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A qualitative study of the involvement of parents in career decisions of millennial participants in corporate rotational programs

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A QUALITATIVE STUDY OF THE INVOLVEMENT OF PARENTS IN CAREER DECISIONS OF MILLENNIAL PARTICIPANTS IN CORPORATE ROTATIONAL PROGRAMS

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Dissertation Abstract

The purpose of this study was to explore the relationship between millennials and their parents with regard to career decisions and work performance. The millennial generation (born between 1982 and 2002) is one of the largest generations ever, surpassed only by the baby boom generation. The millennials in this study were recent college graduates with a degree from a 4-year university who were former participants in an entry-level corporate rotational program. For each millennial participant, one or two parents were also interviewed in this study. This study may have broken new ground by concurrently interviewing both millennials and their parents regarding the parents' influence on their child's career development as the millennials enter early adulthood and the workplace. This study employed a qualitative approach based on Donald Super's life-span, life-space theory of career development (Super, 1980). Six millennials and 10 of their parents were concurrently interviewed.

The findings from this study showed that millennials had frequent contact and career development conversations with their parents, actively sought out parental career development advice, and deferred to their parents' judgment in career development matters. The findings also showed that parents were highly involved in, and supportive of, their child's career decisions; offered active career help during their child's career development; and saw themselves as mentors and coaches when it came to career discussions. Millennials and parents were comfortable when they discussed millennials' career development and work performance. Based on the findings of this study, it could be concluded that millennials' career development actions as early adults may now be

more closely aligned to those of adolescents. Further, parents, with the sanction of their millennial children, may have encouraged the extension of their children's adolescent life-stage, and thus, delayed their children's entry into the early adulthood life-stage. The study concluded with contributions to theory, recommendations for organizations, leaders, education, and made recommendations for further study.

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

Tommy L. Moreno	May 20, 2011
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TABLE OF CONTENTS

TABLE OF CONTENTS (continued)

Page

TABLE OF CONTENTS (continued)

Page

TABLE OF CONTENTS (continued)

Page

LIST OF TABLES

Page

LIST OF FIGURES

Page

CHAPTER I: RESEARCH PROBLEM

Statement of the Problem

The subject of this dissertation germinated during my 8-year tenure as program manager of both a large pharmaceutical company and a Fortune 500 brokerage firm's entry-level rotational program. During these 8 years, I was struck by the marked increase of parental involvement in their child's career decisions. In both programs, the individuals hired were from the millennial generation—those born between 1982 and 2002—whose population is approximately 76 million individuals (Howe & Strauss, 2000; Russ, 2009). At the time of this study, the oldest of the millennials were nearing 30 years of age and the youngest had not yet reached their teens.

In my one-to-one meetings with these millennial employees, I often heard that they had consulted with their parents prior to making a decision regarding which rotational assignment to accept. In addition, I frequently heard stories from millennial employees about how they had weekly, and in some cases daily, conversations with their parents to update them on how they were doing on their assignments, their thoughts on their current manager, and how their performance on their project was being recognized, or not, by supervisors and peers. My experience is not unique. A 2007 Michigan State University Collegiate Employment Research Institute Research briefing showed that employers are beginning to experience significant parental involvement in work decisions, both directly and indirectly.

The reputation of millennials was that, as a generation, they had been showered with praise by their parents for even their most modest accomplishments, and, as such, they have a strong sense of entitlement. Consequently, they require constant feedback from their parents, teachers, and now managers for their work product (Alexander, 2008;

Gravett & Throckmorton, 2007; Howe & Strauss, 2000; Marston, 2007). A common theme that has been addressed in many journals, publications for the general public, and business publications is that millennials who graduated from college and entered the workforce had significantly different career goals and expectations from previous generations of college graduates (Collins, 2007; Hastings, 2008; Kitces, 2005; Milliron, 2008; Saad, 2003; Smola & Sutton, 2002). Some have defined this generation as ambitious, demanding, and highly inquisitive (Hira, 2007). Other authors have dismissed these characteristics as myths, while claiming that organizations could expect to have the highest-performing workforce in history (Tulgan, 2009). For example, in an interview, Jack Welch (Welch & Welch, 2007), former CEO of General Electric, described the millennial workforce as an upbeat, hardworking group of young people who were authentic and candid about their work and careers.

Another important aspect of the millennial character is their reputation for being ideal team players. That is, their postsecondary education has, in large part, been rooted in group-based work, and therefore, their educational experiences in working with others on class projects has ideally prepared them for a team-based work environment (Fogarty, 2008).

Individuals in this generational cohort had been given many labels. The most popular ones used in books, journals, magazine articles, research studies, as well as by the U.S. Census Bureau are: (a) Gen Y (Magnuson & Alexander, 2008; Martin & Tulgan, 2001; Tulgan, 2009); (b) Generation Me (Wenge, 2006, Twenge, Campbell, Hoffman & Lance, 2010); (c) Gen Yers (Gravett & Throckmorton, 2007); (d) Generation Next (Kohut, 2007); (e) millennials (Alsop, 2008; Howe & Strauss, 2000; Lancaster &

Stillman, 2002); (f) new millennials (Marston, 2007); and (g) Nexters (Zemke, Raines, & Filipczak, 2000). In this study, the term *millennials* was used to describe this generation, because this name was selected by several thousand people who voted on an abcnews.com poll on December 19th, 1997 (Howe & Strauss, 2000).

Although this dissertation has chosen to identify this group as those born between 1982 and 2002, other generational dates have been applied: (a) 1980-2000 (Zemke et al., 2000); (b) 1980-2001 (Alsop, 2008); (c) 1981-1999 (Landcaster & Stillman, 2002); (d) 1981-2001 (Kitces, 2005); and (e) 1982-2002 (Howe & Strauss, 2000).

Millennials represent 27% of the U.S. population, the largest generation since the Baby Boomers, the generation born between 1945 and 1964 (U.S. Dept. of Labor 2007). In addition, their population is twice that of Generation X, who were born between 1965 and 1981. Based on the birth dates used in research studies to identify the millennial generation, only older members have entered the workforce, and in the case of professional and graduate schools such as medicine, science, law, business, and engineering, even fewer have completed their education and entered the workforce. Nonetheless, in 2010, millennials made up 30% of the workforce, and this percentage is expected to rise to 42% by 2020 (Fuller, 2005; Little 2010). In a study conducted by the National Association of Colleges and Employers, the following significant statistics were obtained: (a) 72.3% of college seniors reviewed job offers with their parents; (b) 84.8% found parents influential during their job search; (c) 21.5% did not plan on staying with an employer for more than 2 years; and (d) after graduation, 45.7% expected to rely on their parents for financial help.

As noted above, this millennial generation will continue to enter the U.S. workforce in large numbers, and if the recent past is an indication, they will not be coming alone; that is, they will bring their parents with them. In a study of 725 employers recruiting recent college graduates conducted by the College Employment Research Institute at Michigan State University (Gardner, 2007), investigators asked employers to indicate how frequently they observed parental involvement in the recruiting process and in early career stages. As shown in Figure 1, the study found that, when the responses were examined by company size, a significant difference emerged. Only 12% of companies with fewer than 60 employees reported parental involvement; however, that figure nearly tripled for companies that had over 3,600 employees, with 32% of those companies reporting interactions with parents. Companies that fell between these two size cohorts also reported parental interaction levels higher than at relatively smaller companies.

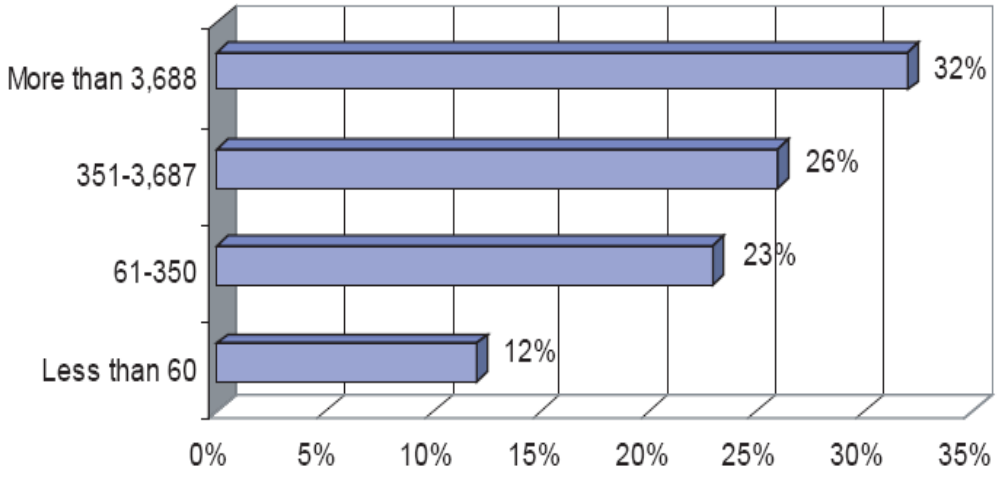

Figure 1. Percentage of companies that witnessed parent involvement by number of employees

From *Parent Involvement in the College Recruiting Process: To What Extent?* (p. 2), by P. Gardner, 2007. CERI Briefing, Michigan State University, East Lansing, MI. Reprinted with permission.

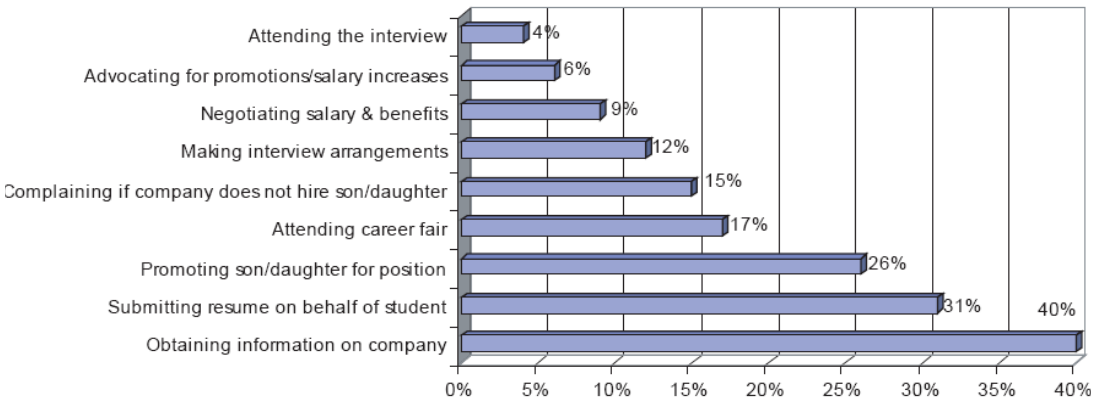

Figure 2. Type of parental involvement observed by companies

From *Parent Involvement in the College Recruiting Process: To What Extent?* (p. 3), by P. Gardner, 2007. CERI Briefing, Michigan State University, East Lansing, MI. Reprinted with permission.

The Michigan State University study also reported on the trend of increased parent involvement. As shown in Figure 2, the interactions varied from a low of 4% of parents who attended a job interview to a high of 40% of parents who obtained company information for their college graduate (Gardner, 2007). “Despite their apparent diversity, virtually all the major career choice and developmental theories acknowledge to varying extents the role of the family in the career development of late adolescents and young adults” (Blustein, Walbridge, Friedlander, & Palladino, 1991, p. 39).

Companies, such as Office Depot, Ernst & Young, and Merrill Lynch, provided parents of millennial employees with links to their corporate Web sites; books on how parents can be supportive, but not intrusive in the workplace; and “parent packets” with corporate literature both in the form of a brochure and other traditional marketing literature as well as computer memory sticks loaded with information on the companies their children had joined. Some companies had even included parents in their recruiting

and orientation efforts; some held a parents' day in which they invited the parents to visit the office where their children would be working (Howe & Strauss, 2007; Weiss, 2006). However, this parental involvement as a consultant with the outside world did not begin at the first interview post-graduation. Rather, it began with the first day of elementary school. The difference for the millennial generation, however, is that this parental involvement had continued and transitioned from school to the work theater. Employers referred to these overly involved parents as "helicopter parents," a term originally coined by Cline and Fay in their 1990 book, *Parenting with Love and Logic: Teaching Children Responsibility*. Yet, Cline and Fay were referring to adolescent school children whose parents "hover over and rescue their children whenever trouble arises." They were "always pulling their children out of jams" (p. 23).

So these hovered-over children had grown up, graduated from college, and they had begun to enter the workforce. At the same time, the "hovering" parents had not graciously retired as in the past. In a white paper prepared for the software company nGenera Corporation, Howe and Strauss wrote, "Helicopter parents, hovering, ultra-protective, unwilling to let go, are coming to the workplace. Young people are consulting their parents before accepting a job offer. Parents are calling up managers to negotiate benefits and protest poor performance reviews" (p. 1).

Because of their presence in the workforce and in the coming 20-plus years,millennial employees have the potential of being a dominant factor in the U.S. workforce and workforce planning for years to come. They bring with them this elevated degree of parental involvement in their careers, which is a new phenomenon never before experienced in U.S. organizations. At this point, limited empirical research has been done

on this subject, and given the potential impact of parental involvement on millennials in the workplace and organizations, exploration of parents' influence on millennials' careers and work-related decisions is clearly warranted.

Purpose of the Study

The purpose of this study was to explore the extent of parental involvement in their millennial child's career decisions and work performance. The six millennials who participated in this study were all recent college graduates with a university degree who had participated in an entry-level corporate rotational program. The 10 parents interviewed in this study had been identified by the millennial participants as their parents. This study employed a qualitative approach based on Donald Super's life-span, life-space theory of career development (1980).

Choosing to study millennials in rotational programs provided a repetitive microcosm of job selection, job change, career direction, salary adjustments, and work performance at each assignment rotation, which then provided millennials and their parents multiple opportunities over a short period of time to engage in career and job discussions.

Background and Need

For the purpose of this study, the identification of the millennials as a specific generation of individuals born between 1982 and 2002 was based on Mannheim's (1952) theory of generations. His work, entitled *Essays on the Sociology of Knowledge: The Problem of Generations,* is considered among many to be "the seminal theoretical treatment of generations as a sociological phenomenon" (Pilcher, 1994, p. 481). Prior to Mannheim, biology was the key determinant of what made up a generation, and the time

frames used to define a generation varied by theorist from 15 to 30 years (Mannheim, 1952). Mannheim argued that the theory that biology alone should define a specific generation was not sufficient. In his opinion, the concept of the "complexity of times" was a major characteristic of a generation. As Pilcher (1994) wrote:

> The notion of generations is widely used in the everyday world to make sense of differences between age groupings in society and to locate individual selves and other persons within historical time. We speak, for example, of "my generation" and of "the older generation." We describe those who grew up in, say, the 1960s as belonging to "the sixties generation." We speak of "a few generations ago," "a new generation" and of "the generation gap." Despite the notion of generation being in such common currency, contemporary sociologists have paid scant attention to the significance of generation. (p. 481)

Thus, the millennial generation is a product of 2 decades of events and trends that for the first time were flashed across the Internet and streamed into living rooms via television: Tiananmen Square protesters, the Space Challenger explosion, the fall of the Berlin Wall, the freeing of Nelson Mandela from a South African prison, the shooting of a Pope in Vatican City, the Gore versus Bush presidential election, and, finally, 9/11. It was also a time of rapid technology advancements: The first IBM and Apple personal computers hit the market. The World Wide Web became available for home use and digital cell phones appeared on the scene. Historical and technological events such as these, as with all generations, make up the unique "complex times" that millennials have experienced and within which they continue to live.

The impact that millennials have on the U.S. workplace may increase as millennials continue to replace retiring workers and begin moving into management positions in which they have the potential to manage older and younger workers (Dohm & Shniper, 2007). In fact, as corporations have begun replacing retiring members of the workforce,

retention of postsecondary educated millennials has become one of corporate America's most important priorities (U.S. Department of Labor, 2007). Moreover, given that the latest U.S. population statistics and demographics depict a larger-than-normal workforce availability gap, the millennial generation entering the workforce over the next 2 decades will have a disproportionate impact on the workplace (Toossi, 2002).

Theoretical Foundations

The primary theoretical foundation for this study was the seminal work of Donald Super (1957, 1975, 1980, 1994; Super & Sverko, 1995; Super, Savickas, & Super, 1996). Super's theory evolved over a period of 50 years of research and is considered one of the most comprehensive vocational development models in the career counseling profession (Zunker, 1998). Most career counselors stated that their understanding of life roles is based on Super's work (Brott, 2005). His life-span, life-space approach to career development provided a method to identify millennials' and their parents' opinions and experiences on work and working conditions. Super contended that individuals were not static, and personal change was continuous throughout one's lifetime. Super's concepts of life-span and life-space provided a methodology for understanding the many important influences a person encountered through different life roles and various life stages. Super's model also demonstrated how individuals were involved in several roles simultaneously and that each of these roles affect the others.

Life-Span, Life-Space Approach to Career Development

Super defined a career as "the combination and sequence of roles played by a person during the course of a lifetime" (1980, p. 282). The life-space element of Super's theory is made up of nine major roles and four "theaters" within which the roles are performed.

These roles are: (a) child, including son and daughter; (b) student; (c) "leisurite" (of note, no standard term exists to describe the position and role of one engaged in the pursuit of leisure-time activities including idling); (d) citizen; (e) worker, including unemployed worker; (f) spouse; (g) homemaker; (h) parent; and (i) pensioner (p. 283). Super was clear that "not everyone plays all roles [but]…the order in which these roles are listed corresponds to the order in which the positions are typically first occupied" (p. 284). He also wrote that none of the roles were necessarily gender linked unless biologically determined, such as childbirth. The four theaters, then, in which these roles are carried out are: (a) home; (b) community; (c) school (including college and university); and (d) workplace (p. 284).

The lifespan element of Super's life-span, life-space approach to career development theory is divided into four age groupings: (a) adolescence, 14-24 years of age; (b) early adulthood, 25-44 years of age; (c) middle adulthood, 45-64 years of age; and (d) late adulthood, over 65 years of age. There are also five life stages specified in Super's theory, which are growth, exploration, establishment, maintenance, and disengagement. As Table 1 shows, age does not dictate the life stage cycling and recycling of development tasks through a lifespan, and, in fact, one can and will recycle through these stages throughout one's life.

Table 1

The Cycling and Recycling of Development Tasks Through the Life-Span

	Age			
Life Stage	Adolescent 14-24	Early Adulthood 25-44	Middle Adulthood 45-64	Late Adulthood Over 65
Disengagement	Giving less time to hobbies	Reducing sports participation	Focusing on essential activities	Reducing work hours
Maintenance	Verifying current occupational choice	Making occupational position secure	Holding one's own against competition	Keeping up is still enjoyed
Establishment	Getting started in a chosen field	Settling down in a permanent position	Developing new skills	Doing things one has always wanted to do
Exploration	Learning more about opportunities	Finding opportunity to do desired work	Identifying new problems to work on	Finding a good place to retire
Growth	Developing a realistic self-concept	Learning to relate to others	Accepting one's limitations	Developing nonoccupational roles

From *Career Choice and Development* (3rd. ed.; p. 136), by D. Brown & L. Brooks. (Eds.), 1996, San Francisco: Jossey-Bass. Reprinted with permission of John Wiley & Sons.

The life-career rainbow (see Figure 3) was introduced by Super in 1976 to describe in greater detail the many aspects of a career throughout the life-span. In 1980, Super refined the "concepts of the life-span and life-space used in the rainbow, to treat decision points more adequately, and to incorporate also the various personal and social determinants of the use of life-space in the occupying of career positions and in the playing of roles during the course of the life career" (p. 283). He continued to refine his model in subsequent research studies in 1994, 1995, and 1996. The life-career rainbow model also illustrates how, at any one time in one's career, an individual can be in

multiple roles, as well as in multiple theaters simultaneously. Super's roles vary according to one's age. For instance, a son or daughter at 1 year of age is defined very differently from a married son or daughter at 21 years of age who is living away from home, or a son or daughter at 50 years of age who is now taking care of his or her parents. Bloch and Richmond noted that "these roles are not time-limited. We can be both parent and child at the same time in life" (2007, p. 49). That same son or daughter may also simultaneously be a student, a citizen, a worker, a spouse, or a homemaker.

As shown in Figure 3, Super's rainbow model reflected how roles change continuously throughout an individual's life as well as how roles begin and end at different times in each individual's life-span, life-space. As each individual's career is different, so too is the depiction of his or her rainbow model. Super (1980, 1994; Super & Sverko, 1995; Super et al., 1996) described the rainbow as the "fluctuating temporal importance" (p.289, 1980) of each role, which is depicted by changes in the width of the shading of the corresponding arc or band of the rainbow. The movement from role to role and the ease of adaptability refers to the capacity with which a person is able to change roles and abandon each role, in order to adopt or fit into new or changed circumstances (Savickas, 1997). In the example of a typical worker, starting a new job, the rainbow would depict the worker band as dark blue, and then would become increasingly darker blue for a significant period of time at the peak of their career indicating a higher level of emotional involvement, and then it would have become lighter as emotional involvement decreases until retirement. It is the number and types of roles, as well as the stability of the width and depth of these roles, that constitute and portray an individual's career.

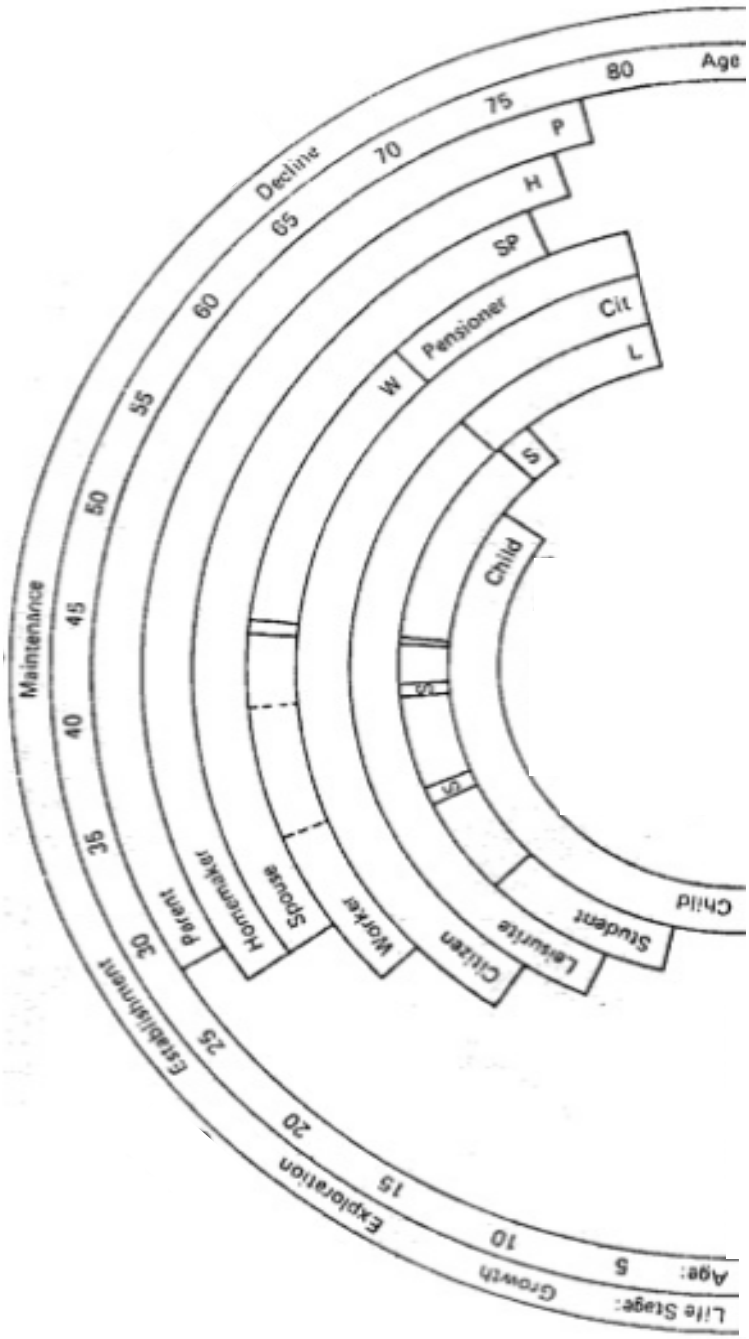

Figure 3. The Life-Career Rainbow: Nine life roles in schematic life-space.

Note: Adapted with permission from "A Life-Span, Life-Space Approach to Career Development" by D. E. Super, 1980, *Journal of Vocational Behavior*, *16*, p. 289. Copyright 1980 by Academic Press, Inc.

This phenomenon of parents' increased participation in their child's career choices had not historically appeared in Super's early adult workplace theaters. Therefore, millennials appeared to be breaking traditional roles by encouraging and accepting their parents' involvement in their work theaters, and parents, in much the same way, also appeared to be breaking traditional roles by being willing to enter their millennial child's work theater. With this parent-child collaboration, as shown in Figures 1 and 2, millennials, in comparison to earlier generations, may have delayed their abandonment of adolescence while also postponing the traditional entry into early adulthood, particularly as they prepared to enter the work theater.

Summary

In summary, Super's (1957, 1975, 1980, 1994; Super & Sverko, 1995; Super et al., 1996) life-career rainbow, cycling and recycling of developmental tasks through the life-span, life-space model and the theaters in which they are played out provided the theoretical foundation by which this researcher characterized and evaluated the career and workplace-related interactions that occurred between parent and millennial child. Super's theory was instrumental in comprehending millennials' discussions and actions with regard to beginning their professional careers and moving from role to role in their career stages.

Research Questions

Based on the stated purpose of the study, to explore the relationship between millennials and their parents with regard to career decisions and work performance, this dissertation addressed the following three research questions: (a) How did the millennials and their parents perceive their involvement with each other during the exploration stage

of the millennials' career development? (b) To what extent did millennials and their parents engage in choosing the millennials' occupation during the establishment stage of their career development? (c) To what extent did the perceptions of millennials and their parents converge on the role of parents in the millennials' work theater?

Definition of Terms

The definitions of terms used for this study are a composite of theoretical terms and frameworks gleaned from the literature and definitions that emerged from this research project.

Active career help: for the purpose of this study, actions parents took calling upon their network of work contacts and friends for the purpose of assisting their children to secure interviews, find jobs, and make job selection choices.

Adolescence: individuals 14-24 years of age on Super's life-span who fall within childhood and early adulthood (Super et al., 1996).

Early adulthood: individuals 25-44 years of age between adolescence and middle adulthood on Super's life span (Super et al., 1996).

Establishment stage: individuals 25-44 years of age who are encountering the career development tasks of stabilizing, consolidating, and advancing an occupational position (Super et al., 1996).

Exploration stage: individuals 14-24 years of age who are encountering the career development tasks of crystallizing, specifying, and implementing an occupational choice (Super et al., 1996).

Baby boomer: for the purposes of this study, an individual born between 1943 and 1960 (Howe & Strauss, 2000).

Career: the combination and sequence of roles played by a person during the course of a lifetime (Super, 1980); also used in this study to describe an individual's participation over time in a chosen field of work.

Emotional involvement: for the purposes of this study, the degree of importance an individual places on a given role as well as the measure of an individual's commitment to a role (Super, 1980).

Generation: an identity tied to an age group and location and embedded in a historical-social process (Mannheim, 1952).

Gen Xers: for the purposes of this study, an individual born between 1961 and 1981 (Howe & Strauss, 2000).

Influence: a phenomenon that may be said to occur whenever the behavior of a person is affected by the pressures from another. A parent or peer may be said to influence an adolescent when there is evidence that the former pressured and the latter responded to that pressure (Biddle, Bank, & Marlin, 1980).

Job: a group of similar positions in a plant, business, institution, or other workplace (Super, 1957); for the purposes of this study, the position within an organization held by an individual at a given point in time.

Life-spaces: the nine roles that individuals typically go through during the course of one's career (not everyone goes through all roles; Super, 1980); for the purposes of this study, a factor that may differentiate millennials from other generations in terms of the amount of time spent in specific roles.

Life-stages: five phases that most individuals cycle and recycle throughout the course of their career (Super, 1980); for the purposes of this study, denotes the exploration phase and establishment phase that millennials in this study are currently in.

Mentor: Generally speaking, a mentor is an individual, usually older and always more experienced, who helps and guides another individual's development. However, in this study, the use of the term *mentor* by millennials and their parents appeared to be synonymous with other terms that they used to describe the parents, which included: "coach," "teacher," "sounding board," and "career shepherd."

Millennial: an individual born between 1982 and 2002, for the purposes of this study, an individual 23-29 years of age born between 1982 and 1988; equivalent to the latter part of Super's adolescence stage (14-24 years of age) and the first part of Super's early adulthood (25-44 years of age).

Occupation: a group of similar jobs across several different establishments (Super, 1957); for the purposes of this study, the field of work an individual is engaged in during a given period of time.

Parental figure: for the purposes of this study, a person other than a parent who serves as a child's guardian and provides care for the child that includes the physical, social, and emotional requirements necessary for normal growth and development.

Performance review: for the purposes of this study, the assessment of an employee's work in relation to meeting expectations with regard to the goals associated with his or her job duties; the outcome of the performance review often determines whether the employee will receive a raise in salary, which may vary, and in some instances, may determine whether an employee is promoted or fired.

Rotational program: a corporate program designed to hire recent college graduates into entry-level positions, offering them exposure to multiple areas in an organization through a series of 6-8 month assignments over a period of 18-24 months. Employees go through a job selection process for each new assignment and are evaluated on their performance at the end of each assignment. Salary adjustments take into account performance across multiple assignments.

Theaters: Super's four domains within which individuals play out nine potential roles over a career; each role is typically played in only one theater (Super, 1980); for the purposes of this study, the theater refers to the millennials' work domain and the roles associated with it.

Limitations

This was a qualitative study which explored the relationship between millennials and their parents with regard to millennials' career and work decisions. The study only interviewed six millennials who were born in the first 7 years of the 20-year millennial generation (between 1982 and 1988) and 10 of their parents. Millennials interviewed were all college educated as were 9 of the 10 parents. College-educated millennials in the workplace represent only a small portion of the millennial generation. Additionally, the study only included millennials who had at least one parent willing to participate in the study. Therefore, additional research, as noted in Chapter V, is required to expand the scope of this study's findings.

This study contributed to the limited body of research on the collaboration between millennials and their parents with regard to the millennials' career decisions. As an exploratory study, this research may well serve as the starting point for a broader

understanding of the close relationship millennials have with their parents and the impact that this closeness may have on millennials' career and work decisions, as well as its general impact on the workplace. In addition, the results of this study may give employers a better understanding of how their new millennial workforce is influenced by their parents and how this influence may be impacting millennials in their day-to-day work decisions.

Given this parental involvement with millennial children in the workplace, employers may find they need to consider different methods for the recruitment and retention of their millennial employees. These methods may include directly communicating with the millennials' parents. With a heightened understanding of the parents' influence on their millennial child's career, the study may provide employers, as well as university employment counselors, valuable information about millennials as they transition from being students to becoming corporate professionals. In addition, this research may result in an expansion of career development theory, and it may also have implications for practitioners, counselors, and instructors in leadership programs.

Significance

This study contributed to the limited body of research on the collaboration between millennials and their parents with regard to the millennials' career decisions. As an exploratory study, this research served as the starting point for a broader understanding of the close relationship between millennials and their parents. It also revealed the impact these close relationships had on millennials' careers and their work decisions, as well as the general impact on the workplace. Hence, this study gave employers a better understanding of how the new millennial workforce was influenced by

their parents and how this influence impacted millennials in their day-to-day work decisions. With a heightened understanding of the parents' influence on their millennial child's career, employers, as well as university employment counselors, now have valuable information about millennials as they transitioned from being students to becoming corporate professionals. The study's findings also suggested, given parental involvement with their millennial children in the workplace, that employers needed to reconsider how they recruited, hired, and retained their millennial employees. Strategies were needed to incorporate training courses on the millennial workforce for managers, supervisors, and human resource support staff who would be working with increasing numbers of millennial employees.

CHAPTER II: REVIEW OF THE LITERATURE

The literature relevant to this study covered two main areas: (a) parental influence on adolescent career development; and (b) parental influence on early adulthood career development. Although in this study millennials were defined as individuals 23-29 years of age, both adolescence and early adulthood were included in the literature review because Super (1996) defined adolescence as 14-24 years of age and early adulthood as 25-44 years of age; thus, the millennials in this study comprised both age groups.

Parental Influence on Adolescent Career Development

The majority of research findings on parental influence on their adolescent child's careers was consistent across time and geography. The following studies noted here are representative of the research done in the U.S. and internationally over the past three decades.

Palmer and Cochran (1988) conducted a quantitative study on the effectiveness of a 4-week program designed to help adolescent children in career planning. The participants consisted of 40 volunteer families with children in grades 10 or 11 in Vancouver, Canada. The researchers used Super's (1980) theory of career development as study material for discussions of career progression through the various stages. Palmer and Cochran concluded from their study that the adolescents who participated in the program demonstrated marked improvement in their career development as well as a strengthened bond with their parents. The researchers also concluded that parents can function effectively in fostering the career development of their children when provided with a structured program.

Downing and D'Andrea (1994) conducted a survey of English, Swiss, and American parents regarding their involvement in their children's career decision-making process. The participants consisted of 243 parents (51 Swiss, 78 English, and 114 Americans) who answered a six-question survey to report on their aspirations for their children, the degree of parental involvement in career decision making, their perceived adequacy in the process, and their opinion of specific work-related values. The researchers found that the parents surveyed exhibited specific educational and career biases when their children were concerned. Parents in the U.S. and the U.K. exhibited a strong bias in favor of university attendance, while Swiss parents did not display a bias toward either university or working-class careers. Parents in the U.S. and the U.K. also self-reported being actively involved in their children's career decision making. The researchers concluded that parents exerted a great deal of influence on their children's career development but that this level of involvement warranted outside assistance in order to better help and advise them.

Barling, Dupre, and Hepburn (1998) conducted a quantitative study to look at a different influential patterns between parents and their children. Their goal was to identify the effects of parents' job insecurity on children's work beliefs and attitudes. The primary purpose of the study was to investigate whether and in what ways parents' attitudes toward job insecurity and the history of their personal layoffs affected their children's work beliefs and work attitudes. The participants for their study were comprised of 200 university students, enrolled in an introductory level psychology course in Ontario, Canada. The initial volunteers (139 women and 61 men) agreed to participate in the study for course credit; of those initial respondents, 170 students and their parents

were ultimately selected to participate in the study. Student participants were 20 years of age or younger, and both parents were currently employed, but not self-employed. The researchers found, using a questionnaire, that paternal job insecurity and layoffs were accurately perceived by their children and that those perceptions did, in fact, negatively affect the child's beliefs and attitudes. Because of this negative influence with regard to job security, the researchers concluded that we would soon be witnessing large groups of young people entering the work world with pre-existing negative work beliefs and attitudes that may not be amenable to change.

Guerra and Braungart-Rieker (1999) conducted a quantitative study of students' identity formation and perceptions of parental acceptance and encouragement of independence as predictors of career indecision. The participants consisted of 169 college undergraduates at a private American university in the Midwest. The sample consisted of 89 men and 80 women whose mean age was 19.68 years. Participation in the study was a required component in the curriculum of a university course. Through the data collected from self-administered questionnaires, the researchers concluded that students' views of the parental relationship were related to career decision making. Specifically, those students whose mothers had encouraged them to be independent in childhood experienced less career indecision than those whose mother had been overprotective.

In a study geared more specifically on the influence of peer relationships, Felsman and Blustein (1999) conducted a quantitative study on the role of close peer relationships in late adolescent career development in relation to the exploration and commitment tasks. The participants consisted of 147 undergraduate students, 99 women and 48 men, 17-22 years of age, at a medium-sized northeastern state university. The

participants were recruited from undergraduate classes in career planning and academic and personal effectiveness. Inventories on parent and peer attachment were used to assess the degree of attachment that adolescents experience with respect to their parents and friends. The results indicated that adolescents who reported greater levels of attachment to their peers were more likely to have made greater progress in committing to career choices. Research showed that attachment to the mother (but not the father) also contributed to these developmental processes. The researchers interpreted these results to mean that the supportive relational arrangement for late adolescents includes both peers and parents. That is, late adolescents may use both their peer relationships and their parents to provide support and perhaps buffer some of the anxiety that is inherent in making decisions based upon a future that is increasingly difficult to predict.

Otto (2000) surveyed high school juniors on their perspectives with regard to their parents' influence on their career development. Otto's participant sample comprised a cross-section sample of 362 students from six high schools in two county school systems in North Carolina. Otto's research revealed that, out of all the people to whom youth can turn to for help with their career decisions, most preferred the advice of their mothers. These findings applied to young men as well, and they also applied across race to minority-culture youth and majority-culture youth. Otto noted that the results underscored the importance of parents as both allies and career counselors, as well as resources for facilitating youth career development. Otto's study had a number of poignant findings. First, the participants and their parents generally held the same opinions with regard to the best occupation choice for the youth, with 46% of the youth reporting that their ideas were mostly similar to their parents' and 36% saying that their

ideas were very similar. Second, when asked how often they had discussed their occupational career plans with their parent or guardian during the past year, 37% responded "sometimes," and 48% said "often." Third, when asked who they had gone to for career advice, 81% said they talked to their mothers, and 62% reported talking with their fathers. Significantly, 80% reported that they had had serious discussions with their friends about their career choices. When asked how closely their ideas converged with their parents' ideas regarding what kind of occupation they should pursue, 82% of young men and young women said their ideas were similar. Both young men and women reported discussing their occupational career plans with their parents. When then asked how often they discussed their occupational career plans with a parent during the past year, 41% of young men and 54% of the young women said they had often discussed their plans with their parents.

Young, Ball, Valach, Turkel, and Wong (2003) conducted an in-depth qualitative study with six Chinese Canadian families to examine the career development relationship between the parents and their adolescent children. Each family participated in an initial videotaped conversation to discuss career development beliefs and career decision making. A second follow-up videotape conversation was conducted 6 months later. The study's findings showed the importance of the parental agenda, the adolescents' involvement, parental convincing reasoning, and the importance the family placed on career development.

Vignoli, Croity-Belz, Chapeland, de Fillipis, and Garcia (2005) conducted a quantitative study to examine the role of the parent–adolescent attachment and the relationship between adolescent anxiety and parenting style in the career exploration

process and in career satisfaction. Vignoli et al.'s study assessed types of anxiety that adolescents may experience as they prepare to graduate from high school and pursue the next phase of their careers. The type of anxiety that was considered was primarily general trait anxiety, (e.g., fear of failing in one's career and fear of disappointing one's parents). The participants were recruited in public high schools in the south of France during their last year of high school, and their participants included 283 students; one third boys and two thirds girls. The students ranged in age from 16.5-20.8. years of age.

Vignoli et al.'s (2005) reported their findings were impacted by gender. For girls, general anxiety and neglectful style were negatively related to career exploration, while secure attachment and fear of failing were positively related. For boys, fear of disappointing parents was positively related to career exploration. For both genders, attachment to parents, authoritative style, general anxiety, and fear of failing were all related to career exploration satisfaction scores. The researchers found that the more neglectful the parents were, the less frequently the adolescents consulted them, and they would also visit career counseling centers and consult with professionals less frequently.

Levine and Hoffner (2006) conducted a quantitative study to identify what adolescents learned about work from five sources: parents, educational institutions, part-time employment, friends, and the mass media. Study participants included 64 high school students (31 males, 33 females) in a small metropolitan area in the Midwestern United States with a population of 120,000. The average age of the participants was 15.8 years. The participants completed a six-page anonymous questionnaire that was developed specifically for the study. Results indicated that, of the five sources surveyed, parents were the largest source of advice and information about jobs, especially the

importance of getting a job, the benefits of having an enjoyable job, and general advice on work and careers.

Also in the Midwest, Neblett and Cortina (2006) conducted a quantitative study to examine the relationship between adolescents' perceptions of their parents' jobs and their own future orientation. Using a much larger sample size than Levine and Hoffner's study, participants in this study totaled 415 adolescents (243 females, 172 males) who attended grades 9 through 12 at two public high schools. Adolescents ranged in age from 13 to19 years old and were evenly distributed across the four grades. Results suggested that adolescents' perceptions of their parents' jobs may have had implications for their own preparation for adulthood. In addition, the results also indicated that perceptions of parents' rewards, self-direction, and stress at work predicted how positively or negatively adolescents perceived the future. Further, the way in which the adolescents perceived their parents' work-related experiences influenced their own attitudes and perceptions toward work.

Li and Kerpelman (2007) conducted a quantitative study with 304 female adolescent undergraduates ages of 18-24 attending a public university in the southeastern U.S. The study explored the effect of mother-daughter and father-daughter relationships on their daughter's certainty about their anticipated future careers. Based on their findings, Li and Kerpelman concluded that young women were willing to change their career decisions to meet their parents' perceptions and desires, should their parents disagree with their daughter's personal choice. The study also showed that when the collegiate women discussed their career goals with their mother, the mother's influence increased, while at the same time, decreasing the father's influence. In summary, this

study showed that, although adolescents perceived themselves as making most of their own career decisions, they were, in fact, significantly influenced by their parents, especially mothers on their adolescent daughters.

In a more recent study, Farmer and Brown (2008) surveyed 520 students between 18 and 28 years of age, who attended a Midwestern university. They explored the attitudes of young college students toward the work world, their futures, and adulthood. In this study, students defined adulthood as having a career, having financial independence, and living independently. Yet, when asked whether they planned on moving back home after graduating, 50% responded that they were considering moving back in with their parents. The students were also asked to rate how much their parents' advice influenced their decisions on a 5-point type Likert-type scale (with 1 being *not at all* and 5 being *very much*). On this question, the mean score was 3.47, with 87.5% responding with a 3 or greater.

Helwig (2008) conducted a longitudinal quantitative study to examine how career development concepts changed for students from 2nd to 12th grade and into late adolescence. In 1987, 208 second-graders from four elementary schools in a western U.S. state were interviewed about their occupational aspirations and expectations, school likes and dislikes, as well as educational plans. A 5-year posthigh school follow-up was conducted, and 35 of the original 208 study participants (12 males and 23 females, now aged 23) completed self-administered questionnaires. These 35 participants reported that their mothers and fathers were the primary influencers in their career and educational achievement.

In a quantitative study conducted outside of the U.S., Dietrich and Kracke (2009) conducted a quantitative study with 359 German adolescent participants, 158 female and 201 male, aged 15-18 years of age. The researchers had three main objectives: (a) to investigate the validity and the reliability of an instrument constructed to assess the parental career-related behaviors of support, interference, and lack of engagement; (b) to examine to what extent parents' career-related behaviors correlated with their children's career development in terms of career exploration and career decision-making difficulties; and (c) to investigate whether girls and boys differed in their perceptions of parental career-related behaviors, as well as to explain the associations between parental behaviors and the adolescents' career exploration or decision-making difficulties. Their findings indicated that parental support had a positive influence on their adolescent child's career exploration, and, in fact, a parent's interference or lack of engagement correlated with their child having decision-making difficulties with regard to their career choices. In conclusion, the researchers asserted that their study validated the hypothesis that parents are often major partners in assisting their adolescent children in making career choices.

Vignoli (2009) sought to determine adolescents' difficulty in making decisions about future academic and vocational careers, their self-esteem, and their attachment to their parents. The researcher surveyed 241 adolescents between 15-19 years of age from two public schools in France, and the participants completed a self-report questionnaire. Vignoli was specifically investigating the impact of the adolescents' attachment to their mother or father on their career indecision, and the researchers concluded that the greater

the attachment between the adolescents and their parents, the easier it was for the adolescents to make career decisions.

Section Summary

In summary, the studies on parental influence on adolescent career development discussed here found that parents have a significant effect on their adolescent child's career decisions. This parental influence could either be direct or indirect, as well as both positive or negative. Further, direct parental involvement with their adolescent child's career decisions directly correlated to their child's impression of career choices and development. In Palmer and Cochran's study (1988), an indirect influence on adolescents' career development was discovered when the parents did not provide career guidance, nor engage in discussion with their child about their child's career. In multiple other studies, researchers found that parents self-reported being actively involved in their child's career decision making and that they exerted a great deal of influence in their child's career development (Dietrich & Kracke, 2009; Downing & D'Andrea, 1994; Farmer & Brown, 2008; Helwig, 2008; Levine & Hoffner, 2006; Li & Kerpelman, 2007; Vignoli, 2009; Young et al., 2003). A number of other studies found a correlation between adolescents' negative impression of work and career and their parent's job insecurity or unemployment (Barling et al., 1998; Neblett & Cortina, 2006; Vignoli et al., 2005). In still other studies, researchers found evidence that adolescents more often turn to their mothers for career help than their fathers (Felsman & Blustein, 1999; Guerra & Braungart-Rieker, 1999; Otto, 2000). Taken as a whole, the research cited above shows unequivocally the impact of parents, both as allies and resources, on their adolescent childen's career development.

Parental Influence on Early Adult Career Development

Reviewing the literature on the career influence of parents on early adulthood, I conducted a search in the following databases: EBESCO host, ERIC, ProQuest, ProQuest Dissertation and Theses, PsycINFO, and ScienceDirect, using the search words career decisions, early adulthood, helicopter parents, millennials, organizations, parents, parental influence, vocational identity, workplace, and young adults. No studies were found in peer-reviewed journals; however, three surveys of note were found, one in Time Magazine (Grossman, 2005), a second in The Pew Research Center (Kohut, 2007), and the third in a survey by Robert Half International (2007). These three surveys are summarized below. In addition, I conducted a search in these same databases for literature on millennials in entry-level rotational programs using the search words entry-level, rotational, rotational program, and corporate rotational program; no results were found.

In the first survey, Grossman (2005) conducted a telephone poll for Time Magazine of 601 men and women residing in the U.S. between the ages of 18 and 29 on their opinions of the benefit of a college education, what they looked for in a job, and how often they communicated with their parents. Key findings from the poll were: (a) 19% said school had not prepared them to be successful in their work life; (b) 71% stated that they considered job security essential when they considered an employer; (c) 48% talked with their parents every day; and (d) 39% said their parents had had a great deal of influence over their lives.

The second survey more than double the size of Grossman's The Pew Research Center (Kohut, 2007) conducted telephone interviews with 1,501 men and women. The

total sample size was 579 for those 18-25 years of age and 922 those 26 and older. The purpose of the study was to compare views of the four age groups (18-25, 26-40, 41-60, and 60 and older) with regard to how people viewed their lives in general, their future, as well as their views on politics. There were three key findings. First, when asked which family member with which they were in closest contact, the parents were identified by 63% of the 18 to 25 age group, 53% of the 26-40 age group, 24% of the 41-60 age group, and 3% of the 61 and older age group. Second, when asked whether they visited their parents on a weekly basis, the percentages of those who did were as follows: 73% of the 18 to 25 age group, 51% of the 26 to 40, 46% of the 41 to 60, and 57% of the 61 and older age group. Lastly, daily telephone calls to parents were made by 45% of the 18 to 25 age group, 32% of the 26 to 40 age group, 26% of the 41 to 60 age group, and 32% by the 61 and older age group.

The third survey was conducted by Robert Half International (2007). This was an online survey of 1,007 men and women, 21 to 28 years of age, who were employed full-time or part-time and had college degrees or were attending college. Of the respondents, 79% were college graduates employed full time, and the remaining 21% were employed part-time and were still attending college. The purpose of the survey was to reach a more in-depth understanding of the millennial generation, and in particular, what they looked for in an employer and what they hoped for in a career. Key findings from the survey were: (a) approximately one in four millennial workers consulted their parents before making employment decisions; (b) salary, benefits, and opportunities for career growth were the top three highest ranked job considerations; (c) 43% of

millennials surveyed said they planned to stay between 1 and 5 years with an employer; and (d) 73% worried about balancing work and personal obligations.

Section Summary

The most significant findings among these three surveys were that the parents had a great deal of influence on adolescents' and early adults' career development. Most millennials identified a parent as the closest family member, were in contact with their parents at least weekly, and consulted their parents when making important employment or career decisions.

Conclusions

Overall, the literature on the factors that influenced the career development of adolescents was consistent with Super's concepts of personal and social determinants of life-space with regard to occupying career positions and playing roles in the different theaters. The literature related to parental influence on adolescent career development was also consistent with Super's life-stages. All of the research pointed to the parents having a major impact on their child's early career development. This impact could be positive in terms of role modeling and coaching on career-related topics, or negative if the parents did not discuss their career issues with their child or the parents were experiencing economic hardship. In particular, the literature showed that parents had a dominant impact on the career choices and development of their children during the exploration stage of their child's development. Of note, this literature, although abundant in this area, is limited with regard to the establishment stage of the millennial generation in the workplace, as only the early members of this 20-year generation had entered adolescence and early adulthood.

In several studies, research revealed that, in most cases both in the home and school theaters, adolescents turned to their mothers for career help more often than their fathers. Using Super's life-space, life-span theory, this researcher chose to explore the difficulty millennials had in the abandonment of one life stage role and movement to another as they progress in their careers, and specifically, the movement in life-stage from adolescent to early adult. This point of inquiry was chosen because, to date, this remains unknown. In part, this is due to the population being new to the workforce and the majority of millennials have not reached working age.

The literature review revealed several gaps that need to be addressed, particularly with regard to parental influence on millennials' career decisions and performance in the work theater. While no studies were found in peer-reviewed journals on this subject, three surveys were found in other sources. However, the limited number of empirical studies in this area may indicate that parents' involvement in millennials' careers and work-related decisions is a relatively new phenomenon. This study on the role of parents in their millennial children's career development decisions has contributed to the research.

CHAPTER III: METHODOLOGY

Restatement of the Purpose

The purpose of this study was to explore the relationship between millennials and their parents with regard to career decisions and work performance. In this study, the millennials were individuals who were participating, or had participated, in a corporate rotational program. The study investigated how parents of millennials become involved in their children's day-to-day work and career decisions and the implications this decision-making process may have on their children's career choices and work situations.

Research Design

This study employed a qualitative approach based on Donald Super's life-span, life-space theory of career development (1957, 1975, 1980, 1994; Super & Sverko, 1995; Super et al., 1996). Given the subjective nature of the relationship between millennials and their parents, a phenomenological approach was chosen to focus on "exploring how human beings make sense of experience and transform experience into consciousness, both individually and as shared meaning" (Patton, 2002, p. 104).

Given the purpose of the study, open-ended questions were used for the interviews. This allowed for more fluid and unconstrained responses that explored the depth of the participants' feelings and experiences. As Creswell (2009) wrote, "Qualitative research is a means for exploring and understanding the meanings individuals or groups ascribe to a social or human problem" (p. 4).

The study originally proposed that 12-18 participants be interviewed based on the number of parents or parental figures that the 6 millennial participants had identified. Parental figures would include those individuals whom the millennial participants

recognized as persons other than a parent who served as their guardians and provided care for them, including the physical, social, and emotional support necessary for their normal growth and development. Since all of the millennials had at least one parent participating in the study, the actual participant pool of 16 included 6 millennials and 10 parents. The 6 millennials comprised of 3 females and 3 males born between 1982 and 1988, and the 10 parents were identified by the selected millennials. No parental figures were identified by the millennials. All millennial and parent participants read and signed IRBPHS consent forms (see Appendixes A, B, C, and D).

Population and Sample

The two groups participating in the study met the following study criteria. The millennials: (a) had been born in the United States between 1982 and 1988 or had immigrated to the U.S. by the age of 6; (b) had graduated from a 4-year university in the U.S.; (c) had begun their working career in a corporate rotational program, and (d) had at least one parent willing to be interviewed for this study, which made up the second group.

Participants in rotational programs were chosen for this study because, over a short period of time, rotational programs provide a repetitive microcosm of job selection, job change, career direction, salary adjustments, and work performance at each assignment rotation, thus providing millennials and their parents multiple opportunities to engage in career and job discussions.

Recruitment of Millennial Participant Pool

Participant recruitment occurred using the procedures outlined in the Institutional Review Board for the Protection of Human Subjects (IRBPHS) proposal approved by the

University of San Francisco (see Appendix E). I began recruitment with the intention of enrolling 10 millennial participants who met the study's qualification requirements in order to randomly select 6 participants, 3 females and 3 males, to take part in the study.

I used three methods to recruit potential millennial participants:

1. I contacted millennial former coworkers whom I knew had started their working careers in a corporate rotational program after college graduation.

2. I received referrals from millennial coworkers who knew other millennials who had graduated from college at the same time and had been hired into a corporate rotational program after graduation.

3. I sought out new referrals from millennial referrals who knew of others in their corporate rotational program who might also be interested in taking part in this study.

Initial telephone contact was made with 19 potential millennial participants, 9 women and 10 men, using a script (see Appendix F) in order to obtain 10 that met the qualifications for the study.

The qualifying questionnaire (see Appendix G) revealed that of the initial 19 potential millennials contacted for the study, 9 did not meet the study's requirements because they either (a) were born prior to this study's description of a millennial; (b) immigrated to the United States at a later age than was specified for this study; (c) did not have a parent willing to participate in the study; or (d) would not identify their parents because they had been estranged from them. I repeated the process until 10 qualifying millennial participants, 5 female and 5 male, had been identified and placed in the millennial participant pool. The names of the 10 millennial participants who met the study's qualifications were placed in two different hats, one for the female millennial

pool and the other for the male millennial pool. Three names were then selected at random from each hat. Figure 4 provides a diagram of the millennial pool identification and selection process.

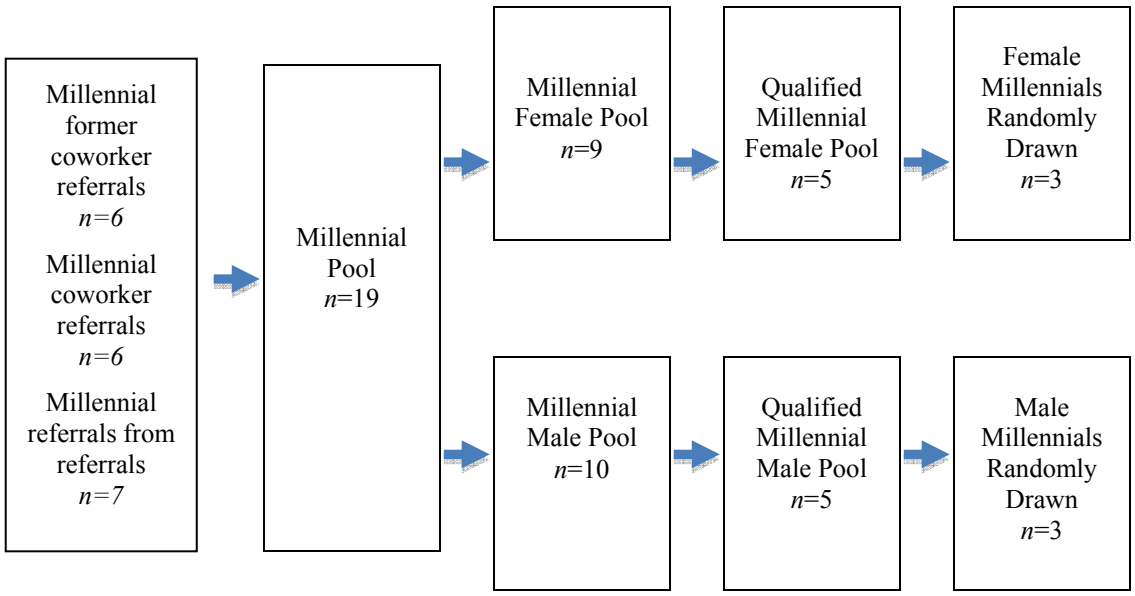

Figure 4. Millennial pool identification and selection process

The six millennial participants selected were then contacted to obtain consent and arrange for an appropriate time and location for the one-to-one interviews. Five of the millennials lived in California: three in Northern California, two in Southern California, and one lived on the East Coast. All millennial interviews were conducted in person in Northern California. The interviews with the millennials who lived outside of Northern California were scheduled to coincide with visits to their parents who did reside in Northern California. Those not selected from the pool of the 10 qualified millennials were sent e-mails thanking them for their interest, and they were asked to remain available as alternates, which did not occur.

Recruitment of Millennial Parent Participation Pool

After each millennial participant had identified a parent or parents, an attempt was made to contact the parents using the telephone script (see Appendix H) to confirm his or her willingness and ability to participate in the study. Parents not available by telephone were contacted by e-mail using a written form of the telephone script. All identified parents agreed by e-mail to take part in this study; consent was then obtained, and an appointment and meeting location were agreed upon for a one-to-one interview. All millennial participants identified one or more parents; thus, no parental figures were included in this pool. All identified parents for this study lived in Northern California.

Millennial Participants

There were a total of six millennial participants in this study, three females and three males. The pseudonyms of the female participants were Tina, Prima, and Alice; the pseudonyms of the male participants were Sam, Reed, and Cody. Of note, Alice and Reed were a married couple.

All participants had completed a 2-year corporate rotational program directly following their college graduation. The millennial participants in this study were all 23 to 29 years of age and had been born in the United States between 1982 and 1988. At the time of the one-to-one interviews, three of the millennials, two females and one male, were still employed at the corporations where they had completed their rotational program. The other three millennials, one female and two males, had left the companies where they had completed their rotational programs. Of these latter three, the female millennial was pursuing a graduate degree, and the two male millennials had started new

jobs at different corporations; these jobs were not rotational programs. Table 2 details differences among the selected millennial participants.

Table 2

Details of Qualified Millennial Participants

Name	Gender	Year Born	Rotational Program Work Location	Number of Rotational Assignments	Completed Rotational Program	Parent(s) Identified and Interviewed	
						Mother	Father
Tina	F	1982	NJ	4	Yes	x	
Prima	F	1986	CA	4	Yes	x	
Alice	F	1988	CA	6	Yes	x	x
Sam	M	1986	CA	4	Yes	x	x
Reed	M	1988	CA	4	Yes	x	x
Cody	M	1988	WA	6	Yes	x	x

Parent Participants

The study originally proposed that parents or parental figures would be interviewed for this study as identified by the millennial participants. In fact, the six millennial participants identified a total of 10 parents, and no parental figures were identified. Two female millennial participants identified only their mothers to be interviewed for the study; one female millennial identified both parents to be interviewed. The three male millennials in the study identified both parents to be interviewed. The 10 parents interviewed identified themselves as members of the Baby Boomer generation. The millennials' parents in this study were referred to as Mr. or Mrs. and their child's first name (e.g., Mr. Cody and Mrs. Cody).

Demographics and Brief Descriptions of Millennial Participants and Their Parents

The following section provides the demographic characteristics of the participants in this study, including (a) their respective occupations; (b) the recruitment process for both millennials and their parents; and (c) the interview locations. The background information that follows provides a descriptive snapshot of all of the participants in this study.

Tina

Tina was a 28-year-old white single woman who was born in Montana, and at a young age, moved to California with her parents. Tina graduated with a chemical engineering degree from a California state university. Her father was an engineer and her mother was a schoolteacher. Tina was very proud of her parents and praised them highly for their support and encouragement during her college years and job search. After college, Tina completed a rotational program with a pharmaceutical company located on the East Coast of the United States. At the time of the interview, Tina was working for the same pharmaceutical company where she completed her rotational program. Tina had originally been referred by a coworker. I contacted Tina by both e-mail and telephone, and she informed me that my coworker had told her about the study and that she would like to participate. We reviewed the qualifications, and she identified her mother as a potential participant. Tina then was entered into the millennial pool.

When I later contacted Tina to inform her that she had been selected from the millennial pool, she told me that she had a planned trip to visit her parents in Northern California in 3 weeks' time. Thus, her location on the East Coast was not an issue because I was able to interview her during her visit with her parents. We agreed to meet

at a coffee shop near her parents' residence. The coffee shop, located in a small town in the Central Valley, was a freestanding building on the corner of a recently built shopping center that was surrounded by acres of orange groves. During Tina's interview, Mrs. Tina waited in another section of the coffee shop.

Mrs. Tina

Mrs. Tina was a white female schoolteacher who lived in a small town in the Central Valley in California. She was born in Montana and had been employed as a schoolteacher there prior to moving to California with her husband. Mrs. Tina was very proud of her daughter's educational and early career accomplishments. She told me that she had always felt that her daughter would pursue a career in the field of science and so was surprised when her daughter selected engineering instead. She highly praised her daughter for her engineering intellect and artistic talents. When I contacted Mrs. Tina by e-mail, she agreed to participate in the study but stipulated that we wait until her daughter's visit to Northern California. In addition, Mrs. Tina requested that her interview take place on the same day and at the same location as her daughter's interview. As agreed, our interview took place subsequent to my interview with Tina. During Mrs. Tina's interview, Tina waited at another section of the coffee shop.

Prima

Prima was a 24-year-old single female of South Asian ancestry who was born in California. Prima graduated from a prestigious private Northern California university with a degree in human biology. Prima felt she had disappointed her mother by not following in her footsteps and becoming a doctor. However, by having chosen the field of human biology, Prima felt her mother's wishes had ultimately been met because her

degree in human biology would potentially secure her a job in the healthcare field. Prima was very proud of her parents and their accomplishments. Prima's father was a business executive of a large technology firm in Northern California, and as noted above, Prima's mother was a physician.

Prima had completed a rotational program with a biotechnology company in Northern California; yet, after 2 years in the rotational program, she left her job to return to school for an advanced business degree. Prima was a previous coworker whom I personally managed in a rotational program, and when I contacted her to ask if she might be interested in taking part in this study, she immediately agreed. We went over the qualifications, and she identified her mother as a potential participant. She explained that her father would not be available. Prima was entered into the millennial pool.

When I later contacted Prima to inform her that she had been selected to participate in the study, we arranged for an interview time and location; however, due to Prima's school and work demands, the original time and location were changed three times. We eventually met in Prima's home, which was located in one of the highest income areas of Northern California, a home she shared with three other business-school students. The interview was conducted in her dining room where the only furniture was a table and two chairs. Prima described her surroundings as "an expensive frat house with very smart roommates."

Mrs. Prima

Mrs. Prima was a medical doctor in private practice, and her office was located in the center of a thriving high-technology industrial area in a medical complex near a major hospital. Mrs. Prima was of South Asian ancestry and was born in India. She received her

medical degree there at the age of 25. When I contacted Mrs. Prima by e-mail and telephone, she told me that her daughter had already contacted her about the study. Once Prima was selected from the millennial pool, I contacted Mrs. Prima, and she suggested that we meet in her office for the interview.

In her office, Mrs. Prima pointed out the grammar school photographs of her children. At the conclusion of the interview and just before I turned the recorder off, Mrs. Prima stated, "I want to show you something," and she produced a yellowing copy of a 2003 newspaper article with pictures of the area's high school valedictorians of which Prima was one. I read the newspaper article out loud and watched Mrs. Prima nodding with pride. Yet, as proud as Mrs. Prima was of her daughter, she expressed her disappointment that she had not chosen to attend medical school.

Alice

Alice was a 22-year-old white female who was born in California. Alice was married to Reed, who was also a participant in this study. Alice graduated from a California state university with a degree in finance, real estate, and law. Alice hoped that this combined degree would be beneficial to her if she decided to join her father's business. After graduating from college, Alice started her working career in a rotational program with an aviation defense company in Southern California; at the time of our interview, she was working for the same company. Alice had been referred by a millennial coworker to participate in this study. When I first contacted Alice about the study, her response was positive and immediate. She said, "I was waiting to hear from you. Yes, I want to take part in your study and so do my parents and my husband, who is also in a rotational program." Alice was thus entered into the millennial pool.

When I later informed Alice that she had been selected to be part of this study, she immediately arranged for us to meet at her parents' home during one of her monthly visits from Southern California, and she also arranged for a meeting with her husbands' parents in Northern California. Her personal interview took place at her in-laws' home at the kitchen table. During her interview, her husband Reed and his parents sat in their outside patio area waiting for their interviews.

Mr. and Mrs. Alice

Mr. and Mrs. Alice were owners of a petroleum distribution business in the Central Valley of Northern California. Mr. Alice had a college degree, while Mrs. Alice had attended college but never completed her degree. Prior to my contacting Mr. and Mrs. Alice by telephone and e-mail, their daughter had already contacted them to explain that she had agreed to participate in the study if selected. In addition, she informed them that if she were selected for the study, her interview would take place during one of her monthly visits to Northern California. Initially, only Mr. Alice agreed to be interviewed, but after Alice had been selected and Mr. Alice had been interviewed, Mrs. Alice agreed to also be interviewed. Fortunately, I had extra copies of the IRBPHS forms, which I presented to Mrs. Alice to read and sign. The interviews were conducted at Mr. and Mrs. Alice's dining room table where they were individually interviewed. They each waited in a separate room during the other's interview.

Sam

Sam was a 22-year-old single male of South Asian ancestry who was born in California. He had a degree in industrial engineering from a top five U.S. engineering university. He had started his working career in a rotational program with a

biotechnology company in Northern California. He had left the biotechnology firm soon after completing his rotational program to join a startup technology firm. Soon after joining this firm, it was acquired by the world's largest Internet search company where Sam was employed at the time of this study. Sam was a previous coworker whom I had managed in a rotational program. I contacted Sam by telephone and e-mail to ask if he would be interested in taking part in this study, and he agreed. We went over the qualifications, and he identified his father as a potential participant. He explained that his mother would probably not be available. Sam was entered into the millennial pool, and later when selected, we arranged to meet for his interview at his employer's campus. The interview was conducted in a conference room located next to an open area that was filled with laptops being used by employees during their lunch breaks.

Mr. and Mrs. Sam

Mr. and Mrs. Sam were both of South Asian ancestry and born in India. Mr. Sam had received his industrial engineering degree in India and his MBA in the U.S. He was an engineer by trade and worked internationally. In Mr. Sam's mind, there were only three occupations his children should pursue: law, medicine, or engineering. If they chose other careers, he felt that generating a decent income would be difficult. Mrs. Sam received her degree in chemistry while in India and was working as a scientist for a biotechnology firm at the time of the interview. When I contacted Mr. Sam by telephone and e-mail, he informed me that his son had also contacted him about the study, and that he would be available to participate. Once Sam had been selected, the interview was postponed until after the family's holidays.

The separate interviews that I conducted with Mr. and Mrs. Sam took place at their home in Northern California. As I was setting up my recording equipment on the dining room table prior to the interviews, I was surprised to be greeted by Sam who was visiting his parents on one of his twice-monthly weekend visits. When the interview started, Sam left his parents' home, promising to return later for the family meal. At the conclusion of Mr. Sam's interview, Mrs. Sam, who had not been scheduled to be interviewed, volunteered at the last minute. Again, I had extra copies of the IRBPHS forms that I gave to Mrs. Sam to read and sign. The interviews were conducted at Mr. and Mrs. Sam's dining room table where they were interviewed individually. They each waited in the kitchen while the other was being interviewed.

Reed

Reed was a 22-year-old white male who was born in California and was married to Alice, another participant in this study. Reed had a degree in supply chain management from a California state university. After receiving his college degree, Reed joined a consumer products company rotational program in Southern California. At the time of our interview, Reed was still employed at the same company. When I contacted Reed by e-mail about the study, he informed me that his wife Alice had already told him about the study and that he would be willing to participate. I e-mailed Reed the qualifying questions, and he answered them via e-mail. Reed identified only his father as being available to be interviewed for the study. Reed was entered into the millennial pool. When later selected for the study, Reed agreed to meet in Northern California during one of his monthly visits to his parents. Reed's interview took place at the dining room table in his in-laws' home.

Mr. and Mrs. Reed

Mr. Reed was a white male who was born in California and had a degree in information technology. He was a supply chain manager with a major California energy producing company. Mrs. Reed was also born in California and worked part time at a local medical facility. Reed had contacted his parents about the study and had advised them that, if he and his wife Alice were selected to participate in the study, he had volunteered their home as their interview location. After the completion of Alice's and Mr. Reed's interviews, Mrs. Reed volunteered to be interviewed for the study as well. I had an extra copy of the IRBPHS forms, which Mrs. Reed read and signed. All three interviews took place at the kitchen table. The two not being interviewed waited in their outside patio area.

Cody

Cody was a 22-year-old single white male who was born in California. He began his college studies in medicine and changed to business administration after the completion of his first semester. He graduated from a California state university with a business degree. He started his working career in a rotational program in the Pacific Northwest with an aviation defense company. At the completion of his rotational program, Cody left the defense company to work for a consumer products company in Northern California. Cody was recruited for the study as the result of a mass e-mail that was sent to college friends by one of the millennials in the study. Cody then contacted me by e-mail about the study. We went over the study requirements, and he identified both his father and mother, who were separated, as potential study participants. Cody was entered into the millennial pool.

Cody was notified of being selected for the study, and after several attempts to find a mutually agreeable time to meet, we arranged for a meeting at a restaurant located near his place of employment in a large metropolitan area. We requested and were offered a private, curtained-off area in the back of the restaurant. Prior to starting the interview, we discussed his recent move back to Northern California from the Pacific Northwest and how his father had just helped him move his furniture into his new apartment, which was located only a few blocks away from his job. Cody stated that he had left the Pacific Northwest in order to be closer to family and friends.

Mr. and Mrs. Cody

Mr. Cody was a white male born in California with a degree in medicine. He was the owner of a physical therapy facility in Northern California. Mrs. Cody was a white female with a degree in counseling. She had a career in social services. Cody had contacted both his parents to inform them of the study, and he called to let me know that they had both agreed to be interviewed. He also advised me that his mother had unscheduled work hours and could be difficult to schedule for an interview. Cody's parents were interviewed at their separate work locations.

The interview with Mr. Cody was conducted in a treatment room surrounded by physical therapy equipment. Mr. Cody was very proud of his son but knew that a career in medicine was not right for him, especially after Cody had told him of his difficulty with science courses. Mrs. Cody's interview was conducted 2 weeks later in her office, which was located at the county courthouse in a secured facility. A private conference room was selected for the interview. Mrs. Cody was not aware of her son pursuing a

degree other than a business degree; he had never mentioned to her that he had considered pursuing a medical degree.

Ethics in Research

All participants' identities were kept confidential and only pseudonyms were used in all published material associated with this research. I did not assign any person in the study with the name of any participant in this study. I did not tell the millennial participants who had referred other millennials to this study or whether the person referred had been recruited or had consented to participate.

Pseudonyms were used in all written documentation in this study, including all transcripts and notes. A code sheet with participants' identities and assigned pseudonyms was prepared. Wherever an individual's name appeared in the interview transcripts, it was obscured. Participants received information by phone or e-mail prior to beginning the study that explained confidentiality and the purpose, methodology, risks, and benefits of the study. All materials were kept either on a computer to which only I had access via a confidential password or in a lockbox located in my home office.

Instrumentation

The following data sources were used for this study:

1. A millennial participant qualifying short questionnaire (Appendix G) was used to determine the millennials' eligibility for the study and also to use the information collected to excuse those who did not meet the study's requirements.

2. An interview protocol was used with the millennial participants (Appendix I) that resulted in digital recordings of each interview that were later transcribed verbatim.

3. Similarly, an interview protocol was used with the parent participants (Appendix J) that resulted in digital recordings of each interview and were later transcribed verbatim.

4. A follow-up meeting protocol was used with both millennials and their parents (Appendix K), giving all the participants an opportunity to add additional information to their interviews or clarify their recorded and transcribed statements.

Millennial Participants' Qualifying Short Questionnaire

The first instrument used in this study was the millennial qualifying short questionnaire (see Appendix G). This questionnaire was either read to the millennial by telephone, or it was e-mailed to the millennial, which allowed the participant to respond to the qualifying questions at his or her convenience. The questionnaire was used to confirm that millennial participants met the study's requirements and that they had a parent potentially able and willing to participate in the study. All but 1 of the 19 millennials requested and responded to the qualifying short questionnaire by e-mail; one answered the qualifying questions over the telephone. The information gathered from the questionnaires was placed on a spreadsheet with a unique, anonymous identifier for each millennial participant and each potential parent participant. Preferred contact information was also recorded for both millennials and their parents. Using the following questions, 10 qualified millennials were identified for this study's millennial pool:

1. What years were you in a corporate rotational program?
2. What year were you born?
3. Where were you born?
4. Did you graduate from a 4-year college or university?

5. Will one or both of your parents be interested in participating in this study?

6. What is your parents' contact information?

Millennials' Interview Questionnaire

The second instrument employed in this study was a one-to-one millennial participant interview protocol (see Appendix I). The interview was semi-structured and consisted of a series of open-ended questions designed to stimulate free-flowing dialogue with the participant and to produce the information needed to answer the research questions. Interviews began with the predetermined questions directly related to the research questions. When a participant was overly brief in his or her answer to a primary interview question, a follow-up, open-ended probing question was asked. Figure 5, which follows, shows the relationship between the research questions and the interview questions.

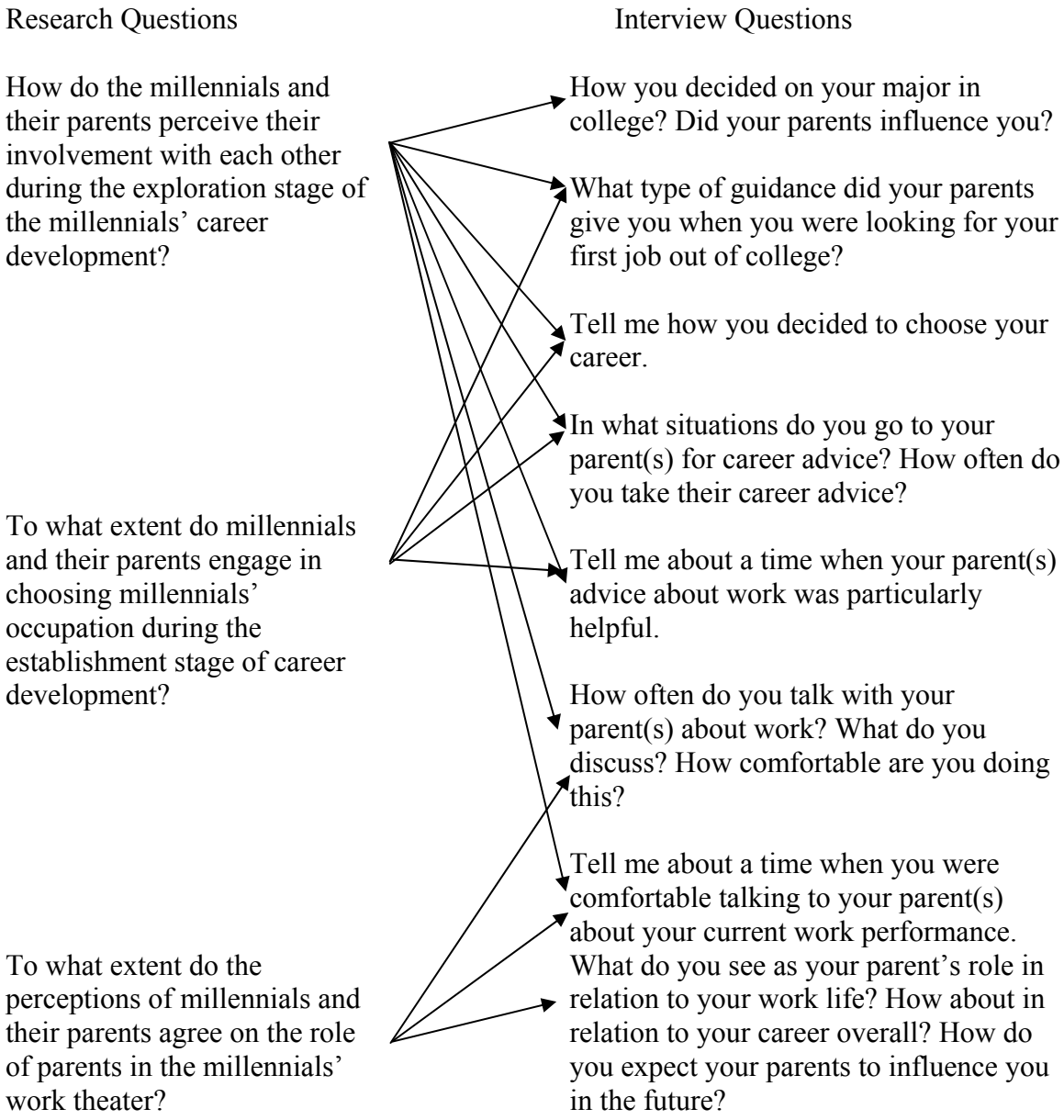

Figure 5. Relationship Between Research Questions and Millennial Interview Questions

Parents' Participant Interview Protocol

The third instrument used in this study (see Appendix J) was a one-to-one parent participant interview protocol for parent and parent figure participants who had been identified by the millennial participants. The semi-structured interview consisted of a

series of open-ended questions designed to stimulate free-flowing dialogue with the participant and to produce the information needed to answer the research questions. When a participant was overly brief in his or her answer, a follow-up, open-ended probing question was asked. Figure 6, which follows, shows the relationship between the research and interview questions.

Follow-up Meeting Questionnaire for Both Millennial and Parent Participants

The fourth instrument used in this study (see Appendix K) was a follow-up meeting questionnaire, which was e-mailed to each of the participants along with a summary of their interview. During these follow-up meetings, each of the participants, both millennials and their parents, were asked the following questions:

1. Is there anything in the summary that is not accurate?
2. Are any key points missing?
3. Is there anything in the summary that you have questions about?

Role of the Researcher

"In qualitative inquiry, the researcher is the instrument. The credibility of qualitative methods, therefore, hinges to a great extent on the skill, competence, and rigor of the person doing the fieldwork" (Patton, 2002, p. 14). My 8 years of experience in managing corporate rotational programs for a Fortune 500 financial services company and for a large foreign-owned pharmaceutical company was valuable to this study.

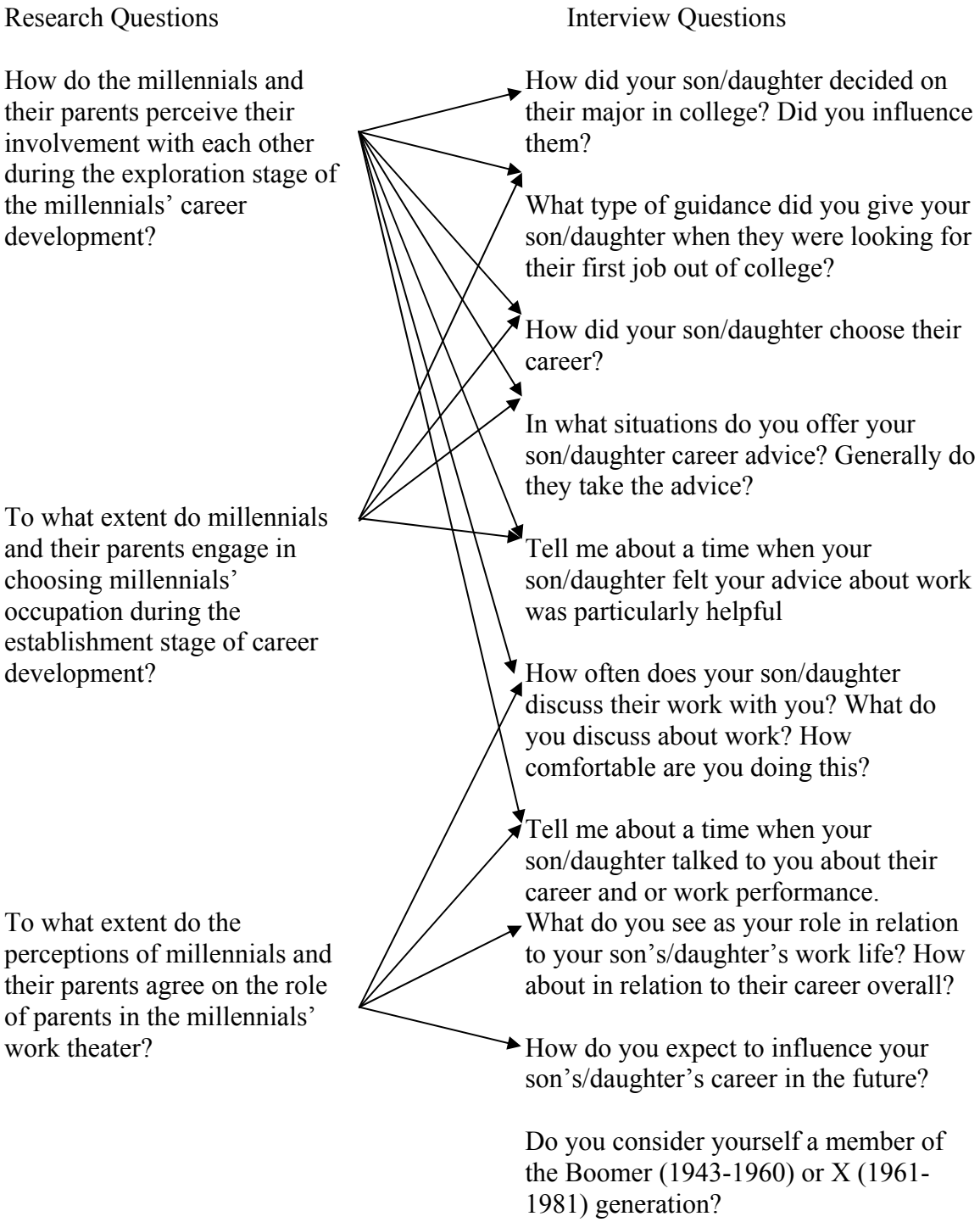

Figure 6. Relationship Between Research Questions and Parent Interview Questions

My experience in both designing and leading corporate rotational programs had provided me the opportunity to work closely with senior management and the strategic initiatives surrounding these programs.

In the recruitment process of the programs, I have personally interviewed hundreds of candidates at corporate offices, job fairs, and university campuses. In managing the programs, I have also personally conducted weekly one-to-one coaching sessions with rotational program participants as they progressed through their assignments. One distinction between the two programs I managed was the generational difference of the participants: One group of participants started its working career in the early 1990s and the other in the mid-2000s. All of these roles and activities have provided me with extensive experience in: (a) interviewing and hiring recent college graduates who are entering the corporate workplace for the first time; (b) designing rotational programs for corporations; and (c) working with university placement centers.

In addition, I took a qualitative research course as a doctoral student in the organization and leadership program at the University of San Francisco. For the course, I interviewed two millennials on their corporate work experiences since they had graduated from college. In both cases, I found the participants eager to share their stories about their work experiences, and I noted how similar they found their work to being in school taking courses, meeting new people, and also, how performance reviews were similar to academic grades. During both interviews, the topic of parents came up. The millennials were very comfortable in sharing their close relationships with their parents, telling me that they were often in daily contact with them to share both their personal and work

experiences. Of note, millennials working at my work location in a rotational program during the time of this study were excluded as potential participants for this study.

Validity and Reliability

Patton described validity and reliability in the qualitative approach as studying the world as the participants see it, instead of the world as the researchers imagine it (2000). To ensure reliability within the study, I consistently used the research data collection process and instrumentation described in this document with each participant. I kept a uniform set of codes to ensure consistency in the coding process. I conducted a follow-up meeting with each participant for any feedback they might have on the interview data collected. Prior to the follow-up meetings, each participant received a summary of their interview via e-mail along with guidelines to help them prepare for the meeting (see Appendix M).

In qualitative research, "the researcher is the instrument" for measuring validity (Patton, 2002, p. 14). Validity is established through the researcher, based on the researcher's skills, amount of time and energy spent on the fieldwork, and the structure the researcher builds into the study. The structure I devised for this study included the use of notes, audiotapes, and transcripts. After each interview, I reviewed my notes to help me recall key comments and personal observations I had made during the course of the interview. After an initial reading of the transcripts, I then simultaneously listened to the audiotapes while reading the transcripts to ensure the accuracy of the transcription. I then relistened to the audiotapes of the interviews multiple times and noted key comments and recurring patterns. Subsequently, I re-read the transcripts multiple times while highlighting sections and taking notes on potential themes.

Data Collection

This study was designed to capture participants' thoughts and experiences concerning the relationship between millennials and their parents with regard to career decisions and work performance. The data collection process had seven distinct steps.

1. Conduct a short, scripted qualifying interview by telephone with potential millennial participants.

2. Conduct a brief scripted telephone interview with each millennial's identified parent(s) to confirm their willingness and ability to participate in the study. For this study, the telephone script was also e-mailed to the parents for review.

3. Conduct a one-to-one interview with each of the selected millennial participants to explore the relationship between the millennials and their parent(s) with regard to career and work decisions—from the millennial's point of view.

4. Conduct a one-to-one interview with the participating millennials' parent(s) to explore the relationship between them and their child with regard to career and work decisions—from the parent's point of view.

5. E-mail each of the participants after these initial interviews and attach a copy of their interview summary and the follow-up meeting questionnaire.

6. Conduct a follow-up meeting by telephone with each of the millennial participants to ensure that the summary was accurate.

7. Conduct a follow-up meeting by telephone with each of the parents to ensure the summary was accurate.

Short Questionnaires

The millennial qualifying short questionnaire (Appendix G) was used to confirm that millennial participants met the study's qualifications and that their identified parent(s) were able and willing to participate in the study. The millennial participants were contacted by telephone or e-mail. If contacted by telephone, the qualifying questions were read to the participant and the answers were recorded into a binder. When the participant could not be contacted by phone, an e-mail was sent containing an explanation of the study and how they had been referred, along with the qualifying questionnaire. Instructions were included to contact me if they were interested in taking part in this study. I then copied the participant information gathered in the screening process into a separate Microsoft Word document with a unique, anonymous identifier for later data analysis. The original notes were kept in a locked file cabinet.

The follow-up meeting questionnaire used with each millennial and parent participant (see Appendix K) was designed to capture the participants' thoughts about their own interview summary. When the participants were contacted by telephone and e-mail to arrange for the follow-up meeting, all 6 of the millennials and the10 parents scheduled dates and times to discuss their interview summaries. All information gathered from these conversations was kept in a locked file cabinet.

One-to-One Interviews

The one-to-one semi-structured interviews were scheduled first with millennial participants and then with their identified parent(s). Appendices I and J contain the interview protocol questions used with each of the two participant groups. The interviews were digitally recorded and took place at a location that was convenient for the

participant. The semi-structured nature of the interview process allowed each participant to answer candidly, and during the course of each interview, new areas of inquiry emerged. Each interview lasted approximately 45 minutes; however, in one situation the interview went over 1 hour. The in-person interviews were conducted at a number of venues of the participants' choice, including offices and conference rooms, coffee shops and restaurants, as well as in the participants' apartments or houses.

During the interviews, I took notes on my observations of the participants' reactions and mannerisms in response to the interview questions. The audio files were downloaded to my computer and to a third-party transcriptionist's computer in password-protected files. The transcriptionist followed the rules of the Institutional Review Board for the Protection of Human Subjects at the University of San Francisco for handling confidential data. Written and audio records obtained as a result of the research were kept in a safe and secure location in my office.

Follow-up Meetings

The one-to-one telephone follow-up meetings with millennials and parents lasted between 15 and 30 minutes, and their purpose was to allow the participants to offer feedback regarding the interview summary, to solicit any additional comments, and to clarify any questions or areas of ambiguity (see Appendix K). Prior to the follow-up meeting, an e-mail (see Appendix L) was sent to each participant that included an interview summary and an instruction sheet to guide their review of the summary. The instruction sheet (see Appendix M) asked the participant to (a) check the summary for overall accuracy; (b) determine if any key points were missing; and (c) determine if edits were necessary within each section of the summary. The e-mail informed the participants

that I would be scheduling a follow-up meeting within 2 weeks' time to finalize their comments and conclude their portion of the field research.

Participants' comments were minimal, and they all stated that the interview summaries had captured their comments completely and that they had been quoted accurately. All participants in this study received a thank you e-mail.

Data Analysis

The overall analysis was divided into four components: (a) a preliminary review that included listening to the recorded interviews; (b) a review of the notes that had been taken during each of the interviews; (c) a careful reading of the transcripts to capture key words and coding; and (d) an interpretation of the data. I used an inductive process for reviewing and analyzing the data. Using this inductive process, I carefully studied the detailed data from the recorded interviews, transcriptions, and notes to identify the general categories and codes as they emerged. I intentionally avoided using predefined categories to ensure that my thinking would not be constrained.

Preliminary Review

I first began my analysis of the interview recordings within 48 hours of completing each interview. My strategy was to listen to the recorded interviews three times. The first pass was designed to ensure I had completely and successfully recorded the interview. With the second pass, I listened to the recording while simultaneously taking notes on the overall interview to capture data that would be used in the interview summaries. My note-taking process included writing down key words and key phrases and noting when there were pauses or where emphasis was placed on certain words.

During the third pass, I compared the recorded interview to the transcripts to ensure accuracy in the transcription.

Interview Notes

I read the interview notes with a critical eye, looking for key words and phrases that related to the research questions. In addition, I highlighted areas in my notes where I had noticed particularly poignant reactions and mannerisms during the interviews. The highlighted areas were then copied and noted in the corresponding section of the transcribed interview.

Key Categories and Coding

I read the transcripts several times, including once without taking notes, a second time writing key words in the right-hand margin, and a third time using a bracketing technique as described by Bogden and Biklen (2007) to focus on the participant's description of key terms and situations. This technique is intended to reduce the researcher's bias in assuming that he or she fully understands how the participant is defining the experience. For the third review, I used the research and interview questions to code data using a coding sheet. I added key words spoken by the participants and categorized them on a provisional list, which resulted in the emergence of new categories. "The objective of the coding process is to make sense out of text data, divide it into text or image segments, label the segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes" (Creswell, 2005, p. 237). For the fourth reading, I used the initial coding sheet to capture additional data and add any missed categories. Finally, the fifth reading was used to capture critical incidents that supported the emerging themes. Critical incidents, as defined by Patton (2002), are

"self-contained units of analysis often presented in order of importance rather than in sequence of occurrence" (p. 439).

Interpretation of Participant Data

After the fifth reading, I reviewed the coding and noted the categories that had emerged that related to the research questions. I then looked beyond the research questions and included other categories that had emerged.

The individual interviews were reviewed and analyzed by examining key words and phrases used to describe situations and relationships. I then looked across all participant data using three lenses to determine whether any patterns emerged. With the first lens, I considered how millennials, as a group, responded to identical interview questions. With the second lens, I considered how the parents, as a group, responded to identical interview questions. With the third lens, I identified similarities, differences, and patterns to similar questions between millennials and their parents. Once all data had been reviewed through these three lenses, I then eliminated any data that was extraneous to the study and did not relate to the research questions. The findings are reported in Chapter IV.

CHAPTER IV: FINDINGS

Introduction

This study explored the relationship between millennials and their parents with regard to career decisions and work performance. This study explored three questions:

1. How did the millennials and their parents perceive their involvement with each other during the exploration stage of the millennials' career development?

2. To what extent did millennials and their parents engage in choosing the millennials' occupation during the establishment stage of their career development?

3. To what extent did the perceptions of millennials and their parents converge on the role of parents in the millennials' work theater?

As described in the definitions of terms for this study, a millennial is an individual 23-29 years of age, who, on a developmental level, falls between the latter range of Super's adolescence stage (14-24 years of age) and the early range of Super's early adulthood (25-44 years of age; Super et al., 1996). In this study, the involvement of the parents in the career decisions of their millennial children was explored through interviews conducted with both millennials and their parents. Using Super's life-span, life-space theory of career development (1980), the areas of investigation focused on the exploration and establishment stages of the cycling and recycling of development tasks through the life-span model (see Table 1 in Chapter I of this study), as well as the work theater where the millennials were engaged at the time of this study.

An important distinction between the adolescent and the early adult is that the adolescent in the exploration life stage is learning more about the opportunities available while the early adult is finding those opportunities for actual employment. In the

establishment stage, an adolescent is getting started in a chosen field while an early adult is settling into a permanent position. Millennials in the work theater occupy a position that casts them in a role, which "is a set of expectations that others have of a person occupying a position" (Super, 1980, p. 285).

Individual interviews with millennials and their parents explored (a) ways in which millennial participants and their parents perceived their involvement with each other during the exploration stage of each millennial's life-span; (b) ways in which millennial participants and their parents engaged in choosing the millennial's occupation during the establishment stage of the millennial's life-span; and (c) opinions voiced by both the parents and their millennial children on the roles the parents should play in their children's careers as they enter the work theater.

The millennial participants at the time of this study had exited the student role of their career and had entered the worker role of their life-space. This poignant time period in the millennials' lives adds a development prospective on how people change and make transitions as they prepare for, engage in, and reflect upon their life roles, especially the work role (Super et al., 1996).

Research Question One

The findings relative to how millennials and their parents perceived their involvement with each other during the exploration stage of the millennials' career development are organized according to the themes identified from the interviews. Three main themes surfaced during the interviews with regard to the exploration stage of the millennials' career and how millennials and their parents perceived their involvement with each other: (a) parents played a supportive role in the millennials' career decisions;

(b) conversations with parents helped millennials make career decisions; and (c) millennials received active career help and support from their parents in securing interview opportunities and making job selection choices. Of note, while the popular media gave the impression that parents of millennials have invaded the workplace—complaining to employers about the low-starting salaries they had offered their children, the poor performance reviews their children had received, and even attending their children's job interviews—in this study, neither millennials nor their parents mentioned that parents had any contact with anyone in the millennials' workplace.

Parents' Role in Millennials' Career Decisions

The millennial participants in this study stated that their parents had played a supportive role in helping them make career decisions. Millennial participants felt that their parents had not pushed them toward one career or another; instead, they found their parents to be great listeners who supported their decisions. With only one exception, millennials had started college in degree programs similar to their fathers'.

Millennials' Perceptions

Tina. Tina stated that her parents had always been very supportive of her career choices. Prior to declaring her major in college—chemical engineering, a similar degree to her father's—Tina had had several discussions with her parents on which majors she had been contemplating:

> My parents were always very supportive; they absolutely never pushed me to go in any direction. They just wanted me to do something that I was happy with. Even during my job search, they played more of a listening role in those situations and just supported what I wanted to do.

Prima. Prima's favorite classes in high school were biology, chemistry, and physics. Prima's mother was a doctor, and Prima always felt that her mother wanted her

to follow in her footsteps and become a doctor as well. However, when Prima chose to major in human biology, both parents were very supportive, recognizing that a degree in human biology fulfilled the requirements for medical school:

> When I told my parents that I did not want to go to medical school and that I wanted to go to work, they actually supported my decision. They were pleased when I chose the healthcare field for my first job.

Alice. Alice's parents had always wanted her to pursue a degree in engineering. This was further impacted by the fact that her grandfather had been the dean of an engineering university. Yet, when she informed her parents about her decision to pursue a degree in finance, real estate, and law, they were very supportive, especially because her father's career included two of the three areas: finance and real estate:

> My parents always try to be very supportive and let me do my own thing. They realize they can't push; they just want me to be happy.

Sam. Sam wanted to pursue a career in computer science, then changed his mind after several discussions with his parents and decided instead to pursue a career in industrial engineering, similar to his father's degree:

> I talked to my dad quite a bit, and he wanted me to look at pursuing a degree in industrial engineering. He had me sign up for a seminar on industrial engineering just for me to get the flavor of it. I did and I loved it. I never would have thought of taking that seminar or even considering that as a major had I not spoken with my father.

Reed. Reed started his college studies in computer information systems, similar to his father's career. He initially thought he would follow in his father's footsteps but soon found that the courses were too difficult for him. After several discussions with his father, Reed changed his major to business administration:

> There was never a lot of pressure from my parents. It was really a supportive environment where I was able to bounce ideas off of my parents, and they tried

> not to steer me. They wanted me to make my own decisions, and I think that was good.

Cody. Cody began his college studies taking courses in medicine, similar to what his father had studied. He soon changed to business administration as he realized he was far more interested in finance, investments, and consumer-type business:

> My parents have always let me be pretty independent. They guide me, but they don't tell me what to do. When I decided to drop science classes and switch to business administration, they were supportive and said they thought I might be better at it. We had discussions and they gave their input on what they thought I was good at—or what they saw—just in case I was missing it. They gave me a different insight. I think I relied on their guidance in the first 2 years of college because I really didn't know what I wanted to do and what the consequences of making different decisions would be.

Summary of millennials' perceptions about their parents' role in their career decisions. The millennials in this study all had similar experiences in being supported by their parents in making their own career decisions. None stated they had felt pressured into making a decision that was not their own. Rather, their parents had guided them toward making a decision by the questions they asked, the input they offered, and examples they shared of their own past work career experiences. With only one exception, the degree programs the millennials had chosen when they entered college were similar to their fathers'. In the one exception, the millennial later enrolled in an advanced degree program similar to her father's.

Parents' Perceptions

Mrs. Tina. Mrs. Tina saw herself as a supportive parent who did not influence her daughter's career decisions. She saw her daughter as a bright, creative individual who was strong in math and science:

> In my relationship with my daughter, I think I'm more of a supportive parent. I never influenced her decision in a way by telling her what to do or even recommend—I just validated her decision.

Mrs. Prima. Mrs. Prima described her daughter as determined and motivated. However, as much as Mrs. Prima wanted her daughter to follow in her own footsteps and become a doctor, when Prima chose human biology as her college major, Mrs. Prima approved of her choice:

> My daughter was leaning toward something related to medicine and biology. We used to have a lot of family discussions about careers. She was a very smart girl and could do pretty much anything she wanted. She sort of knew what direction she wanted to go, and we pretty much encouraged her. We totally supported her decision.

Mr. Alice. Mr. Alice saw that his daughter had always been driven toward completing her education; she was goal oriented and strived for success:

> I think my daughter was raised in a conditioning environment; I took her to work with me, and she saw what the fruits of working would give her. I encouraged her to complete her education, but I just didn't want her to go too far away.

Mrs. Alice. Mrs. Alice knew that her daughter was exceptionally gifted in math and science. Before Alice changed her major to finance, real estate, and law, Mrs. Alice presumed that her daughter had started her university studies in engineering because her grandfather had held a prestigious position as dean of engineering in a university:

> My daughter has been very self-motivated her entire life. When she called us, she would ask us what we thought of this and that. We wouldn't tell her what to do, we would give her our input. She has done that all along, even now that she is married. Ultimately, she makes her own decisions, but she still likes our input.

Mr. Sam. Mr. Sam insisted that he had always encouraged his son to pursue whatever career Sam wanted. They would have discussions about different career options, but at the end, Mr. Sam said it was his son's decision. Mr. Sam did, however, admit that he had a bias toward engineering and law, believing that if one did not have

one of these degrees, one would never become truly successful (e.g., the chairman of the board):

> We had a lot of discussions about his career and what I call prestigious professions—doctors and engineers. My only request was not to pick a profession that you're going to be starving. I have a lot of respect for artists, but those professions—unless you are on the top—you will always have economic difficulties. I would always say, let's have a discussion, but it's your call. I took him to meet my former professor to see if he would give my son some pointers on his career choice.

Mrs. Sam. Mrs. Sam was very supportive of her son's career decisions. She had a large network of family members and friends in the pharmaceutical industry, and she ensured that her son was introduced to her network of contacts when he was choosing a career in this field:

> We had discussions about his career and subjects he liked, such as science and engineering. We did give him advice, but he needed to choose whatever he liked. My dream job was to work for a certain biotech company in the Bay Area, but I didn't want my opinion to sway his decision. I wanted him to decide. We talked to people we knew in the industry as well as family friends who we know would give him good advice. I was very happy he made a good decision to work at a place I always wanted to work at.

Mr. Reed. Mr. Reed was insistent that he did not influence his son's career decisions. He would have open dialogues with his son about different careers, and he would share his knowledge about them. He would also share with his son what he was working on and what was happening in his industry. In addition, if Mr. Reed was not knowledgeable about a particular career, he would put his son in contact with someone who was:

> I really never influenced him on what he should do; I would share with him what I was working on, which started an open dialogue. If I personally didn't do that type of work but I know others working on projects, I would put him in contact with my network of coworkers.

Mrs. Reed. Mrs. Reed believed that her role as a mother was to encourage her son to pursue a career that he would love and that would make him happy. She stated that she just wanted him to complete his college education in whatever field he chose:

> I just wanted my son to have a higher education and to do something he loved. I didn't specifically tell him what to pursue, just that he needed to enjoy it. I would tell him, "If you're going to do something the rest of your life, I want you to love it. I don't want you to be unhappy with work." I told him that nothing was forever, and choosing a career was just the beginning, so this was the time to try something.

Mr. Cody. Mr. Cody was very supportive of his son choosing whatever career he felt would make him happy. He had discussions with his son about the medical field and the opportunities that going into medicine would bring him:

> He started college as premed, and we had a lot of discussions about attributes and strengths and what he wanted out of life. He changed to business administration because I think one of those science classes kicked his butt. I think it was chemistry. He was worried that I was going to be disappointed in him. I started laughing and told him that this was his life and that he needed to get excited about getting up every day and doing whatever that is. I told him he had my support, even though [those were] never the halls I went to on campus.

Mrs. Cody. When discussing her son's college and career choices, Mrs. Cody's main point was that she had not influenced her son in choosing a career; instead, she saw her role as doing all she could to be supportive of his career decisions:

> I didn't influence my son in choosing a career, I was just supportive. I didn't influence him one way or the other. It needed to be his decision. We talked about what he was thinking of pursuing, and I would give feedback. But I certainly wouldn't want to influence him unless I felt [his choice] was truly detrimental. All I could do was be supportive; that's my primary goal as a mother.

Summary of parents' perceptions about their role in their children's career decisions. Parent participants believed that their role in their millennial children's career decisions was to share their own work experiences, to ask questions, and to be supportive

and validate their children's decisions. All millennial parents felt strongly that they had not influenced their children's career decisions.

Comparison of Millennials' and Their Parents' Perceptions About the Parents' Role in Their Children's Career Decisions

Both millennials and their parents viewed the parents' role as being supportive of their children's career decisions. Both participant groups recollected having had extensive conversations leading up to the millennials' career decisions. In these conversations, the parents listened, asked questions, offered suggestions, shared their own experiences, and then supported their children's decisions. In all aspects of career choices, the final decision was perceived by the millennials as having been their own choice; yet, the data reveals that their parents had more influence than the millennials perceived. Prima said she made her own decision not to become a doctor; yet, she chose a field of study her mother approved of that fulfilled the requirements (that is, prepared her) for medical school. Sam had changed his mind about pursuing a computer science degree after his father had recommended the field of engineering as a worthwhile career. Tina, Alice, Reed and Cory believed their parents supported their career decisions; yet, data reveals that their parents—through their questioning, guidance, and the injection of ideas—may have directed the millennials toward the career they personally preferred.

Millennials' Career Conversations With Their Parents

The millennials and their parents all expressed a feeling of comfort and ease in their discussions about career choices. In the parents' experience, these conversations mostly revolved around their children's questions about career choices. The millennial participants stated that their parents had guided them, offered suggestions, sometimes

challenged them, and that they often shared their parents' point of view. In all situations, millennials did not appear to be practicing independence in their job search; rather, they contacted their parents to discuss their decisions with them prior to making a final career choice.

Millennials' Perceptions

Tina. In career conversations with her parents, Tina said she did most of the talking herself, and her parents mostly just listened. She felt that it was always easy to talk to her parents about her job choices and the challenges she was facing at work. She said she liked to ask her parents questions and run things by them:

> When it came time to select a job, we had conversations about the job choices, but it was more me talking about my feelings and what a great opportunity one was over the other. I used my parents as a sounding board so that they could verify that my choice was a great opportunity. I would say one of the most common conversations has been with me having four different bosses in 3 years—the challenges around different personalities and things like that. It was easy to talk to them and say, you know, this is the situation, and this is what I'm going through, and this is what I'm trying to do to fix it. I would ask: "What do you know? What do you think? What's a good way to handle this situation?" A lot of the conversations are around challenges with different personalities in the workplace and about my bosses.…
>
> I think the relationship with my parents is one where they do a lot of listening. They are very good at listening. They don't force advice on me. I ask them questions, I run things by them when I'm making a decision. But when they do give it, they usually give very fair, smart advice. I would say 75% of the time the advice is work related; it fits my personality enough that I could follow it—I do follow it.

Prima. Prima had many career conversations with her parents—no career topic was off limits. She said she respected her parents for their experience and accomplishments. However, not wanting to let her parents down, Prima at times felt discomfort in her career decisions:

> I'm very comfortable talking with my parents about my career. I sometimes worry about their expectations. I just wanted to make sure I didn't let them down. I think

> my parents have so much experience that I really value their career advice and their feedback from everything—whether it's negotiating a salary to interviewing tactics or preparing for a consulting interview.

Alice. Alice's career conversations with her parents were at times uncomfortable. Her father wanted her to pursue a career that would eventually bring her back home to work for him in the family business. The career conversations Alice had with her mother had to do with making career decisions that would bring Alice closer to home:

> I include my parents in my work life as much as possible. My dad is very interested in what I'm doing at work, wanting to know what types of things they are having me do….
>
> When I turned down a job offer from a financial services company, it was hard.… I already knew I wanted to work for the financial services company. I talked to my mom and dad a lot.… I would say my mom was trying to push towards the financial services company … so I'd be closer to home. And my dad, hands down, was, like, you need to go with the aviation defense company, because the way he looked at it … he ultimately wants me to come back and work for him. My dad definitely figured that the aviation defense company would give me a lot more opportunities.… I think my dad was trying to point out what I didn't quite understand: … how transferable the skills would be….
>
> When I was trying to figure out where I was going to take my final placement, even though I knew it's not like my last job in the world.… I'll probably have it one, two, or maybe three years. To me, that's a very daunting decision, because that seems like an eternity, for now. I called my dad multiple times. He'd be in a business meeting. I'd be, like, "Dad, I need to talk to you. Call me back. Hurry! I need to know what you think I should do." And my dad's very good about making sure it is still my decision.

Sam. Sam's career conversations with his parents were mostly with his father, whom he considered the career expert in the family. His father was an engineer and had encouraged Sam to also pursue a career in engineering:

> I consider my parents sort of my career shepherds or sort of my board of directors—people I can go to for advice. When I was thinking of moving to a different company, my dad connected me with contacts in the industry and wanted me to just talk to them to get an idea on everything.…
>
> The questions they asked me led me to really ground myself in assuring myself that this is something I want to do. I'll go to them when I'm faced with something difficult at work. I try to get their advice on what they think if something is a good idea or a bad idea. When I'm looking for an assignment at

> work, I would go to them and sort of prioritize the projects I was most interested in, and then I'd share those with them to get an idea on what their thoughts were….
>
> Have my parents' influenced me in my career decisions? Absolutely. When I decided to leave the biotic company, my dad specifically was probably the first person I talked with. My mom was also looped into all these conversations. The questions they asked me led me to really ground myself in assuring myself that this is something I want to do. I'll go to them when I'm faced with something difficult at work. I try to get their advice on what they think, whether they think it's a good idea or a bad idea.

Reed. Reed's career conversations were mostly with his father. Their conversations covered the full gamut of career topics: from what his father knew about the companies Reed was applying to, to how to handle a situation at his job. Reed was also very proud of his accomplishments and was always eager to share his successes with his parents:

> Opportunities would arise at work, and I'd say, "Hey, what do you think? Should I go for this or not?" I probably talk to my dad about career advice three to four times a month, just to keep him updated. He reminds me to be patient and to stick with what I know—don't react—and look for help within the company as well. He'll advise me if I'm having trouble at work.

Cody. Cody initiated career conversations with his parents when he needed to make a decision. He stated that his parents were able to give him different points of view that he might be missing:

> Our conversations were always leaving me with the decision, which sucked sometimes because I really wanted them to just decide for me. But their method was just pointing me in the right direction and giving me ideas to think about, rather than pointing me to a decision. My dad is more about seeing if it's a great career opportunity. My mom plays devil's advocate. I think I tended to explain things in a way that I would get an answer I wanted….
>
> I go to my parents for career advice for the most part when I feel I can't make a decision, and I'm stuck, and I need them to kind of point me in the right direction because they usually make me think about something I didn't think about before. Generally, I take their advice because it's usually pretty [much] in line with what I should be thinking or want to think. Once when I couldn't make a decision that I felt comfortable with, their advice really made me think of what was important to me.

Summary of millennials' perceptions about their career conversations with their parents. All millennials stated that they had had extensive conversations with their parents about their career decisions. They all felt that these conversations had been positive and helpful, and that it had been easy to talk with their parents about their career. In all situations, the millennials had initiated these conversations. They all described their parents as good listeners who helped them solve work problems by asking questions, sharing their insights, recounting how they had solved their own previous work experience, and offering suggestions. All millennials sought career guidance from their parents, which they valued and usually acted upon. It was always clear to them that their parents wanted them to be happy in their career choices. The findings revealed that while the millennial participants stated that their parents never pushed them toward a specific career decision, Prima and Alice reported being influenced toward a career choice by their parents, Sam reported that his parents "absolutely" influenced him in his career decisions, Reed went to his father three to four times a month for career advice, and Cody expressed frustration that his parents did not make his career decisions for him.

Parents' Perceptions

Mrs. Tina. Mrs. Tina's career conversations with her daughter mostly involved asking her daughter questions and listening to her talk about her career and work experiences. She felt very strongly that her role was not to give her daughter advice; rather, she just presented options to consider:

> I'm always open and give her perspective on stuff, knowing that whatever she decides is her decision. I know that she will weigh all options. I throw out options she may not have considered. But other than that, she'll weigh it out and figure out what's best for her…

> I see myself as more of a listener. I ask and maybe share how I feel about something. Most of our conversations have more to do with asking her questions to ponder what she wants to do. I then kind of validate what I see and observe. It's more asking questions and helping her through the process of what she thinks and wants to do. It is always her decision. I really don't give Tina advice. I really don't. But I do listen and give perspective, maybe validate and ask questions—it's her life.

Mrs. Prima. Whereas Mrs. Tina felt strongly about not giving her daughter advice, Mrs. Prima said that at times she would tell her daughter what to do. Generally, however, during their many discussions about Prima's career, Mrs. Prima would leave the career decisions up to her daughter:

> We had lots of discussions whether she needs to go to business school now or stay working with the biotic company. She was not sure what the right thing to do was. She would say that she was doing so well if she stayed, and she was in line for a great job, and maybe she could leave a few years down the line. We told her she might as well get it over with. So we actually told her to leave her job and go to back to school—and she agreed.

Mr. Alice. Mr. Alice said that he was very close to his daughter, and his hope was that eventually she would move back home and join the family business. He thought it wise for her to get exposure to the business world (which she would need if she joined the family business), and so he encouraged her to accept a position with a company that would offer her that exposure:

> Besides wanting to get away to get an education, I encouraged her that … I didn't want to see her go too far away…. My goal was that no matter where a kid went out, I might have them come back. I'm going to sit there and counsel her like mad. I've already challenged her: You don't want to leave the aviation defense company; you don't want to leave, you need to stay. And I said, "Don't waste your time. You don't want to go to the northwest. You don't want to go back east." I told her she needed to stay with the program. People have invested a lot of time in you…. It's too early in the game to quit and to run….
>
> I know that everything I say she'll listen to because of her inherent drive and the similarities [between] her and me.… We are very much alike.

Mrs. Alice. Mrs. Alice said that her conversations with her daughter were less about career issues and more about getting her daughter to move closer to home. When she did talk to her daughter about her career, she said it was mostly to catch up with what her daughter was doing:

> She should do something or pick a career that she could do part time, because I know she wants to be a mother and that she needs to keep that in the back of her mind … because family is important. I don't see her as being a full-time career woman. I see her as ultimately being a mom. She really misses family, or she gets so depressed that she has to come home every month. But, ultimately, she would be much happier here.
>
> When she calls, she would ask: "What do you think about this and what do you think about that?" We wouldn't tell her. She likes our input. She's done that all along. Even now that she's married, she still calls. She will ask: "Should I take this promotion? What do you think I should do?" She makes her own decisions ultimately, [but] she still wants our input.

Mr. Sam. Mr. Sam stated that he had had career conversations with his son since high school. He introduced his son to engineering school, and subsequently, an engineering career. Mr. Sam was still the first person his son called when he was making a career decision, whether it was his changing his college major or his job:

> When he was thinking of leaving the biotech company, I was out of the country; he sent me a ton of e-mails. We talked because it was a big decision. He was confused.… I told him, "If you don't take a chance now, you never will. Once you get married and settle down, these decisions will have a lot more elements to evaluate. You can always come home if everything fails." He was so afraid to leave, and at the same time, so confused. When he got the offer, he sent it to me to review.… I had a friend in the start-up business look at the offer.

Mrs. Sam. Mrs. Sam considered her role to be mostly a supportive one; however, when Sam was contemplating leaving his position with the biotechnology company, she expressed her preference for him to stay with the company. Although Mrs. Sam did have discussions with her son about his career, she did not consider herself sufficiently knowledgeable about his field, and so she would refer him to family members and

acquaintances that could help him with his career decisions. With major career decisions, she referred him to his father:

> I was in favor of the biotechnology company … but we don't want to impose our opinion to him.… We told him to talk to the folks.… He's always very open, and he looks for … advice. When it comes to career discussions, he talks to Dad about that. Dad is always available. Dad would advise him. Dad is the expert.

Mr. Reed. Mr. Reed's career conversations with his son were mostly formed around his asking open-ended questions to start a dialogue. He was supportive of his son's decisions, but he also wanted to make sure his son always looked at all sides of a given situation:

> I just ask questions. I point out things that possibly he could look at. We have an open dialogue as to what I think. When his wife, Alice, had an opportunity to move to Seattle for a promotion, we had discussions. I said, "Okay, son, you have to think about it. You're doing well at your job; you have won awards at work; you may be able to take your manager's job. If you leave, you don't know what the job market is like for you. It could take you 6 months to find a job." I told him, "It's not my decision; I just want to give you advice. I'll support anything you do, but this is just my thoughts."

Mrs. Reed. In their conversations about Reed's career, Mrs. Reed primarily offered her support in his decisions but directed him to his father when Reed needed a more substantive conversation about his career discussions:

> I give my son the emotional support; his father has always been the career and finance support person. If he doesn't know what to do about a situation and is upset with something, he comes to me to talk. If it's work related or money related, he goes to his father.

Mr. Cody. Mr. Cody's career conversations with his son mostly occurred when his son needed to make a serious career decision. In these conversations, Mr. Cody mostly asked his son questions and left the decision making up to his son:

> I think he listens. That's all I ask: Hear me out or at least be challenged by the questions. Not so much that I'm telling him what to do—that's not my style—but more: Have you thought about this or that? I'll bring up questions and ask: What

> if? What if? What if? Have you thought about.… He seems to come back for more.…
>
> He was pretty closed mouth … just kind of his personality. When I would actually get him on the phone, then I'd push him with questions. I learned to kind of plant the seed and then see what happens. He had an offer from a financial services company; we had lots of discussions about that. My questions to him were around: What is it you're trying to accomplish in this job change? He would throw out money and getting closer to the Bay Area. I'd say, "You know, if you took this job, then you would be accomplishing what you wanted to accomplish—getting closer to girlfriend and family." And his answer was, "Yeah, but I'm going be on the road all the time."… That discussion went on almost on a daily basis for a week, and he finally made the decision that it wasn't the right move for him.

Mrs. Cody. Similarly, Mrs. Cody's approach to career discussions with her son was mostly to ask questions and present Cody with options he may not have thought about:

> I tend to try and draw people out, including my sons—drawing out what they think, maybe give them things that they haven't thought about before. We talked at least twice a week … every time we talked … I would always ask him about work.

Summary of parents' perceptions about their career conversations with their children. All parents believed that their job was to be supportive of their children and under no circumstances to coerce them or make career decisions for them. The parents described their discussions with their children as listening, asking questions, offering alternative perspectives, and making suggestions for them to consider. However, as much as parents believed they did not coerce their children's career decisions and only supported their decisions, the data show otherwise: (a) Mrs. Prima, at times, told her daughter what to do; (b) Mr. Alice told his daughter not to leave her job; (c) Mrs. Alice wanted her daughter to move closer to home; (d) Mr. Sam encouraged his son to accept a job with a startup company; and (e) Mrs. Sam wanted her son to stay with the biotechnology company.

Comparison of Millennials' and Parents' Perceptions About Their Career Conversations

The parents stated, and their children concurred, that they were supportive of their children's career decisions by listening, asking questions, sharing their own career experiences, and suggesting other options when millennials needed to make a career decision. The millennials and their parents disagreed in only one area: The parents stated that they did not offer advice to their children, while the millennials stated that they had received career advice from their parents, and in the majority of cases, they had accepted and acted upon their advice. For example, interviews revealed that: (a) Tina felt she took her parents' advice 75% of the time while her mother said she gave no advice; (b) Prima's mother had advised her to pursue a college degree that fulfilled the requirements for medical school; yet, Prima stated she was not going to be a doctor; (c) Alice turned down a job offer she had accepted in order to meet her father's wishes; yet, Alice and her parents all agree that Alice makes her own decisions; (d) after having talked with his father, Sam left the biotechnology company to join a startup company; (e) Reed and his father agreed that Reed made his own career decisions; yet, Reed decided to stay with his employer after his father advised him not to leave his job for fear of long-term unemployment possibilities; and finally, (f) Cody agreed with his parents that they only asked questions and did not tell him what career choices to make; yet, Cody reported that he always consults his parents when he cannot make a career decision.

Active Career Help by Parents

Four of the six millennial participants in this study actively sought their parents' help in making career decisions, and 6 of the 10 parent participants reported offering career help. The parents that expressed their eagerness to assist their children provided

them with contacts who would be able to answer their career questions or secure a job for them. If the parents did not have the resources themselves, they took it upon themselves to do the research and share their findings with their children.

Millennials' Perceptions

Tina. Tina stated that she did not receive active career help from her parents.

Prima. Once Prima announced to her parents that she had decided to pursue a career in the healthcare industry, her parents sprung into action and began using their network of contacts to identity potential employment contacts:

> They immediately began putting me in contact with people they knew who could help me get a job with a healthcare company. My mother had a bunch of drug reps that would come to her office weekly, and she … started getting me the names of those and just had me learning about the pharma-medical device industry. She definitely heavily used her resources to try to help me out in finding a job. My dad would also sit down with me … just list off the top 10 questions that he's gotten in interviews.

Alice. Alice stated that she did not receive active career help from her parents.

Sam. After Sam completed the rotational program with the biotechnology company, he pursued other job opportunities in the technology field:

> One of the things I did was … one of our family friends is in the technology industry with a startup company, and he's got a ton of experience in tech companies. So my dad connected me with him early on before I decided on my job choice. My father encouraged me to just talk to him, get an idea on everything: the company, the space, pay, everything.

Reed. Reed interviewed with 15 companies, and he discussed each one of them with his father prior to accepting the position with a consumer product company:

> When I talked to my dad about the companies I had interviewed with and the opportunities I might be able to have, one of his techniques would be to share what he's been able to do with his company. He gave me the highlights of the companies and wanted me to look for in a company. When I had two job offers, my dad did a comparison of the reputation of the companies. He searched… and he asked his coworkers and people he knew about the companies.

Cody. When Cody was looking for a job in the business world, he asked his parents for their thoughts on potential jobs:

> The school itself didn't do a ton to really promote different types of business careers. I would ask my parents: What do you guys know about jobs in the field? Unfortunately, they were both in the medical field so they didn't know too much about business jobs, but they talked to their friends about business jobs to see what they had to say. My dad recommended certain friends to talk to in different industries he knew through his own company.

Summary of millennials' perceptions about their parents' active career help. Four of the six millennial participants, Prima, Sam, Reed, and Cody, reported that when it came time to conduct a job search, their parents actively researched companies and offered names of contacts for job opportunities. That is: (a) Prima reported that her mother "immediately" put her in contact with contacts she had in the healthcare industry; (b) Sam was introduced to family friends in the technology industry; (c) Reed discussed job offers with his father who had researched the companies he had applied to with coworkers; and (d) Cody's father connected him with business friends and industry acquaintances. Tina and Alice were the two millennial participants who stated that they did not receive active career help from their parents.

Parents' Perceptions

Mrs. Prima. Knowing that her daughter was approaching graduation from college, Mrs. Prima asked the pharmaceutical vendors that visited her office whether they were aware of any job openings for her daughter:

> I wanted Prima to get a good job so I used my contacts. I collected phone numbers from the vendors that came to my office and gave them to Prima to contact.

Mr. Sam. Mr. Sam used his personal and business contacts when his son contemplated changing jobs and joining a startup company:

> We have a few friends and family members who have done startups, so I told him, "Why don't you also ask them? Talk to them and see what they suggest to you." He always comes to me … and I always say, "I have others who you can go to for their specific fields." He will ask me, "Dad can I call so-and-so?" All I try to do is to facilitate connecting him with the right people.

Mrs. Sam. Mrs. Sam told her son that she preferred that he pursue a career in the pharmaceutical industry. She presented him with a list of friends in the industry to contact:

> It doesn't matter … science or finance. He could be good in each area. But I told him … pharmaceutical is the one I would prefer. But it's up to you. You do your research, and if you feel that it is something that you would like—… So we gave him people, friends he can talk to. We have family friends also who gave him very good advice.

Mr. Reed. In Reed's telephone calls with his father, he discussed the companies at which he had scheduled interviews. Mr. Reed made recommendations on internships, courses to take, clubs to join, and companies to consider for employment. In helping his son make a decision on which companies to work for, Mr. Reed had a set series of questions he would ask his son about each of the companies:

> I did suggest that he look at internships, join business clubs, and network with people in the supply chain industry. I did tell him to take classes in technology, which would teach him Access, Excel, Word, and PowerPoint. I'd show him how to do it, and then he would go off on his own and refine and build it. I'd say, "Who are you going to interview with? Did you do your research on them? Find out what they are doing." I showed him how to research on companies. Then I would talk to some people that I work with … and get an idea what they think …what that company's doing.

Mr. Cody. When Cody decided to change jobs and join a consumers product company, Mr. Cody researched the company for Cody by contacting his business community friends:

> I asked around to friends and people in the business community. Everyone seemed to think it was pretty solid. It was a conglomerate … seemed to be some layers of safety there.

Mrs. Cody. When Cody had decided to change jobs and relocate back to California, Mrs. Cody helped her son identify interview contacts by passing his résumé to friends and business acquaintances:

> When he wanted to find a job in California … a friend of mine was assisting him [by] passing around résumés to different people … for advice, and they really honed that résumé down. He was given a lot of people to talk to, and we would talk briefly after each of those interviews.

Summary of parents' perceptions about their active career help. Six of the 10 parent participants reported their active roles in helping their children secure interviews and find jobs. The parents used past work and job-hunting experiences as teaching opportunities. They also called upon their network of work contacts and friends to help their children secure interviews and find jobs. When their millennial children were contemplating a job change, the parents offered support for their decision, encouraged them to make the switch, or identified the potential career consequences.

Comparison of Millennials' and Parents' Perceptions About Active Career Help by Parents

Six parents provided active career help, and four millennials accepted their help. The six parents that offered active career help were also the parents of the four millennials who reported they had received active career help from their parents. The four millennials, Prima, Sam, Reed, and Cody, consulted their parents for a number of work-related issues, including contacting business associates, introducing them to friends who were in the industries they were interested in, as well as helping them research companies. Prima and Sam were offered active career help by their parents in the form of

contacts and referrals for identification of job opportunities, while Reed and Cody actively sought out their parents for assistance in identifying job opportunities. The millennials also consulted their parents when they were contemplating making a change in their job or career, including leaving their current job to return to school. Millennials stated they would always contact their parents for career guidance; however, the more work experience millennials gained, the less they felt they would need to contact their parents for career advice.

The parents, Mrs. Sam, Mr. Reed, Mr. Cody, and Mrs. Cody, eagerly jumped into action whenever their millennial children asked them for career help, while Mrs. Prima and Mr. Sam offered their children unsolicited active career help. In addition, parents offered moral support, encouraged them to stick out tough work situations, and shared ways they had handled difficult supervisors in their own careers. Parents also offered active career help when a millennial child was contemplating changing jobs or going back to school. In these situations, the parents delved into their network of acquaintances and identified contacts who would be able to offer helpful guidance to their children. If the parents were unable to immediately come up with an appropriate contact for a given situation, they would extend their research until they were able to locate one. As such, the parents expanded their network of contacts, which then provided their children with even greater—and more current—resources in the form of job contacts and referrals.

Research Question Two

Two themes emerged from the second research question, which explored the extent to which millennials and their parents engaged in choosing the millennials'

occupation during the establishment stage of their career development. These themes were:

(1) The frequency of contact between parents and their millennial children during the millennials' job search and early career development ranged from once a week to multiple times per day.

(2) The parents used various terms to describe their role in the early stages of their millennial children's career development.

With respect to the frequency of contact between parents and their millennial children, in most situations, the millennials initiated the contact. Parents infrequently called their millennial children to discuss their job searches or work. Interview outcomes and work situations were often the topics of these conversations. A few of the millennials who wished for more frequent contact with their parents would set up specific times for weekly phone calls. Of note, with only one exception, the reports of the millennials and their parents differed with respect to the frequency of these weekly contacts. The telephone was most often used as a means of communication, although e-mail exchanges and personal visits were also frequent.

The second finding was that the parents used different terms to describe their role in assisting their millennial children with job searches and early job career situations. Millennial participants referred to their parents as counselors, guides, good listeners, questioners, teachers, and sounding boards. These terms were only defined by the types of conversations they had and the guidance they were seeking. From the parents' point of view, their actions and the terms they used to describe their roles were more or less synonymous in meaning.

Frequency of Contact Between Parents and Their Millennial Children

Millennials' Perceptions

Tina. Tina lived at home with her parents while attending college and then moved from the West Coast to the East Coast for her first career job. At first, she called home because she was homesick and to tell her parents what was going on with her job. Every call home led to a discussion about work assignments and managers:

> Sometimes it can be every day … depending on what was going on at work, maybe a little bit more frequently.

Prima. Prima's discussions with her parents were mostly about job searches and work situations. Prima was very comfortable talking with her parents about her work career. Depending on what was happening in her work situation, the frequency of calls would vary:

> Maybe I call my mom three times a week. After my first day of work, I called my dad. I didn't call my fiancé, I didn't call my brother—I called my parents.

Alice. Alice mostly telephoned her father about job and career questions. The frequency of her calls ranged from multiple times per day to once a week, depending on what career situations Alice was facing. Alice, who was married at the time of her job placement, first contacted her father to discuss work situations and the choices she needed to make:

> When I was trying to take final placement at the end of my rotational program, I probably talked to my dad four times a day to help me make a decision. I called my dad multiple times. He would be in a business meeting, and I would leave messages that I needed to talk to him. I would ask him to call me back: "Hurry! I need to know what do you think I should do?"

Sam. Sam felt that his parents, especially his father, were a great help in his career choices and job selection. His contacts with his parents ranged from résumé preparation to job selection and changing jobs:

> I talk to my parents at least every other day, and some aspect of work does come into the conversation. We both call each other, but I probably make more calls to them. I actually talk with them quite a bit to get a gauge on what they think or have heard about a company. When I was thinking of changing jobs, my dad was probably the first person I contacted.

Reed. Reed initiated a frequency-calling program with his parents early in his college career, which at the time of this study was still in effect. He said that when he went away to college, he noticed that other students' parents were calling their children and his were not calling him:

> When I was not hearing from my parents, I set up a once-a-weekend call schedule where I would call my parents. Prior to that, I probably would talk with my parents two or three times a month just to keep them updated on what was going on. Now that I'm working, we talk about how work is going, challenges I'm facing. They are very supportive and want to make sure I'm not stressed out.

Cody. Cody called his parents mostly when he had to make a decision. The decisions ranged from which college major to select and which job to accept to discussions about changing jobs:

> On average, I phone my parents … two times a week. Usually when I talk to them I mention something about work. I call my parents or they call me, but generally I'll give them a call.

Summary of millennials' perceptions about frequency of contact. With the exception of Reed, all other millennial participants reported contacting their parents multiple times per week. The millennials stated that work was the topic of all conversations with their parents.

Parents' Perceptions

Mrs. Tina. Mrs. Tina said that, minimally, she had weekly telephone conversations with her daughter. Not all conversations were work related, but when a career decision was pending, the topic of work and career decisions dominated the discussion. With her daughter working away from home in a rotational program, many of the conversations dealt with the locations that her daughter might be transferred to:

> I do think on average we probably talk at least once a week. One of our biggest conversations was whether she was going to be transferred back closer to home. We had more phone calls back and forth about that. We also talked about if she left her job, the financial impact that would have on paying back the company.

Mrs. Prima. Mrs. Prima spoke with her daughter daily throughout her daughter's college years, during her rotational program, and while her daughter was in business school. Most conversations were work and career related:

> I talk with my daughter every day. She is very comfortable talking to us about her career. In addition to calls, we all sit down and talk about her work or we e-mail each other.

Mr. Alice. Mr. Alice said that he talked to his daughter about all aspects of her career—school, college major choices, job selection, job rotation choices, and job performance and promotion opportunities:

> I talk to her all the time. Normally I talk to her every day. We talk about career advice, we talk about work. We talk about church. We talk about everything. I really enjoy talking to her about everything, including the job. I'll call her when I'm leaving work at night or I'm traveling, and I'll talk to her for a good half hour.

Mrs. Alice. Mrs. Alice said that she talked with her daughter mostly about family and about finding a job closer to home:

> She calls me a couple times a week, or more. It just depends on how busy she is. She calls me more than I call her. She'll tell me if she's had fun, if she is enjoying her work. She asks should I take this promotion, what do you think I should do?

Mr. Sam. Mr. Sam had conversations with his son on subjects such as which college degree to pursue, job rotations to select, and whether to change jobs:

> I talk with my son almost every day, when he calls. Generally he calls us, or I'll call him if I'm concerned or if we left off someplace. Then I would call him to follow up. When my son was thinking of changing jobs and I was out of the country, he sent me tons of e-mails. We talked because it was a big decision.

Mrs. Sam. Mrs. Sam stated that she had not talked with her son as often as Mr. Sam. When she was busy and unable to talk when her son called, she would ask him to give her a time that was best for her to call him. Their discussions were both about work and general updating:

> I talk to him less, but he talks to dad about career advice. When he wants to talk to me and I'm busy cooking, I tell him it's not the right time to talk so I ask him for a time for me to call him back. I think maybe, once or twice a week. But dad is always available.

Mr. Reed. Mr. Reed talked with his son once a week during their scheduled weekly Sunday call. Their conversations always had a work element to them. Mr. Reed usually asked questions to get the conversations going and offered advice to his son on how to problem solve:

> We talk at least once a week, and I'll just open up with an open-ended question asking how work was going. He calls me and asks me questions about how to work with union people, and we just bounce ideas off each other. We would also talk about projects he was working on and people he was working with.

Mrs. Reed. Mrs. Reed talked with her son mostly about family matters, and she offered encouragement to him in his career decisions; however, when the conversation shifted to work and career, she directed her son to his father:

> When he was in college, he would call about four or five times a week. He would call home before every interview.… He called home a lot. He would call to tell me how he did at a job fair or how many interviews he had lined up. Now it's once a week. He calls every Sunday because that's the day we chose that my

> husband and I weren't busy. He calls me and tells me about his soccer season starting and how he is keeping up with his bike riding.

Mr. Cody. Mr. Cody stated that his conversations with his son were designed to keep him informed about his son's life, and they were not designed to tell his son what to do, but rather, to challenge him with questions:

> We contact each other once a week: e-mails, telephone, and texting. When he was working out of state, we talked on the phone quite a few times, and he would text or e-mail quite a bit more than call. I'm usually the one contacting him. It's usually me doing most of the talking. I usually bug him to talk about his rotational assignments and the options he had. When I would actually get him on the phone, I'd push him with questions about what he liked doing, what he was going to be doing, and if that type of work was new for him. I would plant the seed and then see what happens, then come back later. I was never worried about him; he seemed to be happy and still learning things.

Mrs. Cody. Mrs. Cody's work schedule made it difficult for her to have frequent conversations with her son, and their conversations were mostly around work experiences, people he worked with, and work-related travel:

> With my job … we probably talk at least twice a week. We would probably talk about work every time we talked … and I'd ask questions. We would talk briefly about his job interviews and about his future with his girlfriend. He called me one day to tell me he had accepted a job, to the next day calling and saying he changed his mind that he wanted to be with his girlfriend instead.

Summary of parents' perceptions about frequency of contact. Four parent participants reported that their millennial children contacted them at a minimum of once a week, while six parents reported they received multiple calls per week from their children. All parents reported they discussed work during the telephone calls with their millennial children.

Comparison of Millennials' and Parents' Perceptions About Frequency of Contact

Both the millennials and their parents stated that they contacted each other weekly and that the majority of their contacts had been initiated by the millennials. One

millennial reported contacting his or her parents once a week, while the other five millennials reported they contacted their parents multiple times per week. In only one case (Reed), the millennial and his parents reported the same number of weekly telephone contacts. Not surprisingly, in this case, the son had prescheduled a weekly telephone call to his parents to update them on his work and to catch up on family matters. The millennials and their parents both reported that the millennials' work had been part of all conversations.

Table 3 shows the millennial and parent participants and the number of weekly contacts and conversation topics reported by each. The table shows that millennials and parents agreed that work was one of the topics discussed during each of their calls. In addition, the table reflects the discrepancy between the number of reported weekly contacts between the millennials and their parents. For example, Tina reported that she contacted her parents daily while her mother reported that she received a telephone call from her daughter only once a week. Mrs. Prima reported that she received telephone calls from her daughter daily, while Prima reported making telephone calls to her mother three times a week.

Parents' Role in Their Child's Career Development

Millennials' Perceptions

All millennial participants had positive descriptions of their parents' role during their career development. Although the millennials used different terms to describe their parents' role, their descriptions of their parents' actions were similar.

Table 3

Number of Weekly Contacts and Conversation Topics Reported by Millennials and Parents

	Weekly Contacts		
Participant	Reported by Millennial	Reported by Parent	Topics of Conversation
Tina	7		work, managers, job transfer
Mrs. Tina		1	work, managers, moving home
Prima	5		work, work performance, MBA
Mrs. Prima		7	work, work performance
Alice	7		work, career, job change
Mr. Alice		7	work, career, job change
Mrs. Alice		2 or more	work, family, homesickness
Sam	4		work, career contacts, job change
Mr. Sam		7	work, career contacts, job change
Mrs. Sam		1 or 2	work, family
Reed	1		work, job performance, boss recognition
Mr. Reed		1	work, job performance, job experiences, soccer
Mrs. Reed		1	work, family, son's hobbies and sports activities
Cody	2		work, job changes, MBA
*Mr. Cody		1	work, decision making, MBA
*Mrs. Cody		2	work, career updates, marriage

*Separate households

Tina. Tina saw her parents as mentors and a sounding board. She said that she would discuss the challenges she was facing at work and ask them for their thoughts on how best to handle them:

> If I do have discussions, it's more around day-to-day work situations. Sometimes I use my parents as mentors because of their experiences. I talk to my dad and mom about challenges I've had at work and maybe how to go about fixing it. But it was really them just acting more as a sounding board for me as I was making my decision.

Prima. Prima felt that her parents' role had remained the same throughout her school years and while she was in business school. She saw her parents as career counselors and guides:

> My whole life, both school- and work-wise, they've always been my career counselors and my guide for school and things like that.

Alice. As a child, Alice saw her father as her teacher, and the relationship as a teacher had continued into her young adult life. At work, she had, at times, used her father's teachings and advice to problem solve:

> As a little girl, my dad took it upon himself to teach me all about his company. In college, I would call him and tell him I learned this today, and "I remember you teaching me this." All my friends would ask, "How do you know all these things?" And I would answer that my dad taught me. I don't know if he meant to teach me, but I learned from my dad that relationships are very important.

Sam. Sam spoke of a group of individuals outside his family that he considered to be his mentors. He put his career development relationship with his parents in a special category:

> I consider my parents sort of my career shepherds or sort of my board of directors … people I go to for advice. My parents have seen me in various stages of my life.… They know the type of person I am and the things that interest me. So through these dialogues that I've had about work, I think they've started to guide me in the direction of the things that I like outside of work, and the two have started to come together.

Reed. Reed said that he usually spoke with his dad about work and career. He looked to has dad for career direction:

> My mom was very supportive as well, but it was my dad who is more career driven, so that's where I would look for direction.

Cody. Cody's parents guided, listened, and asked questions to help him in reaching his career decisions:

> They've always let me be pretty independent. They guide me, but they don't tell me what to do. My dad just listened and agreed with my thought process of seeing what else was out there and making sure I was making the right career move. The conversations with them were … prodding questions on why I wanted to switch. I don't recall too many times that we've fundamentally disagreed on any one of my decisions or career decisions. They point me in the right direction and give me ideas to think about, rather than pointing me to a decision—just pointing me to ideas.

Summary of millennials' perceptions about their parents' role in their career development. The millennials all believed that their parents had played a positive role in their career development, and they used the terms *career counselor, mentor, guide, teacher, career shepherd, board of directors*, and *supporter* to describe their parents' role. The millennials saw their parents as their first point of contact when career decisions were being contemplated. They generally saw their parents in one of two roles, either a person who would help them make a career decision or a person they remembered going to as a child for help. For example, Tina went to her parents when she was facing work challenges and wanted their help on how to "fix it"; Reed went to his dad when he wanted career direction, and Cody went to his parents when he wanted them to point him in the direction he should pursue. While Prima said that she had gone to her parents "my whole life" for guidance, Alice recalled her father teaching her about the family business since she was "a little girl," and Sam perceived his parents as being available for career guidance through all "stages" of his life.

Parents' Perceptions

All millennial fathers and one millennial mother identified themselves as mentors to their children. They also used other terms to describe their role in their children's career development discussions, including *advisor, emotional supporter, questioner*, *listener*, and one who validates their child's career decisions.

Mrs. Tina. Mrs. Tina considered her responsibility as a parent primarily to ask questions and validate her daughter's decisions:

> I do like to listen and be able to give perspective, maybe validate and ask questions. I validate what I see, what I observe. Then it's more of asking questions and helping her through that process, what she thinks she really wants to do.

Mrs. Prima. Mrs. Prima saw her and her husband as mentors to their daughter, and she was quite certain that they had influenced their daughter's decisions:

> We are like her mentors. We both absolutely influence our kids a lot, and we want to influence our kids the same way we were because we know that leads to success. There have been situations where my husband and I want them to do it a certain way, and they're reluctant to follow that. And so we have more elaborate discussion as to why what we are saying may make more sense than what they are saying. And I think, eventually, they pretty much do what we want them to do in their careers. They know that mother knows best.

Mr. Alice. Mr. Alice regarded himself as a mentor to his daughter:

> With Alice, I'm her mentor. I try to mentor her in the right directions, and I try to mentor her to do the right thing.

Mrs. Alice. Mrs. Alice reported that she had not given her daughter advice on her current job, and she did not see her daughter as a career woman. Rather, she saw her own role as a mother who wanted her daughter to come home, have children, and be closer to the family:

> I don't see her as being a full-time career woman. I see her as ultimately being a mom. I really can't give her any advice in work.

Mr. Sam. Mr. Sam considered himself a mentor to his son. When Sam was thinking of changing jobs, Mr. Sam encouraged his son to make the change:

> I may be somewhat mentoring a little bit … and I think that will always remain there. If he didn't take the chances now, he'll never have the opportunity.… Now you're single you have no liability. You still have a roof. You can always come home if everything fails. He was so afraid to leave, and then at the same time, so confused.

Mrs. Sam. Mrs. Sam saw herself as a facilitator who put her son in contact with individuals who would offer him assistance in his career decisions:

> I wanted him to decide. We facilitate the people who were in the industry…. Fortunately, we have more people in pharmaceutical and research and development side.

Mr. Reed. Mr. Reed saw himself as a mentor to his son's career development. He reflected on his relationship with his own father, and he said he wanted to replicate that relationship, which he felt had worked well for him:

> I see myself as a mentor to my son, not a coach. A coach tells you what to do; a mentor observes, asks questions, and shares their past experiences. [Sam] can contact me … as often as he wants.… I'm always just going to ask the question: how's work? That's the only question I'll ask: how's work? If he wants to share, he can share, but, you know, my dad worked really hard when he was growing up.… When I was growing up … he taught me a lot. And he was always there … if I just asked a question, so that's the way I want to be with him. I don't want to push him to do a thing, because he has to be happy with his decisions. I don't want to make decisions for him. I just want to give him other things to think about.

Mrs. Reed. Mrs. Reed saw her primary role with her son as being an emotional support. She supported and encouraged him during his job search, and she said she saw herself continuing to be supportive of his career choices and encouraging him in his career decisions:

> If he gets anything from me and applies it to work … I don't look at it as … advice.… It's emotional support.

Mr. Cody. Mr. Cody considered himself an advisor and mentor to his son with regard to career and work decisions:

> I would hope, as an advisor—or mentor if it presents itself.

Mrs. Cody. Mrs. Cody, however, saw her role as being a good listener and supporting her son's decisions. Her sole concern was for her son's happiness. She said that she did not know enough about her son's job to give him work or career advice:

> I think that's my primary role, to be supportive … to be a sounding board if he needs a sounding board … to be a cheerleader.

Summary of parents' perceptions of their role in their child's career development. The parents used terms similar to their millennial children to describe their role during

their child's career development. The fathers tended to use the term *mentor* most often to describe how they saw themselves. Additional terms parents used to describe their roles in relation to their children included *guide, teacher, supporter,* and *cheerleader*. The parents used these descriptive terms interchangeably with no significant difference in their definitions.

Comparison of Millennials' and Parents' Perceptions of Parent's Role in Millennial's Career Development

The millennials all stated that their parents had played a positive role in helping them with their career development. The millennials viewed their parents as knowledgeable about careers, and they were the first point of contact for millennials when career decisions were being contemplated. The millennials used a variety of terms to describe their parents' role in their career development.

The parents were fully engaged with their millennial children's career development. They also used a variety of terms interchangeably to describe their role. They all stated that they always wished to be available to their children when they had questions, faced job difficulties, or just wanted to share how their work was progressing.

The following are some examples of roles parents played when millennials presented career development situations: (a) Tina contacted her parents when she had faced work challenges and wanted her parents to help her "fix it," and Mrs. Tina's approach was to ask her daughter questions and help her "through the process"; (b) Prima went to her parents for career counseling, and Mrs. Prima influenced her daughter's decisions because "they know that mother knows best"; (c) Alice used her childhood teachings by her father as tools to solve work problems, and Mr. Alice mentored his

daughter “in the right directions”; (d) Sam saw his parents as people he went to for career advice, and Mr. and Mrs. Sam provided their son with lists of job contacts in their preferred field of employment; (e) Reed went to his father when he was looking for career direction, and Mr. Reed gave his son “others things to think about”; and (f) Cody went to his parents when he wanted to make sure he was making the right career move, and Mr. and Mrs. Cody saw their roles as advisors and sounding boards for their son.

Research Question Three

The goal of research question three was to compare the views of both the parents and their millennials with regard to the parents’ involvement in the millennials’ work theater. The three themes that surfaced were as follows: (a) the millennials had a comfort level in discussing their work performance reviews with their parents; (b) the millennials and their parents had different points of view about the desired corporate tenure prior to switching companies; and (c) the millennials and parents had different expectations with regard to future parental support in the work theater of the millennial.

Millennials’ Work Performance Review Discussions With Parents

The millennials regularly discussed their work performance reviews with their parents, and the parents welcomed these discussions and offered their thoughts on their children’s work performance.

Millennials’ Perceptions

Tina. Tina was comfortable discussing her work performance reviews with her parents, and in some situations, she was more comfortable discussing her work progress with her parents than with her manager. In fact, her relationship with her supervisors and managers was an ongoing topic of discussion with her parents:

> Yes, I think it has to do with the fact that I know that they're not judging me and that they're only there to support me, and that because of the type of communication that we have, I can be very open without feeling judged and kind of feeling like they're going to change their opinion of me.… Really, it's them wanting to help me do my best. These conversations, in fact, continued this week. I'm right now at a point in my job where things are kind of slow, and I'm not feeling challenged. And as a result, I'm not really performing the way that I'd like to perform because I don't feel challenged. And we had this conversation just this week about what I'm trying to do to get better. I asked: "Do you have any ideas?" And my mom gave me advice on how she stays on task and gets things done. She shared a system she uses with to-do lists.…
>
> My previous manager was uncomfortable working with people and managing people. I would open the conversation by saying, "I know this is where my strengths and weaknesses are. What do you think?" It was very uncomfortable with him to even have those conversations….
>
> Absolutely, I would say that's probably what we talk about most is the managers and supervisors.

Prima. Prima had a high level of engagement with her parents in discussing her work performance reviews. At the end of each assignment when a performance review was written, Prima would regularly fax a copy of the review to her parents and schedule a date and time to talk about her strengths and weaknesses:

> I would literally forward the performance review to them … forward the actual sheet of paper … not even just tell them about it on the phone.… I would forward it to them and talk to them about it on the phone. I think we talked a lot just about generic weaknesses and strengths and development goals … and how I could work to develop some of those things on my own. My dad would apply a lot of the comments to my life and say … "Maybe this is just a personality trait that some people take the wrong way, or they think that you're being too eager, or you're being too this and that." He definitely sat back and read the written comments. My mom would read all the performance review and talk to me on the phone about them. But I think she was most proud of me. She would always say, "Oh, this is so wonderful, this is so great. You're doing so well. I'm proud of you. You know, I have tears in my eyes because I'm so happy." My dad, even though they were great reviews, he'd be like: "Excellent job. Now, let's see how we can take this and move this forward," or, "How can you continue to do this well?" or "How can you try to improve it even more?" And it was always an action plan with my dad, where my mom was always just happy about the reviews and excited about them.

Alice. Alice discussed her performance reviews with both her father and mother; the discussions with her father went into greater detail; with her mother, they were only updates on her work progress:

> My dad asks me every time I talk to him … "How am I doing?" "Are they happy with me?" "Are you impressing them?" He always wants to make sure that I'm putting myself out there and doing not just what they ask, but, I guess, putting myself out there and doing not just what they ask, but more. Am I being a good employee? And especially since he's an employer himself, he can identify those characteristics … of what makes a good employee and what makes a bad employee.

Sam. Sam felt very comfortable talking with his parents about his work performance and about his working relationships with his managers. Sam would not send his parents copies of his performance reviews, but he would call them and go over the written highlights:

> I'm very comfortable talking about it. I probably wouldn't review it with them, but I would definitely talk about the highlights … things that I worked on and [had] done well, as well as more specifically the things I didn't do so well just to get their ideas in terms of how I can improve in that area….
>
> I think it would be the highlights. I think it would be: "My manager would like me to work on this," or, "I really like this manager. I want to work for this person. What do you think?" I would say … it was a high volume of discussions about those. I think the manager discussion probably was a lot more important, carried a lot more weight. And the conversations still continue.… I think it's diminished a little bit.

Reed. Reed mostly discussed his performance reviews with his father and asked for tips on how to improve his work performance. Reed's mother only wanted to know that he was happy in what he was doing:

> I'll get praise at work and it's a little unexpected. I usually let my dad know. I say, "Hey, I'm doing something right. It caught me off guard, but I got quite a compliment today." And then he's always telling me to keep notes … through the year, so that when reviews come along … have detailed notes on what I've accomplished throughout the year.

Cody. Cody's discussions with his parents about his performance reviews were ongoing but brief. He would share his work performance highlights with both parents, and on one occasion, he discussed his displeasure of how his work performance ratings had been administrated:

> Usually work performance was involved whenever I was talking about work. It was more just letting them know how I was doing. I don't think it was too much of what I could do better. I know that sometimes I went to them and said, "You know, I don't agree with how the company grades performance," and we'd have conversations around how they reward performance.

Summary of millennials' perceptions about work performance review discussions with parents. All millennial participants stated that they discussed their work performance reviews with their parents and were comfortable doing so. Discussions varied from brief discussions with their parents on how supervisors had evaluated their work performance to faxing their parents' copies of actual performance reviews for later discussion. In three instances in which the millennials were not satisfied with their job performance rating, they sought advice from their parents to help them identify ways to improve the rating in future performance reviews. For example: (a) Tina asked her parents for "ideas" when she felt she had not performed as well as she had hoped; (b) Prima, whose performance reports were excellent, reported that her father would have her create an action plan to "improve it even more"; and (c) Cody discussed his disagreement with his performance review and how the company grades performance.

Parents' Perceptions

Mrs. Tina. Mrs. Tina did not ask her daughter about her performance reviews, and so she only discussed them with her daughter when her daughter brought up the subject:

> I would never ask her how she's doing. I think there were times she would share if something was good.… She probably got evaluations or whatever that I never

> even knew about.… If in conversation something came up that she shared, then that's cool.

Mrs. Prima. Mrs. Prima was deeply engaged in her daughter's work performance reviews, and her daughter habitually faxed copies of her most recent work performance review to her in preparation for their upcoming discussion:

> She actually sent us all the reviews … and we would give her feedback. You know, we want excellent in everything. So I don't think its pressure. But then, a few things that were less than the topmost level, we would say, "You know, you could do this to improve."

Mr. Alice. Mr. Alice talked with his daughter every day, and he was very comfortable bringing up the topic of her work performance:

> She tells me … she seems to be very successful. She talks about the positive things that happen all the time.… I know she's having success, [otherwise], they wouldn't waste their time with her. I know that her supervisors and the people above her like her, because they have offered her a series of jobs that normally ... I think the reason she took the job, it's challenging.

Mrs. Alice. Mrs. Alice stated that she talked to her daughter about how her daughter was doing, and with great satisfaction, said that her daughter had always received excellent reviews:

> She'll call and say how every single supervisor, or whatever they're called, has just absolutely loved her, and they all want her. Every little group that she's been in when it's done, they all say, we want you, we want you. So everybody wants her. So yeah she talks about that … but I never heard her mention poor performance.… That's never happened, at least not that I know.

Mr. Sam. Mr. Sam asked his son to share with him his work performance reviews as well as how he was doing at work. Together, they discussed how the reviews would be used to evaluate where his next job assignment would be:

> He would share his performance reviews with me: "How was your performance review?" "Your performance review's going to be part of your next package, where you get selected." He would share the successes he had… Oh, he would be tickled sometimes.

Mrs. Sam. Mrs. Sam took a more passive role. She would hear how Sam was doing and listen while he described his work and the people he worked with; however, she did not question him:

> Yeah, he would tell me about how he's working, and he was very appreciative.… He would also talk about the people … and the nice folks that were mentoring him, and he was getting knowledge, and he was learning.

Mr. Reed. Mr. Reed said that he would wait for his son to mention how he was doing at work to start a conversation. He had never seen his son's actual work performance reviews, but topics of discussion and questions his son would ask Mr. Reed evolved on work performance:

> If he tells me stuff, then I tell him, okay, well here's what I have going on at work. I'm not really asking for advice, but I'm just sharing that. And then, that gives him an opportunity to ask me questions, and then see where it leads.

Mrs. Reed. Mrs. Reed had no comments on her son's performance reviews. She referred me to Mr. Reed on this question.

Mr. Cody. Mr. Cody asked his son about his work performance but had not seen his son's performance reviews. He would have discussions with his son about his performance reviews and go over areas of possible improvement:

> His comments back to me were always that he had great performance reviews, and the managers wanted him to come back and work for them. I never heard of any significant issues or problems. I wouldn't see the reviews; we'd just talk about it. I would always ask him, "What do you think your weak spot was?" Most of the time it was probably more vague.… There were things that he could learn that would help the process that he was trying to work on … more continuing education type of things. Our conversations were roundtable—no advice, just challenging questions.

Mrs. Cody. Mrs. Cody's discussions with her son about his work performance reviews mostly centered around her son telling his mother how well he had done. As such, she was only aware of his successes and knew of no areas that needed

improvement. She considered that her son probably did not want to share that information with his mother, as well as the fact that his work performance required no improvement:

> He would tell me what his performance review was … not in real detail, but he would tell me briefly.… He would call and say, "Well … I had this today and this"—and he would give me an overall review, which, of course, it was all good—wouldn't tell his mom if it wasn't. I think it probably was anyway. He's very good. I think he was comfortable talking about it to a point. I think he's never been one to blow his own horn … talk about himself in glowing terms. And so I think maybe that was a little bit limited. He would say areas he felt that he could improve, but he never has been one to really talk about himself that way. I'm not sure I can give you any specific examples of areas on his performance. You know, it would come up, and we would talk about it.

Summary of parents' perceptions about work performance review discussions.

During discussions of their child's performance review, parents offered encouragement and support, asked questions, and praised their children when they received good reports of their work performance. Some parents had formal discussions with their millennial children about their work performance reviews. Less formal discussions focused more on how millennials were doing personally at work. Parents who had discussed their child's performance review stated that they were usually pleased with their child's work performance. With the exception of Mr. Cody, the parents all stated that they would not bring up the topic of their millennial's work performance, choosing to wait until their child had brought it up in their conversation. In the case of Mr. Cody, he had asked his son what his weak spot was.

During the time of this research, while widely published in articles and websites for the general public (Bedore, 2008; Gibbs, 2009; Hira, 2007; Weiss, 2006; Wolfe, 2006) reported that parents had visited their millennial children's worksite or had personally contacted their children's managers, this study did not reveal this type of parental behavior. Parents never mentioned having visited their millennial's work site,

nor did the millennials mention their parents visiting them at work. Also, the millennials made no mention of their parents contacting their managers at work.

Comparison of Millennials' and Parents' Perceptions About Work Performance Review Discussions

All millennials had had discussions with their parents about their work performance. These discussions varied from brief conversations to lengthy face-to-face meetings to review the performance review documents in detail. With the exception of one parent (Mr. Cody), parents did not initiate a discussion of their child's work performance; rather, they waited for their son or daughter to bring up the topic. When millennials reported that they were doing well, their parents offered praise and encouragement, and when they expressed dissatisfaction with their performance review, their parents offered help and guidance on ways to improve their performance. When millennials were facing difficult situations at work, such as a disagreement with a manager, parents talked about how they had handled their own difficult work experiences as a way to offer possible actions to their sons and daughters to improve their relationship with the manager.

The following are examples of reported comparisons between millennials' and parents' perceptions on performance review discussions: (a) Tina would ask her parents for "ideas" on how to improve her performance, while Mrs. Tina reported that she would never ask her daughter how she was doing, nor was she aware of any poor performance by her daughter; (b) Prima faxed her performance review to her parents, while, in turn, Mr. Prima gave praise as well as identified areas in which her daughter had not performed at the "topmost level"; (c) Sam reported that he had probably not shared his

performance review with his parents, even though Mr. Sam reported that his son would share his performance review with him and that he would tell him how his performance review was going to be part of his career; and (d) Cody consulted his parents when he disagreed with the company's performance grading practice, although he did not think he had discussed what he could improve upon with his parents. Mr. Cody reported that he would ask his son about his work performance and have him identity what he thought his weak spots were.

Appropriate Corporate Tenure Prior to Switching Companies

A frequent topic of conversation between millennials and their parents was how long one should stay with a company. Millennials tended to have a precise number of years in mind, whereas their parents tended to dwell on reasons to stay. Parents used their own work experiences and tenure as teaching vehicles, generally, in support of an argument for staying with a company. The parents stated that while they knew their children would not stay with a company for life, nevertheless, they wanted their children to be mindful of job security and their reputation as well as avoiding the trend of job hopping every year.

Millennials' Perceptions

Tina. Tina felt that 2 years was the appropriate time period for staying with a company. She stated that life was more than work, and she needed a balance of both life and work:

> I think in my head I already know that I want to stay with a job for around two years before I move on. I like the idea of not being loyal because … the company is better than your life. I obviously would want to do something that fit my life. So I can see the benefits and professional [advantages] of both staying with a company and … you need to move for personal reasons.

Prima. Prima considered her parents' tenure with their respective companies as being too long. She felt the appropriate time to remain with a company was 2 years, after which she had resigned to return to school:

> It's really interesting, because my mom has only had one job her whole life, and she's fine. My dad has had quite a few, but his last job, he was there for 15 to 20 years, so it amazes me actually that he could be at a company for 20 years, because I think I would be bored…. I think my ideal would be 3 to 4 years, unless it's a major transition.

Alice. Alice could see herself staying with a company forever if it was the right fit; however, if she was not happy with the work, she would consider leaving. Alice had received advice from her professors that 4 years was an appropriate amount of time to spend with a company:

> I need to stay there as long as I like it … until I find another opportunity. If I don't feel happy at work … I don't think there's any amount of money … I would continue to work there…. My professors told us … You need to move around. So keep moving, don't stay in a job for longer than 4 years.

Sam. When Sam was deciding to change companies, he was surprised when his parents encouraged him to make the change. He had remained with the company he had joined after graduation for 2 years before he resigned to join a startup company:

> I was actually shockingly surprised when I was deciding to leave the biotech company. I didn't expect them to tell me to go. I didn't expect them to be encouraging about leaving. I actually thought they'd say this is a bad decision. You should stay, think about these things … look at the economy, but they actually weren't. My mom was a little biased.… She was more on the side of … you should stay, but my dad was definitely … you should go.… If it makes you happy, you should do it. It seemed like an irrational move on my part, and I thought they were going to be more rational about it, but they weren't.
>
> It wouldn't be wise for me to go anywhere else. And I think about the next 4 years and what you want to accomplish. If I didn't go to the Internet company, I think they would encourage me to stay. I didn't think I'd leave any time soon unless it was a really cool opportunity.

Reed. Reed felt that the number of years with a company would not dictate whether he stayed or changed companies. Rather, he would make that decision based on opportunities that were presented to him:

> I don't necessarily see myself needing or having to leave, but I'm not tied to it either. If there's opportunity elsewhere that I feel comfortable with or if … I've done what I needed to do here at this company, I don't really have anything that I think would hold me back. I don't think I would look at it in numbers of years … as much as positions. As I get closer to those higher levels, I'll say, "Do I want to sit in this level?" "How long do I think it's worth it for me to sit at this level?" So when I say a long time, I'm looking at a time span of 5 to 6 years.

Cody. Cody had discussions with his parents about the benefits of staying with a company and establishing tenure versus leaving after only a short period of time. The culture in Cody's family was to stay with a job for years. He had also noticed that employees at the aviation defense company where he did his rotational program had up to 50 years of tenure. Cody remained 2 years with the company he joined after graduation before resigning:

> …and also my dad's dad…. They grew up where people stay in the same company for long periods of time. Granted, since they were in the medical field and my dad owns his business, they don't have the same experience like people that go to a company, especially like the aviation defense company … stay for 50 years. We had the conversations: if you did stay … what would it be like? Would you want to be there 20 years? Where would you be 20 years from now? I always knew if I stayed … I'd do well and I'd go up. The conversations would always lie around where would I want to be in 5 to 10 years, and the answer was always California, and the aviation defense company wouldn't get me there. My parents just want what's right for me.

Summary of millennials' perceptions on appropriate corporate tenure. Millennials expressed their interest in remaining mobile and seeking experiences that would keep them engaged rather than being tied to one company. Money was never mentioned as a reason for staying or leaving, nor was title and position. Rather, the reasons given for deciding to stay or leave a company were (a) opportunities; (b)

experiences; (c) the economy; (d) personal happiness; and (e) to have more time available for activities other than work.

Parents' Perceptions

Mrs. Tina. Mrs. Tina was more inclined to encourage her daughter to stay with an employer for a longer period of time:

> Sometimes in the current state of affairs with companies … there could be possibilities that open up … [in] 5, 10 years…. If there's something you've decided that you would really love and would fulfill you more and that means in doing so you figure out your timing … giving what you believe that you owe them … —they invest so much, so much, be it leadership experience. I would ask my daughter what the cost would be if she decided to leave them. What's the best timing so it's to your financial advantage?… They did give her a lot.

Mrs. Prima. Mrs. Prima was in favor of her daughter staying with an employer for a longer period of time as it permitted her to establish herself and climb the corporate ladder:

> I think a long period of time in a company because you establish yourself. If you do well, you go up the ladder. People know you. You know the company, and you have a more stable ground. I like a more stable environment. We don't really jump around, none of us. We are very, very stable. I encourage her to stay.

Mr. Alice. Mr. Alice believed that staying with a company was important to one's career. He wanted his daughter to stay with her current employer and encouraged her not to change jobs:

> You need to stay with the program. People have invested a lot of time in you, and you have a lot of enjoyment. It's too early in the game to quit and run.

Mr. Sam. Mr. Sam pointed out to his son the advantages of staying with a company. However, his advice to his son when he was contemplating changing jobs was that if he was going to change jobs, now was the time to do it:

> You have a definite career at the biotech company. You're already happy where you are. And you have a good boss.… That's very important. You have a pretty

> good path forward. So look at all the pluses and minuses. But I told him, "Sam, if you don't take the changes now, you never will … and once you get married and settle down, then these decisions will have a lot more elements to be evaluated." If all else fails, he has a place to live.

Mrs. Sam. Mrs. Sam recalled that her son had stated that he did not expect to change jobs any time soon, but that if he was unhappy, he would consider leaving his job:

> He had pretty much decided that he's not going to leave for 3 or 4 years…. It was a tough decision for him. It was very stressful … to make a decision.… We accepted whatever he chose. I would definitely want him to go back.

Mr. Reed. Even though Mr. Reed had been with his company for over 30 years, he realized that the current work environment was more mobile and that it was appropriate to stay with companies for shorter periods of time:

> Today's people are more mobile and short term…. I guess they want more change, and they think change has to come with going from one company to another…. If you start out with a good background, then the possibilities are there. I said you don't have to be like me … 30 years [in the same company] … but I told him that you should put in a good amount of time with a company. Don't think, okay, go 1 year, 1 year, 1 year, because that's not the way to do it…. I'd say a minimum of 3 to 5 years. They put an investment in you, I feel you have a responsibility to give something back to them.

Mrs. Reed. Mrs. Reed did not see her son staying with one company his entire life. Yet, Mrs. Reed felt that her son was much like his father who had not changed jobs in over 30 years:

> I don't think this is his life job. It could be, but I wouldn't be surprised if he left. But I do think that he won't change a lot. I think he sees himself as … young. You don't have to stay there.… I think he'll want to stay put like his father. He bases a lot of things that he thinks he wants for himself by what his father has done.… I know he doesn't want to hop around.

Summary of parents' perceptions on appropriate corporate tenure. Parents were not willing to tell their children directly how long to stay with a company; instead, they shared their experiences of how long they had stayed with their company, which, in the

case of Mr. Reed, was over 30 years. The parents generally concurred that if a company had spent time and money developing their millennial children, their children owed the company some loyalty and that leaving prematurely was not appropriate.

Comparison of Millennials' and Parents' Perceptions on Appropriate Corporate Tenure

The millennials and their parent had different opinions on how long a person should remain with an organization. For millennials, the appropriate length of time ranged from 2 to 6 years. Conversely, the parents believed that it was advantageous to stay with a company for longer periods of time. The reasons the millennials gave for leaving a company after 2-6 years were: (a) the job was no longer challenging; (b) they were bored at work; (c) the company lacked opportunities for them; (d) they wanted to go back to school; or (e) they just felt it was time to change. Of note, during the time of this study, three of the millennials, Prima, Sam, and Cody, had already left their first job out of college after only 2 years with the company. The data from their interviews revealed that all three had reported that from 3 to 5 years was an appropriate amount of time to stay with a company.

The parents encouraged their children to be cautious before changing jobs to ensure that it was the right thing to do. Yet, the parents would not discourage their children from switching jobs if their children wished to do so. In only one situation, a parent recommended that his son change jobs, and the son was surprised, stating that he felt that his father had approved of his son making an irrational move.

The following are examples of reported comparisons between millennials' and parents' perceptions on appropriate corporate tenure: (a) Tina reported that she liked the idea of not being loyal to company and that 2 years was about the right amount of time to

stay with a company, while Mrs. Tina, on the other hand, stated that 5 to 10 years would be appropriate since Tina's company had given her so much on-the-job training; (b) Prima's ideal length of time to stay with a company was 3 to 4 years, and she believed that staying at one place for 15 to 20 years like her parents would be boring. Mrs. Prima believed that establishing yourself with a company was important and that staying with a company for a long period of time, in fact, was required; (c) Alice believed, as her university professor had advised, that 4 years was the right length of time to stay with a company. Mr. Alice wanted his daughter to "stay with the program" because "it was too early in the game to quit and run"; (d) Sam had decided to stay a minimum of 3 to 4 years with a company but was "shockingly surprised" when his father encouraged him to leave his biotechnology job for a startup company. Mr. Sam encouraged his son to change jobs before he had other obligations, while Mrs. Sam wanted her son to return to the biotechnology company; (e) Reed believed a long time with a company was 5 to 6 years and felt that, if he was not promoted, he would leave. Mr. Reed felt that 3 to 5 years was the right amount of time to stay with a company. He did not believe that moving from job to job every year was appropriate, especially since companies invest in your career development. Mrs. Reed believed her son would not "hop around" from company to company because he was like his father who had been with his company for over 30 years.

It is important to note that the difference in opinion expressed by the millennials and their parents with regard to the appropriate amount of time a millennial should stay with a company appeared to be driven, at least in part, by the unfavorable economic conditions at the time of this study. Parents wanted their millennial children who were

employed to settle down into a job while millennials often wanted to continue exploring other job and career possibilities. However, after discussions with their parents, the millennials' decisions of whether to stay or leave a company were always supported by their parents.

Future Parental Support of Millennials in the Work Theater

Millennials' Perceptions

Tina. Tina expected her parents to continue in their role of mentors and sounding boards as she advanced in her work career. She even envisioned their taking a bigger role as she faces major career move decisions in the future:

> I would say, the same role, because a lot of it isn't around anything technical, but like I said, just those challenges you naturally just have in the workplace between personalities and different dynamics and situations. Those are really what our conversations are centered around, but I think those will never go away regardless of what I'm doing: career, definitely, maybe more so … around … big general moves. I've been talking to them…. I've always wanted to be a teacher…. I talk to them about that.

Prima. Prima welcomed her parents continuing their mentoring role in her career development decisions. As she gained more work experience, she said that she expected the number of conversations would decrease and the topics would likely change; however, she expected her parents to be her career mentors throughout her career:

> I always think they'll have influence, but I think, as the years go on, and I add the next job and the next job and the next job, it'll probably be a little less influence each time. And the reason I think that is because now, I understand more.… Before I had never worked in the workforce. I had internships, but I never had a full-time job. I didn't know what that was like, and so, I only had them as a resource. But as I have more and more experiences under my belt, I'm understanding, "Oh, these are the types of jobs I like. These are the types of jobs I don't like. This is what gets me bored. This is what excites me." So the more and more experience I have, probably the less I will rely on them, but I think I will always ask for their feedback and see what they think. I think I'll always—for the rest of my life—ask them about career advice. I don't think I would make any big

> career decision without talking to them first and seeing what they think about going forward.

Alice. Alice said that she freely discussed her career development decisions with her father, and she expected this to continue throughout her career:

> I'll probably include my dad forever. I've talked to my dad about my husband's possible job move, or he'll ask me, "What do you think you're going to do? It's really hard to plan for that when you don't know where or what."… So, definitely, I've thought about my future, but … I got married and I still want a career.… If I have kids eventually …we both can't be working l0- to 12-hour days.… I talked to my dad about this. When I told my dad, I think he was obviously … disappointed—I don't know how to describe it. He doesn't want to hear me say, "Oh, my career's not as important as my husband's," but he understands.

Sam. Sam expected the career development relationship he had with his parents to continue as long as his parents were willing to have the discussions. However, he said that, as he gained additional work experience, he expected the conversations to change:

> I think they'll just continue to do what they have been doing. I don't think that needs to change too much. I think one of the things that my dad … realized early on … he might not have all the expertise in the industry that I was interested in, so what he would do is connect me with folks, friends, colleagues, and mentors of his … where he might have to get additional guidance. And I think that's going to continue to happen over the next few years. I think it'll continue to happen forever—essentially for as long as they are alive. And I hope that's a long time.

Reed. Reed also expected that his career development conversations with his father would continue throughout his life. As he gained more work experience; however, he thought that the topics would likely change, but the career conversations with his father would continue:

> It's hard to say right now, I don't think that I would stop sharing with my dad about what's going on, but I think … it wouldn't be as much asking for advice as, "Hey, this is what's going on with me." I think the influence that would come from my parents would jump in if there were ever a time where I suddenly was going through a hardship, a time where I wasn't motivated. So, I think that if I ever got to a time where the calls became a little more negative or something, that

> they would be there … say, "Hey remember when you called us and times were good?"

Cody. Cody expected that the career discussions that he had with his parents would eventually come to an end. He believed that the need for the discussions would only occur when he was making a major career decision, such as quitting work to pursue an MBA:

> I think I've come to a point where I might not need the discussions as much. I see a couple of instances where I'll probably go to them for advice. My discussions with them … where I am in life right now … I see myself having to think a little bit more about family in terms of my own family. I'm not married now, but when I go to business school, I very likely could be. So my discussions with them … about going into and coming out of business school will affect [my] family.

Summary of millennials' perceptions on future parental support. Millennials projected that the level of support and amount of career guidance they sought from their parents going forward would both change and decrease as they progressed in their careers. Most of the millennial participants mentioned that the form, type, and degree of support would also likely change over time as they gained work experience. They expected they would need less support from their parents as their experience broadened. Only one millennial, Cody, stated that he thought he eventually would no longer seek his parents' advice.

Parents' Perceptions

Mrs. Tina. Mrs. Tina believed she would continue to have career development conversations with her daughter. She did not distinguish career conversations from noncareer conversations; rather, she saw it as one complete relationship in which she and her daughter had an ongoing dialogue:

> I've never looked at it that way. I've never looked at it fragmented with Tina's work. It's just kind of this all-big-blend relationship. I'm always willing to hear

> and listen … and be very open and give her perspective on stuff, knowing that whatever she decides is her decision. I know that she'll weigh all the options and maybe throwing out options that she may not have considered. But other than that, she weighs it out and figures it out what's going to be best for her. So I guess what I see in the future is just always maintaining and having a relationship with Tina. So whatever the topic is—whether it's work or something else …that her father and I would have a conversation. And it does feel good actually that she'll come and ask us questions and get our perspective on things. That feels very good.

Mrs. Prima. Mrs. Prima also believed that her daughter would continue to consult her on career development decisions, even after she had married:

> And she'll be married next year … and I still feel she will take our advice, because, so far, for all these years, she's been doing it … and she knows it's been right … and it's worked for her. And we want to influence our kids the same way we were, you know, because we know that leads to success. And they know that mother knows best.

Mr. Alice. Mr. Alice also saw his close relationship with his daughter continuing as she progressed in her work career. He admitted that the conversations would likely be more selective, and perhaps not as often, but they would continue:

> I really feel that in Alice's case, when there's a situation, we'll talk. And she'll only bring this stuff up, when … she genuinely wants information, or she has a situation that she wants confirmation on, or that she wants understanding on. Normally, I don't think she'll suffer any fool's attitude. I think she's changed a lot … more confident in what she's doing, and the confidence will breed more understanding on what's going on. Maybe it's because I'm her father, she'll talk to me, but in the future, I think it will be more selective.… You can tell when she calls that something is going on.

Mrs. Alice. Mrs. Alice said that she could see her conversations with her daughter changing from career development more into the direction of getting her daughter to move closer to her home and family:

> I could see that I would probably suggest she balance home and family and work. But I don't foresee that I'll have to because I think she already knows that. I think she would still want that family closeness, so I don't think I would lose it.

Mr. Sam. Mr. Sam was confident that the career development conversations with his son would continue as his son advanced in his work career. There may be fewer conversations, but they would continue:

> Our conversations are always good, and it's comfortable. I think the conversations will wind down as he goes … but I think as father and son we have this relationship as a friend and mentoring a little bit. I think that will always remain there. They have looked to me for 30 years, I've been playing this role … wherever I can help. I don't think we'll ever cut off these discussions because work is part of life; maybe we enjoy talking about that and I'm comfortable.

Mrs. Sam. Mrs. Sam felt that, even as her son gained work experience, he would continue to contact his parents for career discussions, in part, because their experiences with various industries would always be an asset that her son could tap into:

> I think he's getting more experience.… He can make a lot of decisions on his own, but he'll still … discuss with us … our experiences with different industries.

Mr. Reed. Mr. Reed expected that his role as mentor would be ongoing with his son. In going forward, he foresaw that there may be fewer conversations about work and career with his son, but he would continue as he has in the past and just ask his son questions to open up the conversation:

> We might call less, because, again, through his experiences, he's going to base his new challenges based upon his other experiences. I would probably say if he … doesn't get that experience, then he might come and ask me, but I think that … it's through those experiences that help you make your future decisions. So I'm not looking for him to come to me all the time.… I just ask an open probing question, and if he wants to share, he can share. If he doesn't, then that's fine. I do see myself as a mentor to my son.

Mrs. Reed. Mrs. Reed saw herself continuing her role as a supportive mother whom her son could always feel comfortable coming to for support and encouragement:

> We make an effort to be involved and to be interested. We ask him what they are doing … and not pooh-pooh anything they do. We'll come home later and say, "Gosh, I don't know if that was a good idea," but I mean … it's the only way you

> can keep involved in their life is to show interest and want them to be happy. Most of the time everything they want to do isn't going to hurt them, so it's okay.

Mr. Cody. Mr. Cody expressed his desire to continue in his role as a mentor and advisor to his son as his son progressed throughout his career:

> —advisor—I would hope as an advisor—mentor if it presents itself. You just never know what you're going to run into out there. And I would hope that he would pick up the phone, and you know, "Let's talk about this, or how do I handle it? … when he has those blink moments. Maybe just keeping … being able to be an advisor to him.

Mrs. Cody. However, Mrs. Cody expected the frequency of work-related conversations with her son to decrease over time as he gained work experience and perhaps married and started his own family. She stated that she expected the discussions to continue, although the topics of discussion would likely change as her son moved on with his life:

> As he gets older … I think a parent's role will decrease, especially if you have a life partner. I hope our discussions continue, and I'm not sure they'll increase—or if they really should increase—if he's got somebody. Well, I think I'll be interested in his job and wanting to know a little about what he does and things like that. I'm just interested. And I want him to know I'm interested. Discussions will change. I think they might expand a little bit. You know, if there are children, I think things will change … even though you think they don't, I know that they did for me. I was very career minded until I had my first child. So I think perhaps conversations would change a little bit in that way.

Summary of parents' perceptions on future parental support. The parents all expressed a desire to continue to support and mentor their children in their careers. As with their children, they also foresaw the conversations with their children changing and possibly becoming less frequent as their children's work experience broadened. The parents, in fact, actively sought to expand their personal network of work industry-related contacts in order to keep current and keep their career information relevant for their millennial children.

Comparison of Millennials' and Parents' Perceptions on Future Parental Support

Parents expressed a desire to continue being involved in their child's career development, while millennials hoped their parents would always be available to them for career discussions. The millennial participants believed that the degree to which they would engage their parents in career discussions would lessen over time as they gained additional work experience; nonetheless, they hoped to continue career discussions with their parents throughout their careers.

The following are examples of reported comparisons between millennials' and parents' future parental support in the work theater: (a) Tina expected her parents' role as mentors and sounding boards to continue throughout her working career; Mrs. Tina stated that she anticipated maintaining the same relationship with her daughter indefinitely; (b) Prima had a different view than her mother with regard to the amount of support her parents would give her over time in the work theater. Prima thought that, as she added years of work experience, her parents' influence would decrease; however, Mrs. Prima did not see a change in her continued influence in her daughter's career, stating that she wished to continue having influence on her children's careers; (c) Alice wanted to include her dad forever in her career decisions; yet, Mr. Alice believed that over time the career conversations would become more selective, and Mrs. Alice saw the conversations changing and being more about home and family and less about career; (d) Sam saw the conversations continuing and not changing too much, but he did envision his parents' expertise in the industry being less relevant to him over time. Mr. Sam saw fewer conversations with his son; yet, believed they would continue. Mrs. Sam felt that, as her son gained experience, he would be making decisions on his own; (e) Reed felt that

conversations with his parents would change in that he would no longer be asking for advice but would likely be sharing what he was working on with them. Mr. Reed was in agreement with his son that the career conversations would be fewer as his son gained work experience, while Mrs. Reed saw the conversations continuing with her son as a way of staying involved in her son's life; and finally, (f) Cody saw the career conversations with his parents eventually coming to an end; Mr. Cody hoped they would continue, even if the frequency decreased, and Mrs. Cody saw the career discussions continuing but with the topics changing.

Summary of Findings

The primary objective of this study was to explore the relationship between millennials and parents with regard to career decisions and work performance. Eight themes emerged from the interviews with millennials and their parents.

Theme 1: The parents played major supportive roles in the millennials' career decisions. Millennials actively sought their parents' advice for career development discussions, and parents welcomed the contact.

Theme 2: The conversations between millennials and their parents had had a major influence on the millennials' university degree choices and early job career decisions. Millennials most often took their parents' advice when making career decisions. Millennials did not appear to conduct job searches completely on their own.

Theme 3: Parents offered active career help to their children during their career development, using their network of friends and industry relationships to provide their children with important contacts and information. The parents continued to actively look for new contacts when needed.

Theme 4: Millennials frequently contacted their parents to discuss their work and to seek counsel. The number of weekly contacts between millennials and their parents varied from once a week to multiple times per day. Each of the contacts included work as a topic of discussion. Millennials generated the majority of calls to their parents, while their parents wanted to make sure they were always available for the calls.

Theme 5: Parents viewed themselves as mentors to their children in the development of their careers. They used a number of other terms to describe their relationship, but these terms were largely synonymous and were used interchangeably. Parents used their own experiences as teaching examples, and they listened, asked questions, and offered suggestions and their opinions. They congratulated their children for good performance reviews and offered guidance when their children sought it. While parents asserted they had never overly influenced their children's career decisions, data collected for this research found multiple occurrences wherein parents had influenced their millennial's career decisions. Millennials described their parents' role in their career development as ranging from mentors to cheerleaders.

Theme 6: Both millennials and their parents were comfortable discussing the millennial's work performance and career development.

Theme 7: Millennials and their parents had different points of view with regard to the desired corporate tenure prior to switching companies. Millennials had definite time frames (from 2 to 6 years) and identified reasons for leaving a company, while their parents focused more on reasons for staying.

Theme 8: Millennials anticipated that, as they gained work experience, they would seek their parents' support with regard to the work theater either less frequently or they would no longer seek their parents' involvement in their career.

CHAPTER V: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Previous empirical research on the parental influence on children's career development has focused principally on adolescent children. At the time of this study, limited research could be found on parental influence on children's career development as children entered into early adulthood and embarked on the early stages of their careers. The purpose of this study was to explore the relationship between millennials and their parents with regard to the millennials' career decisions and work performance. The findings of this study with regard to the parents' influence on the career development of their children had similarities to previous research conducted on the influence parents had on their adolescent children.

To the best of my knowledge, this is the first qualitative study in which millennials or other young people and their parents were interviewed with comparable questions. This study may have broken new ground by concurrently interviewing both millennials and their parents regarding the parents' influence on their children's career development as their children enter early adulthood and the workplace. The study asked the following three questions:

(1) How did the millennials and their parents perceive their involvement with each other during the exploration stage of the millennials' career development?

(2) To what extent did millennials and their parents engage in choosing the millennials' occupation during the establishment stage of their career development?

(3) To what extent did the perceptions of the millennials and their parents converge with respect to the parents' role in the millennials' work theater?

This qualitative study adds to the empirical research in that it employed a phenomenological approach (Patton, 2002). The study had a participant pool of 6 millennials and 10 parents. The participants were interviewed using open-ended questions to explore the relationships between the millennials and their parents with regard to the millennials' career decisions and work performance.

The discussion is organized by theme. In each theme I: (a) summarized the findings; (b) compared the findings to prior research; and (c) discussed the findings in light of Super's theory. This chapter concludes with contributions to theory and recommendations for future study.

Summary of Findings

As discussed in Chapter IV, eight themes emerged from the analysis of the data: (a) the roles parents played in the millennials' career decisions; (b) the influence parents exercised during conversations with their millennial children on their career decisions; (c) the active career help parents offered their children; (d) the frequency and initiation of contact that parents had with their children; (e) the perceptions the parents had of their role in the development of their children's career; (f) the level of comfort the millennials experienced in discussing their work performance with their parents; (g) the views that both the millennials and their parents held on what constituted appropriate corporate tenure prior to departure from an organization; and (h) the ongoing career development support millennials anticipated having with their parents.

Theme 1: Parents' Roles in the Millennials' Career Decisions

Summary of findings in this study showed that millennials actively sought their parents' advice when making career development decisions, and parents welcomed the

opportunity to offer guidance to their children. The parents affirmed that they played a supportive role in these discussions and drew from their years of work experience to support and validate their children's career decisions. Although the parents stated—and the millennials agreed—that the parents did not put pressure on them to make a particular career decision, data from this research showed that parents had more influence on their millennials child's career decisions than the millennials, in fact, perceived. The parents used their discussions and stories about work as vehicles to teach their children about careers and the possible outcomes of their career decisions. During these discussions with their parents, the millennials identified and implemented career choices that were usually favored by their parents.

In relation to prior research, the findings of this study were consistent with research conducted by Palmer and Cochran (1988) on adolescents wherein the researchers found that parents who were involved in their children's career decisions had a greater influence on fostering the career development of their children. In addition, Palmer and Cochran's research showed that parent-adolescent relationships provided an important facilitative factor in the adolescent's career development process. Of note, Palmer and Cochran's study population were adolescents who were in 10^{th} and 11^{th} grade, while the age of the millennial participants in this study ranged from 23 to 29 years of age, and they were all college graduates. However, the results of this study indicated that the influence that Palmer and Cochran identified parents had over their children's career development continued through late adolescence into early adulthood. As the millennial participants in this study continued to actively seek out their parents' career advice, the parents welcomed the opportunity to offer their guidance.

In relationship to Super's theory (1975, 1980; Super et al., 1996), the exploration life-stage involved trying out a variety of activities, roles, and situations. Super asserted that adolescents during the exploration stage of their career learned more about opportunities before them than the particular tasks involved in a current position. At this stage, adolescents typically crystallize, identify, and implement an occupational choice through the help of teachers, mentors, and family members. Super (1980) likened career decision making to "a switch or circuit breaker with connecting cables which can be used in many places in a larger, complex machine" (p. 294). He wrote that individuals pursuing a career generally begin by becoming aware of an impending career decision; this represents the growth life-stage of a career. They then move to the exploration stage wherein they ask questions, review prior beliefs, and identify facts needed to formulate a complete understanding of the situation. They evaluate and weigh old and new data, identify alternative actions, and consider their various possible outcomes and their respective probabilities. Next, they move to the establishment life-stage wherein they weigh the alternatives, select the preferred plan of action, store the alternatives for possible future reference, and then pursue the plan either on an exploratory, defined, or tentative basis. Whereas Super found that adolescents typically sought help from teachers, mentors, and family members during the exploration stage, all the millennials in this study continued to seek career support from their parents during the establishment stage. Even the three millennials who were early adults by Super's definition contacted their parents frequently to ask for guidance regarding career decisions.

Theme 2: Parents' Influence During Conversations With Their Children on Career Decisions

The summary of findings showed that conversations between millennials and their parents had a major influence on the millennials' career decisions. This parental influence went beyond the exploration stage; it followed the millennials into the establishment stage and the work theater. The millennials most often took their parents' advice in their career decisions. The millennials sought their parents' advice both during their job search as well as after they had entered the work theater. In short, the millennial participants in this study included their parents in most—if not all—of their career decisions. As the millennials moved from the school theater to the work theater, the decisions they were required to make became more difficult; thus, they involved their parents in these career-related conversations and actively sought their guidance. As the millennials aged and entered early adulthood, the work theater conversations did not diminish; but rather, they increased as the millennials aged. At times, the millennials in this study expressed some discomfort with the conversations; yet, in most situations, they still took their parents' advice.

In relationship to prior research, the findings of this study went beyond the findings of Feij (1998) and Levine and Hoffner (2006). Both studies found that parents provided the most advice about jobs and careers to their children prior to their entrance into the world of work. Similar findings were found by Dietrich and Kracke (2009), who found that parents played a major role in helping their adolescents make career choices. This study found that parents continued to offer career advice and guidance to their millennial early adult children after they had graduated from college and became

employed. The role and level of parents' involvement in the early adult millennial's career choices parallels previous research on the parents' role and influence on their pre-adult adolescent children.

In relationship to Super's theory (1957), the family generally had the greatest influence on the careers of its members through its economic interests, affiliations, and values. Super further noted that early independence training played an important role in an adolescent or early adult's entrance into the world of work. That is, youth who have been making their own decisions and taking action independently during their adolescence have no great difficulty in seeking information themselves or in deciding where, when, and how to apply for a job and to carry out these decisions. The degree of independence exercised by the young adult without parental input and the speed and wisdom with which this individual exercises his or her choices directly correlates with the ease with which the youth enters the world of work (Super, 1957).

None of the millennial participants in this study had entered the world of work independent of their parents' guidance. That is, they had not made their own career decisions, and they had not taken career development action independently, either during their adolescent or during their early adult years. Rather, the millennial participants' career decisions continued to be heavily influenced by their parents as they entered the establishment stage of their working career as early adults. The millennial participants consistently waited for input from their parents before career decisions were made, and they continued to consult with their parents about all aspects of their career and employment decisions, including which jobs to accept, how long to stay with an employer, as well as when to leave the work theater to continue their education. In this

way, the millennial participants demonstrated a lack of independence and a strong preference for parental approval and validation of their career decisions, and this continued dependence on their parents with regard to their career decisions into early adulthood was much the same as when they were adolescents in school.

Theme 3: Active Career Help Parents Offered Their Millennial Children

Summary of findings in this study showed that four of the six millennials stated that their parents had offered them active career help during their career development, using their network of friends and industry relationships to provide them with important contacts and information. Six parents of four millennials (out of the 10 total parents) stated that they had offered their millennial children career advice. If these parents were not aware of a source or contact that would be beneficial to their child's career decisions, they actively sought out new contacts who would be able to provide assistance. As involved as four of the millennials stated their parents were in their job searches, the other two millennials did not mention involvement by their parents, nor did their parents mention offering career help to their children.

A survey of college seniors (National Association of Colleges and Employers [NACE], 2010) found that 69% of them, who had not yet entered the workplace, had reviewed job offers with their parents prior to making a final decision. Also, Gardner (2007) found that parents' knowledge of a company influenced the job offer that their child (who was graduating from college) would select. Similarly, the millennial participants in this study who were entering early adulthood continued to make career choices as they had when they were adolescents in college with a bias toward their parents' preferences.

In relationship to prior research, this study went beyond the findings reported by Downing and D'Andrea (1994), who had observed that parents exhibited some marked educational and career choice bias when they were confident that they could help their adolescent children with career decision making. This study found that millennial early adult participants continued to be influenced by parental bias, and their parents continued to offer active career help to them beyond the exploration stage of their career development.

In relationship to Super's theory (1957), he addressed this trend of parents helping their children in their careers. He stated that the family resources often included important contacts with principal sources of jobs, and in fact, most of the young people's contacts had been provided by their families. Upwardly mobile middle-class families often have access to, or leads on, a number of different types of job opportunities, either directly through professional friends or contacts (Super, 1957). This was clearly borne out in this study.

The active career help the six parent participants in this study offered their millennial adolescent children did not diminish as their children entered early adulthood. When their millennial child was looking for a job, these parents immediately provided their children with personal and business contacts. Similarly, when the millennials wanted to change jobs, their first point of contact was their parents, and their parents responded by researching companies for their children, identifying personal and business contacts, and finally, approving job offers for them.

Theme 4: Frequency and Initiation of Contacts Parents Had With Their Millennial Children

Summary of findings showed that millennials in this study frequently contacted their parents to discuss their work and to seek counsel. The number of weekly contacts between the millennials and their parents varied from once a week to multiple times per day. Each of these contacts (mostly phone conversations) included work as a topic of discussion. The millennials generated the majority of phone calls to their parents, and the parents stated that they wanted to ensure they were always available for these calls. The participants in this study, both the millennials and their parents, reported that they had (minimally) weekly contact with each other. The frequency of contact ranged from once a week, to five to seven times a week. All participants stated that the topic of work was always brought up during these phone calls or within their e-mail correspondence.

In relationship to prior research, this finding was similar to that of a survey of millennials conducted by The Pew Research Center (Kohut, 2007), which found that nearly three in four millennials continued to visit their parents at least once a week; half said they saw their parents daily; and 8 in 10 said they had spoken to their parents the previous day. When these millennials entered the workforce, they continued the same frequent contact with their parents. Another poll reported in Time Magazine (Grossman, 2005) showed that 48% of young American adults between the ages of 18 and 29 converse with their parents on a daily basis, and 70% of them reported having spent time with their parents the week preceding the poll.

In relationship to Super's theory on life-span, life-space approach (1980) to career development he did not directly address the contact between the parents and their

millennial children in the work theater, his study did investigate the roles that individuals take on as they mature and the theaters within which these roles take place. Nine major roles were identified that most people occupied during the course of a lifetime: (a) child; (b) student; (c) leisurite; (d) citizen; (e) worker; (f) spouse; (g) homemaker; (h) parent; and (i) pensioner. Not everyone plays all roles, and the sequence, duration, and transition of one's roles differ. Super (1980) referred to the movement of an individual from one life space role to another as abandoning one to join another. The order in which Super listed these roles corresponds to the order in which the positions are typically occupied during life stages. Super wrote that "the amount and type of schooling is one determinant of occupation entered, and the first occupational position, both its type and job performance, is one determinant of later occupational positions open to the individual" (p. 286). Super noted that each role is typically played in one of four theaters: (a) home; (b) community; (c) school; and (d) workplace. Accomplishing the developmental tasks of one life stage generally makes it easier for the individual to cope with what comes next as social expectations and personal changes bring about new confrontations with the environment (Super, 1982). Age is not the only indicator for a life stage:

> Vocational development tasks and career concerns should mesh, and the degree of mesh indicates level of vocational maturity. Skipping a task in the normative sequence may result in difficulties at a later stage. For example, failure to explore during adolescence can cause unrealistic occupational choices in early adulthood. (Savickas, 2002, p. 167)

In this study, the millennials prolonged the exploration life stage of their career development while postponing their transition to the establishment life stage of their career. Even though three of the millennial participants, due to age, were at the end of the adolescent stage and three had entered early adulthood, their parents continued to be

equally supportive and offered guidance much as they had when their children were adolescents. Put another way, with regard to their career development, these six millennials continued to have the same relationship with their parents that they had had as adolescents.

Theme 5: Parents' Perceptions of Their Role in the Development of Their Children's Career

Summary of findings showed that parents in this study viewed themselves as mentors to their children in the development of their careers. The data clearly revealed that the parents had influenced their millennial child's career choices; however, the parents asserted that they had never overly influenced their children's career decisions. However, the millennials and their parents described the parents' role in their child's career development differently. The millennial participants considered their parents to be a sounding board to bounce off career development ideas. They also viewed their parents as mentors, coaches, teachers, and "career shepherds."

The millennial participants in this study consistently referred to career development situations in the work theater in which they sought—and their parents offered—career decision support, career guidance, and career development advice. What these millennials may have experienced, in fact, was a role reversal between their parents and their managers at work. That is, their parents in the home theater now hold roles traditionally held by managers in the work theater. In this way, the parents now review performance reviews and offer advice and tools to improve work performance.

In relationship with prior research, the findings of this study were consistent with research conducted by Li and Kerpelman (2007), who found that when adolescents

receive feedback from their parents about aspirations and future goals, these parental views have the potential to either strengthen or weaken their adolescents' visions of themselves in the future. For instance, feedback from a parent that runs contrary to an adolescent's hopes or expectations may be particularly disruptive to the adolescent's career aspirations. Where the findings of this study went beyond Li and Kerpelman's findings in that the feedback provided by the parents about their child's aspirations and future goals did not end at adolescence but continued into early adulthood and beyond graduation from college into the work theater.

In an article on higher education, Levine (2005) noted that organizations had witnessed a pandemic wherein millennials had entered the workplace and had experienced what he called "worklife unreadiness"; that is, millennials in the work theater "lack the traction needed to engage the work side of their lives" (p. 1). Levine attributed this unreadiness as a side effect of modern parenting. In a similar vein, Howe and Nadler (2010) wrote that baby boomer and gen-X parents recognized that they were more involved in their children's career preparation than their own parents had been with them. At the same time, millennials are generally closer to their parents than the child-parent relationships of previous generations (Collins, 2007).

In relationship to Super's theory (1980) he described the role of parent as typically played in one theater but noted that it could also be played, albeit less often, in other theaters. He wrote that the role of a parent is played primarily in the home, "but this same role of parent may also be played in the school, the church, and the courtroom as occasion arises" (p. 284). Super referred to this as "spilling over into a secondary theater" and that it "may cause a certain amount of role conflict in the person playing them, and a

certain amount of confusion in the minds or feelings of others in the same theater" (pp. 284-285). However, Super wrote that "the role the family plays in shaping needs and values, in providing positive and negative role models, in establishing patterns of work, play and interpersonal relations, and in providing resources for the implementation of self-concepts" has an important influence on the career development of the individual (Super, 1957, p. 253).

This study found that parents had indeed spilled over into a secondary theater other than home, as Super described it. Yet, the area parents had spilled over into, the work theater, was not an area Super had referred to. In this study, the parents had not disengaged from active involvement in their children's career development as their children had aged and moved from being students as adolescents to being employees as early adults. In this study, parents had continued their involvement and followed their children into the work theater. Within the work theater, parents offered career advice and guidance to their children similar to when their children were adolescents in school and had looked to make their first career decisions. At the same time, millennials had not abandoned the role of child and student as they moved into the role of worker in early adulthood and the establishment stage of their career.

Theme 6: Millennials' Level of Comfort in Discussing Work Performance With Their Parents

Summary of findings showed that both millennials and their parents in this study related that they were comfortable discussing the millennials' work performance and career development. The substance of the discussions varied from the millennial who faxed their entire performance review to their parents for discussion, to millennial

participants who called their parents to tell them how their manager had praised them for their work performance. In addition to listening to their children, the parents offered support, shared stories about similar work situations they had faced, and provided tools that would assist their children in improving their work performance.

In relationship to prior research, the researcher was unable to find any research studies on parental involvement with their child in early adulthood's work performance reviews. With regard to this subject, the only research available was on parental involvement with their adolescent child's academic performance. However, these research findings on the parent-adolescent child relationship showed how parents' perceptions mediated the relationship between their child's grades and self-perceptions (Frome & Eccles, 1998). Studies also indicated that direct parent involvement in school activities helped children, including adolescents, perform better in school (Balli, Demo, & Wedman, 1998). In addition, Wentzel (1998) found that supportive relationships with parents, teachers, and peers directly affected the student's motivation at school and desire to do well academically. This study has broken new ground by having identified parents' continued role in motivating early adult millennials in the work theater in much the same way as they did in the school theater. That is, just as parents had discussed the importance of good grades in school with their children and the importance that would have on the child's future, their later discussions focused on the importance of a good work performance and their career path.

In relationship to Super's theory, at the time of this study, the millennial participants had entered the work theater and were in the beginning phase of the establishment life stage of Super's life-span, life-space theory. Using Super's theory of

life-stages, given their age, the millennials would have already settled into a permanent position as early adults. Significantly, however, millennials in this study remained in the adolescents' life stage characterized by exploration and establishment, and they were continuing to learn about opportunities from their parents. They had jobs, yet, by their own admission, they had not settled into a permanent position. The millennial participants were still seeking their parents' support and guidance in identifying a career path. The parents in this study took active roles in discussing their child's performance reviews. In some situations, the parents had made recommendations for improvement, and in other situations, they had encouraged their child to do even better.

Theme 7: Millennials' and Parents' Perceptions on Appropriate Corporate Tenure Prior to Departure From an Organization

Summary of findings in this study showed that both the millennials and their parents held different points of view with regard to the desired corporate tenure prior to switching companies. The millennials had definite time frames: Five of the six millennial participants stated that 4 years or less was appropriate, and one stated that she would be willing to stay up to 6 years. The parents, on the other hand, primarily believed that an employee should spend more time at a company, with 7 of the 10 parents encouraging their millennial child to consider staying longer with a company. Parents who had a long tenure with a company emphasized the importance of staying with a company and lecture that a long tenure was a good thing. However, three of the parents did not feel they had enough knowledge about their children's work life to offer an opinion on how long they should plan to stay with their employer.

In relationship to prior research, the findings of this study were consistent with research findings from the Bureau of Labor Statistics (2010) that reported the median tenure for early adults 25 to 34 was 3.1 years with their current employer. The Bureau of Labor Statistics also reported that the median tenure for employees 55 to 64 years of age was 10 years with their current employer. In addition, a survey study by Robert Half International (2007) found that 40% of millennials expected to stay with an employer for less than 2 years. The millennials in this study expected to stay in their current position longer than those in the Robert Half International study (4 years or less and up to 6 years, versus less than 2 years), which underscores this study's findings of the parents' influence on their children's career decisions.

In relationship to Super's theory (1980) he defined a career "as the combination and sequence of roles played by a person during the course of a lifetime" (p. 282). He used his life-career rainbow with nine life roles to fully encompass an individual's tenure and time spent in each of his or her roles during a life stage. Super contended that how and when a person entered a new role would be negatively impacted by other roles if the person had taken on additional responsibilities in these new roles. The life-span, life-space approach to career development addressed the effect of time spent in one's role as a worker and in other roles; yet, it did not show causes of movement from one job to another, only the time spent in each role and the abandonment of one life stage for another. In the current example, when an individual starts to work, this new role reduces the amount of the life-space available to the person's other roles. Yet, as one role became less time consuming, the other roles absorbed the freed-up time. Within this study, the millennial participants had extended the adolescent exploration stage of their career

development, and in so doing, they had postponed the entry into the early adult establishment stage of their career (i.e., the entry by millennials into the life role of established worker) that Super showed in the career rainbow.

Theme 8: Millennials' and Parents' Expectations With Regard to Ongoing Career Development Support

Summary of findings showed that at the time of this study, all six of the millennial participants were continuing to seek career development support from their parents. Three of the six millennial participants expected to continue receiving career development support from their parents as they progressed in their careers. The other three expressed confidence in their own abilities as they gained work experience, and thus, they felt that the career advice that they sought from their parents would eventually decrease. Only one millennial participant stated that he envisioned a time when he would no longer seek the advice of his parents. In addition, only one parent was confident that she would continue to advise her child throughout her daughter's working career. The other nine parents believed that they would continue to have ongoing career development discussions with their child as their child progressed in their careers; yet, they all admitted that, over time—as much as they may not wish to have less contact with their children—the number of contacts would likely decrease.

In relationship to prior research, the findings of this study showed that adolescents' relationships with their parents were consistent with the findings of Blustein, Prezioso, and Schultheiss (1995), who asserted that the process of selecting and committing to a career choice involves some noticeable risk (e.g., the fear that committing to one's job leaves one feeling a loss regarding other career options not

pursued, or that the social meaning of setting into a particular career represents a rite of passage into adulthood). Other research has shown that close parental relationships can buffer the stress of having of simultaneous challenges by providing a shielding source of security (Petersen, Sarigiani, & Kennedy, 1991).

The difference in this study's findings in comparison to other related studies is that the millennials in this study had moved beyond adolescence toward early adulthood, and they had all entered the work theater; yet, their commitment to an organization and career choice remained tentative. Three of the millennial participants had remained with their first job out of college for less than 3 years, while the other three millennial participants had had discussions with their parents about possible employer and career changes. This postponement of establishing themselves with an employer indicated that the millennials were continuing to explore opportunities, thereby possibly avoiding the rite of passage into early adulthood. Millennial participants also continued to seek the advice of their parents about their jobs and career choices similar to when they were adolescents in the exploration stage of their life, which also indicates a postponement of the stage of early adulthood. To recap, the millennials in this study had remained in the exploration stage of their careers rather than moving on to Super's establishment stage of early adults (as shown in the rainbow diagram in Figure 3).

In relationship to Super's theory (1980), Savickas cautioned, "At each age, vocational development tasks and career concerns should mesh, and the degree of mesh indicates a level of vocational maturity. Skipping a task in the normative sequence may result in difficulties at a later stage" (2002, p. 167). Super viewed career decision making

as a lifelong process in which people continually strive to match their changing career goals to the reality of the world they work in (Smart & Peterson, 1997).

In short, millennials in this study appeared to lack vocational maturity in their career development, as they continued to seek out their parents' advice beyond their adolescent years and into early adulthood when all prior generations had been emancipating themselves from their parental guidance and beginning to make decisions on their own, especially with regard to their careers. Unlike the older generations, their career decision making continued to include their parents, both prior to obtaining their first job as well as when they changed jobs as early adults. In fact, the millennials sought the guidance of their parents every step of the way. Further, only one millennial participant did not express the desire to continue—as they had in the past—to seek out their parents for career development advice, indefinitely.

Conclusions: Contributions to Theory

The findings from this study indicate that the influence of parents on their children, which is usually perceived to diminish as individuals move from childhood and adolescence, now extends into early adulthood. Further, these young adults are spending more time in the exploration life stage and delaying entry into the establishment life stage of their careers.

The parents and their millennial children in this study all stated that they had been very closely connected during both the exploration and establishment life stages of the millennials' life span. As the millennial participants in this study matured and moved from being adolescents in the exploration life stage, to early adults in the establishment life stage, during which they moved from school to the work theater, the level of parental

career support had not diminished. This finding lies in stark contrast to the experience of previous generations.

In fact, it could be concluded, based on the findings in this study, that the actions of millennials as early adults may now be more closely aligned to those of adolescents. Further, parents, with the sanction of their millennial children, may be encouraging the extension of their children's adolescent life-stage, and thus, the delay of their children's entry into the early adulthood life-stage. As such, the roles in their children's lives are roughly the same in both adolescence and early adulthood. Millennials were asking and parents were still teaching their children about job opportunities and helping them get settled in a career field. In addition, as career development is studied for future generations, the age at which individuals enter and exit each life stage, as per Super's life-career rainbow, may need to be reassessed. A case in point is the adolescent career development activities, which, in this study, were continually demonstrated by the early adult millennial participants. Thus, while the career life-stages used in Super's life-career rainbow are relevant to this study, the age at which the millennial participants entered, prolonged, postponed, or exited a career life-stage did not fall within the age range noted in Super's theory, and this shift in age may continue to be true for future generations.

One noticeable finding was the mixed response the millennials and their parents had as to the extent to which the parents would continue to be involved in and offer their children advice in their career decisions. Even though millennial participants were early adults, and thus, expected to make their own decisions in the work theater, in fact, they continued to actively seek their parents' advice on a weekly basis for the purpose of discussing their work and for career advice. That is, the parents expected to be less

involved with their child's career decisions as they matured and gained experience. Conversely, the millennial participants (with one exception) stated that they expected to seek out their parents' advice indefinitely.

In summary, the major findings of this study were that life stages, as depicted in Super's career rainbow, may have shifted with the millennial generation. Super's career rainbow shows that the exploration stage typically takes place between 14 and 24 years of age, and the establishment stage typically takes place between 25 and 44 years of age. Yet, the participants in this study, who represented the millennial generation, continued to perform exploration stage activities at ages 23 to 29, that is, delaying early adulthood by as much as 5 years (see Figure 7). In the future, generational studies on career development may need to reevaluate the age at which an individual enters and exits a life stage.

At the same time, the role parents played in their child's career development was also a new phenomenon. In no previous generation had the parents remained heavily involved in their child's careers with no apparent interest in encouraging their children to be more independent of them. Rather, they continued to encourage their children to consult them for career guidance, thus supporting the postponement of their children entering the establishment life-stage.

Finally, the involvement of parents within their children's work theater performance reviews also appeared to be new phenomena. Parents took on roles typically ascribed to managers in the work theater. Millennial parents reviewed their child's work performance reviews and offered them specific job advice and recommended work tools to improve their work performance. Of note, parents had gladly embraced the role,

although they did not ask for it; rather, the millennials had recruited their parents for the role.

Figure 7. Millennial Exploration Life Stage Extension

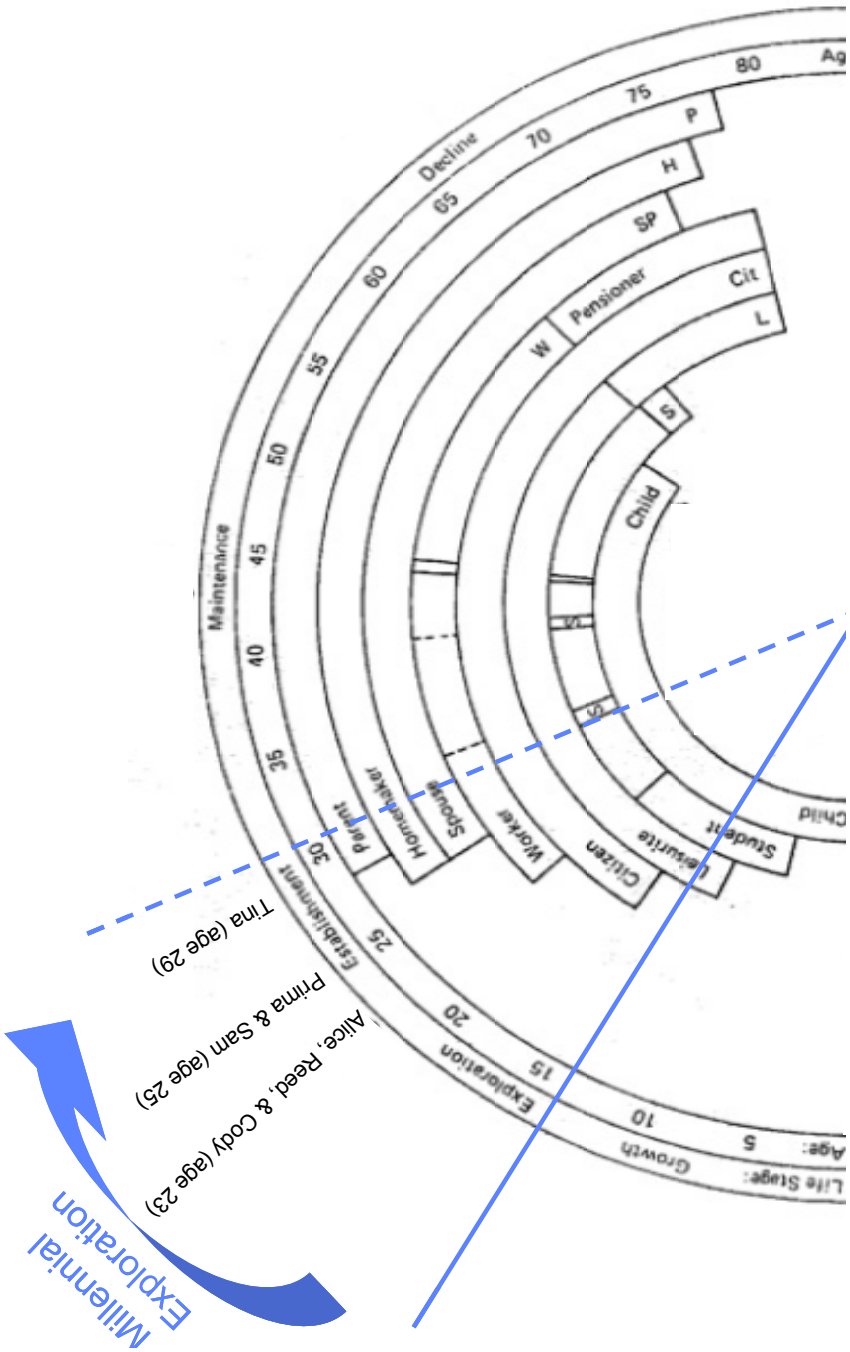

Figure 7. Millennial Exploration Life Stage Extension superimposed on Super's Life-Career Rainbow: Nine life roles in schematic life-space.

Note: Adapted with permission from "A Life-Span, Life-Space Approach to Career Development" by D. E. Super, 1980, *Journal of Vocational Behavior, 16*, p. 289. Copyright 1980 by Academic Press, Inc.

Recommendations

Organizations and Leaders

With the close connection millennials have had with their parents during their adolescent development and early adulthood stages of their career development, corporations may need to co-market to parents along with their millennial children. Corporations may need to provide millennials and their parents with recruitment materials that would educate both groups about the organization. In addition, when job offers are made to millennials, additional copies of the job offer and benefit package could be provided to the millennials to distribute to their parents. Further, once millennials are employed, organizations may want to add or expand the available tools for parents to have access to the organization. Such tools might include a parent online newsletters, chat rooms, and blogs. Organizations may even wish to make performance review templates available to parents online for review. Once millennials are employed, organizations may need to provide training materials for them and on-the-job project tools that are a blend of high technology and high touch, thus ensuring that answers to their questions are only a click away and that one-to-one interactions with their managers and supervisors are ongoing, frequent, and preplanned.

Organizations may wish to offer courses to managers, supervisors, and human resource support staff to help them better understand the impact parents exert on their millennial child's career development and how to best handle these parents' ongoing influence. The impact of the parents' influence on millennials' choices was evidenced in terms of millennials' job selection, how long to stay with a company, and the importance of being content in their jobs and career choices. In addition, organizations may wish to

offer managers, supervisors, and human resource support staff courses on generational differences in the workplace. This is especially important in light of the fact that, for the first time in history, four generations are working side by side in the workplace. Also, these courses are recommended due to the millennials' impact on the day-to-day work environment as their numbers increase and the older generations begin to exit the workplace. In addition, with the absence of available research on millennials starting their careers in rotational programs, organizations may wish to assess the impact that entry-level rotational programs have on attracting and retaining millennial workers.

Education

The shift from university to work can be daunting for millennials. This is a generation that has always had their parents at their side to guide them through their decision-making process. As such, colleges and universities may want to begin to offer courses that help millennials transition from an academic environment to a workplace environment. In addition, in much the same way as the millennials' place of employment, colleges and universities may need to include parents in student career counseling sessions and encourage joint research between millennials and their parents, as well as discussion of career options available to their millennial children. As part of the university and college career counseling sessions, educators may wish to include discussions on the importance of broadening the range of careers pursued, thus, potentially opening up new career opportunities and minimizing potential disappointments.

In addition, educators may need to teach students the difference between schoolwork and corporate work. They may also wish to partner with organizations in

such ways as inviting human resource professionals to give lectures on the realities of work life. Actual samples of organizational materials, such as project plans and individual performance review templates, could be used as classroom teaching tools to show the importance of setting real-job project goals and the performance evaluation process that follows. Further, they may need to educate students on how managers and supervisors differ from teachers in their relationship with their employees, as well as to their expectations of to what degree they become involved in the employee's job performance. Finally, educators may also need to encourage millennials to be able to make decisions without their parents.

Recommendations for Further Study

At the time of this study, millennials made up 30% of the U.S. workforce; this was the second largest group behind the baby boomers at 32% (Little, 2010), and their numbers in the workplace are increasing, while members of older generations, baby boomers, and Gen Xers alike will continue to decline over the next 2 decades. The oldest millennial was born in 1982, and the youngest was born in 2002. The impact this generation may have on educators and organizations is just now beginning to unfold as the first wave of millennials has now graduated from college and entered the workplace. With the age of technology, the growth of social media, and the high degree of parental involvement in all aspects of their children's development, the millennial generation differs significantly from previous generations. Since this is one of the first qualitative studies to investigate parental influence on millennials in the workplace, it is recommended that further qualitative research be conducted to more fully understand the

impact the largest generation since the baby boomer generation will have on the work theater.

Further studies may wish to expand into additional areas of consideration. For instance, researchers may wish to study the next decade of millennials entering the workplace to explore the extent of parental influence on their career decisions and compare those findings with this and other studies that may be available.

Organizations may wish to commission survey studies of millennials after they have been in the workplace for a decade to ascertain the level of continuing parental influence in the workplace and its effect on millennials career decision making. Additional organizational studies could also include managers who have supervised millennials for the purpose of reporting any differences that managers may have identified in supervising millennials in comparison to other generations. Human resource professionals may also wish to conduct studies of millennials to identify whether differences exist from previous generations in the recruitment, development, and retention of millennial workers. Researchers may also wish to investigate the relationship between parents and children who do not continue their education past secondary school. Another possible study might investigate the relationship between parents and millennial children in which the parents have not obtained a postsecondary degree, but children have and look at how that might impact family involvement in college and work choices. Studies might also be conducted with blue-collar parents and their millennial children to help identify possible challenges that traditional manufacturing organizations may face within their work environment. Since cultural differences were not part of this study, other researchers may wish to study whether there are differences in parental influence

with millennials in the workplace whose parents are immigrants or members of a particular ethnic or cultural group. Researchers might wish to conduct studies with millennials whose parents are Gen Xers. At noted earlier, future generational studies on career development should consider the age at which an individual enters and exits a life stage, because, as evidenced in this study, age of entry in early adult stage and exit of adolescent stage appeared to be in flux.

Personal Reflections

When this dissertation journey started, it was simply to investigate the millennial generation as it began to enter the workforce. As a result of the research, however, not only did I learn about millennials, I now also have a better understanding of what constitutes a generation: experiencing historical events, attitudes towards those events, behavioral commonalities, and sense of identity. This research experience has also enabled me to understand how to both interact with different generations more effectively in the workplace and also to be able to share my knowledge with other managers.

Initially, I found recruiting parents for my study to be challenging, as most parents were not responding to my calls or e-mails. Then I discovered that once millennials introduced me to their parents via e-mails or telephone, I would immediately receive an invitation from the parent to interview them. During the interviews, all the parents were open, generous with their time, supportive of my research efforts, and eager to share information about themselves and their millennial children. I would be remiss if I did not mention the admiration and love for each other that the millennials and their parents demonstrated in this study. This was most evident when they spoke of their desire for each other's happiness. Millennials wanted to bring their parents happiness by

performing well in school, choosing careers the parents approved of, and performing well at work. Parents, on the other hand, wanted their children to choose a career, and more specifically a job, that would make their children happy. A frequently used statement by millennials when they described their career discussions with their parents was, “They just wanted me to be happy.” Similarly, parents often made a statement to the effect of, “Our role is to make sure our kids are happy.” No differences were noted between mothers and fathers with respect to desiring their children’s happiness in jobs and career choices.

My thoughts about the impact of the millennial generation on the workplace have evolved as well. Previously, like many others, I expected the issues to be mainly related to older workers managing younger workers. I have come to realize that the workplace issues, including recruitment, work assignments, performance reviews, job promotions, and employee retention, will be more complex as parental influence and involvement increases in the workplace. In addition, as millennials age and become parents themselves, it will be interesting to see whether they will continue to seek out their own parents for career advice or will they finally enter the establishment stage of their career and make career decisions on their own. Also, as millennials parents age and die, how, then, will the millennials handle their career decision making that they previously so freely submitted to the judgment of their parents.

For generations, the work theater has been changing; yet, with the millennials entering the workplace in ever-growing numbers over the next two decades, the pace of change may excel to meet the unique demand of the new workforce. Additionally, the

work theater may need to prepare for an ever-growing involvement of millennial parents as the millennials continue to join the workforce.

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APPENDIXES

Appendix A

Sample Consent Letter for Millennial Participants

01/10/10

Mr. John Doe
123 4th Street
Anywhere, CA 90000

Dear Mr. Doe:

My name is Tommy Moreno and I am a doctoral candidate at the University of San Francisco. I am doing a study on exploring the relationship between millennials and their parents with regard to career decisions and work performance.

You are being asked to participate in this research study because you are a millennial born between 1982 and 1990 who has started their working career in a corporate rotational program and one or more of your parents or parental figures have also agreed to participate in this study.

I obtained your name from a personal acquaintance, previous or current co-workers, professional contact, or educational contact. If you agree to be in this study, you will participate in a one-hour recorded interview about your experiences in deciding to begin your career in a corporate rotational program, the decision process you went through to make that decision and the career and work discussions you had with your parents. In addition, 2 weeks after the interview, you will participate in a 30-minute follow-up meeting to review the content of your interview.

It is possible that some of the questions during the interview may be uncomfortable to answer, but you are free to decline to answer any questions you do not wish to answer, or to stop participation at any time. Although your name will not be used in the study's materials, I will know that you were asked to participate in the research because I sent you this letter. Participation in research may mean a loss of confidentiality. Study records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in locked files at all times. Only I will have access to the files. Individual interview content will not be shared.

While there will be no direct benefit to you from participating in this study, the anticipated benefit of this study is a better understanding of the relationship between millennials and their parents with regard to career decisions and work performance.

There will be no costs to you as a result of participating in this study, nor will you be reimbursed for your participation in this study.

If you have questions about the research, you may contact me at [redacted]. If you have further questions about the study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study or to withdraw from it at any point.

Thank you for your attention. If you agree to participate, please sign the enclosed Informed Consent Form and return it to me in the self-addressed stamped envelope. If you have any questions, please contact me at [redacted] or e-mail me at: [redacted].

Sincerely,

Tommy Moreno
Doctoral Candidate
University of San Francisco

Appendix B

Voluntary Informed Consent Form for Millennial Participants
University of San Francisco
Consent to be a Research Subject and Research Subject's Bill of Rights

Purpose and Background

Mr. Tommy Moreno, a doctoral candidate at the University of San Francisco, is doing a study to explore the relationship between millennials and their parents with regard to career decisions and work performance. You are being asked to participant because you are a millennial born between 1982-1990, you graduated from a four-year college or university, began your working career in a corporate rotational program and one or more of your parents or parental figures are also willing and able to participate in this study.

Procedures

If I agree to be a participant in this study, the following will happen:

1. I will participate in an hour-long audiotaped interview during which I will be asked about my decision to start my working career in a rotational program and the process I went through to make the decision.

2. I will be asked about my educational history, my career goals, my career aspirations and my discussions with my parents about my career decisions and work.

3. I will participate in a 30-minute meeting to review the content of my interview.

Risks and/or Discomforts

1. It is possible that some of the questions during the interview or follow-up meeting may make me feel uncomfortable, but I am free to decline to answer any questions I do not wish to answer or to stop participation at any time.

2. Participation in research may mean a loss of confidentiality. Study records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in locked files at all times. Only the researcher will have access to the files.

3. Because the time required for my participation may be up to 1 hour, I may become tired or bored.

Benefits

There will be no direct benefit to me from participating in this study. The anticipated benefit of this study is a better understanding of the relationship between millennials and their parents with regard to career decisions and work performance.

Costs and Financial Considerations

There will be no financial costs to me as a result of taking part in this study.

Payment and Reimbursement

There will be no cost to me as a result of taking part in this study, nor will I be reimbursed for my participation in this study.

Questions

I have talked to Mr. Tommy Moreno about this study and have had my questions answered. If I have further questions about the study, I may call him at [redacted].

If I have any questions or comments about participation in this study, I should first talk with the researcher. If for some reason I do not wish to do this, I may contact the IRBPHS, which is concerned with protection of volunteers in research projects. I may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Consent

I have been given a copy of the "Research Subject's Bill of Rights" and I have been given a copy of this consent form to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. I am free to decline to be in this study, or to withdraw from it at any point.

My signature below indicates that I agree to participate in this study.

_____

Subject's Signature Date of Signature

_____

Signature of Person Obtaining Consent Date of Signature

Research Subjects Bill of Rights

Research subjects can expect:

- To be told the extent to which confidentiality of records identifying the subject will be maintained and of the possibility that specified individuals, internal and external regulatory agencies, or study sponsors may inspect information in the medical record specifically related to participation in the clinical trial.
- To be told of any benefits that may reasonably be expected from the research.
- To be told of any reasonably foreseeable discomforts or risks.
- To be told of appropriate alternative procedures or courses of treatment that might be of benefit to the subject.
- To be told of the procedures to be followed during the course of participation, especially those that are experimental in nature.
- To be told that they may refuse to participate (participation is voluntary), and that declining to participate will not compromise access to services and will not result in penalty or loss of benefits to which the subject is otherwise entitled.
- To be told about compensation and medical treatment if research related injury occurs and where further information may be obtained when participating in research involving more than minimal risk.
- To be told whom to contact for answers to pertinent questions about the research, about the research subjects' rights and whom to contact in the event of a research-related injury to the subject.
- To be told of anticipated circumstances under which the investigator without regard to the subject's consent may terminate the subject's participation.
- To be told of any additional costs to the subject that may result from participation in the research.
- To be told of the consequences of a subjects' decision to withdraw from the research and procedures for orderly termination of participation by the subject.
- To be told that significant new findings developed during the course of the research that may relate to the subject's willingness to continue participation will be provided to the subject.
- To be told the approximate number of subjects involved in the study.

- To be told what the study is trying to find out;
- To be told what will happen to me and whether any of the procedures, drugs, or devices are different from what would be used in standard practice;
- To be told about the frequent and/or important risks, side effects, or discomforts of the things that will happen to me for research purposes;
- To be told if I can expect any benefit from participating, and, if so, what the benefit might be;
- To be told of the other choices I have and how they may be better or worse than being in the study; To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study;
- To be told what sort of medical or psychological treatment is available if any complications arise;
- To refuse to participate at all or to change my mind about participation after the study is started; if I were to make such a decision, it will not affect my right to receive the care or privileges I would receive if I were not in the study;
- To receive a copy of the signed and dated consent form; and
- To be free of pressure when considering whether I wish to agree to be in the study. If I have other questions, I should ask the researcher or the research assistant. In addition, I may contact the Institutional Review Board for the Protection of Human Subjects (IRBPHS), which is concerned with protection of volunteers in research projects. I may reach the IRBPHS by calling 415.422.6091, by electronic mail at IRBPHS@usfca.edu, or by writing to USF IRBPHS, Department of Counseling Psychology, Education Building, 2130 Fulton Street, San Francisco, CA 94117-1080.

References: JCAHO and Research Regulatory Bodies

(1) To be told what the study is trying to find out;
(2) To be told what will happen to me and whether any of the procedures, drugs, or devices are different from what would be used in standard practice;
(3) To be told about the frequent and/or important risks, side effects, or discomforts of the things that will happen to me for research purposes;
(4) To be told if I can expect any benefit from participating, and, if so, what the benefit might be;
(5) To be told of the other choices I have and how they may be better or worse than being in the study;
(6) To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study;

(7) To be told what sort of medical or psychological treatment is available if any complications arise;
(8) To refuse to participate at all or to change my mind about participation after the study is started; if I were to make such a decision, it will not affect my right to receive the care or privileges I would receive if I were not in the study;
(9) To receive a copy of the signed and dated consent form; and
(10) To be free of pressure when considering whether I wish to agree to be in the study. If I have other questions, I should ask the researcher or the research assistant. In addition, I may contact the Institutional Review Board for the Protection of Human Subjects (IRBPHS), which is concerned with protection of volunteers in research projects. I may reach the IRBPHS by calling 415.422.6091, by electronic mail at IRBPHS@usfca.edu or by writing to USF IRBPHS, Department of Counseling Psychology, Education Building, 2130 Fulton Street, San Francisco, CA 94117-1080.

Appendix C

Sample Consent Letter for Parent(s) or Parental Figure(s)

01/10/10

Mr. John Doe
123 4th Street
Anywhere, CA 90000

Dear Mr. Doe:

My name is Tommy Moreno and I am a doctoral candidate at the University of San Francisco. I am doing a study on exploring the relationship between millennials and their parents with regard to career decisions and work performance.

You are being asked to participate in this research study because you have been referred to me by your son or daughter as the parent or parental figure of a millennial born between 1982 and 1990 who has started their working career in a corporate rotational program and your son or daughter has also agreed to participate in this study.

I obtained your name from your son or daughter. If you agree to be in this study, you will participate in a one-hour recorded interview and a 30-minute follow-up meeting about your discussions with your son or daughter about their careers.

It is possible that some of the questions during the interview or follow-up meeting may be uncomfortable to answer, but you are free to decline to answer any questions you do not wish to answer, or to stop participation at any time. Although your name will not be used in the study's materials, I will know that you were asked to participate in the research because I sent you this letter. Participation in research may mean a loss of confidentiality. Study records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in locked files at all times. Only I will have access to the files. Individual interview content will not be shared.

While there will be no direct benefit to you from participating in this study, the anticipated benefit of this study is a better understanding of the relationship between millennials and their parents with regard to career decisions and work performance.

There will be no costs to you as a result of taking part in this study, nor will you be reimbursed for your participation in this study.

If you have questions about the research, you may contact me at [redacted]. If you have further questions about the study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail

message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point.

Thank you for your attention. If you agree to participate, please sign the enclosed Informed Consent Form and return to me in the self-addressed stamped envelop. If you have any questions please contact me at [redacted] or email me at: morenosf@earthlink.net.

Sincerely,

Tommy Moreno
Doctoral Candidate
University of San Francisco

Appendix D

Voluntary Informed Consent Form for Parent(s) or Parental Figure(s)
University of San Francisco
Consent to be a Research Subject and Research Subject's Bill of Rights

Purpose and Background

Mr. Tommy Moreno, a doctoral candidate at the University of San Francisco, is doing a study to explore the relationship between millennials and their parents with regard to career decisions and work performance. You are being asked to participant because you are the parent of a millennial born in 1982-1990, that graduated from a four-year college or university, and began their working career in a corporate rotational program.

Procedures

If I agree to be a participant in this study, the following will happen:

1. I will participate in an hour-long audio taped interview during which I will be asked about my discussions with my child on their decision to start their working career in a rotational program and the process that went on during their decision process.

2. I will be asked about my child's educational history, career goals, and about my discussions with my son or daughter about their career experiences.

3. I will participate in a 30-minute meeting to review the content of my interview.

Risks and/or Discomforts

1. It is possible that some of the questions during the interview or follow-up meeting may make me feel uncomfortable, but I am free to decline to answer any questions I do not wish to answer or to stop participation at any time.

2. Participation in research may mean a loss of confidentiality. Study records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in locked files at all times. Only the researcher will have access to the files.

3. Because the time required for my participation may be up to 1 hour, I may become tired or bored.

Benefits

There will be no direct benefit to me from participating in this study. The anticipated benefit of this study is a better understanding of the relationship between millennials and their parents with regard to career decisions and work performance.

Costs and Financial Considerations

There will be no financial costs to me as a result of taking part in this study.

Payment and Reimbursement

There will be no cost to me as a result of taking part in this study, nor will I be reimbursed for my participation in this study.

Questions

I have talked to Mr. Tommy Moreno about this study and have had my questions answered. If I have further questions about the study, I may call him at [redacted].

If I have any questions or comments about participation in this study, I should first talk with the researcher. If for some reason I do not wish to do this, I may contact the IRBPHS, which is concerned with protection of volunteers in research projects. I may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Consent

I have been given a copy of the "Research Subject's Bill of Rights" and I have been given a copy of this consent form to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. I am free to decline to be in this study, or to withdraw from it at any point.

My signature below indicates that I agree to participate in this study.

_____

Subject's Signature Date of Signature

_____

Signature of Person Obtaining Consent Date of Signature

Research Subjects Bill of Rights

Research subjects can expect:

- To be told the extent to which confidentiality of records identifying the subject will be maintained and of the possibility that specified individuals, internal and external regulatory agencies, or study sponsors may inspect information in the medical record specifically related to participation in the clinical trial.

- To be told of any benefits that may reasonably be expected from the research.

- To be told of any reasonably foreseeable discomforts or risks.

- To be told of appropriate alternative procedures or courses of treatment that might be of benefit to the subject.

- To be told of the procedures to be followed during the course of participation, especially those that are experimental in nature.

- To be told that they may refuse to participate (participation is voluntary), and that declining to participate will not compromise access to services and will not result in penalty or loss of benefits to which the subject is otherwise entitled.

- To be told about compensation and medical treatment if research related injury occurs and where further information may be obtained when participating in research involving more than minimal risk.

- To be told whom to contact for answers to pertinent questions about the research, about the research subjects' rights and whom to contact in the event of a research-related injury to the subject.

- To be told of anticipated circumstances under which the investigator without regard to the subject's consent may terminate the subject's participation.

- To be told of any additional costs to the subject that may result from participation in the research.

- To be told of the consequences of a subjects' decision to withdraw from the research and procedures for orderly termination of participation by the subject.

- To be told that significant new findings developed during the course of the research that may relate to the subject's willingness to continue participation will be provided to the subject.

- To be told the approximate number of subjects involved in the study.

- To be told what the study is trying to find out;
- To be told what will happen to me and whether any of the procedures, drugs, or devices are different from what would be used in standard practice;
- To be told about the frequent and/or important risks, side effects, or discomforts of the things that will happen to me for research purposes;
- To be told if I can expect any benefit from participating, and, if so, what the benefit might be;
- To be told of the other choices I have and how they may be better or worse than being in the study; To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study;
- To be told what sort of medical or psychological treatment is available if any complications arise;
- To refuse to participate at all or to change my mind about participation after the study is started; if I were to make such a decision, it will not affect my right to receive the care or privileges I would receive if I were not in the study;
- To receive a copy of the signed and dated consent form; and
- To be free of pressure when considering whether I wish to agree to be in the study. If I have other questions, I should ask the researcher or the research assistant. In addition, I may contact the Institutional Review Board for the Protection of Human Subjects (IRBPHS), which is concerned with protection of volunteers in research projects. I may reach the IRBPHS by calling 415.422.6091, by electronic mail at IRBPHS@usfca.edu, or by writing to USF IRBPHS, Department of Counseling Psychology, Education Building, 2130 Fulton Street, San Francisco, CA 94117-1080.

References: JCAHO and Research Regulatory Bodies

(1) To be told what the study is trying to find out;
(2) To be told what will happen to me and whether any of the procedures, drugs, or devices are different from what would be used in standard practice;
(3) To be told about the frequent and/or important risks, side effects, or discomforts of the things that will happen to me for research purposes;
(4) To be told if I can expect any benefit from participating, and, if so, what the benefit might be;
(5) To be told of the other choices I have and how they may be better or worse than being in the study;
(6) To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study;

(7) To be told what sort of medical or psychological treatment is available if any complications arise;
(8) To refuse to participate at all or to change my mind about participation after the study is started; if I were to make such a decision, it will not affect my right to receive the care or privileges I would receive if I were not in the study;
(9) To receive a copy of the signed and dated consent form; and
(10) To be free of pressure when considering whether I wish to agree to be in the study. If I have other questions, I should ask the researcher or the research assistant. In addition, I may contact the Institutional Review Board for the Protection of Human Subjects (IRBPHS), which is concerned with protection of volunteers in research projects. I may reach the IRBPHS by calling 415.422.6091, by electronic mail at IRBPHS@usfca.edu or by writing to USF IRBPHS, Department of Counseling Psychology, Education Building, 2130 Fulton Street, San Francisco, CA 94117-1080.

Appendix E

IRBPHS Approval

From: "USF IRBPHS" <irbphs@usfca.edu>
Subject: IRB Application #10-060 - Approved
Date: June 25, 2010 9:03:03 AM PDT
To: [redacted]
Cc:

June 25, 2010

Dear Tommy Moreno:

The Institutional Review Board for the Protection of Human Subjects (IRBPHS) at the University of San Francisco (USF) has reviewed your request for human subjects approval regarding your study.

Your application has been approved by the committee (IRBPHS #10-060). Please note the following:

1. Approval expires twelve (12) months from the dated noted above. At that time, if you are still in collecting data from human subjects, you must file a renewal application.

2. Any modifications to the research protocol or changes in instrumentation (including wording of items) must be communicated to the IRBPHS. Re-submission of an application may be required at that time.

3. Any adverse reactions or complications on the part of participants must be reported (in writing) to the IRBPHS within ten (10) working days.

If you have any questions, please contact the IRBPHS at (415) 422-6091.

On behalf of the IRBPHS committee, I wish you much success in your research.

Sincerely,

Terence Patterson, EdD, ABPP
Chair, Institutional Review Board for the Protection of Human Subjects

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IRBPHS – University of San Francisco
Counseling Psychology Department
Education Building – Room 017
2130 Fulton Street
San Francisco, CA 94117-1080
(415) 422-6091 (Message)
(415) 422-5528 (Fax)
irbphs@usfca.edu

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http://www.usfca.edu/soe/students/irbphs/

Appendix F

Telephone Script for Contacting Potential Millennial Participants

Date:	
Who's Involved:	
Location:	

Hi _____I am calling you because your name was obtained from _____. My name is Tommy Moreno and I am a doctoral candidate at the University of San Francisco where I am doing research to explore the relationship between millennials and their parents with regard to career decisions and work performance. I am looking for individuals that graduated from college and started their working careers in a corporate rotational program.

If you fit the study profile, what I would be asking for is two things. The first is the chance to interview you at a later date for about one hour to ask you some questions about your career path. The second is the opportunity to have a follow-up 30-minute meeting with you about two weeks later to review the content of your interview. But in order to be part of the study I will need to ask you a few qualifying questions to see if you do fit the profile. All the information I collect will be kept confidential. Would you be interested in participating in the study?

Researcher notes:

If the potential participant seems interested ask questions in Appendix F. If the potential participant qualifies ask them to contact their parents and let them know that you will be contacting them about the study.

Gather the parents' contact information and let the potential participant know that you will be contacting them once their parents agree to participate in the study.

If the potential participant does not seem interested, thank them for their time.

Appendix G

Millennial Participant Qualifying Short Questionnaire

Date:	
Who's Involved:	
Location:	

Let me ask you these brief questions to see if you fit the study profile:

(1) What years were you in a corporate rotational program? (Millennial must currently be in a rotational program, at a minimum, in their second rotational assignment or have already completed an entire program.)

(2) What year were you born? (Millennial must have been born between 1982-1990.)

(3) Where were you born? (Millennial must be born in the U.S. or have immigrated to the U.S. by the age of six.)

(5) Did you graduate from a four year college or university? (Millennial must have graduated from a four year university.)

(6) Will one or both of your parents (or parental figures) be interested in participating in this study and interviewed separately?

- If no thank and excuse potential participant.
- If yes have potential participant contact their parents and let them know that I will be contacting them for this study.

(7) What is your parents' (or parental figures') contact information?

Thank you

Appendix H

Telephone Script for Contacting Potential Parent, Parents, Parental Figure or Figures Participants

Date:	
Who's Involved:	
Location:	

Hi _____, I am calling you because your name was given to me by your (son or daughter) _____. My name is Tommy Moreno and I am a doctoral candidate at the University of San Francisco where I am doing research to explore the relationship between millennial children and their parents with regard to career decisions and work performance. I am looking for parents of individuals that graduated from a four-year college or university and started their working careers in a corporate rotational program.

What I would be asking for is two things, first is the chance to interview you at a later date for about one hour to ask you some questions about your (son's or daughter's) career path. The second is the opportunity to have a follow-up 30-minute meeting with you about two weeks later to review the content of your interview. All the information I collect will be kept confidential. Would you be interested in participating in the study?

Researcher notes:

If the participant seems interested, tell then you will be sending them a consent letter and form shortly and once it has been returned, you will arrange a time and location to meet to conduct the interview.

If the participant does not seem interested; thank you for your time.

Appendix I

Millennial Participant Interview Protocol

Date:	
Who's Involved:	
Location:	

Script

Thank you for your participation in this study. Today's discussion should take about 60 minutes. In our interview we are going to discuss your past, current and future career decisions and your parent's involvement in those decisions. I will be tape recording and taking notes of our conversation. Before we begin do you have any questions?

At the conclusion of the interview

I want to thank you for your time and discussion throughout the interview. Once the interview is transcribed and I prepare a summary of our interview and my notes, I will schedule a 30 minute meeting with you to discuss the accuracy and intent of the interview.

Do you have any questions?

Interview Questions:

1. How did you decided on your major in college?
2. Did your parents influence you on your college selection?
3. What type of guidance did your parents give you when you were looking for your first job out of college?
4. Tell me how you decided to choose your career?

5. In what situations do you go to your parent(s) or parental figure(s) for career advice?

6. How often do you take your parent(s) or parental Figure(s) career advice?

7. Tell me about a time when your parent(s)' or parental figure(s)' advice about work was particularly helpful.

8. How often do you talk with your parent(s) or parental figure(s) about work?

9. What do you discuss about work with your parent(s) or parental figure(s)?

10. How comfortable are you talking about work with your parent(s) or parental(s)?

11. Tell me about a time when you were comfortable talking to your parent(s) or parental figure(s) about your current work performance.

12. What do you see as your parent(s)' or parental figure(s)' role in relation to your work life?

13. What do you see as your parent(s)' or parental figure(s)' role in relation to your career overall?

14. How do you expect your parent(s) or parental figure(s) to influence you in the future?

Appendix J

Parent Participant Interview Protocol

Date:	
Who's Involved:	
Location:	

Script

Thank you for your participation in this study. Today's discussion should take about 60 minutes. In our interview we are going to discuss the discussions you have with you're (son or daughter) about their past, current, and future career development. I will be tape recording and taking notes of our conversation. Before we begin do you have any questions?

At the conclusion of the interview

I want to thank you for your time and discussion throughout the interview. Once the interview is transcribed and I prepare a summary of our interview and my motes, I will schedule a 30-minute meeting with you to discuss the accuracy and intent of the interview summary.

Do you have any questions?

Interview Questions:

1. Do you consider yourself a member of the baby boomer (1943-1960) or X (1961-1981) generation?
2. How did your son or daughter decide on his or her major in college?
3. Did you influence your son's or daughter's decision on their major in college?

4. What type of guidance did you give your son or daughter when they were looking for their first job out of college?

5. How did your son or daughter choose their career?

6. In what situations do you offer your son or daughter career advice?

7. Generally, does your son or daughter take the career advice you offer?

8. Tell me about a time when your son or daughter felt your advice about work was particularly helpful.

9. How often does your son or daughter discuss his or her work with you?

10. What do you and your son or daughter discuss about work?

11. How comfortable are you talking with your son or daughter about work?

12. Tell me about a time when your son or daughter talked to you about his or her career or work performance.

13. What do you see as your role in relation to your son's or daughter's work life?

14. What do you see as your role in relation to your son's or daughter's career overall?

15. How do you expect to influence your son's or daughter's career in the future?

Appendix K

Follow-up Meeting Questionnaire for Both Millennial and Parental Participants

Date:	
Who's Involved:	
Location:	

Script

Thank you for taking the time to review my interview summary. Today's meeting should take approximately 30 minutes and will be our last opportunity to capture your thoughts. Before we begin do you have any questions?

At the conclusion of the interview

- I want to thank you again for your time and participation throughout this study.

Before we conclude this meeting, do you have any final questions?

Questions

The following are a sample of questions that may be asked of the participant during the discussion. The actual questions will depend upon the results of the interview and my notes.

1. Is there anything in the summary that is not accurate?
2. Are any key points missing?
3. Is there anything in the summary that you have questions about?

Appendix L

Follow-Up Meeting E-mail for Both Millennial and Parental Participants

Date: month, day year
Email Address: john.smith@aol.com
Subject: Follow-up to Research Study Interview
Attachment: Interview Summary Review Instructions

Dear Mr. Smith

Thank you for participating in my research and for your time in our interview. As we discussed, I am sending you a summary of our interview that includes highlights, themes, and key quotes.

As a next step in the process, please use the attached guidelines to review the summary in preparation for our next meeting. I will be contacting you soon to schedule a 30-minute meeting to capture your review feedback in person or by phone, whichever works best for you.

If you have any questions regarding this review, please don't hesitate to contact me. I can be reached at [redacted].

Sincerely,

Tommy Moreno
Graduate Student
University of San Francisco

Appendix M

Guidelines for Interview Summary Review for Both Millennial and Parental Participants

Please read through each section of the interview summary keeping the three guidelines listed below in mind. For convenience, use the template below to note your comments.

(a) Check the summary for overall accuracy.

(b) Determine if any key points are missing.

(c) Determine if edits are necessary within each section of the summary.

Page Number	Comment(s)