science fields.

She appreciates coworkers who are supportive of her but worries about having enough co-planning time with her colleagues. Elaine has an interest in bridging the gap between research and practice. She appreciated her mentor being able to observe her in a non-evaluative way before an observation and giving her feedback.

Her vision of the classroom has been changed over the two years and feels that she is bogged down by the day to day needs of the students. This challenge holds her back from implementing what she has learned by reading research, observed during student teaching, and is limiting her ability to teach in a style she thinks is best. This belief will continue to be a concern as she goes into next year. The plan is for her to co-teach with a colleague who does not have the same teaching style she has, and she is worried as to how that might work.

Elaine's principal is supportive, and she does believe she is an equal member of the team. While this relationship is solid, most questions go to her mentor. Meetings with her mentor were mostly face to face, and there was not a set schedule. Her mentor was helpful but also encouraged her to make relationships with other colleagues and not entirely depend on her. Colleagues' relationships are still growing. Her most important relationship was with an instructional coach who would come in and provide timely feedback and advice. Feedback from evaluators, and in general, was too little.

Her personal technology use is limited and less than her peers. In class, she is growing with her technology integration, using specific websites and social media platforms. She considers herself an average technology user amongst her colleagues.

Elaine has no work life balance with the day-to-day school work, afterschool tutoring, and graduate school. She reported all of her own goals revolve around school and her time is spent learning about experiences that could help benefit her students in the classroom.

Maud

Maud is a school psychologist completing her second year at her school. Maud appreciates the culture of collaboration in her school where respectful and productive conversations, focused on how to help students can take place. From year one to year two, those relationships have improved so that she knows how and whom to approach with interventions for students. In year one, she developed solid relationships with members of her team, including the social worker and case manager. She feels in year two of this position she has branched out to have her voice heard and built relationships with the rest of the school.

Maud appreciated face to face meetings with her job-alike mentor, and she shared that while there was nothing formal as to how often they should meet her mentor reached out to her often to check in or set up times to meet. Her mentor was always accessible for informal discussions. This accessibility was not the norm with other mentees she knew. Her mentor answered questions and navigated issues that allowed her to focus on students. Her school district mandated reflection forms submitted to her administrator as part of the induction program and she attempted, with moderate success, to use them to improve her teaching practice.

Maud has an excellent relationship with her principal who allows her to lead meetings. She has shared her ideas for school improvement, and her principal has been open. Her principal invited her to be on the school improvement team making her feel an equal member as other, more veteran teachers on the teaching staff.

Her evaluator was helpful in setting goals for her work and growth. She appreciated the balance of being held accountable.

Lauren

Lauren is a high school physical education teacher completing her second year at her current school. She coaches sports as part of her role and is active in redefining the curriculum of the physical education department.

Lauren is looking for a school workplace where everyone supports each other, communicates and works well together. She appreciates the freedom given to her to try new ideas and reshape curriculum even with her newness to the district. Administration and her department chair have supported her in this effort.

Lauren enjoys a good relationship with her principal, seeing each other as equal partners in building initiatives. She has multiple evaluators which she has appreciated. Feedback is essential to her, and she wants to get a lot out of the evaluation program. She would like to see this expanded into peer observation to provide even more feedback to help her improve and include this peer feedback in her evaluation.

Lauren and her mentor have a great relationship. Her mentor has helped her with both her teaching duties and coaching roles, attempting to achieve a balance in these

responsibilities. Mentor meetings have been valuable but induction meetings, the full group after school meetings, have been less important in her view.

In her personal life, she considers herself technologically savvy. She uses applications and internet sites to make life tasks easier. Lauren considers herself a heavy user at school having students submit videos of themselves performing athletic activities for homework. Support for technology integration was also considered a high point for the school.

Lauren has seen her work-life balance improve from her first year to her second. She is coaching one sport this season as opposed to two sports as she had last year. This reduced school work has helped her work-life balance. She felt no pressure or concern when dropping one sport. Lauren also has goals in her personal and professional life which help keep her balanced.

Mary

Mary teaches high school family and consumer science. She is an experienced teacher having taught for 12 years and is completing her second year at her current school district.

She believes cohesiveness with her department is paramount to success at school. While she feels she is still getting to know her colleagues, relationships with them are good but will continue to grow positively.

The most meaningful part of her induction program was more the social and community aspects. The tour of the town helped her understand her school's connection

to their community. Another favorable part was a teacher-led panel where mentees could ask questions and engage in discussion without district administration present.

Her administration is supportive, and she noted support for discipline issues that have occurred. The administration seems to side with teachers with discipline issues, and that makes her feel appreciated and respected. School meetings led by her administrators are relatively informal, and she feels comfortable voicing her opinion even as a new teacher.

Positive feedback is something she values as it helps build confidence in her teaching. Concerns with the school evaluation tool and its subjectivity included feeling as if the administrator wanted to give the practitioner a poor or negative evaluation they could easily do so.

Mary enjoys a partnership with her mentor, sharing ideas and lesson plans. Their relationship quickly evolved into a friendship during their two years together. She loves technology for her personal life calling herself a Google and Apple fanatic. Her school piloted a Chromebook program, and she has served as a technology liaison in her school. There was little technology use in her induction program except for workshops on accessing email.

Her work life balance is still a struggle, even with her years of experience. Leaving her previous position was in part to balance her personal and professional life, and while it is still in progress, it is improving.

Case Studies: Administrators

Elizabeth

Elizabeth is a building level administrator in her district. She remodeled the induction program during her tenure. Under her guidance, the school district used the state of Illinois induction program model which she felt was well designed and fit the needs of her district.

Over the past three years, she has seen the program become more teacher-centered and use more teacher initiated choice. Some of the fundamentals of teaching included in their first few years were not useful to the new teachers, and the new teachers were annoyed and asked for more choice.

Feedback occurs through walkthrough, informal, and formal observation. Technology plays a vital role in the school district, and evaluators use an application called Voxer to provide verbal feedback.

Elizabeth has experienced Millennials asking for feedback and being more upfront. The vision for her role is more of a lead learner and teachers now may be more comfortable with her. She characterizes Millennials as vulnerable and willing to take risks in their learning and teaching, especially when compared to herself as a young teacher and her generation affiliation, Generation X.

The induction program continues to evolve and next year, to appeal to her perceived Millennial needs, she is looking to model a flipped learning experience. Mentees would research and prepare a presentation for their human resources director to

make learning more authentic and match what the district would prefer to see in the classroom.

Elizabeth noted in her experiences that Millennial teachers just need to be pointed in the right direction as far as resources and materials. They can do the rest in the classroom, or at least believe they can. Previous generations of teachers needed more explicit, step-by-step instruction when she compares them to Millennials. Schools should be prepared for this and give them the tools and resources they need in her opinion.

Betty

Betty is a district superintendent who completed her doctoral research on the topic of mentoring. This topic is a passion of hers, and she is intimately involved in mentorship programming in her district. As a superintendent, she co-facilitates the induction program with a teacher leader.

The induction program has not evolved that much over her time in the district. Content has changed, but the structure of meetings and mentorship work has remained similar. Betty finds Millennials do not ask enough questions because they think they have enough knowledge already and just want to get to work. They are much more knowledgeable about the evaluation program than veteran teachers. Millennials are leaders in technology use in the classroom. This ability is due, she feels, primarily because of their formative experiences in their schooling.

In her view, Millennial teachers put up boundaries for their workday, but they are different from previous generations. Millennials, with the increased use of technology, will be online with students late at night answering homework questions. For students,

this access to the teacher is undoubtedly different from access to previous generations of teachers. However, their at-work hours are much more confined, working only until a set time and no later.

Over the past six years, she has seen more attrition with new teachers. Part of that is a school board mandate to hire inexperienced teachers with lower salaries. Millennial teachers have only one or two years to prove themselves and she sees Millennials having other life priorities that may interfere with early teaching career dedication. No teacher in this period has just decided to leave on their own.

Millennials unknowingly create conflict because they believe they know how to handle school situations such as parent concerns or student behavioral issues. Betty reported issues where if the Millennial had sought out a veteran teacher, a mentor, or principal for advice the resolution would have been much better. These missteps have caused some turnover and, for those that remain, stunted Millennial relationship growth amongst the staff.

Katherine

Katherine is a district level administrator who is in charge of a variety of programming, typically in the area of teacher professional learning. She co-facilitates the induction program with a variety of other administrators.

The induction program in her school district has moved from a teacher-led program to a shared administrator/teacher program. While they work with the teacher association, the induction program has less union control than it has in the recent past. This streamlining has cleared up misinformation and the process for choosing mentors.

Feedback is mostly administrator driven, but there is much informal feedback given by the mentor. Plans are in work to involve instructional coaches more in the mentorship of new teachers to provide even more feedback.

Katherine is working on the uses of technology with new teachers. She does see Millennials getting up to speed quickly with technology resources in the classroom. However, to address personal technology use, the induction program does little in the way of setting guidelines for technology.

Katherine is concerned about Millennial expectations for what the modern school contains. She shared that Millennials may want more flexible learning spaces akin to the Google or Facebook headquarters. She would like to see more of an exchange of ideas than a need for resources and materials to teach. Millennial teachers seem to want to know what resources the school provides and not ask for assistance when using them.

Nathan

Nathan is a central office administrator who shares responsibility for induction programming. He partners with curriculum, technology, and human resources personnel to provide induction programming.

New administrative leadership in his district spurred a change in the induction program three years ago including more dedicated time for curricular adoptions and other meetings. Previously, one-third of the time spent was teachers working alone preparing their classroom. Finding the right balance for this is future work for the induction program.

Feedback conversations in the evaluation program have been a challenge for administrators. Work on both teacher and administrator groups has been done to assure Millennial teachers are getting the amount of feedback from administrators that they seek and encouraging them to be a partner with their evaluator. Nathan also describes Millennials as having high regard for completing tasks with quality and accustomed to getting their way.

In conjunction with the technology director, Nathan discusses personal and professional technology use. He has had instances with Millennial teachers posting inappropriate personal social media that parents have found. Work will continue to help teach Millennials these crucial skills.

Different than previous generations, Millennials feel they can be self-taught, and that typical school professional development topics do not pertain to them. Millennials believe they can find information quickly, typically via the internet, and use it on their time not a scheduled time by the school district.

Nathan describes success for a Millennial teacher as a someone who after their first year of teaching in district still has the same enthusiasm and excitement to work with children. They also need to be interested in being a learner and model for children for their learning. Indeed, the roadmap to success is more evident when compared to his induction process, becoming far more objective as opposed to the subjective processes in an evaluation.

Tim

Tim is a school district superintendent. While he does not lead induction programming, he stays involved and is an integral part of the sessions. Tim sees his role as a motivator for new teachers and to help them understand what a great opportunity they have in his school district. Success for them is success for their administrators as well.

He is working currently on adding more structure to his school district's induction program. With a heavy emphasis in his district regarding collaborative grade level planning he has seen other teachers make mentorship type relationships with new teachers that have had an adverse effect. This change of roles causes the actual mentor not to be as strong an influence on the mentee causing the district practices and philosophy not to be a focus for the new teacher.

Feedback is primarily one way, administrator to teacher. In Tim's observations, this is because Millennial teachers seem to feel like they understand what to do, are confident, and think they do not need help. Tim does see new teachers, Millennial or older, ready to take advantage of the technology offered by his school. Currently, they are working on how to improve and deepen technology use in the classroom with existing technology.

Tim shared that Millennial teachers can compartmentalize issues at school and leave work at school. However, they are always connected and see little issue with responding to student emails regarding homework at all hours of the night. Challenges

also persist with Millennial teachers and their ability to reach a broad range of children through differentiated instruction.

From his view, Millennial teachers are also seen to be arrogant and cocky to the early process of learning to be a teacher. The conflict for him is between having a short amount of time to prove themselves and stay employed, and the time this generation may need to learn this demanding profession.

According to Tim, success for Millennials has two equal facets. One is academic, are students growing as data expects? Secondly, are kids and parents happy? Children should love school because they feel challenged. Excitement about new learning and student ownership of learning is of high importance in his opinion.

Emily

Emily is a district office administrator who oversees the induction program in her district. She personally facilitates the majority of sessions for new teachers. While she brings in experts from the district she is involved with all presentations for new teachers. Unlike other administrators in this discussion, she is a member of the Millennial generation.

The mentorship role has changed under her leadership moving from one mentor per building for all new teachers to more individualized and job-alike. Also, mentors are now empowered to provide non-evaluative feedback before formal teacher evaluation begins. Lastly, a move from paper-based to digital tools to organize the materials for induction and mentorship record keeping. Although this was a massive undertaking for

her district, most Millennials did not seem to notice the change and expected the materials to be digital.

Feedback is ongoing and includes much informal observation from mentors. She shared her interest in the mentor/protégé relationship to keep informal feedback focused and efficient. Feedback tends to be mentor to protégé, and she sees protégés not wanting to ask for help.

Technology use in the classroom is admittedly out of her role, but she does include a session on appropriate professional use. Responsible use is stressed multiple times throughout the year.

Her Millennial teachers have technology savviness from her view. They also crave autonomy and independence which is a positive but also presents challenges. She finds herself working with mentors on strategies to dig deeper with questions when the Millennial teacher shares that they have no questions and are doing fine in the classroom. She sees skills, characteristics, and the teaching style of Millennials about the same as other generations except for the Millennial facility with technology.

Emerging Themes

Five themes emerged after analyzing the data of each participant in this study. In order of significance in the research the themes are:

1. Feedback
2. Work/life balance and Commitment
3. Teacher Autonomy
4. Technology

5. Relationships

Feedback

Millennials seek faster or more immediate gratification than previous generations (Cogin, 2012). For them, individualized feedback has been something they have grown up with and had attempted to ensure success often through extrinsic rewards, for example, acceptance into the "right" college. With this continuous feedback driving them towards success came Pressure as described in Figure 9 (Strauss & Howe, 1991). In a school setting, the result of this pressure from their formative years translates into Millennials who desire to receive continuous feedback from their evaluator.

The majority of teachers in this study, nine of 13, showed a high interest in receiving feedback and increasing the amount of feedback provided to them in regards to their work. Of these, many explicitly commented how they wanted to have more observations of either type. The need for continuous and meaningful feedback regarding work performance is of high value to Millennials as a generation and is to the teachers in this study. This interest aligned with common beliefs about Millennials and categorized under the topic Pressure from Figure 9. Pressure is felt to achieve in formative years, adolescence through young adulthood, and Millennials have used feedback along the way to ensure success (Strauss & Howe, 1991).

In a school setting feedback comes in different forms. Throughout the initial years at a school, new teachers receive feedback from various people both formally and informally. The most important feedback is from their evaluator, typically a building or district level administrator. This formal feedback is what matters when deciding about

retaining staff. Schools in this study had similar standards for formal evaluation including formal observations, informal observations, and evidence of student academic growth.

A formal observation is a known observation of a teacher. The teacher presents an instructional plan before the lesson, the administrator observes the lesson, and the lesson receives documented feedback. An informal observation is unscheduled, and feedback may be provided. Student growth is measured typically over a unit of instruction to determine if students show increased achievement. The purpose of all of these components is for quality assurance of teaching and professional growth for teachers. In the interviews, while formal and informal observations were commented on frequently, student academic growth was not.

Mentors also provide feedback. This feedback is informal, non-evaluative and comes in a variety of formats. Mentors may have a set schedule to meet with their protégé, either set by the pair or prescribed by the district. Unscheduled meetings may happen when one wants to check in with the other. These conversations happen during planning periods or even in the hallway between classes. Other feedback occurs from non-mentor colleagues through conversations in meetings or collaborative planning. All of these types of feedback are important when onboarding into the teaching profession to help learn both the personal habits, professional knowledge, and school culture to become a successful teacher.

Michelle (Teacher) was passionate about accepting feedback and putting it to use to help her grow. In talking with her, she did not have a limit to the amount of feedback she can process and put to use.

Feedback...honest to god it's feedback. It's the mindset that this is to make you better that ideally we want you to succeed so what can you do to make you better and this recommendation will...maybe you want to try this. I would recommend maybe talking to coaches. They will help you implement it the advice on not just what to do but how to do it...I thrive off of it sometimes it's so much that I'm like I can't process all this but then I write it down, and I look.

For Millennials, individualized feedback has been something they are accustomed to from their formative years, and even younger. In their schools, the relationship with mentor and other colleagues who provided individual feedback was seen as far more meaningful to Millennial teachers than the large group sessions of the induction program. Rare in teacher comments was a positive outlook on the typical afterschool induction group session. Only when the teachers were able to voice their opinion and interact with others was it worthwhile to them. Elizabeth (Administrator) sees Millennial teachers as action-oriented with provided feedback. As opposed to previous generations they learn from feedback and are ready to adjust their teaching to abide by it.

They seek out feedback, but the positive side and the successful side that they have going for them is that they don't just sit on that information. They really are able to turnkey that in action in the classroom and into their work. So they are not just seeking information to get more information, which other older generations I think were. Just tell me, and then you had endless workshops and training, and you never got a result. And nothing was ever turnkey and there was no expectation that you are going to do something with this. We don't have to really tell our Millennials that. They are looking for information because they want to be action oriented. So that's something that I think is the successful Millennial is the one that can integrate that knowledge and take it and put it into action pretty quickly, pretty quickly.

In their formative years, success derived from this action-oriented stance could be extrinsic rewards, such as trophies for extracurricular activities or gaining admission to the “right” university. These needs for reward and praise are high among Millennials and most teachers reported feedback along these terms. If the feedback was something to help

them grow as a teacher it was accepted. And some administrators saw this as more of a narcissistic leaning, not necessarily wanting feedback but wanting praise. Tim (Administrator) shared during member checking, “I disagree that they want "feedback" as much as they want to be praised.” Betty (Administrator) agrees stating “I agree, they (Millennial teachers) are needy. They take up the principal's time with wanting positive feedback.” Rather than critique of her practice, Anne (Teacher) focuses on new materials to help her improve and grow. If feedback was phrased critically, it was sometimes met with defensiveness. She wants feedback but wants it to be positive and constructive:

I love getting suggestions and like when people hand me like workbooks with new ideas. I love it and so I could never get enough feedback as long as it's helpful and not putting anyone down.

Teachers agreed with this characterization and reiterated the pressure those, especially from the younger of the studied group, felt during their formative years. Even those from the older end of the Millennial teacher spectrum felt this pressure. They commented that they desired feedback on their personal and professional decision making from their parents during their formative years, just as the younger Millennials did.

Most Millennial teachers relied much more on informal feedback from mentors than on the school evaluation program. This more day to day feedback is more common and becomes more of a collaboration which fits our Millennial profile regarding Workplace and Team-oriented expectations. The formal evaluation program was limited in their view. Too few evaluations and while they appreciated the feedback it was not as timely as mentor and colleague feedback. However, mentors shared through

administrators that one of their most significant challenges is creating a safe environment for Millennial teachers to share their difficulties. Mentor protégé conversations were challenging when a common protégé response was they were doing “just fine.” This tension between desiring and using feedback and their desire to be autonomous in their teaching and growth is apparent here. Either way, administrators shared this contradiction of Millennials is increasingly challenging as this generation enters the workforce, not only for them but mentors as well.

For administrators, keeping up with the increased demand for feedback is difficult. Betty shared concerns about the amount and quality of feedback that administrators are giving Millennial teachers.

Our principals should be providing feedback. I think they fall on the side of positive feedback rather than pointing out the negative things. But I've really worked on being direct and constructive...but it always seems like people are always surprised that it isn't glowing. And no matter how hard you try to lay that groundwork and you feel like you have some very concrete examples that weren't up to par, it just seems like they never realize it. It's so hard to keep up with. It's tough, but I do try to get around to them to connect with them on a personal level.

The bottom line is there is a tension not only between Millennials and their perception of feedback. Millennial teachers can put new ideas into action, but critical feedback turns them off and towards a search for positive feedback. Millennial teachers and their administrators have a misunderstanding as well, and it colors the perception of the Millennial teacher as being needy and searching for praise.

Work/Life Balance and Commitment

The work mentality of Millennials is a challenge to administrators. The psychological contract of work continues to evolve between teachers and administrators

and comes with benefits and challenges. A psychological contract for work is "the system of beliefs that an individual and his/her employer hold regarding the terms of their reciprocal exchange agreement" (Twenge, 2008, p. 866). This agreement is seen by administrators through their lens when they remember their initial years of teaching. Administrators recalled being more committed to their work and more interested in fitting into their school as teachers than Millennial teachers. Administrators wanted teachers that resemble their memories of a more significant work commitment and can handle all of the facets of teaching, both in and out of the classroom.

Simply put, the tension found between the two groups of participants sees most Millennial teachers believing that they are fully committed to work and administrators do not. Millennial teachers, as part of their perception of the psychological contract, want their voice heard early and often, they wish to work autonomously, and quickly want to become equals with veteran faculty. They want more feedback and are ready to do something with the feedback to help them grow, more so than their older colleagues. If they feel their needs are not met they may be more willing to look for another teaching role in the school, potentially with a different administrator, or maybe another school altogether. Katherine (Administrator) notes her concern about Millennials believing they are in a reciprocal agreement with their schools and if they feel it goes unfulfilled they will move on to another position more frequently than previous generations.

Whereas, I feel that Millennials or younger generations, not exclusive to Millennials, are willing to move or more willing to move for various reasons. I don't know if it's necessarily a commitment kind of a thing, but maybe it's a reciprocity almost, this is what I'm providing to the district and these students, and this is what I would like in return, and maybe they're more willing to just move.

More common in our Millennial group they sought a job that will change to fit their needs and interests. This concept “organizational accommodation,” where Millennials wish to modify their work environment to their needs, was revealed amongst the participants in this study and is a growing challenge for administrators. Specifically, this came out as a challenge to what defines the workplace today. With Millennial teachers in this study having access to technology that allowed them to work outside of standard teacher hours, some Millennial teachers felt they do not need to do all of their work at school. David (Teacher) uses his school’s technology program to help him leave work and bring his work home to complete, “I’m able to leave earlier and because of the technology because of the way the school is set up I’m able to work from home if need be.”

All teacher respondents believed they were working hard and fully committed to their work. Their conventional nature came out here as they often referenced that work was solely important to them. Other life goals were to wait until they gained tenure and felt more secure in their work. Elaine (Teacher) shares this commitment talking about her lack of work/life balance:

I don't have one [work life balance] yet. I haven't learned to do that yet. I know that on Sundays I plan. I can't go out Sunday. I can't do anything Sunday because that's all I do, I plan for the week different classes to teach and like I said its different classes - I don't have much of a balance yet. I do a lot after school in terms of staying and having to plan or if I'm doing after school tutoring or if I have to go to class myself.

Eight out of 13 teacher respondents shared that they had little to no balance between work at school and life outside of school and had no personal goals. While these respondents had goals, these goals were only to enhance their professional work at

school. Moreover, personal goals which had nothing to do with the school were always talked about as secondary. Mark (Teacher) shares that he is devoted to being successful and keeping his current job.

I know how hard it is to find a teaching job and I don't want to have to admit it's so stressful, something I don't want to do again... doing everything I can to stay in the positive light amongst the school and the parents and making sure that my kids are showing adequate growth. Everything I'm doing is for that, so I want to be successful at this.

Although, amongst the teacher respondents there were also internal conflicts between how they perceive what being committed to work is. In contrast to his statement above, Mark also shared that he limits his work time to at school only, staying for some time after school but not working in the evening or on weekends.

I know I'm not going to work at home so I'm not going to lug this laptop home, like my weekends are my weekends, and I stay after school. But the school day ends, I close my door, turn on some music, and that's when I get my work done because I don't like to take things home cause I just know that I'm going to be distracted so rarely does school interfere with my social life to get it done here.

This internal tension among the Teacher participants potentially redefining what the work day is for a teacher was challenging to most administrators. While all administrators were impressed with the intellectual capacity of their Millennial teachers, most saw Millennial teachers as having a variety of priorities that compete with their work in schools.

Teachers reported at least one extracurricular school activity they were involved in, but administrators reported wanting to see them more consistently at after school and evening activities. This perceived lack of commitment aligns with common beliefs regarding the perception of the work ethic of Millennials by older generations.

Other Millennial teachers commented about the ability to connect with teachers and students in the evening. Compartmentalizing the school day was more common when combined with more work in the evening. As new teachers, their administrators did not have this access and had to work at school into the evening since the resources were there. That memory for administrators colors their perceptions of the Millennial teachers and when the Generation X administrator did not see the Millennial teacher at work after school as they had done commitment comes into question. Betty (Administrator) is impressed by the intellectual capacity of her Millennial teachers but worries about their commitment to work.

(Millennials are) Very bright however they have a lot of different things going on in life...but this group I find and I'm generalizing obviously it seems as though there are many things that are important to them in their lives and their professional career isn't the only focus and sometimes not the top priority which I find a little confusing because certainly, it was mine when I was teaching...

While most administrators were concerned about commitment, Emily (Administrator) saw this as a positive. In her view, Millennial teachers were making decisions that allow more self-care and personal health that can, in turn, keep them in the classroom helping students achieve.

How I personally view what might be seen as “lack of commitment” is that Millennials are doing something that we all should do more often - take care of ourselves. How do we serve others if we are not healthy ourselves? How do we help a kid stay grounded in that crisis when you're in a crisis yourself? We can see in data around disproportionality in special education and implicit bias what stress can do to decision making. The more time we can positively commit to knowing ourselves, the better we become for our students.

With focus only on work, the health of early career teachers may be an issue. Pressure is high with a short time to prove themselves ready for tenure. This extended

workday is a concern not only for the Millennial teacher health but their students.

Administrators expressed concern about students and teachers connecting at night.

Tim (Administrator) also has concerns regarding the changing workday that Millennials seem to have brought and the way that they own their time more than previous generations.

They seem to have the ability to when they're done with something and wash their hands of it, and that's over, and yet at the same time, I do see them also answering emails at 10:00, 10:30 at night or early in the morning, and so they're connected.

The clarity on this topic is hard to find, but administrators and teachers differed in their opinion as to what committed to teaching means and where the workplace now resides. What is clear is the work contract is changing, and the rules inside it are being determined more by the Millennial teacher. As are the accommodations for work for the Millennial teacher. There is an intensity to work at school in shorter spurts, Millennial teachers can switch on and off quickly, and for them work is not life. The idea of the work day being on their terms is growing quickly, and administrators are finding a challenge keeping up. The tension between how teachers and administrators interpret what being committed to teaching work means needs to be considered as we onboard teachers. If true, a lack of work commitment could affect student achievement and school culture.

Teacher Autonomy

Millennials tend to have high levels of self-esteem, higher levels than when compared to same age groups of previous generations. They have high self-confidence, strive for success, and are eager to please their superiors. The Millennial generation of

workers "...expect to be excited by the vision of the company, its management and by the opportunities he/she will have to make contributions. They want to make suggestions right away and be promoted quickly" (Twenge, 2013; Twenge & Campbell, 2008). In our teacher participants, this connected to Millennial teachers that wanted to achieve independence in their teaching as quickly as possible and run their classroom, working autonomously. Millennial teachers often shared that they felt quite ready, even in their first year, to lead a classroom and handle all of the challenges found therein. Moreover, they wanted opportunities to contribute their thinking early and often. Administrators appreciated this confidence but also shared concerns that this level of self-esteem may lead to unforeseen challenges for the Millennial teacher.

Beginning with their first days of employment, Millennial teachers sought out the opportunity to share their thoughts and ideas, even while lacking the experience of their administrators and fellow teachers. Maureen (Teacher), like others, was concerned about time spent at induction meetings and whether it was worth the effort.

Maureen: Most meaningful ones [induction meetings] were the ones where we got to collaborate with other teachers. I feel like the most I ever got out was working in group activities, getting up putting post-it notes on what I believe what I don't believe and then talking about it. Versus a lot of the times throughout the districts I've been to when they played videos sometimes they seem meaningful and other times, they don't. Because I feel like sometimes it's very hard to relate to those videos especially like if they are situations that we might not encounter.

Interviewer: You talked about using post-it notes giving your own thoughts, so it sounds like giving your own thoughts is very important to you.

Maureen: Yes.

Eight out of 13 respondents shared that it was preferable when given the opportunity to share their thoughts during induction programming as opposed to just receiving information. During large group induction programs, when meetings are not focused on their perceived needs or interests or do not allow them to express themselves, Millennial teachers see these meetings as unimportant. Since most teacher respondents were still in their first few years out a university program, they felt that topics such as teacher evaluation, curriculum design, and assessment practices were not needed and were an undue emphasis of their induction program. Their high self-esteem contributed to frustration when having to spend after school hours in a meeting regarding seemingly redundant topics from their undergraduate teacher training.

The use of technology during these meetings to replace conversation also was seen as problematic. Teachers preferred face to face interactions during induction and mentorship but on their terms and focused on their ideas. This eagerness to show their value pulls them away from their assigned mentor in a search for other mentors.

During their day to day teaching work, Millennial teachers have entered the separation phase from their mentor far earlier than their predecessors when compared to the structure of onboarding by Kram (1983). Typically, this phase is achieved between two and a half and seven years into the mentor protégé relationship. In the separation phase, the protégé no longer wants guidance from the mentor and feels ready to work independently. Millennial teachers come into a new position feeling ready to handle all of the involved facets of teaching including, for example, revising the adopted curriculum of the school. Julie (Teacher) showing this need for autonomy, was mostly interested in

being able to her adapt her daily lessons to what she felt students needed, including social-emotional needs even if they took away from the academic content. She desired the freedom to teach what she wants to teach and showed the Millennial desire to improve not just academic but the greater world and school environment.

Out of the box, I guess [lessons] that are more interactive and engaging which isn't the typical way to teach people... supportive of what I want to do and gives me a little bit more freedom, freedom on how I want to teach... I like that at the school I can talk a little bit about social issues, and those are things that are really important to me, and I want to express to my kids. I guess just looking at the holistic child, so sometimes we need days where we don't do our lesson that I planned and if something is going on like bullying or I don't know it's okay to take a break and talk about things that matter to them.

Julie (Teacher) further shared how she prepared for class stating, "I really don't make formal lesson plans there is just not enough time." From her view, her relationship with her mentor was positive since, "... he's let me take charge of a lot more things which I appreciate... sure I think it's a little difficult especially since I just turned 23..."

This need for independence and equal status on the school hierarchy creates tension between administrator responses. One reason may be that teachers of previous generations, including our administrator participants, did not feel this sense of autonomy this early in their career. With self-esteem having increased over the past forty years this confidence can be seen as an affront to veteran teachers as well. The sense of "paying one's dues" is apparent in most work and teaching is no different. Tim (Administrator) goes further by sharing this autonomous characteristic as a potential pitfall for Millennial teachers.

I do see some of my Millennial teachers coming in a little arrogant, a little cocky. And I don't – Look, I hate to say that there's a need for them to be taken down a peg, but I think there should be a need or an understanding that they are just at the beginning of learning this process that we call teaching.

While Millennial teachers referenced discovering the veteran staff that they worked well with, some also shared stories of unknowingly causing a conflict. With limited experience, the Millennial teacher, wanting to share their ideas and beliefs, was not aware of how this confidence and high level of self-esteem, could be interpreted. From my journal, after meeting with one of the younger respondents, I reflected on this idea.

I don't remember disagreeing with my principal as a beginning teacher. Her comment was said so matter of fact that she felt comfortable disagreeing with her principal and is it me? Me as a gen x member? (Journal entry, June 12, 2017)

Administrators also shared responses that are tied together by the theme of teacher autonomy. This autonomy aligns with common beliefs about Millennials and categorized under the topic confidence (see Figure 9). Some saw this as a positive and developing a more proactive employee. Others were concerned with Millennial teachers not having the ability to handle all situations, from simple to complex, on their own. For example, the Millennial teacher may not confer with a veteran staff member, mentor, or administrator on a discipline issue and, from the administrator perspective, end up handling the situation poorly.

The notion of teacher autonomy, whether positively or negatively received, was a common thread in five of six of the administrator responses. When positive, autonomy is a characteristic showing a self-motivated and information-hungry employee who is eager to take on the rigors of the classroom. Administrators see that previous generations needed more instruction when working through professional development topics such as curriculum revisions or technology for example. But Millennial teachers just want to be

given a resource, and they believe they can figure it out themselves. Elizabeth (Administrator) sees this as a positive trait and different than teachers of previous generations in her school.

And that is what's different about the Millennials I think so, other generations are, tell me how to do it or do it for me. But this generation is just point me in the direction, just give me - just point me in the direction and let me figure it out.

When autonomy turns negative, there is concern about the stunted development of an early career teacher and the compressed timeline of making employment decisions. With school finances typically a concern, administrators do not want to grant tenure to a teacher who has prematurely worked independently and has learned little from their peers or evaluators. Administrators do believe that Millennial teachers take the work seriously but question whether they enter the profession humbly, know to ask for help when they may need it, or are willing to work hard to improve. Emily remains concerned with the development of Millennial teachers due to this perceived notion of independence and autonomy.

Even though they're independent, they don't necessarily seek out help in the best ways, or maybe the best ways isn't necessarily the best way to say it, but they're not always effective in identifying when they need support and when they need help, because they do have such independence, they don't necessarily see that all the time.

Some administrators did not see Millennial teachers proactively requesting feedback on their work due to teachers thinking they are ready to work autonomously. This behavior contradicts some of the above discussion regarding feedback and is contrary to commonly held beliefs about Millennials. This was attributed to the Millennial teacher being confident and believing that from day one they can be

autonomous. The belief that Millennial teachers can self-teach concepts that schools provide in induction meetings causes a lack of realizing when they do need help.

Administrators are fearful of having to be always attentive to Millennial teachers and their mistakes due to high self-esteem. Their confidence puts them in challenging positions at school as Betty noted:

With the Millennials, I just feel that there is more hand-holding. Maybe a lack of commitment. Sort of a sense of entitlement. A sense that they know a lot already so I see them trudging into situations without consulting with veteran staff members or mentor teacher or their principal and then we have to spend a lot of time digging out of situations. So I don't know if that it rubs me as being arrogant, they kind of feel like they know and once they get into a situation, they are trying to get back out of it.

Mentors also see challenges when trying to build professional relationships with Millennial teachers. Frequently, teachers reported that relationships were excellent. Most developed into friendships, and they viewed this as being a positive outcome. But as reported by administrators, mentors had challenges with being able to delve deeply into the discussion regarding professional practice improvement. Mentors often heard from the Millennial teacher that they were "fine" and rarely sought out help. Here again, high self-esteem and confidence prevent professional growth for the Millennial teacher. Emily (Administrator) sees the mentor making an effort to give feedback to the Millennial teacher. Her concerns are with both the Millennial not asking enough questions for feedback and with the mentor and whether they pursue providing feedback with their protégé enough. The autonomous nature of the Millennial is a challenge for her as well.

Emily: My hypothesis is that it will be mentoring teachers seeking out our new staff members more so than the other way around just based on - the mentor complains of the Millennial independence but it is, it's like, 'I don't know what to

do with these..’ they call them kids and I’m like (mentor says) ‘I always ask her, and she (protégé) says everything is fine.’

Interviewer: Your comment about the Millennial independence is, I mean that's where it lies, and that's where we're at it so.

Emily: Exactly, exactly and that's exactly what I think that might. No, they're not going to be asking for any help, they're not going to be asking for any help.

Millennial teachers have a belief that they are ready to be a teacher. Possibly their undergraduate training has improved since their administrator’s early days of teaching which increases their confidence. But this better preparation comes with a cost as administrators are having to seek out and provide guidance for the Millennial teacher, more so than they did for previous cohorts of teachers.

Technology

One of the most common attributes of the Millennial generation is their natural use of technology. The vision of a Millennial addicted to their smartphone, constantly connected socially, and immersed in digital world more than the physical world is familiar. Millennials themselves share that this is a major defining factor for their generation and a difference between previous generations (Pew Research Center, 2010). This generation is purported to be Digital Natives (Prensky, 2001) that were the first to grow up submersed in technology. With this in mind, it stands to reason that this high interest in technology would translate to the classroom and expectations about school in general including induction programming. However, in discussions with Millennial teachers, for the most part, they have concerns about technology use amongst themselves and what they see as appropriate for students. These ideas contribute to the notion that the Digital Native is a fallacy. Face to face meetings were preferred over technology-laden

induction meetings. Adding to the confusion, administrators see them as facile users whose abilities will translate into improved and more relevant learning experiences for students. The tension amongst Millennial teachers and the perceptions of their administrators is evident.

The interview questions were meant to reveal aspects about our Millennial teacher's technology use. First, checking their personal use of technology and interest was necessary as a baseline. If one has a personal interest in technology they will tend to have more interest in using it in their classroom which led to the second portion which discussed their professional, or in class with students, use of technology. These two questions led to the third set regarding the use of technology in their school induction program. As interviews and member checks progressed a trend became apparent with these respondents. Their responses regarding technology were not indicative of Millennials in general; instead, they seemed to take pride in a less technologically connected life.

I noted in my journal that through two interviews I had one respondent who felt they were the technology guru for their family while the other was very limited in her personal and professional use. After interviewing Julie (Teacher), the latter respondent from above, I noted that I was surprised at her comments, which included her preference to listen to vinyl records at home. While working in a school that provided a laptop for everyone she was concerned it provided a distraction for students as opposed to a learning tool.

I am not very tech-savvy. I'm rocking an iPhone 4, and I have a very old HP. I do not know how to use a MacBook. I really need to learn. Often times I struggle to

get the programs to do what I expect them to do so I always have to have a backup plan if I'm doing something with smart boards - I am less tech-savvy than most of my peers. I never really want to use technology as a distraction from the content that they are learning. I think when I first started playing around with my smartboard I was trying to do these interactive really fun drag and drop, spinning the wheel, all these different things. But then I realize my kids weren't really getting the point of doing it. They are all up there they're having fun but are they really learning, are they really getting something out of it?

This concern of technology use with children came out more and more through interviews and member checks. Teacher respondents felt that students, and occasionally themselves, were seen as technology users but rarely can go beyond basic computer operations. For example, their students can type up a writing assignment but lack the ability, or motivation, to cite the work of others. This lack of fundamentals frustrated Millennial teachers such as Anne (Teacher).

They're [students] amazing at typing, amazing at finding things [online]. It's just is this data worthy? Am I (students) going to cite it correctly? Which even though we have worked on it the entire year they still don't cite sources correctly. I need them more well-rounded...

As teacher interviews went on, I continued to see a difference in technology use in respondents than is typically attributed to Millennials. There were a variety of responses to these questions, but in total six out of the thirteen respondents felt their level of technology expertise to be limited. Others were across a spectrum, feeling about average with their school peers, average with their social peers, or had a real passion for technology both in and out of school. This limited ability seems to contradict commonly held beliefs that Millennials are immersed and facile with technology. From my journal:

I am wondering if they are really not interested in technology or if it is just so natural and ingrained in them that is not remarkable to them. They expect schools to have resources, and they use them more than older peers, but it just isn't something they find super remarkable. (Journal entry, June 5, 2017)

When discussing their induction program, no teacher spoke of technology driving their induction program. Some spoke of receiving their device, typically a laptop, and some general instruction regarding email or logging into the school district collaborative environment. Medical records for students were also referenced. Otherwise induction and mentoring were done face to face through conversation and mostly informal. Induction programs discussed here did not typically have training regarding use with students in the classroom. Jessica (Teacher) said that this lack of technology in her induction programming, with more face to face discussions, was more a fit for her learning style.

Jessica: Yeah it was more face to face we did have a couple of trainings on different things like mostly like the Google Apps. And we did have training on our special ed program. For the most part, it was face to face, and we weren't doing computer all day or anything like that.

Interviewer: And did you find it more akin to your style where you with more face to face interaction as opposed to like using a webinar?

Jessica: Yeah it was nice to like be with the people in real life and if I go back to a training that we had from the one administrator and we had the benefits person came over I think that's nice when I think the person took the time out of their day to come and say rather than just shooting out watch this webinar from me.

With mentors, Elaine(Teacher) also appreciated the face to face nature of her mentor relationship and furthered the conclusion that this group of respondents was not overly interested in technology.

With my mentor so a lot of it was more conversational face to face but then again that may speak to my own learning style or the way...I've never taken a course online cause I can't sit at a laptop and not have conversations and not be able to ask a question or get immediate feedback or respond.

As interviews with administrators progressed, it was clear that the overwhelming belief of administrators is that Millennial teachers come into schools ready and expecting to work in a technology-rich environment. Administrators tended to believe this to be true because as children the Millennials had more access to technology than previous generations and it increasingly became a typical part of schooling, whether grade school, high school, or college. To be clear, all respondents were working in an area where lack of access to technology is not a problem. Most schools had programs that gave a device to every student, whether a laptop or tablet. And administrators looked to Millennial teachers to be leaders in infusing technology into instruction as a natural occurrence. Most administrators referenced technology skills as a prerequisite for employment in their district. Since Millennials are assumed to come in with this ability, induction programming has changed in some of the studied schools. Elizabeth changed some of the content of her induction program after feedback from Millennial staff.

We used to do a Tech Slam our first time because we thought that they needed to have a Tech Slam on the apps that the kids would be using. And we thought that that's what they meant by resources. That's not what they mean by resources. They just need to know how to download the app, and they've got it. You just tell me where to go find it. And then they – so we don't need – we didn't do a Tech Slam this year.

This comment also shows an example of the fallacy of the digital native.

Administrators felt that Millennials did not need instruction on classroom applications. From their view Millennial teachers could just access the resource and effectively use it in the classroom. This misunderstanding is part of the mystery of Millennials that our respondents either felt they did not have the support to use technology in the classroom or were overly confident when presented with new, technology-infused teaching concepts.

Either way, there is a disconnect between what our administrators see and what our teacher respondents feel.

Katherine (Administrator) shares a concern about the always-connected perception of Millennial teachers and their personal use interfering with the professional work.

Right, right. But also, I mean, if we're talking also about, you know, is the device always in your pocket? I get, you know, or are you on Facebook in the middle of the day or are you emailing – I mean, we'll get emails from teachers in the middle of the day, but aren't you supposed to be teaching?

But, contrasting this response, teachers who reported this obsessive behavior with technology were few. As new employees, they may be more reticent to divulge their behaviors that might be against what they believe their administrators expect from them. Indeed, there is a loss of productivity every time one uses technology for personal reasons, but Millennials may believe there is no issue with the behavior outlined above. As detailed previously, the lines of the workplace and home life blur because of access to technology. There is a definite divide between teacher beliefs and administrator perceptions.

Relationships

The concept of being Team-Oriented is attributed to Millennials (Strauss & Howe, 1991). In Figure 9, Team-Oriented is important for Millennials because it connotes a collaborative, conversational, and informal workplace which depends on positive relationships. Millennial teachers made quick and personal relationships with their mentor and then sought out others in the school to create relationships for their

benefit. Administrators were concerned that relationships moved too quickly and strayed from the mentor which posed challenges in developing new teachers.

Teachers saw collaborative relationships built in their first few years of teaching and believed that these relationships were beneficial. Seven out of thirteen respondents commented they had developed personal connections, beyond their mentor, that they found beneficial to their success at work. Having collegial relationships with staff can have benefits for the organization as a whole, whether it is a school or business. Mark feels a connection to his team and uses all of them for assistance when issues arise.

Like that camaraderie amongst the staff. There isn't a single teammate at least on the grade level team I feel like I can go to any of them with a concern and I also feel like I'm comfortable [with them].

Teachers appreciated the opportunity to share amongst their experience group in the school, whether it be at school or in more informal settings after-hours. Lila also sees her grade level as friends, and they can have fun together while they work.

We have a lot of plan time together so as the years gone on we've all gotten very comfortable with each other. It's really easy to be friends and colleagues at the same time where it's not always, just we have a little fun, but we get our work done too.

School Induction programs reviewed here are at a maximum two years, and mentor protégé relationships quickly become friendships Lila defines her relationships on social and friendly terms which in the business world may be more successful if that relationship developed later or kept more focus on her mentor protégé relationship. Mary (Teacher) also had a relationship with her mentor that quickly became friendship, “I think it was more laid back with my mentor I think because we were on more of a friendship level.”

During member checking with Mary (Teacher), one of our more experienced Millennials, reiterated how important these relationships are to her and she still uses these relationships to help her professionally today, “Mentor and veteran teacher relationships are crucial, both in learning the job and surviving the environment and stresses. The relationships I formed with teachers thirteen years ago are still among the strongest I have.”

Using many different relationships to help them improve as a teacher revealed characteristics attributed to Millennials from Figure 9. Millennials have a core belief that lifelong learning and being smart is a collaborative and team-oriented effort. Informal and conversational methods are also preferable than formal induction meetings after school or prearranged, checklist meetings with mentors. Millennials prefer options in their learning, in this case, people. Different colleagues, other than their mentor, have experiences or materials that can help them succeed. For Millennials, both relationships help satisfy the need for feedback detailed above.

Often, these relationships are with other new teachers, and again, the teacher respondents appreciated and valued these relationships. The potential problem begins when professional information is being shared between those not in protégé mentor relationships, whether it is lesson planning, curriculum, student discipline, or parent relationships just to name a few. These relationships seem to help shape the Millennial teacher as much, or potentially more than, the periodic mentor or induction meetings, and administrator respondents struggled with this.

From the administrator perspective, there was a concern about how quickly Millennial teachers create new mentor-like relationships with staff other than their mentor. These non-mentor relationships can be a challenge to keeping a consistent message or philosophy driven by the mentor, causing false confidence in the protégé and a strain on the mentor protégé relationship. Tim (Administrator) shares his concern that the Millennial teacher finds more mentors than their official mentor, which causes a challenge to getting a consistent message about district philosophy to new teachers.

Tim: And when that (friendships) happens, now the mentor-mentee relationship becomes a little more informal. I think it needs a little bit more formality and a little bit more accountability. Now, who is going to hold them accountable? It's going to be one of those things you get to in April or May, and you're like, "Oh my gosh, the checklist, have you done this, this, this?" And sometimes it's too late, sometimes that teacher has struggled.

Interviewer: Right. But potentially a struggle because of misinformation they've got because they've sent a different person. I think that's what you are alluding to.

Tim: But more – I don't want to call it misinformation per se, but it might be a different philosophy.

With a less tightly connected professional relationship between the mentor and protégé, the pressure can be on the administrator to help organize the philosophy and communicate it to the protégé. Moreover, for the protégé themselves, the ability to sort out potentially conflicting messages regarding all aspects of schooling is of high importance and key to success for a Millennial teacher. Millennials are "information-hungry" and will get frustrated when their hunger for information and feedback goes unfulfilled. In the business world, this may result in leaving the job. In teaching, an exploration into a variety of colleague experiences to better themselves occurs frequently and quickly. One possibility is that while the topics covered by the mentor are typically

more prescribed by the district, other professional connections made by Millennial teachers are regarding more day to day decisions. A school district that is implementing curricular changes that need to permeate the classroom might be less successful as the district message is unclear because the mentor is less involved at that level.

The tension between teacher and administrator respondents is evident. Collegiality amongst staff is important, and teachers highly value the relationships they build with their colleagues. However, how do administrators keep a focused, consistent message regarding their philosophy and mission when a teacher hears many voices?

Summary

In the first half of this chapter, vignettes presented all of the respondent beliefs and positions. Throughout the second half, exploration of tension found between teacher and administrator responses ensued. Complicating these tensions for schools are factor including a shortage of teachers, a graying and greening of workforces, and pension challenges in Illinois. Chapter V presents potential ideas for alleviating these issues.

CHAPTER V

DISCUSSION

This study explored the perceptions of school induction programs from the perspective of teachers of the Millennial generation and their administrators. School leaders are challenged to ensure that their schools are staffed with the best teachers. Understanding the Millennial teacher will help with this challenge. The conclusions and recommendations presented are derived from the research questions that shaped this study. This chapter concludes with limitations to this study and recommendations for further research. The research questions for this study were:

1. How do Millennial generation teachers perceive their induction programs as new teachers?
 - a. What are the perceived needs of Millennials in their first year of teaching?
 - b. How does induction programming meet these needs?
 - c. What are the perceived effectiveness of these programs to meet Millennial needs?
2. How do building/district level leaders perceive the induction of Millennial generation teachers?
 - a. What are the perceived needs of Millennials in their first year of teaching?
 - b. How does induction programming meet these needs?
 - c. What is the perceived effectiveness of these programs to meet Millennial

needs?

Conclusions

The analysis presented in Chapter IV led to five emerging themes. These themes are:

1. Feedback
2. Work/Life Balance and Commitment
3. Teacher Autonomy
4. Technology
5. Relationships

From our respondent data reported in Chapter IV, these five themes had varying levels of connection to expected characteristics of Millennials. Tension was found not only between the teacher and administrator respondents, but amongst each group and even in the responses of individual participants. Certainly, this emerging phenomenon of Millennials and their perception of induction, mentoring, and teaching in general is still becoming known.

Feedback

Across both groups of participants feedback was a popular topic. Millennial teachers, saturated in feedback from their formative years, could not seem to get enough. Administrators saw value in providing feedback and were impressed with what Millennial teachers could do with it. Administrators found challenges trying to keep up with an increasing amount of feedback to Millennial teachers. How to keep control over who in the school is providing the feedback was also reported by administrators.

There is little doubt administrators will need to consider finding ways to increase and refine feedback for Millennial teachers. What is doubtful is that the building leader is the one that can provide more feedback. Our two superintendents both shared their concern with the building level administrator who, among many responsibilities evaluates teachers, being able to keep up with the evaluation deadlines, to no fault of the evaluator. For the building leader, the focus is on providing formal feedback, following the district guidelines and following state mandates. The possibility of increased feedback, and potentially more specific feedback, relies on the informal observation and secondary levels of feedback.

Schools need to look to instructional coaches who can provide specific feedback for Millennial teachers. District leadership can train these coaches, or use outside training resources, to employ coaching for teachers. This training will help provide the specificity, timeliness, and of course simply more feedback, that Millennials desire. The inclusion of this evidence in evaluation needs to be considered. When considering the compressed timeline administrators feel to retain new teachers, it would provide a complete picture of the work quality of the Millennial teacher. One concern is compromising the spirit of coaching feedback when evaluation is included. But, from teacher discussions, it seems as though they would welcome this as a formal part of evaluation. This structure would help keep focus on only a few people in a supervisory role and limit the seeking out on the part of the Millennial teacher of others who are not part of the mentorship group.

The training of mentors is critical. Administration needs to have control over the selection process and the training to ensure work between mentor and protégé aligns with

school expectations. Schools need to stress early and often the critical nature of feedback for both mentor and protégé as a positive for professional growth. Mentor training needs to include modern methods of giving feedback. This structure would include anchoring feedback conversations to the school evaluation system, for example the Danielson Framework for Teaching. Focusing on established evaluation standards will move the conversations to a more focused work and improve teacher practice more consistently.

Our Millennial teachers, while wanting more feedback, may struggle with having productive conversations with their mentor. Administrators reported feedback conversations are still heavily initiated by the administrator. Due to this, protégés will need to be included in this training to be able to practice effective conversations to build their professional capacity. While it is one thing for Millennials to desire more feedback, including Millennials in this training will help them use feedback in more constructive ways and accept criticism more productively.

Finally, induction meetings need to be reevaluated for their usefulness. Discussions with Millennial teachers included multiple comments regarding their lack of interest in “sit and get” type of meetings, especially those after school when they highly value their time for either professional or personal reasons. With an increased amount of feedback from the ideas above and if these channels are strengthened and coordinated by administrator and teacher leadership partnership, induction meetings may become unnecessary. If a school district wishes to continue to use them it is recommended that content promotes an interactive and collaborative session that allows for Millennial teachers to work with each other or work as equals with veteran staff.

Work/Life Balance and Commitment

The tension between the Millennial teachers and Generation X administrators was apparent in their responses. School leadership needs to realize they are entering into an evolving psychological contract with the Millennial generation. As described in Chapter II, the psychological contract is the system of beliefs regarding reciprocity, what employers and employees expect to give and receive at work. One example from the research is that Millennial teachers resoundingly believed they were fully committed to work, while the Generation X administrators remained concerned about their commitment to the school, especially in the area of extracurricular and evening activities.

Administrators tended to look at this with their memories of dedication as early career teachers as their reference. However, Millennials are different, potentially wanting more leisure time and work/life balance, combined with more leadership opportunity. With a teacher shortage growing, schools are more and more at the mercy of Millennial needs.

Teacher participants resoundingly spoke of wanting their voice to be heard not only in their classroom, but at meetings and leadership in their school. Administrators should continue to find ways to include Millennial teachers in school decision making. Committees where their unique talents, heralded by our administrator responses, can be shared with other staff. For example, administrators can infuse in school professional development what their new teachers have learned in their undergraduate education program. Allowing them to lead informational sessions regarding such topics as teacher

evaluation and assessment practices needs to be considered. Administrators and mentors need to provide leadership and encouragement for Millennial teachers as veteran staff may push back. Open and informed conversations regarding generational perceptions and realities of the teaching profession outlined in this study should be shared as well.

Related to this topic, and others below, the definition of where the workplace is continues to change. The workplace is becoming more flexible at the hands of some Millennials. Teachers increasingly have the ability through technology to connect with students much more often than administrators did when they were teachers. While this was not the main driver for many in our teacher group, administrators and school boards, in partnership with teacher associations, will need to redefine the modern school workplace. The hours and expectations that each school wishes to enforce need to be defined for Millennials or they will define it themselves.

Millennials in general are working more hours than Generation X worked when they were at the same age. Administrators need to realize that with access to email and collaborative online environments (e.g., Google Classroom, Schoology, blogs) Millennial teachers are committed and may be even more dedicated, but it looks different than what Generation X administrators did as beginning teachers. As discussed in Chapter IV, administrators were impressed with the intellectual capacity and life experiences Millennials enter their school with and see great potential to improve their school. With these exceptional skills, those that are compartmentalizing their hours may be able to do so and still be a successful employee. Administrators will need to balance not seeing their new employees at every evening event or often after school hours with the benefit they

provide to students with more modern knowledge regarding assessment and teaching practices.

They also may be keeping different hours to help their health. Allowing flexibility may lessen burnout of teachers, promote self-care across staff, and keep teachers healthier and in the classroom. As discussed in Chapter II, Millennial employees feel increasingly imposed on by the accelerated world of the 21st century. Also, levels of self-esteem continue to rise. Our Millennial teachers may now have the self-esteem and confidence that allows them to feel under no obligation to follow traditional workday norms.

Teacher Autonomy

Our Millennial teachers are a confident group, willing to share their thoughts and opinions even as early career teachers. Most teachers I spoke with had the intellectual skills to back their beliefs up, even if they needed help with the social dynamics of their school. They want to be able to run their classroom or program right away and the compressed evaluation timeline for administrator pressures this even further. Some of the ideas presented earlier may help with the Millennial teacher need for autonomy.

Allowing some school leadership opportunities, providing coaching for guidance and adapting induction programming to suit their needs are amongst those ideas.

Another idea is the concept of reverse mentoring. With the high level of knowledge in certain professional areas, Millennial teachers do have skills to offer. Allowing them to offer what they know may allow them to feel they are in an equal psychological work contract and simply be more willing to listen. This belief will help

them stay in their school providing the opportunity to work on more difficult areas for them including school social and cultural norms. Administrators, when learning about Millennial staff, should identify their strengths and find ways to use them as early as possible. Communicating that they may need to rely on their mentor for the more social and cultural issues, and keeping focus on those topics, should provide benefit to them and their school.

Technology

The most surprising result of these teacher interviews was their comments regarding technology. Either they truly are not that into technology, or it has become so natural that it is unremarkable to them. I tend to think it is the latter, and that at least compared to our Generation X administrator group they were sophisticated users. This comparison caused administrators to be impressed with their technology skills.

Most schools in the geographic area studied are working towards keeping up with what technology can offer their schools regarding in-classroom experience and student achievement. So however the Millennial teacher thinks of technology it is important that schools keep up with the latest innovations, but also keep the focus on relationship building in induction and mentorship programming. It is tempting to lean towards individualized induction and mentorship programming through modern social technologies. This could be a cost saving for schools. But our Millennial teachers are telling us that they prefer face to face interaction and deeper discussion.

Another example of a topic that mentors can help drive and solve needs seen on both sides is the study of parent communication. Problem-solving with parents or

working through case studies of typical parent issues in the district can help Millennials with challenges administrators believe they face and satisfy the Millennial need for discussion and feedback.

As far as induction programming, limiting technology here is suggested. Work as much in a collaborative and personal way. Move quickly into guiding Millennial teachers to identify their own needs, especially in the second year of two year programs. Their intelligence and academic prowess will be put to good use for themselves and the school.

Relationships

The idea of having more administrator control of mentors and increasing the staff involved in providing feedback is a reaction to the short amount of time allotted to determine whether a Millennial teacher stays employed or not. Administrators reported having two years to determine which teachers are retained. This is an effort to avoid increased justification after year two for dismissing teachers. Efforts to increase the number of years to attain tenure are worthwhile, but for most administrators this would be a lengthy process and not in their scope of work. Administrators do have the ability to make decisions on Millennial teachers in year three or four as they progress to tenure and although it has become easier in the past few years it remains a complex issue. Further training and discussion amongst administration and school boards to define how schools wish to proceed is needed.

Millennial teacher and veteran staff relationships are also part of the accelerated induction issue. Refocusing mentor roles as noted above, as well as the potential of an instructional coach can help administrators gather more knowledge to best make

employment decisions and limiting the need for feedback from non-mentor staff. Helping mentors and protégés develop a relationship that will allow for honest and open dialogue as noted above will strengthen their bond. Coaches can be specific and timely with feedback while also being directed by administrators. Millennial teachers are collaborative and team-oriented. They will seek out feedback from others if it is not provided and probably always will. Using mentor and coaches more can help manage and focus that need.

Limitations of the Study

Limitations of this study include the focus on north and northwest suburban teachers of Chicago. These teachers worked in schools that were well resourced inside moderate to high-income areas. Generalizing the results presented to other geographic areas, where new teachers may not have comparable teacher training, is difficult. Also, most respondents were female which may shape the responses.

As a member of Generation X, constant checking of my researcher bias was necessary but, I also had to take care to watch my bias as a school administrator and one that is interested in seeing technology infused teaching increase in schools. All teacher respondents were non-tenured teachers and tenure status continues to be important for teachers. Respondents may have not answered fully and honestly in fear that sharing concern about their school procedures would have a negative effect on their employment. To counter this, pseudonyms were used and as of the completion date all teachers were still employed by their schools. While I was pleased with the number of respondents it

was a small sample. A larger pool overall, or a larger pool inside one school district, would be of interest for future study.

Lastly, Millennial teachers are not a completely homogeneous group. While the research and findings further explore the understanding of this cohort, it by no means represents all Millennial teachers.

Recommendations for Further Research

Being able to embed in one school district and have access to all Millennial teachers and their administrators to further understand and help a school with this issue would be of interest. A school district that is not retaining young teachers they want to keep, or struggling to hire new teachers, could be helped by a researcher exploring in what ways they could improve their induction relative to Millennial needs. For the researcher, this would eliminate program variables I encountered with different induction experiences across different schools. The superintendent who is interested in this and sees it as a challenge for their school would be a helpful partner with this topic.

Although it did not affect the results presented, to interview more respondents from the older end of the Millennial age spectrum would be of interest. Since the Millennial cohort is large when compared to the other cohorts alive today, the cohort may develop into more divided groups of Millennials by age that shows specific characteristics. An early and late Millennial group, similar to the Boomer generation as described in Chapter II, could be possible as the Millennial cohort continues to enter the workforce in the future.

With one Millennial administrator represented, and more Millennial administrators entering the workforce the contrast of their voice to older administrators is another recommended area of further exploration.

Final Thoughts

As a current school administrator always recruiting new employees, this is a phenomenon I will live with for the remainder of my career. I am quite certain that 20 years earlier, and 20 years into the future, administrators in my role did or will contemplate the changes and needs of their youngest employees and the best ways to successfully onboard them into their school. I may be optimistic but I believe that today's newest teachers are some of the brightest and most dedicated teachers yet and I am excited to see them progress, become leaders, and develop schools into their image.

Our responsibility as administrators now is to take these talented young people and help them believe in and remain in a profession that is often under fire for overspending and underperforming. Resources should be focused on understanding and adapting our schools to their needs and interests while also convincing them that the culture of a school is important. Helping new teachers attain skills that allow them to avail themselves fully of school is a crucial role school administrators will play now and in the future.

APPENDIX A
TEACHER PROTOCOL

1. Education
 - a. Describe the most meaningful parts of your teacher induction program? (1b)
 - b. What specific aspects of the induction program influenced your perceptions? (1a)
 - c. What has impacted you to decide to remain in the teaching profession? (observations as a student, teacher training, influence of significant others relatives). Describe that experience. (1c)
2. Workplace
 - a. What are you looking for in a school workplace? (1a)
 - b. How have these needs changed over your first year of teaching? (1b)
 - c. Describe your relationship with the principal (or educational leader)? (1b)
 - d. Describe your relationships with colleagues? How do you see their relationships developing as you enter the workforce? (1a)
3. Feedback
 - a. As you reflect now on your experience as a first year (beginning) teacher, what would you now consider the most helpful aspect of your evaluation program? (1c)
 - b. What parts of your evaluation program could be improved to help you become a more effective teacher? (1b)
 - c. Would you describe feedback as too much, too little, or just right? Explain. (1c)
4. Communication
 - a. Describe the communication style of your typical school meeting. (1a)
 - b. Describe the relationship with your mentor. (1a)
 - c. Describe the communication style used during your induction program. (1c)
5. Technology
 - a. Describe your personal level of technology use in your life outside the school. (1a)
 - b. Describe your professional level of technology use in the school. (1a)
 - c. What technological skills are important to you in your teaching? (1a)
 - d. Do you think you use technology more, less, or the same as your colleagues?(1a)
 - e. Describe the professional technology use offered during your induction program. (1b)
6. Generalizations
 - a. Does your school leadership see you as an equal member of the team? (1a)
 - b. Do you volunteer/participate in school events? Outside of school? (1a)
7. Success
 - a. Describe your work and life balance. (1a)
 - b. How important is it to you to accomplish personal goals? (1b)
 - c. How important is it to you to accomplish professional goals? (1b)

APPENDIX B
ADMINISTRATOR PROTOCOL

1. Education
 - a. Has your meeting style changed in response to your Millennial staff? If so, how? (2b)
 - b. How does your school encourage Millennials to continue their education? (2a)
2. Workplace
 - a. What are the components of your induction program? (2b)
 - b. What is your role in planning the new teacher induction programming? (2b)
 - c. How has your induction programming evolved over its time? (2c)
3. Feedback
 - a. Describe your evaluation plan for beginning teachers. (2b)
 - b. How is informal feedback given to Millennial teachers? (2b)
 - c. How frequently is feedback given? (2b)
 - d. Who tends to initiate feedback? (2b)
4. Communication
 - a. What are the modes of delivery for your induction program? (2b)
5. Technology
 - a. What are your expectations of a Millennial teacher and their professional technology integration? (2a)
 - b. What are your expectations of a Millennial teacher and their personal technology use? (2a)
6. Generalizations
 - a. What do you believe are the characteristics of teachers who are Millennials? (2c)
 - b. What are the different needs you see between Millennial teachers and teachers from other generations? (2b)
7. Success
 - a. How do you describe success for a Millennial teacher? (2c)
 - b. How is this different compared to teachers of different generations? (2c)

APPENDIX C

CONFIDENTIALITY AGREEMENT FOR TRANSCRIPTION SERVICES –

TRANSCRIPTION STAR



MUTUAL CONFIDENTIAL NON-DISCLOSURE AGREEMENT

This Agreement is dated the March-03, 2017 and effective upon the date of first disclosure or the date of this Agreement, whichever occurs first, between and among (hereinafter "Client") and TranscriptionStar - iSource Solutions Inc., a California corporation with office located at 23535, Palomino Drive #346, Diamond Bar, CA 91765 (hereinafter "Company") (Client and Company each are referred to herein as a "Party" and are collectively referred to herein as the "Parties").

WHEREAS, Company has agreed to provide transcription services to the Client, during the course of which the Parties to this Agreement may wish to disclose to each other in oral and written form or in other medium, certain non-public confidential and proprietary information and whereas, the Client is a Covered Entity and the Company is a Business Associate, as those terms are defined in the Health Insurance Portability and Accountability Act of 1996. The regulations promulgated there under, and as amended by the Health Information Technology for Economic and Clinical Health (collectively "HIPAA Regulations")

Now, therefore, in consideration of the mutual covenants and agreements contained herein and intending to be legally bound, the parties hereby agree as follows:

1. In connection with the Services, it may be necessary or desirable for a Party to disclose to the other certain non-public Confidential Information. For purposes of this Agreement, "Confidential Information" shall mean all non-public, confidential and proprietary information relating to the Parties, their respective clients and the Services, which has been or will be disclosed by a Party orally or as set forth in writing, or contained in some other tangible form.

2. The receiving Party hereby agrees to hold in strict confidence and to use all reasonable efforts to maintain the secrecy of any and all Confidential Information disclosed by the disclosing Party under the terms of this Agreement and may not disclose Confidential Information without the express, written prior consent of the disclosing Party, with the exception of the following:

(a) Information that, at the time of disclosure, is available to the public, or thereafter becomes available to the public by publication or otherwise, other than by breach of this Agreement by the receiving Party;

(b) Information that the receiving Party can establish by prior record was already known to them or was in their possession at the time of disclosure and was not acquired, directly or indirectly, from the disclosing Party;

(c) Information that the receiving Party obtains from a third party; provided however, that such information was not obtained by said third party, directly or indirectly, from the disclosing Party under an obligation of confidentiality toward the disclosing Party;

(d) Information that the receiving Party can establish was independently developed by their employees or contractors who had no contact with and were not aware of the content of the Confidential Information.

3. The receiving Party may disclose Confidential Information if compelled to do so by a court, administrative agency or other tribunal of competent jurisdiction, provided however, that in such case the receiving Party shall, immediately upon receiving notice that disclosure may be required, give written notice by

TranscriptionStar - iSource Solutions Inc., 23535, Palomino Drive #346, Diamond Bar, CA-91765
www.transcriptionstar.com; sales@transcriptionstar.com
 Ph: 877-323-4707; 714-783-7922



facsimile and overnight mail to the providing Party so that the providing Party may seek a protective order or other remedy from said court or tribunal. In any event, the receiving Party shall disclose only that portion of the Confidential Information which, in the opinion of their legal counsel, is legally required to be disclosed and will exercise reasonable efforts to ensure that any such information so disclosed will be accorded confidential treatment by said court or tribunal through protective orders, filings under seal and other appropriate means.

4. The receiving Party shall not use the Confidential Information for any purpose other than in connection with the Services. The receiving Party will only disclose Confidential Information to their directors, officers, employees or agents, as applicable.

5. The receiving Party shall take all reasonable steps, including, but not limited to, those steps taken to protect their own information, data or other tangible or intangible property that they regard as proprietary or confidential, to ensure that the Confidential Information is not disclosed or duplicated for the use of any third party, and shall take all reasonable steps to prevent their directors, officers, employees and agents (as applicable) who have access to the Confidential Information from disclosing or making unauthorized use of any Confidential Information, or from committing any acts or omissions that may result in a violation of this Agreement.

6. Title to, and all rights emanating from the ownership of, all Confidential Information disclosed under this Agreement, or any material created with or derived from the Confidential Information, shall remain vested in the disclosing Party. Nothing herein shall be construed as granting any license or other right to use the Confidential Information other than as specifically agreed upon by the Parties.

7. Upon written request of the disclosing Party, the receiving Party shall return promptly to the disclosing Party all materials and documents, as well as any data or other media (including computer data and electronic information), together with any copies thereof, or destroy same and, upon request of the disclosing Party, provide a certificate of destruction.

8. The receiving Party agrees that the disclosure of Confidential Information without the express consent of the disclosing Party will cause irreparable harm to the disclosing Party, and that any breach or threatened breach of this Agreement by the receiving Party will entitle the disclosing Party to injunctive relief, in addition to any other legal remedies available, in any court of competent jurisdiction.

9. This Agreement shall be construed under and governed by the substantive laws of California, without giving effect to the conflicts of laws provision thereof.



10. The privacy and confidentiality of Protected Health Information, as defined in the HIPAA Regulations, shall be governed by the Business Associate Addendum attached hereto.

11. This Agreement constitutes the entire agreement among the Parties as to the subject matter contained herein, shall supersede any other prior or contemporaneous arrangements as to the Confidential Information, whether written or oral, and may be modified in writing only.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement as of the day and year first above written.

TranscriptionStar - iSource Solutions Inc.

S. M.

By:
Name: Shiva Kumar Title:
COO
Date: March 03, 2017

By:
Name:
Title:
Date:

APPENDIX D

CONFIDENTIALITY AGREEMENT FOR TRANSCRIPTION SERVICES –

WREALLY

From: **Wreally Studios** contact@wreally.com
Subject: Re: Confidentiality
Date: March 3, 2017 at 3:31 AM
To: Christopher Brown cmbrown@me.com



Hi Chris,

Transcribe actually does not upload any data to our servers at all. It works completely offline - you can try this out by disconnecting from the Internet, and reload the app. It will load and work fine. The only feature which sends any data outside at all is the dictation feature - we rely on Chrome's voice recognition feature, so your voice is sent directly to Google for recognition. Apart from that, the audio is played right off your file system, and the transcribed text is stored using your browser's local storage.

Privacy is one of our most important feature, and we have thousands of users with similar requirements using the app every day.

You can find a statement about the same on the question "I need to transcribe sensitive documents. How secure is my data when I use Transcribe?" on our FAQ here:

<https://transcribe.wreally.com/faq>

Regards,

Kishore.

Wreally Studios

W: wreally.com

TW: [@wreallystudios](https://twitter.com/wreallystudios)

On Fri, Mar 3, 2017 at 2:50 AM, Christopher Brown <cmbrown@me.com> wrote:

Hi - I am interested in using transcribe for transcribing interviews pertaining to my doctoral research. Is there any statement of confidentiality that you provide that data, either audio file or text, will not be transmitted to you?

thanks - looks like a great opportunity.

Chris

Chris Brown
cmbrown@mac.com

APPENDIX E

ADMINISTRATOR RECRUITMENT EMAIL

Administrator March 2017

Hello,

My name is Chris Brown and I am a doctoral student in the Administration and Supervision program at Loyola University Chicago. I am conducting research for my dissertation titled: Mentoring The Millennials: Induction of The Millennial Generation in Education

The political climate in Illinois regarding education over the past few years is particularly unsettled. Debates regarding teacher pensions continue and will more than likely change the career trajectory and aspirations of pre- professionals. These issues arise at the same time the Millennial has become the largest cohort in the education workforce. Each cohort has different values about life and employment amongst their own and previous generations, and the Millennials have their uniqueness addressed by the foundational research question: How are the induction processes of millennial teachers understood by both the teachers and administrators?

I am asking you to please consider participating in a round of two interviews to learn your perceptions as a school administrator responsible for induction programming. The perceptions will focus on the needs of the Millennial and induction programming. Interviews will be scheduled at your convenience with the first interview lasting no more than 45 minutes and the second no more than 30 minutes.

Your participation in this study is completely voluntary. This survey will be anonymous and strictly confidential.

If you have questions about this research study, please feel free to contact Chris Brown at cmbrown@mac.com. You may also contact Dr. David Ensminger, faculty member at Loyola University at Densmin@luc.edu.

If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

I thank you in advance for your participation in this research study.

Sincerely,

Chris Brown
cmbrown@mac.com
847 401 5912

APPENDIX F

SUPERINTENDENT RECRUITMENT EMAIL

March 2017

Hello,

My name is Chris Brown and I am currently the principal of Wescott School in Northbrook Glenview School District 30. Also, I am a doctoral student in the Administration and Supervision program at Loyola University Chicago. I am conducting research for my dissertation titled: Mentoring The Millennials: Induction of The Millennial Generation in Education

The political climate in Illinois regarding education over the past few years is particularly unsettled. Debates regarding teacher pensions continue and will more than likely change the career trajectory and aspirations of pre- professionals. These issues arise at the same time the Millennial has become the largest cohort in the education workforce. Each cohort has different values about life and employment amongst their own and previous generations, and the Millennials have their uniqueness addressed by the foundational research question: How are the induction processes of millennial teachers understood by both the teachers and administrators?

To address this question, as the superintendent of the district, I am seeking your consent for the following:

- to contact and interview your teachers who may fit the following description:
 - have completed within the last six months your school's induction program and,
 - are a member of the Millennial generation, defined as being born between 1980 and 2000.
- to contact and interview the district level administrator(s) responsible for induction programming for their consent to participate

There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life. Everything you and other district employees say will be held in strict confidence and pseudonyms will be used in lieu of actual names when developing the dissertation study.

Please let me know if you are willing to allow me to conduct this research in this school district. I would be happy to answer any questions you may have either via email or phone. Both are listed below.

Sincerely,

Chris Brown
cmbrown@mac.com
847 401 5912

APPENDIX G

TEACHER RECRUITMENT EMAIL

March 2017

Hello,

My name is Chris Brown and I am a doctoral student in the Administration and Supervision program at Loyola University Chicago. I am conducting research for my dissertation titled: Mentoring The Millennials: Induction of The Millennial Generation in Education

The political climate in Illinois regarding education over the past few years is particularly unsettled. Debates regarding teacher pensions continue and will more than likely change the career trajectory and aspirations of pre- professionals. These issues arise at the same time the Millennial has become the largest cohort in the education workforce. Each cohort has different values about life and employment amongst their own and previous generations, and the Millennials have their uniqueness addressed by the foundational research question: How are the induction processes of millennial teachers understood by both the teachers and administrators?

I am asking you to please consider participating in a round of three interviews to learn your perceptions as a Millennial cohort member regarding your school district's teacher induction program. Interviews will be scheduled at your convenience with the first interview lasting no more than 45 minutes, the second no more than 30 minutes, and the final no more than 15 minutes.

Your participation in this study is completely voluntary. This survey will be anonymous and strictly confidential.

If you have questions about this research study, please feel free to contact Chris Brown at cmbrown@mac.com. You may also contact Dr. David Ensminger, faculty member at Loyola University at Densmin@luc.edu.

If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

I thank you in advance for your participation in this research study.

Sincerely,

Chris Brown
cmbrown@mac.com
847 401 5912

APPENDIX H

ADMINISTRATOR CONSENT FORM 2017-2018

Consent Letter for School Administrator Participants

Project Title: Mentoring The Millennials: Induction of The Millennial Generation In Education
 Researcher(s): Chris Brown
 Faculty Sponsor: Dr. David Ensminger

Introduction: This retrospective case study based on semi-structured interviews explores the most recent generation of teachers and their experience in induction programs. Using semi-structured interviews with members of the millennial age group as they complete their induction program and school administrators responsible for induction programming, implications for school leadership hiring processes and teacher retention will be explored. There are three administrators and seventeen teachers involved in this project.

You are being asked to take part in a research study being conducted by Chris Brown for a dissertation under the supervision of Dr. David Ensminger in the Department of Education at Loyola University of Chicago.

You are being asked to participate because of your position as a school administrator that oversees an induction program.

Please read this form carefully and ask any questions you may have before deciding whether to participate in the study.

Purpose:

The purpose of this study is to explore how induction processes of millennial teachers are understood by both teachers and administrators.

Procedures:

If you agree to be in the study, you will:

Participate in two interviews with the first being 45 minutes in length. The second will be a 30 minutes in length. The data from these interviews are for my reference only. Interviews will be held at a location convenient to the participant. Interviews will be audio recorded with your permission. You may also choose not to be audio recorded in which case the researcher will take notes on the interview.

Risks/Benefits

There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.

The importance of this project is to share ideas with school leaders as to how to best recruit and retain employees of the millennial generation.

Confidentiality:

Names will be coded so that all participant names are private and I will be the only one who has access to the transcriptions. Data from these interviews will be stored on my personal computer

which is password protected. Your participation is voluntary and if at any time you wish to withdraw all information you have shared will be destroyed.

Voluntary Participation:

Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty. Agreeing to participate or not to participate will in no way affect employment in your school district.

All attempts will be taken to maintain confidentiality. Your names will not be used in analysis and transcription of data or any public dissemination of the findings.

Compensation

Compensation in the form of a \$5 gift card to Starbucks will be provided if you participate in the final interview. You will receive this compensation even if you refused to answer specific questions in any interview. You will not receive this compensation if you do not participate in all interviews. The results of this study may benefit society through its contribution to the school administration and supervision literature, as well as by contributing to the individual and team growth and development within the school itself.

Contacts and Questions:

If you have questions about this research study, please feel free to contact Chris Brown at cbrow17@luc.edu. You may also contact Dr. David Ensminger, faculty member at Loyola University at Densmin@luc.edu.

If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

Statement of Consent:

Your signature below indicates that you have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You will be given a copy of this form to keep for your records.

_____ I agree to be audio recorded.

_____ I do not agree to be audio recorded.

Participant's Signature

Date

Researcher's Signature

Date

Loyola University Chicago/Lakeside Campuses
Institutional Review Board for
The Protection of Human Subjects

Date of Approval: 4/13/2017

Approval Expires: 4/13/2018

APPENDIX I
TEACHER CONSENT FORM 2017-18

Consent Letter for Teacher Participants

Project Title: Mentoring The Millennials: Induction of The Millennial Generation in Education

Researcher(s): Chris Brown

Faculty Sponsor: Dr. David Ensminger

Introduction: This retrospective case study based on semi-structured interviews explores the most recent generation of teachers and their experience in induction programs. Using semi-structured interviews with members of the millennial age group as they complete their induction program and school administrators responsible for induction programming, implications for school leadership hiring processes and teacher retention will be explored. There are three administrators and seventeen teachers involved in this project.

You are being asked to take part in a research study being conducted by Chris Brown for a dissertation under the supervision of Dr. David Ensminger in the Department of Education at Loyola University of Chicago.

You are being asked to participate because of your position as a first or second-year teacher and a member of the Millennial generation, born between the early 1980s and 2000.

Please read this form carefully and ask any questions you may have before deciding whether to participate in the study.

Purpose:

The purpose of this study is to explore how induction processes of millennial teachers are understood by both teachers and administrators.

Procedures:

If you agree to be in the study, you will:

Participate in three interviews, following your participation in a school induction program. The first interview will be approximately 45 minutes, second interview 30 minutes and the third and final will be 15 minutes. Data from interviews are for my reference only. Interviews will be held at a location convenient to the participant. Interviews will be audio recorded with your permission. You may also choose not to be audio recorded in which case the researcher will take notes on the interview.

Risks/Benefits

There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.

The importance of this project is to share ideas with school leaders as to how to best recruit and retain employees of the millennial generation.

Confidentiality:

Names will be coded so that all participant names are private and I will be the only one who has access to the transcriptions. Data from interviews will be stored on my personal computer which is password protected. Your participation is voluntary and if at any time you wish to withdraw all information you have shared will be destroyed.

Voluntary Participation:

Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty. Agreeing to participate or not to participate will in no way affect employment in your school district.

All attempts will be taken to maintain confidentiality. Your names will not be used in analysis and transcription of data or any public dissemination of the findings.

Compensation

Compensation in the form of a \$5 gift card to Starbucks will be provided if you participate in the final interview. You will receive this compensation even if you refused to answer specific questions in any interview. You will not receive this compensation if you do not participate in all interviews. The results of this study may benefit society through its contribution to the school administration and supervision literature, as well as by contributing to the individual and team growth and development within the school itself.

Contacts and Questions:

If you have questions about this research study, please feel free to contact Chris Brown at brown17@luc.edu. You may also contact Dr. David Ensminger, faculty member at Loyola University at Densmin@luc.edu.

If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

Statement of Consent:

Your signature below indicates that you have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You will be given a copy of this form to keep for your records.

_____ I agree to be audio recorded.

_____ I do not agree to be audio recorded.

Participant's Signature

Date

Researcher's Signature

Date

Loyola University Chicago: Lakeside Campuses
Institutional Review Board for
The Protection of Human Subjects

Date of Approval: 4/13/2017

Approval Expires: 4/13/2018

APPENDIX J

ADMINISTRATOR CONSENT FORM 2018-2019

Consent Letter for School Administrator Participants

Project Title: Mentoring The Millennials: Induction of The Millennial Generation In Education
 Researcher(s): Chris Brown
 Faculty Sponsor: Dr. David Ensminger

Introduction: This retrospective case study based on semi-structured interviews explores the most recent generation of teachers and their experience in induction programs. Using semi-structured interviews with members of the millennial age group as they complete their induction program and school administrators responsible for induction programming, implications for school leadership hiring processes and teacher retention will be explored. There are three administrators and seventeen teachers involved in this project.

You are being asked to take part in a research study being conducted by Chris Brown for a dissertation under the supervision of Dr. David Ensminger in the Department of Education at Loyola University of Chicago.

You are being asked to participate because of your position as a school administrator that oversees an induction program.

Please read this form carefully and ask any questions you may have before deciding whether to participate in the study.

Purpose:

The purpose of this study is to explore how induction processes of millennial teachers are understood by both teachers and administrators.

Procedures:

If you agree to be in the study, you will:

Participate in two interviews with the first being 45 minutes in length. The second will be a 30 minutes in length. The data from these interviews are for my reference only. Interviews will be held at a location convenient to the participant. Interviews will be audio recorded with your permission. You may also choose not to be audio recorded in which case the researcher will take notes on the interview.

Risks/Benefits

There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.

The importance of this project is to share ideas with school leaders as to how to best recruit and retain employees of the millennial generation.

Confidentiality:

Names will be coded so that all participant names are private and I will be the only one who has access to the transcriptions. Data from these interviews will be stored on my personal computer

which is password protected. Your participation is voluntary and if at any time you wish to withdraw all information you have shared will be destroyed.

Voluntary Participation:

Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty. Agreeing to participate or not to participate will in no way affect employment in your school district.

All attempts will be taken to maintain confidentiality. Your names will not be used in analysis and transcription of data or any public dissemination of the findings.

Compensation

Compensation in the form of a \$5 gift card to Starbucks will be provided if you participate in the final interview. You will receive this compensation even if you refused to answer specific questions in any interview. You will not receive this compensation if you do not participate in all interviews. The results of this study may benefit society through its contribution to the school administration and supervision literature, as well as by contributing to the individual and team growth and development within the school itself.

Contacts and Questions:

If you have questions about this research study, please feel free to contact Chris Brown at cbrow17@luc.edu. You may also contact Dr. David Ensminger, faculty member at Loyola University at Densmin@luc.edu.

If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

Statement of Consent:

Your signature below indicates that you have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You will be given a copy of this form to keep for your records.

_____ I agree to be audio recorded.

_____ I do not agree to be audio recorded.

Participant's Signature

Date

Researcher's Signature

Date

Loyola University Chicago/Lakeside Campuses
Institutional Review Board for
The Protection of Human Subjects

Date of Approval: 04/02/2018

Approval Expires: 04/02/2019

APPENDIX K
TEACHER CONSENT FORM 2018-2019

Consent Letter for Teacher Participants

Project Title: Mentoring The Millennials: Induction of The Millennial Generation in Education
Researcher(s): Chris Brown
Faculty Sponsor: Dr. David Ensminger

Introduction: This retrospective case study based on semi-structured interviews explores the most recent generation of teachers and their experience in induction programs. Using semi-structured interviews with members of the millennial age group as they complete their induction program and school administrators responsible for induction programming, implications for school leadership hiring processes and teacher retention will be explored. There are three administrators and seventeen teachers involved in this project.

You are being asked to take part in a research study being conducted by Chris Brown for a dissertation under the supervision of Dr. David Ensminger in the Department of Education at Loyola University of Chicago.

You are being asked to participate because of your position as a first or second-year teacher and a member of the Millennial generation, born between the early 1980s and 2000.

Please read this form carefully and ask any questions you may have before deciding whether to participate in the study.

Purpose:

The purpose of this study is to explore how induction processes of millennial teachers are understood by both teachers and administrators.

Procedures:

If you agree to be in the study, you will:

Participate in three interviews, following your participation in a school induction program. The first interview will be approximately 45 minutes, second interview 30 minutes and the third and final will be 15 minutes. Data from interviews are for my reference only. Interviews will be held at a location convenient to the participant. Interviews will be audio recorded with your permission. You may also choose not to be audio recorded in which case the researcher will take notes on the interview.

Risks/Benefits

There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.

The importance of this project is to share ideas with school leaders as to how to best recruit and retain employees of the millennial generation.

Confidentiality:

Names will be coded so that all participant names are private and I will be the only one who has access to the transcriptions. Data from interviews will be stored on my personal computer which is password protected. Your participation is voluntary and if at any time you wish to withdraw all information you have shared will be destroyed.

Voluntary Participation:

Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty. Agreeing to participate or not to participate will in no way affect employment in your school district.

All attempts will be taken to maintain confidentiality. Your names will not be used in analysis and transcription of data or any public dissemination of the findings.

Compensation

Compensation in the form of a \$5 gift card to Starbucks will be provided if you participate in the final interview. You will receive this compensation even if you refused to answer specific questions in any interview. You will not receive this compensation if you do not participate in all interviews. The results of this study may benefit society through its contribution to the school administration and supervision literature, as well as by contributing to the individual and team growth and development within the school itself.

Contacts and Questions:

If you have questions about this research study, please feel free to contact Chris Brown at cbrow17@luc.edu. You may also contact Dr. David Ensminger, faculty member at Loyola University at Densmin@luc.edu.

If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

Statement of Consent:

Your signature below indicates that you have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You will be given a copy of this form to keep for your records.

_____ I agree to be audio recorded.

_____ I do not agree to be audio recorded.

Participant's Signature

Date

Researcher's Signature

Date

Loyola University Chicago: Lakeside Campuses
Institutional Review Board for
The Protection of Human Subjects

Date of Approval: 04/02/2018
04/03/2019

Approval Expires: 04/02/2019

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Yin, R. K. (2014). Case study research: Design and methods. Los Angeles, CA: Sage Publications.

VITA

Christopher M. Brown is the Principal of Wescott School in Northbrook Glenview District 30. Among many responsibilities, he is member of the District Administrative Council and District Evaluation Committee. In conjunction with the special education department he assists with the development and implementation of 504, IEP, and Response to Intervention planning for students.

Previously, Chris was the Assistant Principal of Maple School in Northbrook Glenview District 30. Among many responsibilities, he was a member of the District Administrative Council, Maple School Leadership Team, PE/Wellness Curriculum Revision Committee, and District Technology Committee. He oversaw the athletic programs and worked with student discipline and assistance programs. In conjunction with the special education department he assisted with the development and implementation of 504, IEP, and Response to Intervention planning for students.

Prior to working at Northbrook Glenview School District 30, Chris was the District Technology Coordinator for Avoca School District 37 and the Technology Facilitator for Marie Murphy School in Wilmette, Illinois. During six years at Avoca he coordinated the 1:1 laptop initiative, integrated technology into the school curriculum in all disciplines, taught staff development classes throughout the district, and served as chairperson for the district professional development committee.

Mr. Brown was named an Apple Distinguished Educator by Apple Inc. and was selected by the National School Boards Association as a "20 to Watch" educator.

Under his leadership, the Avoca School District was named "Technology Salute District" by the National School Boards Association for 2008. In 2010, the Illinois Computing Educators named Chris "Technology Administrator of the Year."

Mr. Brown has been published in the Illinois Music Educator's Journal and has presented at the National Educational Computing Conference, National School Boards Association T+L², Association of Technology in Music Instruction Conference, National Symposium on Music Instruction Technology, Illinois Technology Conference for Educators, Indiana Music Education Association Convention, Music Player Live National Conference, and Technology Institute for Music Education National Conference. He has also given lectures on music technology and digital portfolio development at Roosevelt University and is a certified instructor for Technology Institute for Music Educators.

Mr. Brown holds a Master in Music Education degree from Northwestern University. During his schooling, he concentrated on technology in relation to music education and instrumental teaching pedagogy. His major teachers were Peter Webster, Maud Hickey, Scott Lipscomb, and Virgil Moorefield. At Northwestern he was interim director of the music school Macintosh Computer Lab and also the graduate assistant for the Partnerships through the Arts program. Mr. Brown also holds degrees in Music Education and Music Performance on Saxophone from Ithaca College, studying with Steven Mauk and Mark Fonder.

Prior to his graduate study at Northwestern, he taught instrumental music for six years in New York and Illinois. His students have been honored at the county, region, and state level for their performance excellence. For four years he instructed the saxophone and clarinet section of the Bands of America Grand National Finalist Webster High School Marching Band. After this position he was the assistant director of the New York State Champion Marcus Whitman Wildcat Marching Band.

Mr. Brown served as a certified New York State School Music Association adjudicator for three years focusing on woodwind performance and evaluation. Serving as director of the Gorham Pageant of Bands, he coordinated a yearlong effort of organization that entailed hundreds of parent volunteers and thousands of students. He also directed other events including Artistry in Motion and the Ontario Elementary All County Music Festival while teaching in New York.

As a performer, Mr. Brown played with concert bands, big bands and jazz ensembles throughout his professional career. He has performed with the Perinton Concert Band, Flower City Parks Band, Finger Lakes Jazz All Stars, Ithaca College Wind Ensemble and Jazz Ensemble, Northwestern University Jazz Ensemble, and his own group the Finger Lakes Saxophone Quartet.

Originally from Webster, New York, Chris currently lives in Arlington Heights, Illinois with his wife Gail, daughter Anya, and son Aidan.

DISSERTATION COMMITTEE

The Dissertation submitted by Christopher Michael Brown has been read and approved by the following committee:

David Ensminger, Ph.D., Director
Associate Professor, School of Education
Loyola University Chicago

Brigid Schultz, Ed.D.
Clinical Assistant Professor, School of Education
Loyola University Chicago

Melissa Hirsch, Ed.D.
Assistant Superintendent
Northbrook Glenview School District 30