TALENT MANAGEMENT STRATEGIES FOR THE RETENTION OF GENERATION Y EMPLOYEES: A CASE STUDY OF BRIDGE INTERNATIONAL ACADEMIES IN NAIROBI COUNTY

BY
CLAIRE ADUVUKA EBOI

UNITED STATES INTERNATIONAL UNIVERSITY - AFRICA

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CLAIRE ADUVUKA EBOI

A Research Project Report Submitted to the Chandaria School of Business in Partial Fulfilment of the Requirement for the Degree of Master of Science in Management and Organizational Development (MOD)

UNITED STATES INTERNATIONAL UNIVERSITY - AFRICA

SPRING 2018
STUDENT’S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University in Nairobi for academic credit.

Signed: _____________________________  Date: __________________________

Claire Aduvuka Eboi (ID 621223)

This project has been presented for examination with my approval as the appointed supervisor.

Signed: _____________________________  Date: __________________________

Dr. Zachary Mosoti

Signed: _____________________________  Date: __________________________

Dean, Chandaria School of Business
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ABSTRACT

The purpose of this study was to find out the influence of talent management strategies on the retention of Generation Y employees, using Bridge International Academies as a reference point. The study was guided by the following three research objectives: to examine the extent to which career development affects the retention of Generation Y employees; to examine the extent to which nature of working style affects the retention of Generation Y employees; and to examine the extent to which communication style affects the retention of Generation Y employees.

The study adopted descriptive research design. The study was carried out in Nairobi, targeting employees who are currently working at Bridge International Academies. It used simple random sampling technique to determine a representative sample. A sample size of 146 employees was determined to adequately represent the employees. Primary data was collected using questionnaires and data analysis was conducted using descriptive and inferential statistics in the Statistical Package for Social Sciences (SPSS).

The study established a positive correlation between career development and Generation Y employee retention (value 0.336 with an r-squared of 0.113 that was adjusted to 0.074). The study findings reveal that majority of Generation Y employees strongly agreed that career development affects retention of Generation Y employees. Under career development, promotion was the highest in terms of ranking as 80.2% of respondents strongly agreed that promotion affects Generation Y intention to stay in the organization. This was followed by the availability of training programs which (66.9%) and opportunity for career development (61.2%).

The study also established a positive correlation between nature of working style and retention of Generation Y employees (value 0.204 with an r-squared of 0.042 that was adjusted to -0.018). The study findings reveal that majority of Generation Y employees strongly agreed that nature of working style impacts Generation Y employee retention. 55.4% of respondents strongly agreed that Generation Y employees prefer being given leeway to adjust their arrival and departure time from work and 55.4% strongly agreed that Generation Y employees prefer being given autonomy to perform their tasks.
The study also established a positive correlation between communication style and Generation Y employee retention (value 0.250 with an r-squared of 0.062 that was adjusted to 0.004). The study findings reveal that majority of the respondents strongly agreed that communication style affects Generation Y employee retention. 77.7% strongly agreed that Generation Y employees want to be frequently communicated to on matters relating to them and 74.4% strongly agreed that Generation Y employees are motivated by open communication. In addition, 71.1% strongly agreed that Generation Y employees value instant feedback and 68.6% of the respondents strongly agreed that Generation Y employees value honest communication.

The study concludes that most of the Generation Y employees strongly agreed that career development influences the retention of Generation Y employees at Bridge International Academies. In addition, the study concludes that most of the Generation Y employees strongly agreed that nature of working style influences the retention of Generation Y employees at Bridge International Academies. The other conclusion is that most of the Generation Y employees strongly agreed that communication style influences the retention of Generation Y employees at Bridge International Academies.

The study recommends more research to be done in other organizations in an attempt to compare the findings. There is also need to conduct a study on the challenges facing organizations in retaining Generation Y employees.
ACKNOWLEDGEMENT

I would like to thank my supervisor, Dr. Zachary Mosoti, for providing the exceptional guidance on how to prepare this research project report. I am grateful to the staff of the USIU University library for helping me to access all the necessary information and materials for the development of this research project report.
DEDICATION

This research project report is dedicated to my parents Stephen Eboi and Anne Eboi for planting in me the seed of determination and hard work. I also dedicate this to my daughter, Etana Gathoni and my unborn child. In addition, I dedicate this to my loving husband Jesse Kimani who has been ever supportive and cheered me on. You are my inspiration and I wouldn’t have done it without you.
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Employees can be alluded to as the life-blood of an organization as they are the most critical resource in the organization. Even with the introduction of technology, the need for human resource cannot be eliminated as technology requires people in order to function. With emerging issues such as globalization, competition is growing by the day. Competition can no longer be viewed solely from a customer point of view as companies now compete for talent. To remain competitive, organizations need to not only hire the best, but retain them for the longest time possible (Kossivi et al., 2016).

One of the toughest challenges facing organizations is not only how to attract people, but how to keep them happy and engaged on the job. With the shortage of skills and the growing war for talent, businesses are becoming increasingly concerned with the development and retention of talent (Amos et al., 2008). From all indications, the issue will compound in the future, even as economic conditions change. Employee retention will continue to be a crucial issue for most job groups in the coming years (Phillips & Connell, 2003).

In today’s competitive environment, the importance of employee retention cannot be emphasized further. In this era of scarce resources and intense competition by firms to have the most talented employees, gaining competitive advantage boils down to how best an organization retains its people (Chambers et al., 1998). In simple terms, employee retention refers to the process of keeping the employee in the organization. It involves taking deliberate actions to engage and motivate employees to stay with the organization for the longest period of time. It means constantly striving to meet employee needs so that they stay with the organization (Shakeel, 2015).

Effective employee retention is a systematic effort by employers to create and foster an environment that encourages current employees to remain employed by having policies and practices in place that address their varied needs. Retention of key employees is critical to the long-term health and success of any organization. It is no secret that retaining top talent ensures customer satisfaction, increased product sales, satisfied
colleagues, effective succession planning and deeply rooted organizational knowledge and learning. Employee retention matters as organizational issues such as training time and investment; lost knowledge; insecure employees and a costly candidate search are involved. Hence, failing to retain a key employee is a costly situation for any organization (Allen et al., 2010).

The reverse of employee retention is employee turnover. Employee turnover presents a number of challenges to businesses. It can represent a substantial cost in terms of recruitment, on-boarding, training and so forth (Mobley, 1982). The costs linked with recruiting, selecting and training new employees often exceed 100% of the yearly salary for the position being filled. The impact of turnover is not only cost-related. It also leads to work disruptions, loss of clients, loss of institutional memory and so forth (Allen et al., 2010).

In the future, the most successful organizations will be those who adjust their approaches to the realities of the current workforce dynamics (Capplan & Teese, 1997). Careful analysis of current labor trends indicate a looming shortage of highly-skilled workers, meaning that companies failing to retain top performers will be left with an understaffed, less qualified workforce that eventually reduces their chances of gaining sustained competitive advantage (Rappaport, Bancroft, & Okum, 2003). Managers will face a hurdle in motivating and retaining the employees in an uncertain environment (Mitchell, 2002).

Considering employee retention is a key concern for many organizations, it is important to explore the factors that contribute towards employee retention at large. In the 1990s, Fitz-enz (1990) noted that employee retention is not determined by a single issue but by a cluster of factors. Factors commonly mentioned include pay, benefits, training opportunities, relationship with supervisor, work-life balance, communication, recognition, work environment, autonomy, challenging work, career development opportunities and leadership support (Sinha & Sinha, 2012). According to Andrews and Wan (2009), leadership and management style go a long way in increasing an organization’s retention capability. Ghapanchi & Aurum (2011) emphasized the importance of remuneration and benefits, training opportunities, fair and equal treatment, and organizational culture in retaining employees. Christeen (2015) identified eight
Retention factors: management, conducive environment, social support and development opportunities, autonomy, compensation, crafted workload, and work-life balance.

Generations are normally differentiated by age, period and cohort. Age is defined as the age of an individual at which life events and transitions take place. Period is what happens within an individual’s lifetime. A cohort is a group of individuals who have shared experiences and events in their foundational years that could lead to similar attitudes and behaviours for the rest of their lives (DeVaney, 2015). For the first time, the workplace is experiencing the existence of four generations at the same time: the Traditionalists, the Baby Boomers, Generation X, and Generation Y - also known as Gen Y or the Millennial generation (Meredith & Schewe, 1994; Strauss & Howe, 1991). Gen Y employees are dominating the current Kenyan labor market with nearly half of the labor force comprised of this generational cohort.

Characteristics of Gen Y to other generations are significantly different. Persons belonging to other generations have a hard time understanding Gen Y individuals. Character traits attributed to Gen Y include: independent, impatient, optimistic, civic minded, entitled, values work-life balance, close parental involvement, multitasking, and team-oriented. The traits attributed to the other generations present a real contrast. For instance, some of the traits attributed to Generation X include: pragmatic, self-starter, self-sufficient, results-oriented, independent, technologically savvy, adaptable, skeptical and loyal to manager. Traits attributed to Baby Boomers include: ambitious, ethical, multi-tasker, workaholic, competitive, competent, idealistic, ethical and loyal to employers. Behaviours attributed to Traditionalists include: hard working, conservative, task-oriented, loyal to employers, sacrificial, dedicated, respects authority, family-oriented and strong work ethic (Alsop, 2008).

Gen Y have been labelled as the ‘instant generation’ as they grew up in an era of technological advancements such as microwaves, instant showers, and so on. Due to this, they possess high expectations for instant results. They value immediate feedback, recognition and rewards for their efforts (Lowe et al., 2011). For employers, hiring and retaining Gen Y employees is a challenge, especially since they are less engaged than older generations. They do not shy away from challenging management decisions, continuously strive for work-life balance, and want to be involved in the decision-making process. They ask difficult questions and demand candid answers (Alsop, 2008).
Gen Y possess varying organizational needs as compared to the other generational cohorts. Due to their independent nature, they like to be allowed autonomy, flexibility and the freedom to perform tasks at their own pace. They are open to responsibility and view it as an opportunity to prove their worth in the organization. They have a strong need of growth opportunities and if this need is not met, they will not hesitate to move to the next organization (Martin, 2005). It is becoming a challenge to organizations to manage this type of talent and utilize their potential in order to gain sustained competitive advantage (Aruna & Anitha, 2015).

Organizations are finding it increasingly difficult to retain talent. The aim of most organizations is predominantly to grow profits and in this process the right workforce, in number and with the necessary competencies and skills, is required. When the Baby Boomers joined they were the largest group in the then existing workforce. Today, they are beginning to reach retirement age while still being one of the largest workforce segments, leaving a vacuum that must be filled. Consequently, the only group truly able to meet any new labor needs is Gen Y (Borngräber-Berthelsen, 2008).

Gen Y is estimated to be double the size of Generation X and will contribute a significant number to the future workforce (Hewlett et al., 2009). Organizations and managers are encountering challenges understanding the nature of Gen Y employees as they possess different ideals, behaviours and attitudes. In this war for talent, Gen Y talent are leaving their workplaces at a very high rate, affecting the supply of talent negatively (Crow & Stichnote, 2010). A study conducted by Deloitte found that almost one out of every three Gen Y employees are planning to leave their organizations for greener pastures within the next year (Talent Edge 2020, 2011). With the understanding of the intricacies of Gen Y and their motivations, it is important for organizations to identify and implement talent management practices that support the retention of Gen Y employees (Aruna & Anitha, 2015) in order for them to have sustained competitive advantage.

This study sought to explore what motivates Generation Y in the workplace using Bridge International Academies as a case study. Understanding the group of people who make majority of the current workforce is crucial in order to increase employee retention. The information could assist Bridge International Academies and other organizations in assessing their talent management strategies for retaining the Gen Y workforce.
1.2 Statement of the Problem

Bridge International Academies is a social enterprise that partners with governments, communities, teachers and families to deliver great schools and high quality affordable education to underserved families and children. The organization has been in existence in Kenya since the year 2007. Bridge as an organization is making a great impact in the different communities they serve. But this impact seems to only apply to the communities and not the people who work for the organization. The organization is losing the war for talent as more and more of their current employees exit the company at a very high rate. It is therefore necessary to analyze the talent management strategies that can enhance the retention of Gen Y employees in the company.

The question of employee retention of Gen Y talent has been debated and discussed for a while now but the interest in this important subject matter has not declined. In a study on human resource management strategies for the retention of Generation Y employees, Mburu (2016) found that career development, flexible working arrangements and compensation package affect the retention of Generation Y employees. Aruna & Anitha (2015) studied retention enablers for Gen Y employees and found that mentorship opportunities and good working environment are the important factors for retaining Gen Y employees in a particular institution. Kossivi et al. (2016) studied the determining factors on employee retention and found that the need for organizations to retain their talents is crucial as it enhances an organization’s ability to remain in business.

Further to the above, Mehta et al. (2014) studied employee retention and commitment and concluded that for any organization to survive in today’s ever increasing competitive world where employee poaching is on the rise, it is very important to retain their best employees and keep them committed towards the organization. In a study on managing career aspirations of Gen Y at the workplace, Saxena & Jain (2012) found that Gen Y employees expect challenging work assignments, accelerated career growth, socially responsible workplaces, flexible work environments, freedom, and collaboration and innovation from their jobs and employers. While all these studies have a similar scope of study, the context of the study is where the knowledge gap exists. Retention of Generation Y employees as a topic has been well studied but its relevance from the Kenyan perspective are very limited. In addition, there is no single study focusing on the case of Bridge International Academies. This is where this study comes in.
This research sought to find out the talent management strategies that can be employed by organizations in order to retain talent belonging to the Millennial generation. This study will contribute to the understanding of the role of career development, nature of working style and communication style in retaining Gen Y talent within an organization. The popularity of employee retention among HR practitioners and the lack of adequate academic research on the topic raises interesting questions for management scholars. This study therefore sought to broaden the scope of research in this area from the Kenyan context.

1.3 Purpose of the Study

The purpose of this study was to assess the talent management strategies for the retention of Generation Y employees with a focus on Bridge International Academies.

1.4 Research Objectives

This study was guided by the following research objectives:

1.4.1 To examine the extent to which career development affects the retention of Generation Y employees

1.4.2 To examine the extent to which nature of working style affects the retention of Generation Y employees

1.4.3 To examine the extent to which communication style affects the retention of Generation Y employees

1.5 Significance of the Study

1.5.1 Management of Bridge International Academies

This study will help the management of Bridge International Academies point out the importance of talent management strategies in retaining talent. The findings will assist the People Operations Department of Bridge International Academies to evaluate employee retention and come up with new strategies in this regard which will benefit the organization in the long run.
1.5.2 **Human Resource Practitioners**

Many practitioners in the human resources management industry are currently struggling with retaining Gen Y employees in their respective organizations. This research will provide insights on the influence of talent management strategies on the retention of Gen Y employees.

1.5.3 **Other Researchers and Academicians**

To other researchers and academicians, the study will form a basis for further research as it provides knowledge in a Kenyan context pertaining to talent management strategies that can enhance retention of Gen Y talent.

1.6 **Scope of the Study**

The population of interest covered by this study consisted of the employees of Bridge International Academies based in Nairobi County, Kenya. The study was carried out within a period of five (5) months, from September 2017 to February 2018.

1.7 **Definition of Terms**

1.7.1 **Baby Boomers**

Baby Boomers refer to people born between 1943 and 1960, depending on the source. They were born during or after World War II and raised in the era of extreme optimism, opportunity and progress (Zemke *et al.*, 2000).

1.7.2 **Employee Retention**

Employee retention refers to a voluntary process by any organization to avail an environment which encourages and motivates people to remain with the entity for the maximum period of time. It involves taking deliberate actions to engage and motivate employees to stay with the organization for the longest period of time (James & Mathew, 2012).
1.7.3 Employee Turnover

Employee turnover is the opposite of retention and refers to the percentage of employees leaving the organization for whatever reason. It is the ratio of the number of employees who have left the organization during the period being considered divided by the number of people in that organization during the period (Phillips & Connell, 2003).

1.7.4 Generation

Generation refers to a society-wide peer group born over approximately 20 years, who collectively, possess a common persona and are shaped by history and events, technological advances, social changes and economic conditions as well as popular culture and the members share beliefs and behaviours and a common location in history (Schumaker, 2014).

1.7.5 Generation X

Generation X, also referred to as Gen X, are people born between 1960 and 1980. They were born after the blush of the Baby Boom and came of age deep in the shadow of the Boomers (Zemke et al., 2000).

1.7.6 Generation Y

Generation Y are also referred to as Gen Y, Millennials, Nexters, Echo Boomers and the Internet Generation. They were born between 1980 and 2000 and are well educated, skilled with technology, and self-confident. They are the children of Baby Boomers and early Xers. This generation is nearly as large a cohort, or larger, than the Baby Boomers, depending on the source (Zemke et al., 2000).

1.7.7 Talent Management

Talent management refers to the process that facilitates the identification, development and engagement, deployment of those individuals who are of particular value to an organization. It is a strategy that organizations adopt to enable them to develop and retain their top talent (Kurgat, 2016).
1.7.8 Traditionalists

The Traditionalists, also referred to as the Silent Generation, are people born between 1922 and 1943. These are people whose earliest memories and influences are associated with World War II and the Great Depression (Zemke et al., 2000).

1.8 Chapter Summary

This chapter introduced the topic of talent management and how it affects Generation Y employee retention in organizations. In addition, it highlighted the statement of the research problem, the purpose of the study, research objectives, significance of the study, scope of the study and gives the definitions of the terms used in this study. Chapter two provides literature review on career development, nature of working style and communication style in relation to Generation Y employee retention. The third chapter describes the methodology that was used in this study, while chapter four presents the findings of the study. The fifth and final chapter provides the conclusions and recommendations from this study.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter investigates the empirical studies in relation to how talent management strategies affect the retention of Generation Y employees. It examines the literature review in line with the stated research objectives. The first section of the literature review looks at career development and retention of Gen Y employees. The second section of the literature looks at nature of working style and retention of Gen Y employees while the third section looks at communication style and retention of Gen Y employees. The chapter concludes with a summary.

2.2 Career Development and Retention of Generation Y Employees

Career development is the process of enhancing skills and knowledge of employees in an organization. In earlier years, career development was considered to include flexible work arrangements, professional growth and formal learning with step-by-step instructions. Career development dimensions for Generation Y are rather different. They include professional development, learning and development, mentorship, succession plans, changing careers frequently, self-development and e-learning (Aruna & Anitha, 2015). The variations in the generational cohorts are due to many external influences, different parenting style, upbringing and the nature of their lifestyle. A career should provide them flexibility in their personal life and professional satisfaction (Sayers, 2007).

Research reveals that Gen Y employees change their careers more than six times in their life (Burmeister, 2009 & Dolezalek, 2007). They are confident in their skills and abilities and will not hesitate to quit and find a new position. As soon as they feel that they have mastered their job, they move to other organizations that will present more challenge to them (Weyland, 2011). This clearly shows that they will not stay in one organization for a long period of time. It is no secret the Gen Y employees will remain loyal as long as the organization provides meaningful work and development (Logan, 2008). This characteristic provides a direct challenge for organizations in retaining Gen Y employees.
2.2.1 Training

Training is said to be practical education which enhances skills, knowledge, and experience and overcomes inefficiencies. Training is of paramount importance for employees to reach full performance potential in an organization. Thus, training serves the needs of both the employee and the company while also reducing the risk of employee turnover (Borngräber-Berthelsen, 2008). Messmer (2000) found that one of the important factors in employee retention is an investment in employee training and career development. Organizations should invest in training and development of their workers in order to improve on their output. Tomlinson (2002) supported this argument by stating that organizations can keep the leading edge in this competitive world by having their employees well trained in the latest technologies. Garg & Rastogi (2006) forwarded the view that in today’s competitive environment the more knowledge the employee learns, the more he or she will perform and meet the global challenges of the market place.

Research evidence indicates that training is a critical retention tool for the Gen Y workforce (Dolezalek, 2007). Millennials expect organizations to enhance their skills, experience and knowledge through training interventions (Weyland, 2011). They yearn for a continuous learning environment with elements such as e-learning, job shadowing, workshops, temporary assignments and functional moves (Terjesen et al., 2007). Gen Y employees seek out training in their jobs. Having witnessed the layoffs of their parents, they have understood that they must hedge themselves against economic downturns and one of the best ways to do so is to create as strong a CV as possible. They will therefore attend training not only for the benefit of the company but to strengthen their position of keeping their job. They are relatively loyal to their profession not their employer (Yu & Miller, 2005). Gen Y employees seek training because it provides them with skills that will make finding a new job easier.

In the past, training was done in-person and using books and courses. Nowadays, training can take place without needing to be in the same room together. Teleconferencing, for example, allows participants to join a training program without having to leave their office while still enjoying most of the benefits from in person training. One of the most flexible approaches to training is virtual learning. This approach contains all training materials on a digital media be it DVD, intranet, or Internet. It allows training to take place anywhere as long as a computer and Internet connection are available. It also allows
an employee to complete the training when they have the time to do so or need knowledge on a particular subject. It provides Gen Y with the option to complete extensive training in a medium with which they are comfortable and when they have the time to do so. Simultaneously, companies are able to provide similar quality training at a reduced cost (Borngräber-Berthelsen, 2008).

A study conducted in New Zealand on employees under the age of 30 identified the availability of better training opportunities elsewhere as one of the reasons they left their employers (Boxall et al., 2003). Another study conducted by Hotel Serena in Faisalabad showed a strong positive correlation between training and retention (Khan et al., 2011). A study of public and private sector organizations in South Africa indicated training as a motivational variable for retention. The result delivered strong indication of a relationship between training and employee retention (Samuel & Chipunza, 2009). Another study of Australian four-five star hotels showed the same result which indicated that training increases faithfulness and ownership of employees towards their organizations (Davidson et al., 2010).

Millennials have a strong desire to excel in their respective fields. Employers can therefore capitalize on this need for self-development by offering opportunities to learn and grow. According to Zemke et al. (2000), organizations should make training an obsession so that every employee is building the skills and knowledge they need to keep performing at the highest capacity. In some cases, training may be required to help people learn to honor and learn from each other’s differences, manage their own goals and deadlines, and work together with other team members more effectively. Due to the importance that Millennials attach to training, organizations should put training resources at employees’ fingertips so they can access them as they need them. Organizations should send a clear message that everybody’s work is knowledge work, and that everyone is expected to be voracious learners. According to Rodriguez (2008), employees with opportunities are less likely to leave. Chances of them leaving become higher when they feel they have reached a static point where there is minimal learning and growth. Training opportunities lead to Gen Y retention as they feel valued when a company provides tangible investment in their futures.
2.2.2 Mentorship

Mentorship involves a relationship between a senior employee, the mentor and a junior employee, the protégé, in which the mentor provides career guidance to the protégé. The protégé gets benefits by the advice and guidance from the mentor and in return, the mentor benefits through recognition, respect, and a sense of satisfaction (Aruna & Anitha, 2015). Armstrong (2006) referred to mentoring as the process of using specially selected and trained individuals to provide guidance, pragmatic advice and continuing support and this helps the person or persons allocated to them to learn and develop. Mentorship is a key retention strategy for Gen Y employees (Munde, 2010). In previous years, mentoring relied on mentor’s one way of instructional direction, delayed feedback, and primarily with senior level focus. Gen Y’s expectations in mentoring include progressive mentoring, instant feedback and good rapport with the mentor (Aruna & Anitha, 2015).

A number of studies have concluded that Gen Y employees expect their mentors to provide honest and instant feedback and to have a positive rapport with them in coaching (Cennamo & Gardner, 2008; Gibson et al., 2009; Lowe et al., 2008). According to Crumpacker & Crumpacker (2007), they seek approval and praise from their mentors and want to be respected for their views. Gen Y employees are more efficient if their superiors treat them with respect and provide consistent feedback. The goal of mentorship in organizations includes promotion of professional and personal growth and this helps to attract, motivate, develop and retain profitable talent while increasing productivity (Beckett, 2010). Mburu (2016) found that retention of Gen Y employees in an organization was influenced by the availability of mentorship programs aimed at promoting both their professional and personal growth.

2.2.3 Career Advancement

Previous research has indicated that the younger the employees are, the more the desire to progress upwards on the career ladder. Millennials place more importance on recognition and promotion as compared to remuneration. This is mainly due to their impatient nature and need to be shown that they have made a worthwhile contribution to the company they work for (Hewlett et al., 2009). This creates a necessity to provide positive feedback to this generation regarding the ways in which their efforts have made an impact and enabled the organization meet its goals and objectives (Reisenwitz & Iyer, 2009).
Studies have shown that providing challenging jobs and opportunities for career advancement is more likely to boost the retention of Millennials in an organization (Smola & Sutton, 2002). Prokopeak (2013) outlines that while Baby Boomers leave their employment on average after seven years and for Generation X this figure is every five, Millennials only remain at their place work for an average of two years (Prokopeak, 2013). Recent research shows that Millennials are more likely to leave an organization when they are not provided with new learning opportunities (Reisenwitz & Iyer, 2009). Therefore, the pathway for leadership development and the criteria necessary for leadership success should be frequently communicated to them by senior staff and line managers (Barnes, 2009).

Mburu (2016) found that the opportunity for career advancement affects Gen Y intention to stay in the organization. Prince (2005) stated that organizations need talented employees to maintain a competitive edge and employees require career growth opportunities inclusive of advancement and internal promotion.

### 2.2.4 Succession Planning

Succession planning involves “the identification and development of potential successors in an organization” (Kowalewski et al., 2011). Succession plans are prepared in anticipation of future vacancies that may arise in an organization. Previously, succession planning focused on senior-level positions in a company but nowadays, all levels in the organization are considered when developing succession plans. It is important that organizations identify, mentor and train future leaders as employees are promoted, retire, are terminated or leave at their own will due to better opportunities (Kowalewski et al., 2011).

Orellano & Miller (1997) state that the main aims of succession planning include: identification of critical management positions within the organization, identification of future vacancies in those positions, and identification of managers who would potentially fit into these vacancies. Previous literature has shown that succession planning enhances retention of Millennial employees. They would like to know their possible career paths in the organization and this can be achieved through proper succession planning (Lewis, 2009).
2.3 Nature of Working Style and Retention of Generation Y Employees

The nature of working style refers to how an employee deals with different sorts of work. The working style of previous generations was inclined towards processes not on results, less freedom in their work, dependent on decision-making and followed rules and regulations (Aruna & Anitha, 2015). The Gen Y nature of working style include meaningful and challenging work, job autonomy, multitasking, freedom, responsibility, flexibility, problem solving and collaborating teams (Baruch, 2004). The main aim of Millennials is to play a role in meaningful work that helps others (Elkins et al., 2007). They place higher emphasis on impactful work than on salary and status.

Martin (2005) found that Gen Y employees are multitasking in their work with high degrees of intelligence, independence and confidence. Millennials look for autonomy in their work and dislike being micro-managed, due to their independent nature (Weyland, 2011). They prefer implementing their own strategies to get their work done. They expect freedom and flexibility to make their work done in their own way and at their own pace (Martin, 2005). Gen Y employees have a strong appetite for work and pressure and seek to be empowered (Shih & Allen, 2007). The unlimited exposure to video games by Millennials has shaped their problem solving skills (Beck & Wade, 2004). They prefer to work in teams and collaborate through text messaging, instant messaging and blogging with their peers (Skiba, 2006).

2.3.1 Flexible Working Arrangement

Hausknecht et al., (2009, p. 276) acknowledged that work-life initiatives typically “involve alternative work hours and/or compressed scheduling and are often established with the goal of reducing tensions between competing work and non-work demands.” Findings from previous research demonstrate that flexible working arrangement is closely associated with employee retention.

Deery (2008) found that flexible working arrangements provide employees with a degree of choice over when, where and how much they work, resulting in increased employee engagement and job satisfaction, which in turn enhance retention. Richman et al., (2008) also found that flexible working arrangement initiatives are critical not only in achieving
job satisfaction, job commitment, engagement and low turnover, but also in successfully addressing business concerns related to the recruitment and retention of scarce labor.

Generation Y have supposedly observed their Boomer parents work extra hours, only to eventually succumb to corporate layoffs (Loughlin & Barling, 2001). Due to this, they have turned out to be careful about stagnating in the same position, and choose “making a life” over “making a living” (Zhang et al., 2007). Previous research has shown that Millennials value flexibility in working arrangements and work-life balance. They dislike bureaucracy and place emphasis on freedom and flexibility to get the job done at their own pace and in their own way (Martin, 2005). Mburu (2016) submitted that work-life balance is one of the most significant drivers of employee retention among Gen Y employees. This tech-savvy generation is able to work from anywhere, at any time. All they require is Internet connectivity.

Reisenwitz & Iyer (2009) conclude that Millennials would like to have flexibility in completing their tasks. As we become more technologically advanced, they strongly believe that they do not need to be physically at work throughout scheduled work hours. Prokopeak (2013) argues that this is the first generation that will strongly question the 9-to-5 workday ethic, because technology frees them from working physically from the office. Therefore, in order to retain Gen Y employees, companies will need to organize work schedules that permit them to work flexi-time, telecommute and/or work from home.

2.3.2 Job Autonomy

Job autonomy plays a significant role in the retention of Gen Y employees. It plays an important role in the perception of the job demands and job resources within the employee’s working environment. Autonomy refers to the extent to which one is able to make his or her own decisions and act without control of anyone else (Hornby, 2003). It also refers to the possibility and trust from the organization to make independent decisions (Gagné & Deci, 2005).

Autonomy involves responsibility for the outcomes of the work which results in outcomes like high work efficiency and higher levels of intrinsic motivation (Langfred & Moye, 2004). Job autonomy is likely to provide employees the freedom of power over how they carry out their task in the organization, which is likely to reduce emotional tension and
mental stress, caused by necessary present certain emotions and enhance their generally satisfaction of employee in the organization. Job autonomy results in improved job satisfaction and commitment which in turn results in employee retention (Saragih, 2011).

2.3.3 Meaningful and Challenging Work

Generation Y are looking for much more in return for their work than a paycheck. They are searching for work that is significant and satisfying (Yang & Guy, 2006). The organization’s Mission, Vision and values play a big part in their decision to stay in the organization. A study steered by PricewaterhouseCoopers (2008) found that corporate social responsibility is important to Millennials, and the bulk of the respondents (88%) demonstrated that they will look for an employer whose values are closely related to their own. Past studies have discovered that an organization’s reputation on corporate social responsibility is closely linked to its ability to attract and retain Millennial talent (Greening & Turban, 2000). They are enthused about working for associations that will empower them have an influence in the society.

While Millennials are keen on making an impact in the society, they additionally put a high significance on professional development that empowers them to take up high-impact tasks. They possess low patience for less challenging work, and frequently perform ineffectively in high-volume and non-stimulating work (Corporate Leadership Council, 2005). In addition, Generation Y are looking for the chance to expand their viewpoints through occupation portability and worldwide assignments (PricewaterhouseCoopers, 2008).

2.3.4 Team Collaboration

Semiautonomous and self-managed work teams have been found to boost innovation and increase productivity (O’Toole & Lawler, 2006). A key characteristic of Gen Y employees is their ease and comfort of working in teams. Previous research show that Millennials value teamwork and are comfortable with collaboration as compared to previous generations (Gursoy et al., 2008). Generation Y have had the privilege of going to schools where there are regularly allotted group assignments and projects (Lowe et al., 2008). When contrasted with previous generations, Millennials frequently associate in
groups (Howe and Strauss, 2007). As a result, they place emphasis on the social aspect of work such as friendly co-workers (Lyons, 2003).

Prior studies likewise demonstrate that Millennials like teaming up with, and gaining from, colleagues and supervisors they regard, and expect to build friendships with their colleagues (Corporate Leadership Council, 2005). Past studies demonstrate that Millennials like to work in groups partially in light of the fact that they see group-based work to be more enjoyable, but also because they like to evade risk (Alsop, 2008). Gen Y employees specify that working and associating with other colleagues makes work more pleasant (Alsop, 2008). They are more inclined to be completely dedicated and perform at their optimal when working in a cooperative situation.

In managing Millennials, it is vital that leaders get their teams focused on a specific mission. There is need for Millennial team members to brainstorm in order to clarify roles and develop a plan of how the mission will be accomplished. Millennials tend to like to take their own path to the end, so in order to get their buy-in, it is important to get their say in how things get done. This will ensure Millennials take ownership of goals and deadlines and hence increase their motivation levels (Zemke et al., 2000). Zemke et al. (2000) noted that in order to keep a dynamic team performing, team leaders should ensure they are playing a facilitative role. Team leaders should stay in sync with the pace of each member’s performance and provide the necessary coaching. Each team member will require different levels and different types of coaching and therefore leaders ought to adjust their approach to each member and not a one-size-fits-all approach.

Clashing perspectives portray that firms have noticed a drawback to groups, and are currently encouraging Gen Y employees to work outside workgroup limits (Alsop, 2008). Alsop (2008) demonstrated that Millennials find unreasonable comfort in group-based decision-making, leadership and direction. They tend to cover up in the group and stay away from the risk related with independent reasoning and choices. In as much as some forms of decision-making can be enhanced in a group, a group-dependent mindset does not encourage singular decision-making confidence, creativity and competence. In some cases, it might discourage outside-the-box thinking (Shaw, 1981).
2.4 Communication Style and Retention of Generation Y Employees

It is no secret that highly developed communication skills increase individual and organizational success. Sinickas (2001) conducted employee attitude surveys at General Electric and found a strong positive association between highly developed two-way communication and increased productivity and employee retention. Sinickas (2001) concluded that within a five-year period, organizations with higher scores on communication had higher return on investment and sales than organizations with low scores. A survey by the International Association of Business Communicators reported that effective communication skills yielded a 235% return on investment (Dodd, 2004). Sears also conducted a survey and found a strong correlation between information sharing and revenue growth.

Previous literature has found that Millennials value strong relationships with their supervisors and see this factor as important for their long-term satisfaction and success in the organization (Jokisaari & Nurmi, 2009). Generally speaking, the job satisfaction of employees is directly proportional to openness in communication. In specific terms, employees are more satisfied when their supervisors are open in their communication. Communication openness may relate to sharing information, sharing bad news, making appropriate disclosures, regular evaluation of job performance, creating a supportive climate and soliciting input (Jablin, 1987).

Contrary to previous generations, Gen Y employees expect instant and frequent communication on their performance (Deloitte, 2009). They also expect communication from their supervisors to be positive and affirming (Remo, 2006). Some empirical research has suggested that this need for affirmation stems from the frequent supportive messages Millennials have received from parents and teachers throughout their childhood (Alsop, 2008). A crucial communication issue for Millennials in the workplace is their need for open communication (Remo, 2006). For instance, Gen Y employees are unlikely to accept a change that is not well communicated and is communicated on a “need-to-know basis”. Regardless of their job level, Gen Y employees feel a need to be kept in the loop of information at all times (George, 2008).

In order to provide adequate feedback, supervisors must place a high value on communication as much as Generation Y employees do. Communication enhances deeper
connections and provides clear direction. Open communication lines should start from the recruiting process and continue through the last day of work for any employee. This means that not only should the employee receive information from his superiors, but there should be avenues for the employee to communicate as well. Communication must be two-way, or it is simply direction. Surveys have supported this, noting that 40% of employees are dissatisfied with communication about strategy and direction, and this has deeper implications than some understand; nearly 75% of employees who plan to stay with their employers believe that there is strong communication at that employer, whereas only 53% of employees who plan to leave feel that their employer is an effective communicator. This does not appear to be a causational relationship, but it shows that firms who are scoring well on retention are also scoring high on effective communication (Simons, 2010).

In assessing communication preferences, it is important to note the differences on time beliefs between Gen Y and prior generations. Previous studies have shown that Millennials are impatient about being appreciated in the organization (Gursoy et al., 2008). Millennials have a shorter time horizon than individuals from prior generations. They multitask and view time as a valuable resource that should not be wasted (Deloitte, 2009). They expect evaluation of their work to be based on the output they produce, and not necessarily based on experience or age (Alsop, 2008).

Literature and scholarly sources express that managers today are surprised by the expectation by Gen Y workers that supervisors openly share information such as strategies and policies, while they are being developed by senior management (George, 2008). This type of expectations may be influenced by the upbringing of Millennials which instilled in them the confidence of not being intimidated by individuals who are more senior, either in age or status. Widespread literature suggests that as children, they were encouraged to befriend parents and friends of parents (Howe & Strauss, 2007). As teenagers, they became at ease expressing their thoughts and opinions to adults, expecting credibility despite their young age and lack of experience (Tapscott, 1998). Growing up, they were encouraged by their parents to challenge authority, to be assertive and ask for preferential treatment when they believe they can get it (Howe & Strauss, 2007).

Some empirical literature shows that openness in communication creates an environment of honest communication and problem solving between Millennial employees and their
supervisors. This may lead to closer supervisor-subordinate working relationships, which may be crucial for Gen Y employees’ long-term relationship with the organization (Myers & Sadaghiani, 2010). Other research shows that Millennials do not develop organizational commitment as workers of previous generations (Pasieka, 2009; Patalano, 2008). Instead, they develop commitment to individuals, especially supervisors with whom they develop meaningful relationships (Marston, 2007). This shows that an open relationship with supervisors may alter the tendency of Millennials to frequently change jobs (Gursoy et al., 2008).

According to (Myers & Sadaghiani, 2010), Millennials’ expectations for frequent and open communication and their lack of formality may cause senior level employees feel disrespected by Gen Y workers. Baby Boomers may go to the extent of resenting Millennials and disregard their requests for communication and information. Millennials may fall short of understanding that increased communication and knowledge comes with increased responsibility, which may not augur well with them. Organizations may find that providing Gen Y employees with more responsibility nurtures involvement, which contributes to organizational attachment (Myers & Oetzel, 2003). According to popular research, more involvement in the workplace helps with eradicating boredom from work, a key reason for Gen Y employee turnover (Alsop, 2008).

2.4.1 Information Technology

Generation Y are the first generation to have been exposed to and born in households with computers (Raines, 2002). Empirical research suggests that they are more comfortable with new technology and media than previous generations (Deloitte, 2009). They invest more time every week on media than previous generations (Consoli, 2006). Their comfort and effortlessness with new technology demonstrates that they bring to the work environment possibly helpful attributes related to the utilization of information technology (Gorman et al., 2004).

Because technological aptitude is often a function of age of exposure rather than age or intelligence, Millennials are the most adept generation at utilizing technology, continuing the pattern of every generation being more technologically able than the preceding generation was. This comfort with technology has become an all-consuming part of the Millennial identity, as Millennials can be defined by their attachment to technology. They
adopt new technologies instantly and they are more intimate with the interactive and collaborative technologies that are ever-present in their educational, social, and professional lives (Simons, 2010). Simons (2010) also notes that Millennials are so attached to technology that they are not only comfortable learning through interactive technology, but many of them prefer this to a traditional classroom experience.

Millennials face a daily reality where virtual groups and telecommuting are incorporated in the working environment (Hertel et al., 2005). Popular research dictates that Millennials have a liking to computer mediated communication (Simmons, 2009). This makes virtual organizing and telework quite attractive to Millennials. They are argued to have some attitudes that are harmonious with virtual organizing and telework. Other differing views present the opinion that Millennials have some attitudes that seem discordant with virtual organizing and telework. They desire significant levels of supportive supervision and structure at work (Ondek, 2002), which may be difficult to obtain in geographically distributed and technologically mediated settings.

2.4.2 Social Media

Social media is one of the buzzwords of the past few years. Kietzmann et al. (2011) talks about social media as a new media channel with new characteristics, where messages ought to be tailored based on the target audience. Social media has gained great importance as it provides an interactive platform to users so as to facilitate co-creation, sharing, discussion and modifying user-generated content. It can be categorized into various forms on the basis of social presence and self-representation like blogs, Social Networking Sites (SNSs) and virtual communities.

Social media enables easy communication among individuals and groups of stakeholders, improving thus the social-constructivist nature of reputation (Cornelissen, 2014). It has become part and parcel of today’s life, more so to Millennials. Social Networking sites like Facebook, LinkedIn, Twitter, etc. have enlarged their interaction not only personally but also professionally. It is clear that social media has become a vital source of internal communication between the employees in an organization (Rai, 2012).
2.5 Chapter Summary

This chapter reviewed empirical studies in relation to how talent management strategies impact the retention of Generation Y employees in an organization. The first section of the literature review looked at how aspects of career development such as training, mentorship, career advancement and succession planning contribute to Generation Y employee retention. The second section of the literature review analyzed how the nature of working styles such as flexible working arrangement, job autonomy, meaningful & challenging work and team collaboration, impact Gen Y employee retention. The final section of the literature review discussed literature on how communication style aspects such as frequent communication, use of social media in communication and use of information technology in communication, influence Generation Y employee retention. The following chapter explores the research methodology that was used for this study.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the different research techniques and methodology that was adopted in conducting this study with the aim of addressing the research objectives presented in the first chapter. This chapter introduces the various research methods and procedures that was adopted in conducting the study in order to address the research objectives raised in the first chapter. The chapter has been organized in the following structure: research design, population and sampling design, data collection methods, research procedures and data analysis methods. Lastly, the chapter concludes with a summary of what has been pointed out.

3.2 Research Design

Saunders, Lewis & Thornhill (2016) state that a research design is the general plan of how one will go about addressing the specific objectives of the study. It typically includes how data will be collected, what instruments will be used, how the planned means for analyzing data will be used. According to, Saunders, Lewis & Thornhill (2016), quantitative method is often used as a synonym for any data collection technique such as a questionnaire or data analysis procedure such as graphs or statistics that generates or uses numerical data. This study adopted quantitative method of research design as data was collected using a questionnaire.

This study assumed descriptive research design. The key purpose of descriptive research is to obtain an accurate profile of events, people or circumstances. Descriptive studies answer questions of who, what, when, where and how of the topic (Saunders, Lewis & Thornhill, 2016).

The descriptive research design enabled the researcher seek a deeper understanding of the factors of talent management that can be used to improve Generation Y employee retention. This design was appropriate for this study because it gave conclusive results of the research variables (Cooper & Schindler, 2010). The dependent variable in this study
was retention of Generation Y employees and the independent variables included career development, nature of working style and communication style.

3.3 Population and Sampling Design

3.3.1 Population

Cooper & Schindler (2010, p. 662) define population as “the elements about which we wish to make some inferences”. Target population refers to “those people, events, or records that contain the desired information for the study that determine whether a sample of a census should be selected” (Cooper & Schindler, 2010, p. 667).

The population of interest consisted of the employees in the Headquarters of Bridge International Academies in Nairobi. The elements of the population selected had experience on how talent management strategies employed by the organization had influenced their decision to stay in the organization.

Table 3.1: Population Distribution per Department

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>40</td>
</tr>
<tr>
<td>Customer Experience</td>
<td>43</td>
</tr>
<tr>
<td>Customer Insight</td>
<td>10</td>
</tr>
<tr>
<td>Development</td>
<td>11</td>
</tr>
<tr>
<td>Finance</td>
<td>3</td>
</tr>
<tr>
<td>Legal</td>
<td>3</td>
</tr>
<tr>
<td>Operations</td>
<td>56</td>
</tr>
<tr>
<td>People Operations</td>
<td>32</td>
</tr>
<tr>
<td>Project Management Office</td>
<td>2</td>
</tr>
<tr>
<td>Policy and Partnerships</td>
<td>5</td>
</tr>
<tr>
<td>Supply Chain</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>218</strong></td>
</tr>
</tbody>
</table>

Source: Bridge International Academies Human Resource Records
3.3.2 Sampling Design

3.3.2.1 Sampling Frame

A sampling frame is defined as “a list of elements in the population from which the sample is actually drawn” (Cooper & Schindler, 2010, p. 665). For this study, the sampling frame was the human resource records database of the employees presently working at Bridge International Academies. This ensured that the complete and correct list of the population was obtained and ensured that no one was left out when selecting the sample.

3.3.2.2 Sampling Technique

A sampling technique is defined as “the process of selecting some elements from a population to represent that population” (Cooper & Schindler, 2010, p. 665). The fundamental idea of sampling is that by choosing a few components in a populace, we may reach determinations about the whole populace. This study utilized simple random sampling. Simple random sampling is defined as “a probability sampling design in which every single element in the population has a known and equal chance of being selected as a subject” (Sekaran & Bougie, 2013, p. 397). This technique ensured that the selection of the sample was equal and unbiased. Additionally, it guaranteed that selection of representative respondents with the required information to address the particular research objectives of the study to ensure the validity and reliability of the findings of this study.

3.3.2.3 Sample Size

A sample is “a group of cases, participants, events, or records consisting of a portion of the target population, carefully selected to represent that population” (Cooper & Schindler, 2010, p. 665). Sample size in research, is the number of observations or replicates to include in a statistical sample (Cooper & Schindler, 2010). Determining sample size is a very important issue for collecting an accurate result within a quantitative survey design. The sample size is important in achieving the objective of making an inference about a population from a given sample. For this study a sample size of 146 was selected out of a population total of 218. This sample size ensured that each department was represented and that the sample constituted of at least 50% of the population for each
department. This ensured that employees were adequately represented using the rule of thumb.

Table 3.2: Sample Size Distribution per Department

<table>
<thead>
<tr>
<th>Department</th>
<th>Sampling Frame</th>
<th>Sample Size</th>
<th>Percentage Sample (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>40</td>
<td>25</td>
<td>62.5</td>
</tr>
<tr>
<td>Customer Experience</td>
<td>43</td>
<td>30</td>
<td>69.8</td>
</tr>
<tr>
<td>Customer Insight</td>
<td>10</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Development</td>
<td>11</td>
<td>9</td>
<td>81.0</td>
</tr>
<tr>
<td>Finance</td>
<td>3</td>
<td>2</td>
<td>66.7</td>
</tr>
<tr>
<td>Legal</td>
<td>3</td>
<td>2</td>
<td>66.7</td>
</tr>
<tr>
<td>Operations</td>
<td>56</td>
<td>35</td>
<td>62.5</td>
</tr>
<tr>
<td>People Operations</td>
<td>32</td>
<td>25</td>
<td>78.1</td>
</tr>
<tr>
<td>Project Management</td>
<td>2</td>
<td>1</td>
<td>50.0</td>
</tr>
<tr>
<td>Office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy and Partnerships</td>
<td>5</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>Supply Chain</td>
<td>13</td>
<td>7</td>
<td>53.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>218</strong></td>
<td><strong>146</strong></td>
<td></td>
</tr>
</tbody>
</table>

3.4 Data Collection Methods

This research utilized data collected from primary sources. Primary sources are defined as “original works of research or raw data without interpretation or pronouncements that represent an official opinion or position” (Cooper & Schindler, 2010, p. 663). According to Cooper & Schindler (2010, p. 663), primary data is “data the researcher collects to address the specific problem at hand - the research question”. The primary data was collected by use of a structured questionnaire which was administered to the employees both manually and electronically. The questionnaire was structured according to the research objectives.

The questionnaire comprised close-ended questions and was divided into four sections that is A to D. The questions had multiple choice options and the five-point Likert-type
scale items of 1 to 5 where 1= strongly disagree and 5 = strongly agree, to reflect the appropriate levels of measurement necessary for statistical analysis. The first section of the questionnaire, Section A, included general information on the respondents (demographics); Section B to D had questions in relation to the specific research objectives. The questionnaires were issued physically and electronically using Google Forms.

3.5 Research Procedures

Research procedures are defined as “a sequence of clearly defined steps within a research study” (Cooper & Schindler, 2010, p. 665). In this research, a pilot study was conducted using the prepared questionnaire which was administered to 10 selected respondents to ensure the objectivity and clarity of the items. Any suggestions for improvement presented during this process was incorporated in the final questionnaire. The final questionnaires were then distributed to the respondents manually and electronically. An introduction/cover letter was included, explaining the reasons for conducting the research and the importance of the study to guarantee the respondents’ confidentiality and improve the response rate.

In addition, the questionnaire also provided clear instructions and an attractive layout. Each completed questionnaire was treated as a unique case and a sequential number given to each. There was a section for the respondent to sign at the end to confirm that he/she filled the questionnaire. Follow up through email was done after the administration of the questionnaires to ensure a high response rate.

3.6 Data Analysis Methods

Data analysis is characterized as “the process of editing and reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques” (Cooper & Schindler, 2010, p. 655). The collected data was tidied up, edited, coded and keyed into the Statistical Package for Social Sciences (SPSS) program as per each research variable for analysis.

This research utilized descriptive and inferential statistics to analyze the data. Descriptive statistics contains a procedure of changing a mass of raw data into tables, charts, with frequency distribution and percentages, which are an essential part of comprehending the
data. Inferential statistics, on the other hand, involves the exploration of data to determine the relationship between the variables using tools like ANOVA, linear regression, chi-square and correlation. The descriptive statistics such as percentages and frequency distribution were utilized to examine the demographic profile of the respondents. Inferential statistics were used to analyze the relationship between the variables.

3.7 Chapter Summary

This chapter highlights the research design that was adopted in this research, the population and sampling design, the data collection methods that were utilized when conducting the study, research procedures and the data analysis methods used. The next chapter analyzes the results and findings from the data analysis.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter addresses the results and findings collected from the field based on the influence of talent management strategies on retention of Generation Y employees at the Headquarters of Bridge International Academies. The findings are presented in the order of the research objectives. The first section of the results and findings are based on the respondents’ demographic profiles. The second section of the results and findings are based on the responses to the different sections of the questionnaire and how talent management strategies affect retention of Generation Y employees at Bridge International Academies. A sample of 146 Bridge employees was used. An online questionnaire was issued through Google Forms. Follow up was made after a week to ensure the questionnaires were filled and submitted. SPSS was used to analyze the data collected from the respondents. The response rate is shown below:

Response Rate = \frac{\text{Number of Questionnaires Completed}}{\text{Number of Sample Size}} = \frac{121}{146} \times 100 = 82.9\%

4.2 General Information

The first section of the results and findings are based on the respondents’ demographic profile from gender of the participants, age bracket, employment status, job level, department worked, duration worked, happiness & satisfaction working for Bridge International Academies, and intention to leave the organization within the next 3 years.

4.2.1 Gender of the Respondents

According to the data shown in Figure 4.1, out of 121 respondents who participated in the study, the majority (53%) were females while 47% were male. The findings could be an indication that most of the Generation Y employees are female.
4.2.2 Average Age of the Respondents

From the data shown in Figure 4.2, majority of the employees (54%) fell under the age bracket of 21-30 years while 46% fell under the age bracket of 31-40 years. The findings reveal that most of the workforce of Bridge International Academies comprises Generation Y employees.
4.2.3 Employment Status of the Respondents

Figure 4.3 shows that majority of the respondents represented by 93% are permanent employees while 7% are temporary employees.

Figure 4.3: Distribution of Respondents by Employment Status

4.2.4 Job Level of the Respondents

Figure 4.4 shows that majority of the respondents represented by 37% are Associates, 30% are Officers, 21% are Managers, 7% are Assistants and 5% are Directors.

Figure 4.4: Distribution of Respondents by Job Level
4.2.5 Department Worked

It is evident from the data shown in Table 4.1 that majority of the Generation Y employees are in Operations (25.6%), 18.2% of employees are in Customer Experience, 16.5% are in Academics, 16.5% are in People Operations, 5.8% are in Customer Insight, 5.8% are in Supply Chain, 5% are in Development, 2.5% are in Policy and Partnerships, 1.7% are in Legal, 1.7% are in Finance and 0.8% are in Project Management Office departments.

Table 4.1: Distribution of Respondents by Department Worked

<table>
<thead>
<tr>
<th>Department</th>
<th>Frequency (F)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>20</td>
<td>16.5</td>
</tr>
<tr>
<td>Customer Experience</td>
<td>22</td>
<td>18.2</td>
</tr>
<tr>
<td>Customer Insight</td>
<td>7</td>
<td>5.8</td>
</tr>
<tr>
<td>Development</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>Finance</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Legal</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Operations</td>
<td>31</td>
<td>25.6</td>
</tr>
<tr>
<td>People Operations</td>
<td>20</td>
<td>16.5</td>
</tr>
<tr>
<td>Project Management Office</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Policy and Partnerships</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>Supply Chain</td>
<td>7</td>
<td>5.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>121</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

4.2.6 Duration Worked at Bridge International Academies

The findings in Figure 4.5 show that majority of the respondents represented by 45% have worked at Bridge International Academies for 3-5 years. 44% of the respondents have worked at Bridge for less than 2 years and 11% have worked for Bridge International Academies for 6-7 years. This could imply that majority of the Generation Y employees have worked at Bridge International Academies for a long time and are therefore knowledgeable about the employee retention in the company.
4.2.7 Happiness and Satisfaction Working for Bridge International Academies

Figure 4.6 reveals that 55% of the respondents agreed that they are happy and satisfied working for Bridge International Academies while 45% disagreed.
4.2.8 Intention to Leave Bridge International Academies within the Next 3 Years

Figure 4.7 shows that majority of the respondents represented by 34% indicated that they are not sure if they intend to leave the organization within the next 3 years. The figure further reveals that 23% indicated that they are moderate, 23% indicated they are sure and 20% indicated that they are very sure that they intend to leave the organization within the next 3 years. This data shows that 43% of the respondents are looking for employment elsewhere and may leave the organization within the next 3 years.

![Intention to Leave Bridge International Academies within the Next 3 Years](image)

**Figure 4.7: Distribution of Respondents by Intention to Leave Bridge International Academies**

4.3 Career Development and Retention of Generation Y Employees

This section looked at the level of agreement with the following statements that are related to career development and retention of Generation Y employees at Bridge International Academies which is an objective of the study. Both descriptive analysis and inferential statistics were used.

4.3.1 Employees’ Responses to Career Development and Generation Y Employee Retention

The study sought to find out the level of agreement with the following statements that are related to career development and retention of Generation Y employees at Bridge International Academies. The findings are tabulated in Table 4.2.
The results in Table 4.2 indicate that, majority of Generation Y employees strongly agreed with the statements that: Promotion affects Generation Y intention to stay in the organization (80.2%); Training programs affect Generation Y intention to stay in the organization (66.9%); Opportunity for career development affects Generation Y intention to stay in the organization (61.2%); Mentorship programs aimed at promoting both professional and personal growth of employees affect Generation Y employee retention in the organization (43.8%); and availability of succession plans affects Generation Y intention to stay in the organization (43.8%).

Table 4.2: Level of agreement with the Statements that are Related to Career Development and Retention of Generation Y Employees at Bridge International Academies

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree (%)</th>
<th>Disagree (%)</th>
<th>Neutral (%)</th>
<th>Agree (%)</th>
<th>Strongly Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe that opportunity for career development affects Generation Y intention to stay in the organization</td>
<td>3.3</td>
<td>2.5</td>
<td>7.4</td>
<td>25.6</td>
<td>61.2</td>
</tr>
<tr>
<td>Training programs affect Generation Y intention to stay in the organization</td>
<td>0.8</td>
<td>3.3</td>
<td>10.7</td>
<td>18.2</td>
<td>66.9</td>
</tr>
<tr>
<td>Generation Y employee retention in the organization is influenced by mentorship programs aimed at promoting both professional and personal growth of employees</td>
<td>3.3</td>
<td>7.4</td>
<td>14.0</td>
<td>31.4</td>
<td>43.8</td>
</tr>
<tr>
<td>Promotion affects Generation Y intention to stay in the organization</td>
<td>1.7</td>
<td>2.5</td>
<td>4.1</td>
<td>11.6</td>
<td>80.2</td>
</tr>
<tr>
<td>The availability of succession plans affects Generation Y intention to stay in the organization</td>
<td>1.7</td>
<td>5.0</td>
<td>15.7</td>
<td>33.9</td>
<td>43.8</td>
</tr>
</tbody>
</table>

4.3.2 Correlation between Career Development and Generation Y Employee Retention

The Pearson’s correlation co-efficient of Training programs affect Generation Y intention to stay in the organization is 0.646; Generation Y employee retention in the organization
is influenced by mentorship programs aimed at promoting both professional and personal growth of employees is 0.425; Promotion affects Generation Y intention to stay in the organization is 0.476; and the availability of succession plans affects Generation Y intention to stay in the organization is 0.514. These coefficients imply that there exists a positive association of training programs and Generation Y intention to stay in the organization (64.6%). The results also suggest that there is a positive association between availability of mentorship programs and Generation Y intention to stay in the organization (42.5). The findings indicate that there is a positive relationship between promotion and Generation Y intention to stay in the organization (47.6%) and the availability of succession plans affects Generation Y intention to stay in the organization (51.4%). This positive association suggests that when one increases, Generation Y employee retention increases.
Table 4.3: Correlation Analysis between Career Development and Generation Y Employee Retention

<table>
<thead>
<tr>
<th></th>
<th>I believe that opportunity for career development affects Generation Y intention to stay in the organization</th>
<th>Training programs affect Generation Y intention to stay in the organization</th>
<th>Generation Y employee retention in the organization is influenced by mentorship programs aimed at promoting both professional and personal growth of employees</th>
<th>Promotion affects Generation Y intention to stay in the organization</th>
<th>The availability of succession plans affects Generation Y intention to stay in the organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe that opportunity for career development affects Generation Y intention to stay in the organization</td>
<td>Pearson Correlation</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training programs affect Generation Y intention to stay in the organization</td>
<td>Pearson Correlation</td>
<td>.646**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generation Y employee retention in the organization is influenced by mentorship programs aimed at promoting both professional and personal growth of employees</td>
<td>Pearson Correlation</td>
<td>.425**</td>
<td>.247**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Promotion affects Generation Y intention to stay in the organization</td>
<td>Pearson Correlation</td>
<td>.476**</td>
<td>.460**</td>
<td>.520**</td>
<td>1</td>
</tr>
<tr>
<td>The availability of succession plans affects Generation Y intention to stay in the organization</td>
<td>Pearson Correlation</td>
<td>.514**</td>
<td>.261**</td>
<td>.526**</td>
<td>.270**</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
4.3.3 Regression Analysis of Career Development and Generation Y Employee Retention

A regression analysis was done to determine how career development predicted employee retention.

4.3.3.1 Model Summary

The study used Table 4.4 to establish whether the dependent variable retention of Generation Y employees has a linear dependence on the independent variables namely career development. The correlation coefficient (R) measures the strength and direction of a linear relationship between two variables. For career development, the study established a correlation value 0.336 with an r-squared of 0.113 that was adjusted to 0.074.

Table 4.4: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career development</td>
<td>0.336&lt;sup&gt;a&lt;/sup&gt;</td>
<td>0.113</td>
<td>0.074</td>
<td>1.093</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), career development, nature of working style, communication style

4.3.4 ANOVA

Analysis of Variance was used to test the significance of the regression model as pertains to significance in the differences in means of the dependent and independent variables. Table 4.5 shows that the independent variables statistically predicts the dependent variable (5, 120) =2.931, p>0.05.

Table 4.5: ANOVA for Career Development

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>17.507</td>
<td>5</td>
<td>3.501</td>
<td>2.931</td>
<td>.016&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
<tr>
<td>Residual</td>
<td>137.369</td>
<td>115</td>
<td>1.195</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>154.876</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Intention to leave the organization within the next 3 years
b. Predictors: (Constant), Variables for career development
4.3.4.1 Coefficient of Variation

Table 4.6 below indicates the coefficient of variation for career development and retention of Generation Y employees.

Table 4.6: Coefficients for Career Development

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>.837</td>
<td>.690</td>
<td>1.213</td>
<td>.228</td>
</tr>
<tr>
<td>I believe that opportunity for career development affects Generation Y intention to stay in the organization</td>
<td>.023</td>
<td>.157</td>
<td>.020</td>
<td>.148</td>
</tr>
<tr>
<td>Training programs affect Generation Y intention to stay in the organization</td>
<td>.457</td>
<td>.155</td>
<td>.353</td>
<td>2.945</td>
</tr>
<tr>
<td>Generation Y employee retention in the organization is influenced by mentorship programs aimed at promoting both professional and personal growth of employees</td>
<td>-.064</td>
<td>.122</td>
<td>-.061</td>
<td>-.522</td>
</tr>
<tr>
<td>Promotion affects Generation Y intention to stay in the organization</td>
<td>-.059</td>
<td>.159</td>
<td>-.042</td>
<td>-.369</td>
</tr>
<tr>
<td>The availability of succession plans affects Generation Y intention to stay in the organization</td>
<td>-.039</td>
<td>.133</td>
<td>-.033</td>
<td>-.292</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Intention to leave the organization within the next 3 years
4.4 Nature of Working Style and Retention of Generation Y Employees

This section sought to establish the extent to which nature of working style influences the retention of Generation Y employees. Both descriptive analysis and inferential statistics were used.

4.4.1 Employees’ Responses to Nature of Working Style and Generation Y Employee Retention

The study sought to find out the level of agreement with the following statements that are related to nature of working style and retention of Generation Y employees at Bridge International Academies. The findings are tabulated in Table 4.7.

The results in Table 4.7 indicate that, majority of Generation Y employees strongly agreed to statements that: Generation Y employees prefer being given leeway to adjust their arrival and departure time from work (55.4%); Generation Y employees prefer being given autonomy to perform their tasks (55.4%); Generation Y employees are stimulated by work that is challenging (53.7%); Generation Y employees like to practice remote working whereby employees can carry out their work from a location other than the traditional office (47.9%); Generation Y employees are stimulated by work that is meaningful and impactful (43.0%); Generation Y employees are satisfied with the work schedules provided in the organization (35.5%); and Generation Y employees prefer working as part of a team (35.5%).
Table 4.7: Level of Agreement with the Statements that are Related to Nature of Working Style and Retention of Generation Y Employees at Bridge International Academies

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree (%)</th>
<th>Disagree (%)</th>
<th>Neutral (%)</th>
<th>Agree (%)</th>
<th>Strongly Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generation Y employees are satisfied with the work schedules provided in the organization</td>
<td>1.7</td>
<td>6.6</td>
<td>24.0</td>
<td>32.2</td>
<td>35.5</td>
</tr>
<tr>
<td>Generation Y employees like to practice remote working whereby employees can carry out their work from a location other than the traditional office</td>
<td>0.8</td>
<td>3.3</td>
<td>9.1</td>
<td>38.8</td>
<td>47.9</td>
</tr>
<tr>
<td>Generation Y employees prefer being given leeway to adjust their arrival and departure time from work</td>
<td>0.8</td>
<td>2.5</td>
<td>5.8</td>
<td>35.5</td>
<td>55.4</td>
</tr>
<tr>
<td>Generation Y employees prefer being given autonomy to perform their tasks</td>
<td>0.8</td>
<td>2.5</td>
<td>7.4</td>
<td>33.9</td>
<td>55.4</td>
</tr>
<tr>
<td>Generation Y employees are stimulated by work that is meaningful and impactful</td>
<td>2.5</td>
<td>3.3</td>
<td>11.6</td>
<td>39.7</td>
<td>43.0</td>
</tr>
<tr>
<td>Generation Y employees are stimulated by work that is challenging</td>
<td>0.8</td>
<td>4.1</td>
<td>9.1</td>
<td>32.2</td>
<td>53.7</td>
</tr>
<tr>
<td>Generation Y employees prefer working as part of a team</td>
<td>0.8</td>
<td>6.6</td>
<td>19.0</td>
<td>38.0</td>
<td>35.5</td>
</tr>
</tbody>
</table>

4.4.2 Correlation between Nature of Working Style and Generation Y Employee Retention

The Pearson’s correlation co-efficient of Generation Y Employee Retention and Generation Y employees like to practice remote working whereby employees can carry out their work from a location other than the traditional office is 0.491; Generation Y employees prefer being given leeway to adjust their arrival and departure time from work is 0.417; Generation Y employees prefer being given autonomy to perform their tasks is 0.457; Generation Y employees are stimulated by work that is meaningful and impactful
is 0.534; Generation Y employees are stimulated by work that is challenging is 0.501; and Generation Y employees prefer working as part of a team is 0.571. These coefficients imply that there exists a positive association of Generation Y employees like to practice remote working whereby employees can carry out their work from a location other than the traditional office (49.1%); Generation Y employees prefer being given leeway to adjust their arrival and departure time from work (41.7%); Generation Y employees prefer being given autonomy to perform their tasks (45.7%); Generation Y employees are stimulated by work that is meaningful and impactful (53.4%); Generation Y employees are stimulated by work that is challenging (50.1%); and Generation Y employees prefer working as part of a team (57.1%) to Generation Y Employee Retention at Bridge International Academies. This positive association suggests that when one increases, Generation Y employee retention increases.
<table>
<thead>
<tr>
<th></th>
<th>Generation Y employees are satisfied with the work schedules provided in the organization</th>
<th>Generation Y employees like to practice remote working whereby employees can carry out their work from a location other than the traditional office</th>
<th>Generation Y employees prefer being given leeway to adjust their arrival and departure time from work</th>
<th>Generation Y employees prefer being given autonomy to perform their tasks</th>
<th>Generation Y employees are stimulated by work that is meaningful and impactful</th>
<th>Generation Y employees are stimulated by work that is challenging</th>
<th>Generation Y employees prefer working as part of a team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>.491**</td>
<td>.739**</td>
<td>.695**</td>
<td>.627**</td>
<td>.652**</td>
<td>.513**</td>
<td>.571**</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.417**</td>
<td>.739**</td>
<td>1</td>
<td>.627**</td>
<td>.652**</td>
<td>.513**</td>
<td>.571**</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.457**</td>
<td>.704**</td>
<td>.695**</td>
<td>1</td>
<td>.627**</td>
<td>.577**</td>
<td>.480**</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.534**</td>
<td>.574**</td>
<td>.502**</td>
<td>.627**</td>
<td>1</td>
<td>.652**</td>
<td>.526**</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.501**</td>
<td>.445**</td>
<td>.608**</td>
<td>.577**</td>
<td>.652**</td>
<td>1</td>
<td>.513**</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.571**</td>
<td>.399**</td>
<td>.345**</td>
<td>.480**</td>
<td>.526**</td>
<td>.513**</td>
<td>1</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
4.4.3 Regression Analysis of Nature of Working Style and Generation Y Employee Retention

A regression analysis was done to determine how nature of working style predicted employee retention.

4.4.3.1 Model Summary

For nature of working style, the study established a correlation value 0.204 with an r-squared of 0.042 that was adjusted to -0.018.

Table 4.9: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of working style</td>
<td>0.204a</td>
<td>0.042</td>
<td>-0.018</td>
<td>1.146</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), career development, nature of working style, communication style

4.4.4 ANOVA

Table 4.10 shows that the independent variables statistically predicts the dependent variable (5, 120) = 9.186, p>0.05 (i.e. 0.670).

Table 4.10: ANOVA for Nature of Working Style

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6.462</td>
<td>7</td>
<td>.923</td>
<td>.703</td>
<td>.670b</td>
</tr>
<tr>
<td>Residual</td>
<td>148.414</td>
<td>113</td>
<td>1.313</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>154.876</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Intention to leave the organization within the next 3 years
b. Predictors: (Constant), Statements for nature of working style

4.4.4.1 Coefficient of Variation

Table 4.11 below indicates the coefficient of variation for nature of working style and retention of Generation Y employees.
<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>2.107</td>
<td>.678</td>
<td>3.107</td>
<td>.002</td>
</tr>
<tr>
<td>Generation Y employees are satisfied with the work schedules provided in the organization</td>
<td>.002</td>
<td>.140</td>
<td>.002</td>
<td>.017</td>
</tr>
<tr>
<td>Generation Y employees like to practice remote working whereby employees can carry out their work from a location other than the traditional office</td>
<td>-.006</td>
<td>.220</td>
<td>-.004</td>
<td>-.026</td>
</tr>
<tr>
<td>Generation Y employees prefer being given leeway to adjust their arrival and departure time from work</td>
<td>.076</td>
<td>.236</td>
<td>.053</td>
<td>.324</td>
</tr>
<tr>
<td>Generation Y employees prefer being given autonomy to perform their tasks</td>
<td>-.004</td>
<td>.216</td>
<td>-.003</td>
<td>-.019</td>
</tr>
<tr>
<td>Generation Y employees are stimulated by work that is meaningful and impactful</td>
<td>-.241</td>
<td>.173</td>
<td>-.199</td>
<td>-1.393</td>
</tr>
<tr>
<td>Generation Y employees are stimulated by work that is challenging</td>
<td>.300</td>
<td>.189</td>
<td>.230</td>
<td>1.583</td>
</tr>
<tr>
<td>Generation Y employees prefer working as part of a team</td>
<td>-.104</td>
<td>.147</td>
<td>-.086</td>
<td>-.704</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Intention to leave the organization within the next 3 years
4.5 Communication Style and Retention of Generation Y Employees

This section sought to establish the extent to which communication style affects the retention of Generation Y employees. Both descriptive analysis and inferential statistics were used.

4.5.1 Employees’ Responses to Communication Style and Generation Y Employee Retention

The study sought to find out the level of agreement with the following statements that are related to communication style and retention of Generation Y employees at Bridge International Academies. The findings are tabulated in Table 4.12.

The results in Table 4.12 indicate that, majority of Generation Y employees strongly agreed to statements that: Generation Y employees want to be frequently communicated to on matters relating to them (77.7%); Generation Y employees are motivated by open communication (74.4%); Generation Y employees value instant feedback (71.1%); Generation Y employees value honest communication (68.6%); Generation Y employees value timely communication (61.2%); Generation Y employees are motivated by the use of information technology in communication (60.3%); and Generation Y employees are motivated by the use of social media in communication (49.6%).
Table 4.12: Level of Agreement with the Statements that are Related to Communication Style and Retention of Generation Y employees at Bridge International Academies

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree (%)</th>
<th>Disagree (%)</th>
<th>Neutral (%)</th>
<th>Agree (%)</th>
<th>Strongly Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generation Y employees are motivated by open communication</td>
<td>0.8</td>
<td>0.0</td>
<td>5.8</td>
<td>18.2</td>
<td>74.4</td>
</tr>
<tr>
<td>Generation Y employees value honest communication</td>
<td>0.8</td>
<td>1.7</td>
<td>9.1</td>
<td>19.8</td>
<td>68.6</td>
</tr>
<tr>
<td>Generation Y employees value instant feedback</td>
<td>0.8</td>
<td>1.7</td>
<td>5.8</td>
<td>20.7</td>
<td>71.1</td>
</tr>
<tr>
<td>Generation Y employees want to be frequently communicated to on matters relating to them</td>
<td>0.8</td>
<td>0.8</td>
<td>5.0</td>
<td>15.7</td>
<td>77.7</td>
</tr>
<tr>
<td>Generation Y employees value timely communication</td>
<td>0.8</td>
<td>1.7</td>
<td>5.8</td>
<td>30.6</td>
<td>61.2</td>
</tr>
<tr>
<td>Generation Y employees are motivated by the use of information technology in communication</td>
<td>0.8</td>
<td>2.5</td>
<td>7.4</td>
<td>28.9</td>
<td>60.3</td>
</tr>
<tr>
<td>Generation Y employees are motivated by the use of social media in communication</td>
<td>0.8</td>
<td>5.8</td>
<td>10.7</td>
<td>33.1</td>
<td>49.6</td>
</tr>
</tbody>
</table>

4.5.2 Correlation between Communication Style and Generation Y Employee Retention

The Pearson’s correlation co-efficient of Generation Y Employee Retention and Generation Y employees value honest communication is 0.699; Generation Y employees value instant feedback is 0.562; Generation Y employees want to be frequently communicated to on matters relating to them is 0.510; Generation Y employees value timely communication is 0.444; Generation Y employees are motivated by the use of information technology in communication is 0.345; and Generation Y employees are motivated by the use of social media in communication is 0.213. These coefficients imply that there exists a positive association of Generation Y employees value honest communication (69.9%); Generation Y employees value instant feedback (56.2%);
Generation Y employees want to be frequently communicated to on matters relating to them (51.0%); Generation Y employees value timely communication (44.4%); Generation Y employees are motivated by the use of information technology in communication (34.5%); and Generation Y employees are motivated by the use of social media in communication (21.3%) to Generation Y Employee Retention at Bridge International Academies. This positive association suggests that when one increases, Generation Y employee retention increases.
Table 4.13: Correlation between Communication Style and Generation Y Employee Retention

<table>
<thead>
<tr>
<th></th>
<th>Generati on Y employees are motivated by open communication</th>
<th>Generation Y employees value honest communication</th>
<th>Generat ion Y employees value instant feedback</th>
<th>Generat ion Y employees want to be frequently communicated to on matters relating to them</th>
<th>Generati on Y employees are motivated by the use of information technology in communication</th>
<th>Generat ion Y employees are motivated by the use of social media in communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generation Y employees</td>
<td>Pearso n Correla tion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>are motivated by open</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generation Y employees</td>
<td>Pearso n Correla tion</td>
<td>.699**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>value honest communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generation Y employees</td>
<td>Pearso n Correla tion</td>
<td>.562**</td>
<td>.634**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>value instant feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generation Y employees</td>
<td>Pearso n Correla tion</td>
<td>.510**</td>
<td>.542**</td>
<td>.694**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>value timely communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generation Y employees</td>
<td>Pearso n Correla tion</td>
<td>.444**</td>
<td>.483**</td>
<td>.580**</td>
<td>.515**</td>
<td>1</td>
</tr>
<tr>
<td>value timely communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generation Y employees</td>
<td>Pearso n Correla tion</td>
<td>.345**</td>
<td>.201*</td>
<td>.460**</td>
<td>.473**</td>
<td>.613**</td>
</tr>
<tr>
<td>are motivated by the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use of information technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generation Y employees</td>
<td>Pearso n Correla tion</td>
<td>.213*</td>
<td>.168</td>
<td>.351**</td>
<td>.348**</td>
<td>.420**</td>
</tr>
<tr>
<td>are motivated by the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use of social media in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

*. Correlation is significant at the 0.05 level (2-tailed).
4.5.3 Regression Analysis of Communication Style and Generation Y Employee Retention

A regression analysis was done to determine how communication style predicted employee retention.

4.5.3.1 Model Summary

For the communication style, the study established a correlation value 0.250 with an r-squared of 0.062 that was adjusted to 0.004.

Table 4.14: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication style</td>
<td>0.250a</td>
<td>0.062</td>
<td>0.004</td>
<td>1.134</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), career development, nature of working style, communication style

4.5.4 ANOVA

Table 4.15 shows that the independent variable statistically predicts the dependent variable (5, 120) =1.074, p>0.05 (i.e. 0.385).

Table 4.15: ANOVA for Communication Style

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>9.660</td>
<td>7</td>
<td>1.380</td>
<td>1.074</td>
<td>.385b</td>
</tr>
<tr>
<td>Residual</td>
<td>145.216</td>
<td>113</td>
<td>1.285</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>154.876</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Intention to leave the organization within the next 3 years
b. Predictors: (Constant), Statements for communication style

4.5.4.1 Coefficient of Variation

Table 4.16 below indicates the coefficient of variation for communication style and retention of Generation Y employees.
Table 4.16: Coefficients for Communication Style

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td>t</td>
</tr>
<tr>
<td>(Constant)</td>
<td>1.483</td>
<td>.852</td>
<td></td>
<td>1.740</td>
</tr>
<tr>
<td>Generation Y employees are motivated by open communication</td>
<td>.114</td>
<td>.218</td>
<td>.071</td>
<td>.521</td>
</tr>
<tr>
<td>Generation Y employees value honest communication</td>
<td>.267</td>
<td>.216</td>
<td>.187</td>
<td>1.236</td>
</tr>
<tr>
<td>Generation Y employees value instant feedback</td>
<td>.010</td>
<td>.224</td>
<td>.007</td>
<td>.047</td>
</tr>
<tr>
<td>Generation Y employees want to be frequently communicated to on matters relating to them</td>
<td>.104</td>
<td>.223</td>
<td>.063</td>
<td>.468</td>
</tr>
<tr>
<td>Generation Y employees value timely communication</td>
<td>-.235</td>
<td>.202</td>
<td>-.156</td>
<td>-1.164</td>
</tr>
<tr>
<td>Generation Y employees are motivated by the use of information technology in communication</td>
<td>-.015</td>
<td>.254</td>
<td>-.011</td>
<td>-.061</td>
</tr>
<tr>
<td>Generation Y employees are motivated by the use of social media in communication</td>
<td>-.081</td>
<td>.181</td>
<td>-.066</td>
<td>-.445</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Intention to leave the organization within the next 3 years

4.6 Chapter Summary

This chapter looked at the results and findings on the influence of talent management strategies on retention of Generation Y employees. The findings and results were presented in line with the research objectives. Figures and tables aided in the presentation of the study findings and results. Chapter five looks at the summary of findings, discussions, conclusions and recommendations.
CHAPTER FIVE

5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the research, discussion of the finding in comparison to the literature review, conclusions and recommendations of the research. The basis of this was the research findings that are presented and discussed in chapter four. The study established several findings which make a direct contribution to knowledge and policy formulation. Recommendations both for further research as well as policy and practice have been made.

5.2 Summary

The purpose of this study was to find out the influence of talent management strategies on the retention of Generation Y employees, using Bridge International Academies as a reference point. The study was guided by the following three research objectives: to examine the extent to which career development affects the retention of Generation Y employees; to examine the extent to which nature of working style affects the retention of Generation Y employees; and to examine the extent to which communication style affects the retention of Generation Y employees.

This study adopted a descriptive research design and employed quantitative research as the main approach to guide the study. The study targeted employees in the Headquarters of Bridge International Academies in Nairobi. Their details were obtained from the Bridge current employee database. Stratified random sampling was used in this study. Therefore, a sample size of 146 was selected from a total population of 218 employees in Bridge Headquarters in Nairobi. A survey data collection tool was employed to collect primary data.

The data collected was coded and keyed into the Statistical Package for Social Sciences (SPSS) program in line with each research variable for analysis. The general information gathered from the respondents shows that the female respondents are 53% while the male respondents are 47%. In terms of age, 54% of respondents are between 21 and 30 years
while 46% are between 31 and 40 years. In terms of employment status, 93% of the respondents are permanently employed while 7% of the respondents are temporarily employed. Majority of the respondents represented by 37% are Associates, 30% are Officers, 21% are Managers, 7% are Assistants and 5% are Directors. The findings also shows that majority of the Generation Y employees are in the Operations department (25.6%). In addition, the findings indicate that majority of the respondents represented by 45% have worked at Bridge International Academies for 3-5 years, 44% of the respondents have worked at Bridge for less than 2 years and 11% have worked for Bridge International Academies for 6-7 years. The findings also reveal that majority (55%) of the respondents agreed that they are happy and satisfied working for Bridge International Academies. In terms of intention to leave, the findings show that majority of the respondents represented by 34% indicated that they are not sure if they intend to leave the organization within the next 3 years.

The study findings reveal that majority of Generation Y employees strongly agreed that career development affects retention of Generation Y employees. Under career development, promotion was highest in terms of ranking as 80.2% of respondents strongly agreed that promotion affects Generation Y intention to stay in the organization. This was followed by the availability of training programs which (66.9%) and opportunity for career development (61.2%).

The study findings also reveal that majority of Generation Y employees strongly agreed that nature of working style impacts Generation Y employee retention. 55.4% of respondents strongly agreed that Generation Y employees prefer being given leeway to adjust their arrival and departure time from work and 55.4% strongly agreed that Generation Y employees prefer being given autonomy to perform their tasks.

The study findings reveal that majority of the respondents strongly agreed that communication style affects Generation Y employee retention. 77.7% strongly agreed that Generation Y employees want to be frequently communicated to on matters relating to them and 74.4% strongly agreed that Generation Y employees are motivated by open communication. In addition, 71.1% strongly agreed that Generation Y employees value instant feedback and 68.6% of the respondents strongly agreed that Generation Y employees value honest communication.
The study findings reveal that the Pearson Chi-Square Correlation is 0.073. This means that there is no statistically significant association between gender and happiness and satisfaction of the Generation Y employees; that is, both males and females are more happy and satisfied working for Bridge International Academies. The findings also reveal that the Pearson Chi-Square Correlation is 0.115. This means that there is no statistically significant association between gender and intention to leave the organization within the next 3 years.

5.3 Discussion

5.3.1 Career Development and Retention of Generation Y Employees

The study findings reveal that career development influences the retention of Generation Y employees. All the respondents strongly agreed to the statements that promotion affects Generation Y intention to stay in the organization; training programs affect Generation Y intention to stay in the organization; opportunity for career development affects Generation Y intention to stay in the organization; Generation Y employee retention in the organization is influenced by mentorship programs aimed at promoting both professional and personal growth of employees; and the availability of succession plans affects Generation Y intention to stay in the organization.

For career development, the study established a correlation value 0.336 with an r-squared of 0.113 that was adjusted to 0.074. The coefficient of determination (r-squared) depicts that 7.4% of the variations in retention of Generation Y employees can be explained by career development meaning that there are other talent management strategies for the retention of Generation Y employees. This shows that career development is becoming more important in attracting and retaining Generation Y employees.

The findings support Burmeister (2009) & Dolezalek (2007) who note that Gen Y employees change their careers more than six times in their lives. They are confident in their skills and abilities and will not hesitate to quit and find a new position. As soon as they feel that they have mastered their job, they move to other organizations that will present more challenge to them (Weyland, 2011). The findings also support Smola & Sutton (2002) who note that providing challenging jobs and opportunities for career advancement is more likely to boost the retention of Millennials in an organization. This
clearly shows that they will remain loyal as long as the organization provides meaningful work and development opportunities (Logan, 2008).

In addition, the findings support Messmer (2000) who found that one of the important factors in employee retention is an investment in employee training and career development. The results also agree with Dolezalek (2007) who indicates that training is a critical retention tool for the Gen Y workforce. They also support Davidson et al. (2010) who found that training increases faithfulness and ownership of employees towards their organizations. Millennials expect organizations to enhance their skills, experience and knowledge through training interventions (Weyland, 2011). They want a continuous learning environment with elements such as e-learning, job shadowing, workshops, temporary assignments and functional moves (Terjesen et al., 2007). In order to retain this critical workforce, organizations should invest in training and development of the Generation Y employees.

The survey results support Mburu (2016) who found that retention of Gen Y employees in an organization was influenced by the availability of mentorship programs aimed at promoting both their professional and personal growth. The findings also support Munde (2010) who noted that mentorship is a key retention strategy for Gen Y employees. The findings of the study also support Lewis (2009) who notes that succession planning enhances retention of Millennial employees. They would like to know their possible career paths in the organization and this can be achieved through proper succession planning.

These results are in line with Rodriguez (2008) who found that employees with opportunities are less likely to leave. Chances of them leaving become higher when they feel they have reached a static point where there is minimal learning and growth. Career development opportunities lead to Gen Y retention as they feel valued when a company provides tangible investment in their futures. The study also supports Mburu (2016) who found that the opportunity for career advancement affects Gen Y intention to stay in the organization. Prince (2005) stated that organizations need talented employees to maintain a competitive edge and employees require career growth opportunities inclusive of advancement and internal promotion.
5.3.2 Nature of Working Style and Retention of Generation Y Employees

The findings found that nature of working style influences retention of Generation Y employees. All the Generation Y employees strongly agreed to statements that: Generation Y employees prefer being given leeway to adjust their arrival and departure time from work; Generation Y employees prefer being given autonomy to perform their tasks; Generation Y employees are stimulated by work that is challenging; Generation Y employees like to practice remote working whereby employees can carry out their work from a location other than the traditional office; Generation Y employees are stimulated by work that is meaningful and impactful; Generation Y employees are satisfied with the work schedules provided in the organization; and Generation Y employees prefer working as part of a team.

For nature of working style, the study established a correlation value 0.204 with an r-squared of 0.042 that was adjusted to -0.018. The coefficient of determination (r-squared) depicts that 1.8% of the variations in retention of Generation Y employees can be explained by nature of working style meaning that there are other talent management strategies for the retention of Generation Y employees. Ensuring an attractive working environment is becoming more important in attracting and retaining employees. Organizations need to make sure that their environment is at least satisfactory, and preferably excellent in order to retain Generation Y employees. The environment is made up of two elements, the physical and the social environment. Generation Y’ers want an open, nice workspace that can make social interaction easier (Martin, 2005).

Majority of the respondents strongly agreed that Generation Y employees prefer being given autonomy to perform their tasks; and that Generation Y employees prefer being given leeway to adjust their arrival and departure time from work. This is evident because Generation Y employees anticipate that their working environment should be fun as far as satisfying work assignments, as well as a place for social cooperation and benevolent discussions. This can for instance mean setting up a gathering for all representatives. Encouraging a thrilling workplace can likewise incorporate turning the time previously or after a workforce gathering into a break where associates get together to share a bite (Martin, 2005).
The findings are in line with Baruch (2004) who states that Gen Y nature of working style include meaningful and challenging work, job autonomy, multitasking, freedom, responsibility, flexibility, problem solving and collaborating teams. The main aim of Millennials is to play a role in meaningful work that helps others and they place higher emphasis on impactful work than on salary and status (Elkins et al., 2007). The results also support Deery (2008) who found that flexible working arrangements provide employees with a degree of choice over when, where and how much they work, resulting in increased employee engagement and job satisfaction, which in turn enhance retention.

The findings also support Martin (2005) who found that Gen Y employees are multitasking in their work with high degrees of intelligence, independence and confidence. Millennials look for autonomy in their work and dislike being micro-managed, due to their independent nature (Weyland, 2011). They prefer implementing their own strategies to get their work done. They expect freedom and flexibility to make their work done in their own way and at their own pace (Martin, 2005). Gen Y employees have a strong appetite for work and pressure and seek to be empowered (Shih & Allen, 2007). They prefer to work in teams and collaborate through text messaging, instant messaging and blogging with their peers (Skiba, 2006).

The findings are also in line with Mburu (2016) who submitted that work-life balance is one of the most significant drivers of employee retention among Gen Y employees. This tech-savvy generation is able to work from anywhere, at any time as long as they have Internet connectivity. According to Reishwitz & Iyer (2009), Millennials would like to have flexibility in completing their tasks. As the world becomes more technologically advanced, they strongly believe that they do not need to be physically at work throughout scheduled work hours. Organizations should therefore adjust to this mind-set in order to attract and retain the Generation Y workforce.

The findings are in line with Saragih (2011) who found that job autonomy results in improved job satisfaction and commitment which in turn results in employee retention. The results also support Greening & Turban (2000) who found that an organization’s reputation on corporate social responsibility is closely linked to its ability to attract and retain Millennial talent (Greening & Turban, 2000). They are enthused about working for associations that will empower them have an influence in the society.
In addition, the findings are in line with Gursoy et al. (2008) who noted that Millennials value teamwork and are comfortable with collaboration as compared to previous generations. Corporate Leadership Council (2005) found that Millennials like teaming up with, and gaining from, colleagues and supervisors they regard, and expect to build friendships with their colleagues. Gen Y employees indicate that working and interacting with other team members makes work more enjoyable (Alsop, 2008). They are more prone to be fully committed and perform at their best when working in a collaborative environment.

A portion of the Generation Y employees at Bridge International Academies disagreed that Generation Y employees are satisfied with the work schedules provided in the organization. This is contrary to Martin (2005) who notes that Generation Y employees expect freedom and flexibility to make their work done in their own way and at their own pace. It is important to note that some job roles may not warrant flexibility, which may require supervisors to make individual decisions and to balance the needs of the employee with the needs of the job (Bindu & Swami, 2014).

5.3.3 Communication Style and Retention of Generation Y Employees

The study found out that communication style influences retention of Generation Y employees. All the Generation Y employees strongly agreed to statements that: Generation Y employees want to be frequently communicated to on matters relating to them; Generation Y employees are motivated by open communication; Generation Y employees value instant feedback; Generation Y employees value honest communication; Generation Y employees value timely communication; Generation Y employees are motivated by the use of information technology in communication; and Generation Y employees are motivated by the use of social media in communication.

For the communication style, the study established a correlation value 0.250 with an r-squared of 0.062 that was adjusted to 0.004. The coefficient of determination (r-squared) depicts that 0.4% of the variations in retention of Generation Y employees can be explained by communication style meaning that there are other talent management strategies for the retention of Generation Y employees. The findings reveal that majority
of Generation Y employees strongly agreed that Generation Y employees want to be frequently communicated to on matters relating to them.

The findings support Jablin (1987) who found that employees are more satisfied when their supervisors are open in their communication. A crucial communication issue for Millennials in the workplace is their need for open communication (Remo, 2006). The results also agree with a survey that found out that nearly 75% of employees who plan to stay with their employers believe that there is strong communication at that employer, whereas only 53% of employees who plan to leave feel that their employer is an effective communicator. This does not appear to be a causational relationship, but it shows that firms who are scoring well on retention are also scoring high on effective communication (Simons, 2010).

The findings support Deloitte (2009) who notes that contrary to previous generations, Generation Y employees expect instant and frequent communication on their performance. They also expect communication from their supervisors to be positive and affirming (Remo, 2006). For instance, Gen Y employees are unlikely to accept a change that is not well communicated and is communicated on a “need-to-know basis”. Regardless of their job level, Gen Y employees feel a need to be kept in the loop of information at all times (George, 2008).

In addition, the findings support Pasieka (2009) & Patalano (2008) who found that Millennials do not develop organizational commitment as workers of previous generations. Instead, they develop commitment to individuals, especially supervisors with whom they develop meaningful relationships (Marston, 2007). This shows that an open relationship with supervisors may alter the tendency of Millennials to frequently change jobs (Gursoy et al., 2008). Managers should therefore place high importance on communication as Millennials do.

The findings are also in line with Simons (2010) who notes that Millennials adopt new technologies instantly and they are more intimate with the interactive and collaborative technologies that are ever-present in their educational, social, and professional lives. Simons (2010) also notes that Millennials are so attached to technology that they are not only comfortable learning through interactive technology, but many of them prefer this to
a traditional classroom experience. Simmons (2009) found that Millennials have a liking to computer mediated communication more than previous generations (Simmons, 2009).

In order to provide adequate feedback, supervisors must place a high value on communication as much as Generation Y employees do. Communication enhances deeper connections and provides clear direction. Open communication lines should start from the recruiting process and continue through the last day of work for any employee. This means that not only should the employee receive information from his superiors, but there should be avenues for the employee to communicate as well. Communication must be two-way, or it is simply direction. Surveys have supported this, noting that 40% of employees are dissatisfied with communication about strategy and direction, and this has deeper implications than some understand; nearly 75% of employees who plan to stay with their employers believe that there is strong communication at that employer, whereas only 53% of employees who plan to leave feel that their employer is an effective communicator. This does not appear to be a causational relationship, but it shows that firms who are scoring well on retention are also scoring high on effective communication (Simons, 2010).

A proportion of the Gen Y employees at Bridge International Academies disagreed with the statement that Generation Y employees are motivated by the use of social media in communication. This is contrary to the notion that social media has gained great importance among the Generation Y workforce as it provides an interactive platform to users so as to facilitate co-creation, sharing, discussion and modifying user-generated content (Kietzmann et al., 2011). This finding is also contrary to Rai (2012) who notes that social media has become a vital source of internal communication between the employees in an organization.

5.4 Conclusion

5.4.1 Career Development and Retention of Generation Y Employees

The study concludes that most of the Gen Y employees strongly agreed that career development influences the retention of Generation Y employees at Bridge International Academies.
5.4.2 Nature of Working Style and Retention of Generation Y Employees

The study concludes that most of the Gen Y employees strongly agreed that nature of working style influences the retention of Generation Y employees at Bridge International Academies.

5.4.3 Communication Style and Retention of Generation Y Employees

The study concludes that most of the Gen Y employees strongly agreed that communication style influences the retention of Generation Y employees at Bridge International Academies.

5.5 Recommendations

5.5.1 Recommendations for Improvement

On the basis of the above conclusions, the following recommendations were made for assessing how talent management strategies affect the retention of Generation Y employees at Bridge International Academies in Nairobi County.

5.5.1.1 The Influence of Career Development on Employee Retention

It is important for employers to adopt career development as a way of retaining their employees. The study indicated that this style helps the Generation Y employees advance in their careers and if they are not satisfied, they will move on to the next available career/organization where they can achieve their career goals. The organization should come up with strategies that provide their employees with opportunities for growth, rewards for employees for value addition and encourage them to take initiatives for their career growth.

5.5.1.2 The Influence of Nature of Working Style on Employee Retention

Employers need to create a good and conducive working environment for their Generation Y employees. There is need for the employees to air their views, challenges and recommendations to the management of the organizations to help them improve the
working environment for them. Employers also need to be open to employees’ views and be willing to implement strategies that will improve the working environment.

5.5.1.3 The Influence of Communication Style on Employee Retention

The supervisors and team leaders need to develop good communication skills with their Generation Y employees. It is important for leaders to take caution to ensure that communication with Generation Y workers is realistic and clear, especially when it comes to their sometimes unrealistic expectations about career growth. This generation is extremely creative and bright and thinks highly of themselves. They expect rapid advancement based on talent rather than tenure, and hold little tolerance for paying dues.

5.5.2 Recommendations for Further Studies

This study sought to assess how talent management strategies affect the retention of Generation Y employees at Bridge International Academies in Nairobi County and attempted to bridge the gap in knowledge that existed. Although the study attained these, it mainly focused on one organization. There is need to conduct a similar study in other organizations in an attempt to compare the findings. There is also need to conduct a study on the challenges facing organizations in retaining Generation Y employees.
REFERENCES


APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

Claire Aduvuka Eboi
PO Box 66505-00800
Nairobi, Kenya
Mobile: 0720338908

Dear Respondent,

RE: REQUEST TO PARTICIPATE IN A RESEARCH STUDY

I am Claire Aduvuka Eboi, a graduate student at United States International University - Africa, pursuing a Master of Science in Management and Organizational Development. As part of the degree requirement, I am conducting a research to determine how talent management strategies affect the retention of Generation Y employees at Bridge International Academies.

Given your experience with Bridge International Academies, you have been selected to participate in this study as a respondent. I would appreciate your help in filling this questionnaire which will take less than 15 minutes.

Kindly note that the information you provide will be treated with the highest form of confidentiality and will not be used for any other purpose other than for academic purpose. Your assistance in this exercise will be highly appreciated. Thank you in advance for your time.

Yours faithfully,

Claire Aduvuka Eboi
APPENDIX 2: RESEARCH QUESTIONNAIRE

This study is a requirement for the partial fulfillment for the award of Master of Science in Management and Organizational Development (MOD). The purpose of this research is to investigate how talent management affects the retention of Generation Y employees at Bridge International Academies (BIA). Kindly note that the information you provide will be treated with the highest form of confidentiality and will not be used for any other purpose other than for academic purpose. Your assistance will be highly appreciated.

Section A: General Information

1. Gender:
   - Male □
   - Female □

2. Age bracket:
   - 21 - 30 □
   - 31 - 40 □

3. Employment status:
   - Temporary □
   - Permanent □

4. Job level:
   - Assistant □
   - Associate □
   - Officer □
   - Manager □
   - Director □

5. Department:
   - Academics □
   - Customer Experience □
   - Customer Insight □
   - Development □
   - Finance □
   - Legal □
   - Operations □
   - People Operations □
   - Project Management Office □
   - Policy and Partnerships □
   - Supply Chain □

6. How long have you worked at Bridge International Academies?
   - Less than 2 years □
   - 3 - 5 years □
   - 6 - 7 years □
   - Above 7 years □

7. Are you happy and satisfied working for Bridge International Academies?
   - Yes □
   - No □

8. Are you intending to leave the organization within the next 3 years?
   - Not sure □
   - Moderate □
   - Sure □
   - Very Sure □
Section B: Career Development and Retention of Generation Y Employees

On a scale of 1 to 5, where 1=strongly disagree; 2=disagree; 3=neutral; 4=agree; and 5=strongly agree, kindly indicate your level of agreement with the following statements that are related to career development and retention of Generation Y employees at Bridge International Academies.

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>I believe that opportunity for career development affects Generation Y intention to stay in the organization</td>
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<td>2</td>
<td>Training programs affect Generation Y intention to stay in the organization</td>
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<td>3</td>
<td>Generation Y employee retention in the organization is influenced by mentorship programs aimed at promoting both professional and personal growth of employees</td>
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<tr>
<td>4</td>
<td>Promotion affects Generation Y intention to stay in the organization</td>
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<tr>
<td>5</td>
<td>The availability of succession plans affects Generation Y intention to stay in the organization</td>
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</tr>
</tbody>
</table>
Section C: Nature of Working Style and Retention of Generation Y Employees

On a scale of 1 to 5, where 1=strongly disagree; 2=disagree; 3=neutral; 4=agree; and 5=strongly agree, kindly indicate your level of agreement with the following statements that are related to nature of working styles and retention of Generation Y employees at Bridge International Academies.

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
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<tbody>
<tr>
<td>1</td>
<td>Generation Y employees are satisfied with the work schedules provided in the organization</td>
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<td>2</td>
<td>Generation Y employees like to practice remote working whereby employees can carry out their work from a location other than the traditional office</td>
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<td>3</td>
<td>Generation Y employees prefer being given leeway to adjust their arrival and departure time from work</td>
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<td>4</td>
<td>Generation Y employees prefer being given autonomy to perform their tasks</td>
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<td>5</td>
<td>Generation Y employees are stimulated by work that is meaningful and impactful</td>
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<td>6</td>
<td>Generation Y employees are stimulated by work that is challenging</td>
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<td>7</td>
<td>Generation Y employees prefer working as part of a team</td>
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</tbody>
</table>
Section D: Communication Style and Retention of Generation Y Employees

On a scale of 1 to 5, where 1=strongly disagree; 2=disagree; 3=neutral; 4=agree; and 5=strongly agree, kindly indicate your level of agreement with the following statements that are related to communication style and retention of Generation Y employees at Bridge International Academies.

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Generation Y employees are motivated by open communication</td>
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<td>2</td>
<td>Generation Y employees value honest communication</td>
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<tr>
<td>3</td>
<td>Generation Y employees value instant feedback</td>
<td></td>
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<td>4</td>
<td>Generation Y employees want to be frequently communicated to on matters relating to them</td>
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<tr>
<td>5</td>
<td>Generation Y employees value timely communication</td>
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<td>6</td>
<td>Generation Y employees are motivated by the use of information technology in communication</td>
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<td>7</td>
<td>Generation Y employees are motivated by the use of social media in communication</td>
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</table>

Confirmation:

I confirm to have taken part in this study:

Signature:

...........................................................................................................................................................................

- Thank you for your participation -