

Leading A Multi-Generational Global Workforce: A Guide to Retaining A Highly Skilled
Multi-Generational Global Workforce

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Multi-Generational Global Workforce

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Abstract

Continuous organizational efforts to improve day-to-day operations have become an integral part of doing business effectively today. This is largely due to advances in technology, access to a global workforce, outsourcing of business functions, and generational differences in the workplace. The purpose of the study was to evaluate the most effective leader attributes to include in leadership styles to retain a highly skilled global multi-generational workforce. A qualitative grounded theory study utilizing semi-structured interviews with an additional focus group was used to evaluate the problem. The study included interviews with 15 individuals who fit the following criteria: 21+ years of age, and at least 5 years of leadership experience. Fifteen individuals were interviewed individually, and four individuals were asked to participate in an additional focus group. Questions asked during the interview and focus group were used to explore the attributes required to retain the highly skilled global multi-generational workforce. Results of the study showed that leaders should have an understanding of an employee's emotional, cultural, and generational intelligence and difference, however, leadership styles should focus on the individual needs of employee's vs generational differences. In addition, effective leadership styles should include the following attributes to retain highly skilled global multi-generational workforce: accountability, adaptability / agility, commitment / passion, communication, confidence, creativity / innovation, decision-making capabilities, delegation / empowerment, developer, empathy / sympathy, flexibility, honesty / integrity, inspiration / motivator, relationship building, and visionary / strategic planner. Further research is needed to explore post-millennials in the workplace to better understand how this group will impact leadership attributes and styles. Diversity and personal difference within generations is another area where further research is required. Another area to explore is differences between

millennials and post-millennials to understand how these relationships will impact leadership attributes and styles. Diversifying the types of leaders that participate in the study would also further the research and understanding of effective leadership styles.

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I would like to give praise to the Lord for blessing me with strength, resilience, knowledge, and perseverance to achieve this goal. Secondly, I would like to thank my mother who continues to push me to be the best version of myself, do the impossible, and leave the world a better place than where it is now. To my siblings, who continue to support and encourage me through every milestone along the journey of my life. To my friends (aka family) thank you for reminding me they are always here for me and support during any journey. Thank you to Dr. Pender Noriega and Dr. Shriner for your guidance throughout the process. I want to acknowledge the countless others who I have met along the way that made an imprint on my life; whether the experiences were great, good, bad, or ugly 😊, all of you were instrumental in me completing this milestone. Lastly, to myself...see I could do it!

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Chapter 1: Introduction

Continuous improvements and advances in technology have increased organizations ability to attract and retain highly skilled works from across multiple cultures and generations locally or globally. Begum, et al. (2017) found “information technology has created the communication network to facilitate the expansion of products, and the sharing of ideas and resources among people regardless of geographic location” (p. 21). This has led to a constantly evolving work environment, where homogeneous, small, or non-contractors will become non-existent for most workplaces. These changes have an integral part in changing how the organization conduct business and complete daily activities from streamlining communication to business processes to client interactions. Technological advances have also impacted how organizations work toward goals and limit the disruption to employee daily operations.

Advances in technology have led to changes in communication between employees and customers to include increased opportunities to become instantaneous, intentional, and collaborative due to social media apps, instant message apps, and other communication tools. Organizations face additional changes to work environments by offering non-traditional workspace options such as telecommuter and/or virtual work, which can lead to acquiring highly skilled top talent (Society for Human Resource Management (SHRM), 2016). Organizations with virtual teams (e.g. locally or globally) pose a unique challenge to leaders due to cultural, language, literacy of technology, work hour availability, and stereotypes/prejudice. Team dynamic changes caused by geographical disparity have impacted how teams communicate and interact; “five categories of challenges we have identified are trust and relationships, technology-mediated communication and knowledge sharing, perceptions and decision making, leadership, and diversity” (Eisenberg & Aparna Krishnan, 2018, p. 79).

Thirdly, advances have allowed organizations to expand into global markets otherwise unavailable. Begum, et al. (2017) noted continuous advances in technologies allows organizations to enter in addition markets both local and global. Advancement in technology strengthens and expands an organization's position within markets as well as competitiveness. Technology can be used to strengthen or create a market position for organization and/or (Mas-Ruiz & Ruiz-Moreno, 2011; Chen & Miller, 2007). Changes in technology allow organizations to surpass others due to early adoption and the development of enhanced capabilities (Leiblein & Madsen, 2009). Additionally, advancements in technology help to provide a better technical position than competitors (Lerner, 1997). Continuous pressures to improve or advance technologies has created a race between organizations to always be the first to acquire the latest and greatest technologies before the other (Kapoor & Adner, 2012). Progression in technologies have shifted organizations forward and aligns with stakeholder's strategic future goals (Yohan, Joosung, & Jaemyung, 2017).

Lastly, advances have made it easy for organizations both large and small to outsource business functions locally and/or globally. This can contribute to the increases in the productivity of employees, task automation, and/or expansion into the global market otherwise unavailable. Globalization, insourcing, and outsourcing has also moved from a strategy utilized mainly by large organizations to normal daily operations for many firms have also occurred (Rilla & Squicciarini, 2011). Outsourcing decrease organizational cost for the organization, monitoring activities, reduce maladaptive behaviors, and creation of detailed contracts for governance to ensure enhanced protective measures are met (Das & Teng, 1998; Gulati, 1995; Poppo & Zenger, 2002). Continuous improvements, technological advancements, and local/global outsourcing present unique, complex, and comprehensive challenges.

Problem Statement

The problem addressed by this study was the unique, complex, and comprehensive challenges that leaders face when building leadership styles that transcend employee differences and ensures retention of highly skilled employees (André, 2018; Eastland & Clark, 2015; Rudolph, Rauvola, & Zacher, 2018). This was largely due to the fact that different cultures and generations can have different views of what constitutes a positive workplace environment. Peck, Kleiner, and Kleiner (2011) found that all generations bring different core morals, values, views, and strengths. Baby boomers have been characterized as hard workers who are striving on being self-sufficient, while Millennials are known as needing more hands-on guidance, continuous feedback, and structure when completing a task (Clark, 2017, p.397). Workplace experiences can include but are not limited to motivation preferences, training, working styles, and interpersonal skills.

The distinction in workplace experiences is a result of each employee's generation and culture backgrounds which may have an extreme impact on communication, collaboration, and perpetuation of generational stereotypes. Kicheva (2017) found that “generational diversity in the workforce promotes a broader range of talent, it can often mean conflicting ideas and creating stereotypes” (p. 105). Per Bolser and Gosciej (2015), the communications and interactions with those around them (including other generations, locally or globally) are different from other generations within the workplace. Leaders are challenged to meet the intrinsic motivative of the use of technology to complete a daily task when other generations may not embrace or become inspired by the use of technologies within the workplace. Clark (2017) noted that each generation has “some of the historical and social events that influenced each generational cohort” (p. 380).

Impacts on each generational cohort can result in changes in the organization's culture, which can result in a hostile work environment for employees within the workforce. Leaders within many organizations are looking for the most effective ways to attract, retain, and manage multi-generational workforces.

Purpose of the Study

The purpose of this qualitative constructive grounded theory study was to identify leadership attributes necessary for retaining a highly skilled global multi-generational workforce. It highlights the gap between generations and access to a global workforce is significantly greater than past eras. According to Lewis and Wescott (2017), cultural and generational differences that are not addressed can result in higher than normal turnover, decreasing productivity, and increase team dysfunctions which can impact an organization's ability to maintain its position within the market. Bussin and van Rooy (2014) found that "employees from different generations have different needs and perceptions of what constitutes value in rewards" (p. 2). The number of generations continues to increase in the workforce, which has changed the dynamics of the workplace.

This study will help leadership to establish a framework for global retention based on statistically relevant findings and theories. Data was gathered utilizing semi-structured interviews and a focus group. These sixty-minute semi-structured interviews were conducted in-person or via Skype and consisted of fifteen individuals with managerial experience leading multi-generational subordinates in various consulting firms. A four-person focus group was created from the fifteen previously interviewed and was conducted via Skype. All participants met the following criteria: currently located in North America, 21+ years of age, and at least 5 years of leadership experience. The constant comparative method was utilized for proper data

collection, processing, and analysis. Interviews and focus group were transcribed, and coding was completed using Dedoose statistical analysis software. Coding of data was completed in three phases: open, selective, and theoretical. The data were analyzed utilizing multiple statistical tests.

Conceptual Framework

A grounded theory with a constructivist approach was used as the conceptual framework for this study. The theory allowed observations that were free from prior hypotheses while permitting the generation of facts which led to the creation of theoretical concepts and generalizations (Glaser & Strauss, 1967)^[OBJ]. The journey from a description of knowledge (leadership attributes) to an explanation (framework) was the result of a systematic collection and analysis of data to determine commonalities among leadership attributes for highly skilled multi-cultural and multi-generational employees (Mills, Bonner, & Francis, 2006)^[OBJ].

Furthermore, grounded theory with a constructivist approach was used as a guide for research decisions of the study including but not limited to the development of the problem statement, purpose statement, and research question. “Constructivist grounded theory has its foundations in relativism and an appreciation of the multiple truths and realities of subjectivism...a constructivist enquiry requires the adoption of a position of mutuality between researcher and participant in the research process” (Mills, Bonner, & Francis, 2006). The theory was used to analyze, present, and discuss the results of the study as well as connect to relevant materials related to the development of effective leadership styles. Collection, analysis, and validation of data collected were primarily derived from the theories developed utilizing grounded theory.

Nature of the Study

The nature of the study of the qualitative constructive grounded theory aimed to investigate the leader's perception of effective attributes required to effectively lead a multi-generational workforce. The qualitative research methodology was chosen because the research focused on the personal experiences of leaders with various leadership attributes and styles. Additionally, the research methodology enabled commonalities between results to be analyzed and conclusions drawn about effective leadership attributes. Carmichael and Cunningham, (2017) stated that constructive grounded theory is based on the "concepts and/or constructs and relationships between the concepts or constructs in order to provide an explanation of a phenomenon" (p. 60).

The data and discussion were intended to be used as guiding principles rather than lead to any absolusions. This method was favored because the study aimed to collect data based on the personal experience, perceptions, and use of leadership attributes by each participant. Use of qualitative research helps to capture the many complexities that each participant holds as well as "allow us to gain a deeper understanding of users' needs and expectations for library services and performance" (Vaughn & Turner, 2016, p. 42).

Semi-structured interviews and a focus group was selected as the method to gather complex information. Semi-structured interviews can be considered an exceptional method to gather an in-depth complex understanding of an individual's viewpoint, prospects, and expectations while establishing a relationship (Rubin and Rubin, 1995). The interviews and focus group were transcribed, and coding was completed using Dedoose statistical analysis software. Coding was completed in three phases open, selective, and theoretical for the study to

ensure the theory is thoroughly developed. The data were analyzed to identify patterns and themes of effective attributes with leadership styles.

Research Question

The overarching research question driving this study was:

RQ: What attributes should be included in a leadership style to effectively lead a multi-generational global workforce?

The gap between generations within consulting firms has never been this extensive. Leaders can find it challenging to develop leadership styles that transcend across generations and globally to manage employees. The evolution of diversity within the workforce has both advantages and disadvantages. Organizations and leaders should be aware of and understand the attributes required to develop leadership to effectively lead a multi-generational global workforce.

The study consisted of sixty-minute semi-structured in-person or Skype interviews with fifteen individuals with experience leading multi-generational subordinates at various consulting firms. A sixty-minute focus group was conducted with four of the initial participants via Skype after the completion of the interviews.

Significance of the Study

According to Kultalahti and Viitala (2014), challenges in the workplace can be contributed to divergences in an individual's personal values, work ethic, expectations of life outcomes, and perceptions of the organization such as those that exist among different generations. The study provides guidelines for organizations and leaders to increase their ability to create and adopt a leadership style that transcends across a multi-generational global workforce. The research provided awareness, understanding, and guidelines including methods to attract, manage, and reward multi-cultural and multi-generational workforce. Concepts of the

generational gap, technology advancement, and globalization are not net new for leaders. However, leaders must have an in-depth understanding of the issue to create hiring and succession plans for organizations to meet long-term strategic goals. Findings of the study helped to lessen or close the gap in leadership styles of managers within the same organization necessary to attract and retain the highly skilled multi-generational global workforce.

Understanding leadership style attributes helped leaders and organizations to potentially create and use a style that transcends across generations. Additionally, the study helped to identify methods to attract, manage, and reward multi-cultural and multi-generational workforce. Lastly, a list of attributes was developed that can be included in strategic frameworks as well as a guide for organizations and leaders to use when developing leadership strategies for multi-generational high skilled global workforces.

Definitions of Key Terms

Below are terms that were used throughout the paper that may not be commonly known by readers. It is essential for readers of the paper to understand how the terms are defined within this study. The definitions of the terms can also be used to further explain the limitations of the research.

Employee Engagement. Describes the feelings and employee about employers and his/her level of involvement with the organization. Business Dictionary (2018) describes employee engagement as the connection an employee has with his/her organization which influences behaviors as well as the level of effort put forth in work-related activities. “Common to these definitions is the notion that employee engagement is a desirable condition, has an organizational purpose, and connotes involvement, commitment, passion, enthusiasm, focused effort, and energy, so it has both attitudinal and behavioral components” (Macey & Schneider,

2008, p. 4).

Generation. Describes a group of individuals (men and women) born within a certain time period. Generations are individuals who are born during the same time period that have experienced similar influential events, which resulted in certain common characteristics (Kicheva, 2017).

Baby Boomers – Born 1946 to 1964. Born during a period of economic and suburban growth. Young and Tinker (2017) defined the Baby Boomer generation as “American demographic trends which saw a surge in births post Second World War that was sustained into the mid-1960s” (p. 197). Wiedmer (2015) define baby boomers as “had good health, constitute the wealthiest generation, and optimistically view the world as improving over time” (p. 52). As of 2016, Baby Boomers were replaced as the largest generation (74.9 Million) by Millennials (75.4 Million) (Fry, 2016).

Generation X – Born 1965 to 1980. Born during a period of economic instability where both parents typically worked or single-parent households and heavily influenced by cable television, video games, and the personal computer. Begum (2017) defined the generation as individuals with similar experience in life and social events such as economic events, unemployment, single-parent households, and home downsizing.

Millennial – Born 1981 to 1996. Born during a period of excess and a technological boom. Defined as the first generation to experience a life that has never experienced a time where technology (e.g. cell phones, computers, WIFI, online banking) is commonplace (Begum et al., 2017). Gewald, et al. (2017) defined millennials as “the first digital natives” and the “always on generation” that expects to have information instantly and always available at its fingertips (p.62).

Post-Millennial – Born 1997 or later. Born during a time period when technology is used continuously daily which has led to instantaneous exposure to information and answers. Wiedmer (2015) defined Post-Millennials or Generations Z as “highly connected to having the lifelong use of communication and technology such as the World Wide Web, instant messaging, text messaging, MP3 players, mobile phones, and tablets” (p. 53). Lanier (2017) wrote “Generation Z is the first true digital native generation... truly connected generation from birth-designated as not an only digital native but also mobile native” (p. 289).

Traditionalist – Born 1945 or earlier. Born during a period of war and economic instability and the oldest generation in the workplace, with most, either retired or retiring. Wiedmer (2015) describe traditionalist as “generally aged out of the workplace through retirement and thus constitute a mere 5% of today's workforce... prefer to work in conservative, hierarchical places where there is a clear chain of command (top-down)” (p.52).

Generational Cohort. A person in the same generation that is assumed to exhibit the same behaviors due to similar experiences. Individuals of the same generation that are close in proximity and experience similar social, historical, and life events (Becton, Walker, & Jones-Farmer, 2014). Leauty and Hansen (2014) defined cohort as “a group of individuals who are born in a similar time period and, given this, are assumed to have similar life experiences (e.g., gender socializing, historical influences)” (p. 289).

Inter-Generational Equity/Dynamics. Business Dictionary (2019) describes intergenerational dynamics as “Resources and assets (such as quality and diversity of environment) which do not 'belong' to any generation but are to be administered and preserved in trust for all future generations” (N. pag.). Lyons, Schweitzer, and Urick (2018) outlined the inter-generational dynamics as “various levels of influences shape the potential for and

manifestation of generational identities in the workplace” (p. 1).

Multi-Generational. Described as a generation with two or more generations.

Described Merriam-Webster (2018) defined multi-generational as encompassing more than one particular generation.

Multi-Generational Workforce. A work environment with more than one generation.

Robinson-Celeste (2018) describe multi-generational workforce as “Pre-Boomers (Born 1925-1945), also known as The Silent Generation and Traditionalists, the Baby Boomers (Born 1946-1964), Generation X (Born 1965-1976), and Generation Y, also known as The Millennials (Born 1977-1994)” (N. pag.).

Multi-national. Individuals that derive from two or more nationalities. Merriam-Webster (2018) describe multi-national as relating to more than two nationalities... having divisions in more than two countries. (N. pag.)”

Retention. Describes the time of an employee tenure at an organization. Business Dictionary (2018) describes employee retention as an organization’s ability to create and maintain an environment to ensure staff is retained.

Reward System. Describes both financial and non-financial rewards that employees will receive from employees. Bussin and van Rooy (2014) describes rewards as both “multifaceted and both financial and non-financial” (p. 2). Business Dictionary (2018) define reward systems an organization’s “procedures, rules, and standards associated with the allocation of benefits and compensation to employees” (N. pag.).

Workplace. Describes the physical or virtual location where employees perform tasks for organizations. Business Dictionary (2018) describes the workplace as “Establishment or facility at a particular location containing one or more work areas. (N. pag.)”

Summary

In summary, traditional workplaces with one or two generations working no longer exist in the modern society due to continuous advancements in technology, outsourcing (local/globally), and older generations remaining in workplace longer. In today's workplace, there are five distinct generations (Traditionalist, Baby Boomers, Generation X, Millennials (Generation Y), and Post-Millennials (Generation Z) which can present leaders and organizations alike with unique challenges and opportunities. This is largely due to the fact, that older employees have chosen to work beyond retirement age (Mencl and Lester, 2014). Furthermore, each generation brings its own viewpoints, motivational factors, life experiences, and interpersonal skills to the workplace. Lastly, diversity in the workplace can also be attributed to continuous advances in technology as well as outsourcing both locally and globally.

As the diversity of employees continue to grow within the workplace and their expertise is properly leveraged, organizations can experience both advantages and disadvantages over time including but not limited to a reduction in cost, streamlined processes, employee turnover, and more. The purpose of the study was to examine the methods of retaining a highly skilled global multi-cultural multi-generational workforce. Completion of the study led to understanding the attributes that need to be included in a leadership style to effectively lead multi-generational global in today's workforce. The next section will provide a review of published research to help further explain the concepts identified for the study.

Chapter 2: Literature Review

The purpose of this qualitative constructive grounded theory study was to identify leadership attributes necessary for retaining a highly skilled global multi-generational workforce. The literature review will provide an evaluation of published research on multi-generational cohorts, workforces, and inherent differences in each generation such as values, work ethics, interpersonal skills conflict, and leadership styles. In addition, the literature review will also explore the management challenges.

A thorough examination of the literature was conducted using professional databases to identified generational differences, types of leadership styles, and leadership challenges. The search was completed using databases such as EBSCOhost, Educational Resources Information Center (ERIC), ProQuest Advanced Search, and ProQuest Dissertations and Theses. Additional research databases used included Argosy University Online Library, Google Scholar, government/professional association documents, Northcentral University (NCU) Online Library, and textbooks. Key relevant search terms to the study included “baby boomers,” “diverse workforce,” “generation X,” “Generation Y,” “Generation Z,” “global workforce,” “leader attribute and characteristics,” “leader attributes and styles,” “leadership styles,” “local versus global outsourcing,” “millennials,” “multi-generational workforce,” “multi-generational differences,” “outsourcing,” “post-millennials,” “reinforcement management systems,” “reward systems,” “traditionalist,” “veterans generations,” and “workplace diversity.” The review continues to expand effective leadership styles and associated attributes.

Section one provided a detailed exploration of each generation and differences.

Leadership styles types were explored in section two. Challenges leaders face in the workplace

was explored in the third section. Section 4 provided a detailed overview of the conceptual framework used to guide the study.

Conceptual Framework

Grounded Theory. Grounded theory was developed by Barney Glaser and Anselm Strauss in the mid-1960s and was first presented in their publication, *The Discovery of Grounded Theory* (Glaser & Strauss, 1967). Glaser and Anselm (1967) defined grounded theory as “the discovery of theory from data systematically obtained from social research” (p. 2). Sandu (2018) defined classical grounded theory as a “progressive identification of the semantic categories generated by the direct analysis of speeches - obtained through interview, focus group, consultation of written documents belonging to the investigated population, extensive audio-visual texts, or any other technique of discursive data acquisition - and their aggregation into a theory” (p.187-188). Charmaz (2006) described the ground theory as providing systematic yet flexible procedures for collecting and analyzing data with the ultimate goal to construct theories that are grounded in the data. O'Connor, Netting, and Thomas (2008) noted grounded theory is founded in a positive approach with a series of objective assumptions.

Constructivist Grounded Theory.

According to Mills, Bonner, and Francis (2006), “[c]onstructivist grounded theory has its foundations in relativism and an appreciation of the multiple truths and realities of subjectivism” (p. 8). Furthermore, the constructive grounded theory focuses on the relationships found between the identified concepts to explain the results of the study. O'Connor, Netting, and Thomas (2008) defined it as an approach that founded in series of assumptions rooted in subjective and interpretations of those involved. In the constructive approach, researchers are thought to be an active participant in the development of the final presentation of the results of

the data collected from study participants. Charmaz, 2014 described the researcher's role as an active part of the study who will construct a theory created on the old and current connection with individuals, research methodologies, and viewpoints.

Detailed Exploration of Generations

Generation cohorts are unique because they are shaped by historical events, contemporary developmental milestones, and other contributing factors which occur during their formative years. According to Dos Santos et al. (2015) traditionally generations occurred every twenty-five years but with the advancement of technology, enhanced communication, and overall globalization, new generations may form every ten years. The rapid creation of generational cohorts has the ability to create unique sources of conflict within the workplace. Furthermore, although generational differences are present within the workplace, commitment and fidelity to work are still valued among all cohorts. According to Lyons and Kuron (2013), “extrinsic rewards were significantly more important to the younger cohort, but intrinsic rewards were positively associated with age rather than cohort.... extrinsic work values became more important with age for the younger cohort but not the elder (i.e., an age-by-cohort interaction)” (p. 144).

Moreover, DeVaney (2015) suggested that age, period, and cohort can further define generations:

Age. The length of time an individual has experienced life events and have transitions take place (p. 11).

Cohort. A group of individuals who have shared experiences and events in their formative years that could lead to similar attitudes and behaviors for the rest of their lives (p. 11).

Period. Events that happen within an individual’s lifetime (p. 11).

Traditionalist – Born 1945 or Earlier. Traditionalists are currently the oldest generation working within the workforce. Their numbers have dwindled significantly in the workforce due to retirement and other factors. Traditionalists were born during a period of instability as a result of multiple wars and the Great Depression. Patriotism increased during this time, following the Pearl Harbor attack. Social services were established in the United States via the New Deal including the creation of guaranteed Social Security benefits upon retirement. Individuals during this time fought for laborer rights, birthing the rise of Labor Unions within the United States. This period of time was also the golden age of radio. Rajput, Kochhar nee Bali, and Kesarwani (2013) is a generation that grew up with a strong “sense of duty” (p.25) similar to the baby boomer generation.

Characteristics. Traditionalists are loyal and disciplined with a strong sense of respect for authority and family values. According to Danielsen (2011), Traditionalists or Veterans were born between 1922 -1945 and were heavily influenced by “experience of the Great Depression and their subsequent roles during World War 11” (p.25). Bussin and van Rooy (2014) described the characteristics individuals who “lived through the Great Depression and War, are loyal, focus on lifestyle in remuneration considerations, and the job is the reward” (p. 3).

Work Style. Traditionalist or Veterans are who are known as “hardworking, cautious, and financially conservative” (Danielsen, 2011, p.25). Tarrant Bernstein, Alexander, and Alexander (2008) noted that Traditionalist tends to use real-world knowledge past success or failures to make the future business case for organizational support and change from business leadership. Martin and Ottemann (2015) describe this generation as

Ambitious (strives to make a difference), loyalty towards company, ethical (strong sense of morality), obedience, dedication/sacrifice, respect for authority, conformity, patience,

delayed reward, duty before pleasure, adherence to rules, honor, values logic and discipline, strong work ethic, desirous of security and stability, not job hopping, cautious and unadventurous (does not like change) (p.94).

Giancola (2008) describes the characteristics of this generation as “conservative, hard-working people who prefer rules, order, and formal hierarchies— “true traditionalists” (p. 2).

Workplace Preferences. Traditionalists thrive in a workplace that is conservative, have a hierarchal structure, and a clear chain of command (Wiedmer, 2015). Danielsen (2011) found that “veterans like structure, discipline, and consistency; they may feel flexibility is destructive to the work environment” (p. 26). Martin and Ottemann (2015) noted that traditionalists prefer to work for an organization that allows them to showcase expertise, postpone retirement as needed, provide mutual respect, and retirement transition opportunities e.g. training, financial planning, and ways to practice “unretirement” (p. 98). This generation prefers a workplace that includes the following a management structure that is top-down, receive just in time information, and averse to risk (Eisner,2005; Lanaster & Stillman, 2005: Smith & Clurman,1997).

Ways to Engage in the Workplace. There are very few traditionalists still in the workplace, therefore, they are a wealth of knowledge and have a very strong work ethic. Traditionalists view work as a privilege and are easily engaged in the workplace when they are offered flexible work schedules and presented with clear long-term goals (Bursch & Kelly, 2014).

Motivations. Traditionalists are motivated by monetary factors in addition to a sense of pride and determination which comes from working hard (Wiedmer, 2015). Smith and Clurman, (1997) found individuals in this generation are motivated by the following factors: retirement,

leisure activities, and saving for rainy days, in addition, the group has a strong need for respect and employment security.

Traditionalist “generally prefer tangible items for recognition or reward, such as certificates, plaques, or trophies; and seek to feel supported and valued by their employers and supervisors” (Wiedmer, 2015, p. 52). Giancola (2008) this generation prefers a reward system that includes “flexible schedules, part-time and temporary work” (p. 62).

Challenges for Leadership. Bursch and Kelly (2014) noted that “traditionalists prefer managers who are directive, specific in their expectations, and who take a logical approach to work-related challenges. They also prefer managers who are respectful, set clear long-term goals, who are fair and consistent, and who articulate clear job expectations.” (p. 4). This generation was raised in an era with limited technologies and where jobs required a considerable number of manual tasks. The generation also prefers leaders have in-person communications as opposed to informal methods. Traditionalists were not raised in an era with advanced technologies and will communication in-person (Bursch & Kelly, 2014). As a result, traditionalists may have a challenging time working with leadership that is offsite or teams that require a lot of remote communications.

Baby Boomers – Born 1946 to 1964. Baby boomers are the second largest generation and were born during a period of economic stability and raised in children focused households. “Boomers have had good health, constitute the wealthiest generation, and optimistically view the world as improving over time” (Wiedmer, 2015, p. 52). Unlike their parents, baby boomers grew up in the absence of war and but was heavily influenced by the social changes which occurred during the 1960s. Dissimilar to Traditionalists who viewed education as a “dream”, Baby Boomers are highly educated which translated into being well established in their careers

and hold positions of power within the workforce. According to Rajput, Kochhar nee Bali, and Kesarwani (2013), this is a generation that has a “good work” viewpoint (p. 25).

Characteristics. Baby boomers are “work-centric, independent, goal-oriented, and competitive, typically equating their work and positions with self-worth” (Wiedmer, 2015, p. 53). According to Danielsen, 2011, baby boomers grew up in the era of the “nuclear families” where it was highly “encouraged to create and to rewrite the rules” (p. 25). Simons (2010) noted that this generation was during an era of prosperity where they “were the healthiest and wealthiest generation to that time, growing up genuinely expecting the world to improve with time” (p. 30). Martin and Ottemann (2015) identified the following characteristics for this generations

Challenge (risk takers), workaholism ethic, innovativeness (value creativity), advancement (career and positional), materialism, somewhat permissive, diligence, focused, self-motivated, thrifty, satisfaction towards work tasks, work-life balance, interesting work, trusted colleagues, ambitious to make a difference, being in control, self-gratification, desire better lifestyle, respect authority and hierarchy in workplace, take credit for success, blame others for failure. (p.94)

Bussin and van Rooy (2014) are individuals who were “born after second world war: shift to more global environments, high levels of competition loyal and hardworking, looking to extend their work life in the difficult economic climate, and need public recognition” (p. 3). According to Rajput, Kochhar nee Bali, and Kesarwani (2013), this generation characteristic can be described as one that

prefer tasks which involves teamwork (Hammill et al. 2005). They wish to be involved with the decision-making process which means that a more consensual leadership style is

most appropriate for Baby Boomers (Murphy et al. 2010). They value personal attachment and direct contact. Therefore, direct interaction or face to face communication is highly appreciated by this generation (Hammill et al. 2005). (p.25)

Work Style. Tarrant Bernstein, Alexander, and Alexander (2008) tend to understand how the organization works from a political perspective and will this to build effective networks, relationships, and support across various operational areas across the organization. Simon (2010) this generation is known for focusing on “physical, centralized, and institutionalized paper filing...have significant respect for institutional information, and they view technologies used for managing matters of record as "artifacts" of the organizational culture” (p. 31).

Workplace Preferences. “In the workforce, Boomers' typical beliefs in a hierarchical structure and rankings have resulted in many of them having earned significant positions of responsibility and authority” (Wiedmer, 2015, p. 53). Danielson (2011) wrote that baby boomers view work as something that defines them as a person as well as those they work with. Danielsen (2011) found baby boomers prefer a workplace with “structure but also feel it should be possible to negotiate for what they need” (p. 26). Furthermore, Society for Human Resource Management (SHRM) (2004) noted that the characteristics of baby boomers include: driven toward results, respect for authority, learning retention, people pleasers, political in nature, and longevity.

Ways to Engage in the Workplace. Baby Boomer thrives in workplaces where they feel needed, respected, and have an opportunity for continued growth whether that be promotion or opportunities to mentor younger or junior staff. Therefore, to engage baby boomers in the workplace, it is imperative that they are given new challenges which will incorporate experience

and knowledge. This does not necessarily have to be in a position of leadership but one in which the baby boomer feels valued for the contributions to the project and/or team.

Motivations. Due to the fact that Baby Boomers respect and value authority, praise from supervisors are an optimal motivation tool. Unlike traditionalists that are motivated by the privilege of working, baby boomers “are motivated by rank, wealth, and prestige... Baby Boomers also seek challenging and meaningful work and learning opportunities” (Bursch & Kelly, 2014, p. 5). Rajput, Kochhar nee Bali and Kesarwani (2013) found that this generation is motivated by working in teams because it allows the generation to “share their ideas and thoughts and satisfy their needs for exchanging feelings and emotions” (p.27).

Reward Preferences. The reward preference in the workplace includes but is not limited to “non-pragmatic, optimistic—Job training, retirement planning” (Giancola, 2008, p. 62). Bursch and Kelly (2014), found that employers “should offer flexible working arrangements and phased retirement programs that will encourage Baby Boomers to stay in the workforce a little longer” (p. 5).

Challenges for Leadership. Baby boomers “are competitive and are angered by any perceived threats to their authority or prestige” which can pose a challenge for leaders, especially in regard to the promotion of younger generations (Wiedmer, 2015, p. 53). Another challenge for Baby Boomers is their ‘ego’ because of their position, knowledge/skill, and perceived authority within the organization. In addition, the group can be workaholics, which may be deemed as the path to success. Per Rajput, Kochhar nee Bali, and Kesarwani (2013) leaders may have a challenge with this generation because they like to be a part of the decision-making process. Bursch and Kelly (2014) found that leaders may have challenges with Baby Boomers because of “lacking discipline and focus...resistant to change, dogmatic in their thinking, sexist,

defensive, and lacking in creativity...resistant to change, dogmatic in their thinking, sexist, defensive, and lacking in creativity” (p.12).

Generation X – Born 1965 to 1980. Unlike their parents, Generation Xers were born into a period of harsh economic conditions and the Cold War. Many were raised as latch key kids due to both parents having to work or the rise in single-parent homes. During this period, technology began to become readily available and cable television was born. Editors (2015) describes this generation as “small in number, cynical... are a diverse segment of the population, with minorities accounting for a large share of the whole” (p. 1).

Characteristics. Generation Xers are “self-reliant, adaptable, cynical, distrusts authority, resourceful, entrepreneurial, and technologically savvy” (DeVaney, 2015, p. 13).

Martin and Ottemann (2015) identified the generation as having the following characteristics

Cynicism, skepticism, uncertainty (take it in stride), pragmatic (life is about survival and change), flexibility, adaptability, variety (highly job mobile), live for today (future is uncertain), good, but cynical sense of humor, self-reliant and independent, entrepreneurial, negligible institutional loyalty, pro-work-life balance, materialistic, value prompt recognition and reward, idealistic and impatient, short attention spans (impatient), ethical and strong sense of morality. (p.94)

Danielsen (2011) wrote that Generation Xers were the first generations with a large number of divorced parents or both parents worked outside of the home, therefore “they place major importance on spending time with their own families and seek a work/life balance” (p. 26).

Simons (2010) mentioned that this generation can be characterized by the number of divorced and working parents that created a generation of “independence, resilience, and adaptability” (p. 30). Bussin and van Rooy (2014) describes Generation Xers as “early to middle part of their

career, often challenge the status quo, exposed to an explosion of new media, independent and may be destructive to group work, and freedom in the form of a work-life balance” (p. 3).

According to (Rajput, Kochhar nee Bali, & Kesarwani (2013) describes GenXers as the generation that

sees work differently as compared to their seniors. They like independent tasks and want to do things in their own way (Murphy et al. 2010). For them, everybody is equal and resist the following rules and regulations strictly. They are more entrepreneurial in their approach towards work and appreciate direct and instant feedback on their performance (Hammill et al. 2005; Zemke, Raines, & Flipczak, 1999) (p. 25).

Zemke, Raines, and Filipczak (2000) describes the workplace characteristics of this generation as one who works informally, prefer to have fun on the job, experience a variety of task, and does not like to work in teams.

Work Style. Generation Xers “prefer to be told what is expected of them, be provided appropriate feedback, and be empowered to get the job done” (Wiedmer, 2015, p. 56). Tarrant Bernstein, Alexander, and Alexander (2008) mentioned that Generation Xers are “healthy skepticism that is useful in challenging assumptions and the status quo...use this perspective to provide a reality check with the core departments affected (e.g., Accounting, HR)” (p. 19). Per Simon, this generation work style consists of the need for “immediate and ongoing feedback, and it is equally comfortable giving feedback to others... work well in multi-cultural settings, a desire for some fun in the workplace, and a pragmatic approach to getting things done” (p. 31). Stankiewicz and Lychmus (2017) mention that this generation workstyle includes opportunities that “guarantee them a broad autonomy, long vacation or convenient working hours” (p. 100).

Workplace Preferences. Danielsen (2011) mentioned Generation Xers prefer a workplace that can offer both flexibility and understanding regarding their need to spend time with their families and pursue their own interests” (p.26). Generation is described as preferring to work in such a way that ensures compliance with ethical standards; in addition, the generation has respect for honesty, transparency, and respect for the individual (To etyczne firmy ... 2016; Czego oczekuje pokolenie, 2016).

Ways to Engage in the Workplace. This generation prefers to work in an environment that offers vast opportunities to attend internal/external training as well as other learning opportunities. In addition, the group prefers written communication to relay vital information instead of unnecessary meetings. Bursch and Kelly (2014) noted that Generation Xers are results oriented and are most engaged when they are given “flexibility in how their work gets done” (p.7).

Motivations. According to Michael (2014) “self-acceptance and affiliation are both intrinsic motivators, so they are more strongly motivated intrinsically than are Generation X” (p.69). According to Borges, Manuel, and Jones (2010) note that Generation Xers are motivated by power because the group “scored higher on the need for Power because some of their personal characteristics (i.e. resourcefulness and independence) contribute to their self-sufficiency and self-assertion, which can be considered hallmark behaviours associated with individual power” (p. 574).

Reward Preferences. Generation Xers prefer a reward system that will include “non-pragmatic, optimistic—Job training, retirement planning” (p. 62). Bussin and van Rooy (2014) notes this generation prefer a reward system that includes monetary bonuses and health/wellness

programs, in addition to “flexible working hours’ and a ‘pleasant work environment’ (Chan, 2005)” (p. 6).

Challenges for Leadership. Generation Xers are very independent, hate to be micromanaged, “seek to work on their own terms and have a balance between their personal and professional lives” (Wiedmer, 2015, p. 56). Rajput, Kochhar nee Bali and Kesarwani (2013) describes the leadership challenges for this generation as finding leaders who are “competent enough to lead...organizations should not just appoint managers based on their knowledge or qualifications...really competent enough and have got expertise in their areas should be selected to take the lead roles” (p. 30).

Millennial (Generation Y) – Born 1981 to 1996. Millennials were born at a time when technology became the norm, unlimited advancement, and was readily available to all. The world became much smaller due to the internet and overall globalization resulting in increased multi-culturalism. Millennials are a newer generation that has entered the workforce and is growing at an exceptionally fast pace; the group is expected to become half of the entire working population in the coming decades (Toossi, 2009; Meister and Willyerd, 2010). Millennials are the most educated generation and were born into a world of technology, therefore, they are very tech savvy and “prefer to communicate through e-mail and text messaging instead of face-to-face and opt for webinars and online technology instead of traditional, lecture-based presentations” (Wiedmer, 2015, p. 57). Additionally, Millennials are more racially diverse than previous generations, are projected to be the most educated generation, and have more debt than previous generations, much of it coming from educational expenses (DeVaney, 2015). Due to a higher level of debt and a desire for professional success, Millennials are returning home after

graduation as well as delaying key life events (e.g. marriage, buying homes) and becoming an entrepreneur (DeVaney, 2015).

Characteristics. According to Calk and Patrick (2017) are unique because technology has always been a significant part of their lives. In addition, value is based on the amount of reinforcement, diversity, personal/professional fulfillment (Lancaster & Stillman, 2002; Meister and Willyerd, 2010). Millennials are typically family-centric and prefer a strong work-life balance. They are “digital natives...creative, solution-focused, socially conscious, and team-oriented” (DeVaney, 2015, p. 11). Per Danielsen (2011) “workers, work-life balance is also important, but they have high expectations for themselves, including early achievements, scheduled lives, and rewards and recognition for hard work” (p. 26). Generations Y or Millennials can be characterized as “the most child-centric time in our history” that has been shown with “attention and high expectations from parent s foster a great deal of self-confidence” (Simon, 2010, p. 31). Martin and Ottemann (2015) contributed the following characteristics to this generation

Ambitious to make a difference and secure a comfortable life, pro-work-life balance, satisfied with work tasks, interest in learning (fast, eager learners), desirous of security (not stability), collectivism, team player, optimistic, creativity (extremely expressive), unrealistic entitlement expectations, soft communication skills, value prompt recognition and reward, adaptable to new technologies, fun loving, casual, socially conscious, multitasking is second nature, pro-diversity (multi-cultural), self-confident, not easily intimidated (technically or interpersonally), expect instant gratification (impatient). (p.94)

Bussin and van Rooy (2014) this generation’s characteristics include present many challenges to managers, use multiple information channels and have a constant need for knowledge which they

find empowering, are realistic in the challenges they must overcome, and practical rewards and want rewards now” (p. 3). Zemke, Raines, and Filipczak (2000) describes Millennials workplace characteristics as informal, always questioning authority, accepts others based on work product, and want to work toward a common cause.

Work Style. Millennials can be described as fast-paced high achievers who are team-oriented people that require consistent and immediate feedback. Tarrant Bernstein, Alexander, and Alexander (2008) describe this generation as people who require “feedback and guidance, appreciate being kept in the loop, and benefit from mentors who help guide their professional growth... Tarrant identify emerging trends and timely solutions for now and the future” (p. 19). This generation prefers a balance between work and extracurricular activities, in addition to having time for personal relationships and fulfillment of personal interest Stankiewicz and Lychmus (2017). VanMeter, Grisaffe, Chonko, and Roberts (2013) that this generation’s work style include “idealists exhibit stronger servant leadership tendencies, teamwork, and less favorable judgments of individual and collaborative ethical violations” (p. 104).

Workplace Preferences. The millennial ideal workplace is one that offers flexibility, team building opportunities with indirect supervision, but also provides consistent feedback. Simons (2010) states this generation’s work preference includes working in teams instead of individually., They thrive in multitasking and structured environments that offer increased mentoring, and networking. Millennials do not adhere to traditional work attire and prefer a workplace that offers a non-traditional dress code such as jeans, tattoos, piercings, and hairstyles. Ballard Miller, Hodge, Brandt, and Schneider (2013) mentioned that this generation prefers a workplace that allows “piercings, tattoos, colorful hair dye, and diverse cultural dress” (p. 230).

Ways to Engage in the Workplace. Devaney (2015) detailed four approaches for engaging Millennials at work: “(1) provide access to leadership and enable millennials to take an active role in the development of their own leadership roles; (2) be transparent and allow millennials the ability to access information on how the nonprofit organization affects the community and about the way the nonprofit organization raises and spends money; (3) develop engagement platforms that are social in nature and allow for greater discussion both online and offline; (4) create an environment in which millennials can develop solutions and execute strategies to fulfill solutions” (pp. 13-14). Stankiewicz and Lychmus (2017) describe the workplace preference of this generation of “referred to work that would guarantee them a broad autonomy, long vacation or convenient working hours” (p. 100). According to Schullery (2013), primary drivers of engagement for Millennials include “getting immediate, frequent, and direct feedback on their job performance” (p.256).

Motivations. Millennials are unique in the fact that they “are motivated as much by their personal relationships and human connections as they are by the influences of their technological skills and social media” (DeVaney, 2015, p. 13). Stankiewicz and Lychmus (2017) noted that this generation is motivated by “faster advancement and more brilliant career than their colleagues from Generation X, perceiving opportunities for personal growth as more important” (p. 100). Abbas Saeed, et al. (2018) identified the motivational factors for Millennials as “challenging work, flexible working hours, nice and just supervisor, and pleasant work environment” with increased opportunities engage with others and finish assignments” (p. 764). Gertsson, Broberg, Friberg, & Sylvander (2018) are motivated by work that is challenging to achieve and still allow for time to achieve personal/professional goals.

Reward Preferences. Millennials value reward systems that include opportunities that include “role models” (p. 62). This generation generally prefers “to be rewarded by communicating clearly how rewards are tied to their action or contributions which are within their control” (Jauhar, Chan, & Abdul Rahim, 2017, p. 431). Reward system for Millennials is a critical part of their retention. For example,

motivation of millennials employees is rewards and recognition. Millennials appreciate great rewards from their employers for all the effort which have been put to their work. Essentially, millennials also favor incentive rewards in a form of being proud over a job entrusted and feeling of contentment by something that they have performed successfully (Howe and Strauss, 2013). (Tan Yee Wen, Muthuveloo, and Ping, 2018, p. 53)

Gurchiek (2016) describes the reward preference of this generation as increased opportunities to acquire stock options, feedback opportunities (via formal/informal communication channels), social network opportunities, and flexible work schedules that allow for work-life balance.

Challenges for Leadership. The most significant challenge for leadership with managing Millennials is the fact that they have a very high opinion of their capabilities and do not believe in working their way up the ladder (DeVaney, 2015). As a result, they typically change jobs frequently to achieve a feeling of happiness in their work, often feeling the job must be right for them and not the other way around. Ballard Miller, Hodge, Brandt, and Schneider (2013) noted that challenges faced in the organization for leaders will be the number of Millennials in the workplace as well as understanding the “unique preferences, attitudes and work ethic are changing workplace dynamics and forcing a rapid evolution in workplace policies and practices on a wide range of issues – from new and more tolerant dress and grooming expectations, to managing intergenerational differences in order to avoid age discrimination and harassment

problems, to grappling with the limits that can and cannot be placed on employee social media use in and out of the office” (p. 250).

Post-Millennial (Generation Z) – Born 1997 or later. Post-Millennials are the newest generation to enter the workforce so there is very little research to compare to the other generations. However, similar to Millennials, Post-Millennials or Generation Z, are tech-savvy and prefer communication via technology. They are likely to connect with global peers and require less direction due to being raised in the age of the internet which offers instant access to answers. “They expect to be able to work, learn, and study wherever and whenever they choose” (Wiedmer, 2015, p. 57). Bencsik, Horváth-Csikós, and Juhász (2016) describe the post-Millennial as

Words, slangs, and expressions used by generation Z are quite strange to their parents and the two parties sometimes move apart. As generation Z was born into the world of technology and they feel good in that world, thus it is primarily important for them to be surrounded by that environment. They are always online on any technical device virtually, with no stop. It can be seen through their actions, as well which are in connection with their technical environment and which can appear as a tool or as a milieu in their life. Other forms of socialization are very difficult for them (p. 93).

Post-Millennials have access to information instantaneously and when they do not know information “they use their smartphones and devices to fill the information, watch tutorial videos and learn how to fix a problem and some of the generation as the first that will not “remember life without the internet” (McGowan, 2018, p. 56).

Characteristics. Post-Millennials are the generation that has always had technology, and access to mobile devices. Southgate (2017) characterized this generation as “spending a

significant amount of time using mobile devices... more than one hour per day accessing the web via a mobile device, compared with 66 percent of Gen Y and 55 percent of Gen X participants” (p. 228). Bencsik, Horváth-Csikós, and Juhász (2016) characterized Post-Millennials as “practical, rather intelligent than wise and they like to take the lead as they are brave.... more impatient and more agile than their predecessors and they look for new challenges and impulses continuously” (sp. 93). McGowan (2018) wrote “Palty said Gen Zers:”

Want full service and not just a product. Gen Z will be looking for convenience and user-friendliness and could buy a concept or function, rather than a particular product. Want to pay for a service when it is needed. Gen Z is comfortable in the sharing economy, as evidenced by Uber and Netflix. The Internet of Things (IoT) and other technologies will enable customers to share and consume resources more efficiently on the basis of a pay-as-you-go principle. Care about the impact they have, which can include living sustainably. The challenge for the industry will be to find the right balance between making affordable, quality products while keeping in mind environmental and social concerns. Are digital natives. They are hyper-connected and connect with others through social media. Those pose a security challenge with increased integration of information and communications technologies (ICT) (p. 58).

Desai and Lele (2017) described this generation as “global, most technologically literate and socially... extraordinarily dependent on technology and their first language is a technological one, (Reeves & Oh 2008) ...superficial and divided attention because they use more kind of media simultaneously. They are smart, remarkable and practical” (p. 809).

Work Style. Post-Millennials are multitaskers that thrive in challenging environments (Wiedmer, 2015). McGowan (2018) noted that “Palty said Gen Z will drive innovation with

technology, hypoconnectivity, and collaboration” (p. 58). According to Desai and Lele (2017), this generation’s workstyle can be described as “ready for sudden change if they don’t like something such as ‘workplace’, they live in a faster rhythm than the earlier generations” (p. 808).

Workplace Preferences. Post-Millennials prefer workplaces that allow flexible hours and schedules (Wiedmer, 2015). McGowan (2018) are attracted to workplaces that offer

Adopt new technologies and products to prioritize available skilled labor. Recruit all groups of people, including women, veterans, and immigrants. Start a mentor program. Invest in training opportunities for new and longtime employees. Partner with schools starting in elementary schools. Offer paid internships (p. 58).

Seemiller and Grace (2017) noted that this generation prefers “hands-on learning opportunities in which they can immediately apply what they learn to real life” (p. 22) and likes to learn independently due to the overwhelming access to technology. Fister Gale (2015) Generation Z prefers a workplace environment that is fast-paced with where they can

“work independently, increased opportunities to receive real-time, clear succession paths, and self-directed “just-in-time with access on an as-needed basis, including short videos featuring subject-matter experts” (p.41) ... “workplace tools that enable instant communication and access to answers” (p.41)

May (2015) noted the group prefers a workplace that is active in nature and allows them to explore/find their dreams.

Ways to Engage in the Workplace. There is not a lot of research available on Post-Millennials on workplace engagement workplace of the generation due to the recent entry in the workforce. Seemiller and Grace (2017) identified the following was to engage the Post-Millennials to include:

Utilize video-based learning: Capitalize on Generation Z ' s interest in learning through observation by using videos and other visuals to help explain a theory or concept or to demonstrate a challenging process... Incorporate intrapersonal learning into class and group work: Consider breaking a project into multiple "checkpoints" along the way that provide opportunities for individual learning and reflection before having students complete group "checkpoints" later in the process... Offer community engagement opportunities for students to address underlying societal needs: For example, offer case competitions in which students compete in developing business plans designed to solve a local issue... Connect Generation Z students to internship opportunities: Because Generation Z students want their educational experience to incorporate practical learning opportunities from the beginning, they may not want to wait until their later college years to acquire an internship (p. 24-25).

This generation prefers to be recruited, engaged, and educated in the workplace on their mobile devices because that is where the employees will generally consume information. Fister Gale (2015) motioned that organizations and leaders need to engage this generation by creating “mobile-enabled career pages, and an active social media presence to engage... training and development tools, from information about career planning to online training modules, to be mobile-enabled so they can access them any time” (p. 40).

Motivations. Post-Millennials require “constant feedback, clear goals, rewards, and personal challenges” (Wiedmer, 2015, p. 57). Fister Gale (2015) this generation is motivated by experiencing “real-world development opportunities” (p. 42), flexibility in the work environment, mentoring programs, and next-generation technology. May (2015) found this

group is motivated by increased opportunities for advancement such as interpersonal communication and learning opportunities.

Reward Preferences. Like Millennials, Post Millennials prefer to be rewarded with a flexible schedule and access to opportunities that allow for work-life balance. Another preference for attracting this generation is communality. Gurchiek (2016) found this generation prefers reward systems that have increased opportunities for instantaneous feedback and social networks including mentorship programs, leadership recognition, practical rewards, gamification, and diversity. Sandle (2018) describes the reward preference of this group as something that includes recurrent recognition for personal successes, non-monetary rewards including “Alexa-enabled speakers, noise-canceling headphones, and Wi-Fi home security cameras, as well as being regularly recognized for their efforts” (N. pag.).

History of Leadership Styles Types

The workplace is changing due to outsourcing, diversity of the workforce, and technology which has altered leadership styles in modern organizations. Due to these changes, the relationships and interactions between leaders/employees have changed. Huertas-Valdiviaa, Rojo Gallego-Burínb, & Lloréns-Montesb (2019) wrote

Organizations have been compelled to shift their traditional pyramidal, top-down the concept of control towards more flexible and participatory managerial formulas. This change in managers’ roles and responsibilities appears to have required a corresponding regeneration of the types of leadership behavior they employ. Leaders are now required to be more adaptable and people oriented. New leadership strategies are therefore needed to motivate the 21st-century workforce and to increase their positive psychological capital (Deloitte, 2014) (p.402).

Leadership can be defined as a process where leaders influence others by exerting guidance, structure, and social interactions to ensure shared results are achieved (Yukl, 2006; De Jong & Den Hong, 2007; Dansereau et al., 2013). “Effectiveness this leadership is not only focused on profitable organization but it also a practice in the non-profitable organization like the public sector” (Mydin, et al., 2018, p. 344). Cummings, et al. (2018) categorized leadership as the “focusing on human relationships or task completion” (p. 20). The leadership style used within an organization can influence the perceived level of commitment to individual employees. Organizations that show a high level of commitment within chosen leadership styles are not successful if conditions that support and sustain employees are not incorporated (Royal, 2012). Below is the table that was adapted from Melo (2004) shows the framework of leadership styles and their diversity which is based on three key principals: relationship, task, or situation (Lopes da Silva, Costa Nunes, & Fernando Andrade, 2019, p. 297).

Table 1 Dimensions and Indicators of Leadership Style

Dimension	Indicator
Relationship	<ul style="list-style-type: none"> • Finds time to listen to group members • Is considerate in the relationship with subordinates • Is interested in the feelings of subordinates • Demonstrates accessibility to subordinates • Demonstrates respect for subordinate ideas • Stimulates the presentation of innovative ideas at work • Demonstrates confidence in subordinates • Is understanding with the failures and mistakes of subordinates • Encourages subordinates to give opinions about work
Task	<ul style="list-style-type: none"> • Values discipline and subordination (hierarchy) • Values respect for authority • Is rigid in complying with the established deadlines • Asks that group members follow established norms and rules • Puts work first • Indicates to the members of the group the specific tasks of each
Situational	<ul style="list-style-type: none"> • Gives freedom of action to subordinates who are reliable for the task to be performed

	<ul style="list-style-type: none"> • Gives the subordinate greater or lesser freedom of action, depending on his/her competence to perform the task • Gives freedom of action to subordinates who are motivated to perform the task • Give subordinates greater or lesser freedom of action depending on their willingness to perform the task
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Pretorius, Steyan, and Bond-Benard (2018) identified 14 types of approaches, theories, and/or styles that are currently used within organizations today by various leaders. Below is a table adapted from Pretorius, Steyan, and Bond-Benard (2018) with the descriptions of each of the identified approaches, theories, and/or styles.

Table 2 Dimensions and Indicators of Leadership Style

Approach / Theory / Style	Description
Authentic Leadership	Leaders use his/her authenticity to create trust and openness to motivate followers to achieve common goals.
Behavioral Approach	Leaders foster an environment that shapes and changes followers' behaviors by using antecedents and consequences of behaviors/rewards.
Charismatic Leadership	Leaders use the emotions and commitment of followers to encourage them to change behaviors or performance.
Laissez-Faire	Leaders that general delegate leadership responsibility including decision-making and/or enforcement of rules.
Leader-Member Exchange Theory	Leaders develop and maintain an individualized relationship with followers that allows for mutual and incremental benefits/influence.
Path-Goal Theory	Leaders impact employee's perception of work in relation to his/her personal goals and paths identified to achieve goals. This is used to influence motivation factors, performance, and job satisfaction of followers.
Psychodynamic Approach	Leaders understand that employees are unique, complex, and motivated differently. The leaders use this information to create an individualized leader-follower relationship.
Servant Leadership	Leaders lead by serving followers to ensure his/her needs are met.
Situational Approach	Leaders will change his/her directive or supportive style based on the needs, skills, and commitment to the organization/job.
Skills Approach	Leaders develop skills to lead effectively via continuous training for soft and technical skills. Also, learn through the repetition of delivering management to followers.

Strategic Leadership	Leaders' actions at executive levels and its effects on overall organizational performance.
Trait Approach	Leaders are born with inherent traits that predestine he/she to be an amazing leader. These traits also separate them from average leaders that are made.
Transactional Leadership	Leaders interactions with followers are the focal point of the style. Followers who exceed expected results will receive promotions and/or incentives (financial or non-financial).
Transformational Leadership	Leaders collaborate with followers to develop what changes are required, create a vision, and execute the changes with individual commitment to a successful change.

Self-Determination Theory (SDT) uses a process to increase the “motivation, employee enablement, and skill-development practices affect psychological empowerment and individual engagement” (Huertas-Valdiviaa, Rojo Gallego-Burínb, & Lloréns-Montesb, 2019, p. 403). Cummings, et al. (2018) identified a similar set of leadership styles that are used in today's workplace including relationally focused leadership (similar to transformational leadership), resonant leadership, authentic leadership, task-focused leadership (similar to transactional leadership), dissonant leadership styles, and instrumental leadership. Huertas-Valdiviaa, Rojo Gallego-Burínb, and Lloréns-Montesb (2019) contributed certain approaches, theories, and/or styles to “determining the role in achieving employee empowerment and engagement among customer contact employees” (p. 403).

Leader Workplace Challenges

Leaders working to extend the tenure of Post-Millennials can experience a number of challenges because “they expect quick results (promotions) and will keep their resumes handy and current” (Wiedmer, 2015, p. 57). McGowan (2018) noted that retention and passing of long-term institutional knowledge between generations along with the ability to decrease learning gaps will be a challenge due to the older generation's retiring. Bencsik, Horváth-Csikós, and Juhász (2016) stated this generation would pose a challenge due to the need for both new

innovative and previous used solutions to secure retention of Post-Millennials including “satellite workplaces, hot desk, shared desk, open space, break out, mobile centre, green HR, activity-based working, developing business partners, etc.” (p. 96).

Overcoming Generational Expectations. Each generation entered the workforce with expectations on growth opportunities, career projections, and if retirement would ever be a viable option. These expectations are driven by multiple factors and can shift over time. For example, Cabral, Hanson, and Reilly (2016), conducted a study to provide nursing leaders with an understanding of how to address the retention of a multi-generational workforce and potential solutions. The author indicated differences in cohorts within the workforces are the result of each bringing their own expectations and perceptions of the workplace, in addition, their own values.

Macky, Gardner, and Forsyth (2008) noted there is evidence for changes in personality profiles, work ethic, and desired career progression across generations. Authors hypothesized that instead of focusing on generational differences, the manager should consider each employee’s needs such as age (maturity), lifecycle and career stage. By focusing on these areas, leadership would be better equipped to increase employee motivation. Coetzee, Ferreira, and Shunmugum (2017) difference among generational cohorts then “engagement strategies need to be adjusted and customized accordingly” (p 5).

Overcoming Generational Values. Murphy Jr., Gibson, and Greenwood (2010) each generation is impacted by a series of values that impact their attitudes as well as behaviors; and below is the table of terminal and instrumental values for each non-Managerial generation (p. 40).

Table 3 Terminal and Instrumental Values for each non-Managerial Generation

Terminal Values			Instrumental Values		
Baby Boomer Non-Managers	Gen X Non-Managers	Gen Y Non-Managers	Baby Boomer Non-Managers	Gen X Non-Managers	Gen Y Non-Managers
Family Security	Health	Comfortable Life	Honest	Logical	Ambitious
Health	Wisdom	Family Security	Responsible	Honest	Loving
Comfortable Life	True Friendship	Health	Loving	Independent	Honest
Freedom	Pleasure	True Friendship	Independent	Responsible	Responsible
Self- Respect	Family Security	Wisdom	Loyal	Capable	Independent

Value differences among employees are generally a result of employee's different viewpoint of what a workplace experience should be, and the actual related outcomes experienced. Lyons, Higgins, and Duxbury (2010) identified an increased number of research has focused on the identification of difference among generations in the values and expectations the groups bring to work (e.g. pay, prestige, autonomy, conditions).

Becton, Walker, and Jones-Farmer (2014), conducted a study across to hospitals located in the southeastern United States utilizing the data collected during the hiring process utilizing; a biodata questionnaire and online application that included the entry of birth date for completion. The study found that generational differences in the workplace create unique challenges within the workplace for management. Many of the differences are a result of the values and attitudes difference among workers especially. For example, Murphy Jr., Gibson, and Greenwood (2010)

identified the “differences in values between managers and non-managers in the aggregate is to look at their top five terminal and instrumental values” (p. 38); below is the table of the identified terminal and instrumental values.

Table 4 Identified Terminal and Instrumental Values

Terminal Values		Instrumental Values	
Managers	Non-Managers	Managers	Non-Managers
Family security	Health	Honest	Honest
Health	Family Security	Responsible	Responsible
Freedom	Comfortable Life	Loyal	Independent
Comfortable Life	Self-Respect	Loving	Logical
Self-Respect	Wisdom	Capable	Loving

Overcoming Generational Motivation Preferences. Many researchers have varying opinions on whether there are differences between generational cohorts in relations to motivational factors and key drivers that affect performance (Drake, 2012; Ismail et al., 2016; Kapoor & Solomon, 2011). Johns (2017) noted that the lack of information about what motivations and engages a diverse workforce as well as ways to decrease generational turnovers continues to be a problem for managers within organizations. Arnof Fishman (2016) found that to increase the motivation and satisfaction of employees regardless of their generation, employers must know employees from a generational point of view. To accomplish this goal, it is imperative for each generation to aid in the development of strategies from a generational point of view. By doing this, employers ensure that employees perform at their peak regardless

of age, longer tenure and for a longer period of time, and improve the company's bottom line. Schullery (2013), wrote "for employers to achieve the benefits of employee engagement, it is necessary to understand the "drivers" that increase engagement, and the opposing "threats" or perceived reductions in the driver that would diminish engagement (as discussed below)" (p.256).

Many factors can determine the level of engagement of an employee including but not limited to race, age, life experience, and era events (e.g. war, economic social, health crisis). Leauty and Hansen (2014) wrote that

Research has supported that age is related to worker motivation, with older workers placing greater importance on intrinsic aspects of work, such as autonomy, and less importance on advancement opportunities (Inceoglu, Segers, & Bartram, 2012; Kooij et al., 2011). Additionally, research has shown that age is related to job satisfaction, organizational commitment (Ng & Feldman, 2010), and organizational citizenship behaviors (Ng & Feldman, 2008), with older workers scoring higher on measures of these constructs (p.289).

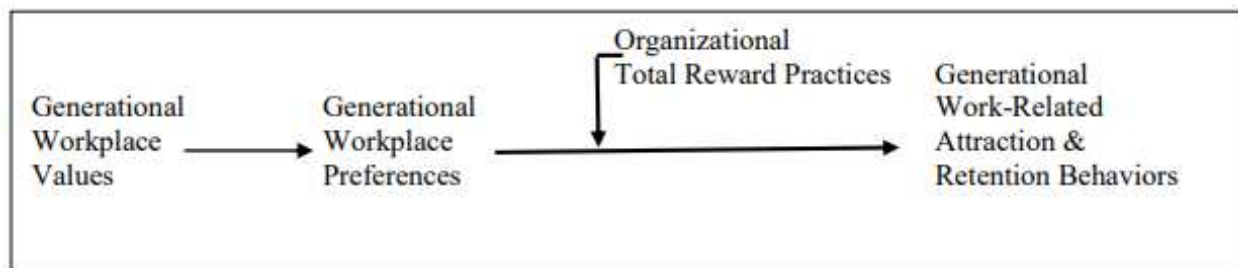
Researchers have contributed to the level of employee engagement and have a significant impact on their productivity, performance, and tenure at an organization (Coetzee, 2014; Coetzer & Rothmann; 2007; Mendes & Stander, 2011; Tladinyane, 2013). Overall organizations must understand each employees drivers, threats, and other factors that can reduce engagement to effectively increase employee motivation and engagement.

There are many theories that can be used to overcome generation motivational preferences to ensure leaders and organizations alike can retain a highly skilled multi-generational workforce. These theories can include but are not limited to Goal Setting, Expectancy Theory, Maslow's Hierarchy of Needs, Hawthorne Effect, Three-Dimensional

Theory of Attribution, Herzberg's Two-Factor Theory, and Reinforcement Theory. Locke and Latham, 1990 described goals set by the primary drivers of an individual to work toward a certain outcome(s). Goal setting is the link between the identified attributes required to complete a goal and the actions completed. Kanfer, Frese, and Johnson (2017) "emphasizes the link between goal attributes and action... goals are typically set by organizational representatives such as a supervisor; however, under most circumstances, employees also hold self-developed goals" (p. 344). Shoaib and Kohli, (2017) stated that goal setting can be used to "enhance and employees performance...motivation is the inherent quality of engaged employees which lead to higher organizational efficacy" (p. 877).

Another motivation theory is the Expectancy Theory, which states an employee will perform based on the reward he/she is expecting. Baciu (2017) wrote that "motivational force depends on the expectation that the effort will produce performance, the instrumentality that performance will lead to rewards and the value attributed to rewards" (p. 147). Vroom, 1964 noted expectancy theory is described as an individual's behavior resulting from engaging in a conscious thought process with the primary purpose of increasing pleasure or decreasing pain. An example of the application of the theory is provided in the chart below (Martin and Ottemann, 2015, p. 93).

Table 5 Cognitive Process for Joining or Leaving an Organization



A few challenges with this theory are employees do not generally indicate reward preferences, self-interest, and workplace preferences.

According to Stewart, Nodoushani, and Stumpf (2018) Maslow's Hierarchy of Needs brings together wages, perks, company culture, and how management is performed, into one unified whole. Physiological needs are satisfied by the wage given to the employee (p. 2). Safety needs involve job security and defined responsibilities, or structure (p. 4). Love needs can be satisfied by a positive work culture that lets employees establish rapport with one another (p. 6). Esteem needs can be satisfied by a positive management relation with employees that makes them feel trusted and capable in their jobs (p. 7). Self-actualization needs are harder to satisfy and involve management actively engaging motivated employees with work that meets their potential. An example might be the promotion of a motivated employee into a more challenging position (pp. 7-8). (p. 68)

Maslow, 1943 describes the motivation of individuals as physical needs (e.g. food, water) to ascending higher needs (e.g. self-actualization). Asamoah, Chovancová, De Alwis, Ajantha Kumara, and Guo (2011) found that employees have two motives including

Risk reduction, which has the concepts of safety and sense of comfort. The basic physiological needs also fall under the risk reduction motive and it is indicated in this study as the sense of survival and contentment from product usage. The other motive is social demonstration which includes concepts such as self-esteem, love, and belonging. The framework links the relevance of brands, risk reduction motive and social demonstration motive in consumer decision making. (p. 7)

The theory suggests that an individual's basic needs or lower needs must be met before higher needs can be considered. If lower needs are not met, leaders will have a challenge meeting the needs of higher, challenging, unique, or more complicated goals.

Moreover, Three-Dimensional Theory of Attribution has three principles: an individual's behaviors are observed or perceived, predetermined, or a result of internal/external factors.

There are three types of attribution styles: pessimistic, optimistic, and hostile, which can have a positive or negative outcome. Harvey and Martinko (n.d.) defined attribution styles as "a tendency to consistently contribute positive and negative outcomes to a specific type of cause" (p. 150). Houston (2016) found attribution has three dimensions including

First dimension, locus, distinguished between attributions about performance to internal versus external causes. The second dimension, stability, distinguished between attributions of performance to enduring versus variable causes. The third dimension, controllability, distinguished between attributions of performance to those which are within the individual's control versus those which are not. Weiner argued that those high in achievement motivation attribute success to high ability and effort, and failure to lack of effort, not lack of ability. (p. 192)

Attribution can be critical for the individual and managers alike because the perceived root causes of an individual's behavior may have an impact on judgment, and interactions with each other. For example, leaders within an organization will make a determination about the individual's future based on performance or promotion readiness. Attributions can also impact an individual's motivation and overall job satisfaction rating. Tolli and Schmidt (2008) noted positive and negative feedback received can have a profound impact on an individual's reaction and performance.

Hertzberg's Two-Factor Theory consists of two factors which contribute to an individual's satisfaction motivation and hygiene. Hyun and Oh (2011) noted that

Hygiene factors, if lacking in a vocational environment, can lead to workers' job dissatisfaction. The role of hygiene factors is simply to prevent workers' discontent. In other words, these factors do not lead to higher levels of motivation, but without them, there is dissatisfaction. Unlike hygiene factors, motivation factors can truly encourage employees to work hard and enjoy their jobs. (p.103)

According to the two- factor theory, an individual will be motivated to perform and maintain positive job satisfaction because the factors are inherent to the chosen work as well as symbolizes the rewards or needs required to benefit the employee. Expert Program Management, (2018) there are four states which an organization will find when using this theory:

1. High Hygiene and High Motivation: This is the ideal situation and the one which every manager should strive for. Here, all employees are motivated and have very few grievances.
2. High Hygiene and Low Motivation: In this situation, employees have few grievances, but they are not highly motivated. An example of this situation is where pay and working conditions are competitive, but the work isn't remarkably interesting. Employees are simply there to collect their salary.
3. Low Hygiene and High Motivation: In this situation, employees are highly motivated, but they have a lot of grievances. A typical example of this situation is where the work is exciting and really interesting, but the pay and conditions are behind competitors in the same industry.
4. Low Hygiene and Low Motivation: This is obviously an unpleasant situation for an organization or team to

find itself in. Here, employees aren't motivated, and the hygiene factors are not up to scratch. (N. pag.)

These factors can include but are not limited to recognition, promotion opportunities, increase responsibilities, praise, and/or meeting goals. Mind Tools (2019) “factors leading to job satisfaction are separate and distinct from those that lead to job dissatisfaction” (N. pag.). For example, there is no distinct correlation between what constitutes satisfaction vs dissatisfaction. Elimination of the root cause of an element of dissatisfaction will not create instant satisfaction for an individual. The removal of dissatisfaction can lead to an individual being in a “neutral” state where he/she will not be motivated in the workplace. Similar things can be said about increasing an individual's job satisfaction. If satisfaction is increased and dissatisfaction remains or increases, then an individual will not be motivated in the workplace.

Like Attribution and Two-Factor Theory, the basis of the Reinforcement Theory is an individual's behavior that will be determined by the consequences (e.g. feedback, reactions, etc.) received from others in the workplace environment. Skinner, 1963 defines Reinforcement Theory as a stimulus used to produce a wanted behavior regardless of the where, when, or how the stimulus is encountered. The stimuli received can either be positive or negative in nature. Positive reinforcement will increase desired behavior and negative reinforcement/discipline can decrease desired behaviors. Wei and Yazdanifard (2014) reward individuals received as a part of this theory can be classified into “intrinsic and extrinsic... Intrinsic reward refers to something intangible such as praise and acknowledgment while the extrinsic reward is salary, promotion, freedom in office and job security” (p. 9). Kiptoo Maritim (2016) noted that

Token reinforcers are points or tokens that are awarded for performing certain actions.

These tokens can then be exchanged for something of value. Social reinforcers involve

expressing approval of behavior, such as a teacher, parent, or employer saying or writing "Good job" or "Excellent work." Tangible reinforcers involve the presentation of an actual, physical reward such as candy, treats, toys, money, and other desired objects. While these types of rewards can be powerfully motivating, they should be used sparingly and with caution. (p. 15-16)

A positive reward can be extremely effective in reinforcing individuals and increasing desired behaviors. Artis (2012) noted that “feedback and reinforcement can be given in different ways and have different outcomes (p.38) verbal versus a non-verbal accolade will produce different results” (p.39). A challenge for managers is identifying which employee’s behaviors should be positively reinforced and those that should be discouraged to create a positive work environment/experience.

Overcoming Age-Neutral Workplace. Leadership can maximize effectiveness within the workplace regardless of workforce generational make-up by cultivating an age-neutral workforce. Wiedmer (2015) defined an age-neutral workforce as one “that fosters worker productivity, tolerance, teamwork, and a sense of valuing of all employees to be all that they can be for as long as they desire” (p.51). This overarching goal is accomplished by “practices that complement workers' and learners' generational preferences, differences, and similarities” (p. 51). Age-neutral workforces help leaders and organizations alike to create work environments that are more inclusive, collaborative and creativity instead of isolated cubicles. The change in workspaces will change how employees work and interact with each other. Zappia (2017) found as “demographics continue to shift, and a multiage workforce expands, it is clear that the office of the future will consist of more than just clusters of basic cubicles.... age-neutral spaces

designed to increase productivity, foster employee collaboration, encourage intergenerational mixing, and enhance creativity” (pg. 110).

Roscigno, Mong, Byron, and Tester (2007) noted age-neutral workplaces can lead to ways in which supposedly age-neutral ideologies, centering specifically on corporate costs and well-being, may also spur ageist discriminatory treatment” (p. 313). To drive this change, leadership “must uniquely communicate with each generation; accommodate employee differences; create workplace choices; be flexible in leadership styles... effectively support their workers’ values; a bridge between the different generations to build teams and shared understandings; identify and support each generation’s unique outlook on life that directly impacts their work commitments, and demonstrates that veterans’ dedicated approaches are understood and valued.” (Wiedmer, 2015, p. 56).

Overcoming Insourcing and Outsourcing Challenges. Organizations use insourcing and outsourcing *as* a means of achieving cost reduction, allowing better focus on core business, or reducing the risk of obsolescence of IT (João Varajão et al., 2017, p. 1051). For example, organizations have outsourced non-essential business functions such as training, human resources, call center operations, and some IT functions. The use of insourcing or outsourcing has created feelings of uncertainty, job loss or instability, and/or distrust for workers. A worker within the United States can dislike foreign new hires because they already possess the new skillsets of technologies being introduced into the organization, work for lower wages, and/or task will only be designated for insourcing or outsourced employees. These factors have also been magnified by "recent media and political attention on service outsourcing from developed to developing countries [which] gives the impression that outsourcing is exploding" (Amiti & Wei, 2005, p. 308). In addition, major insourcing or outsourcing of a particular industry can also

cause conflict because it decreases an employee's potential employment opportunity after displacement. Prior to insourcing or outsourcing leaders need to understand the effects on employees and the business. Leaders of the organization should meet with "stakeholders including managers and employees...reiterating the strategic and tactical reasons for outsourcing" including the offering of severance packages for employees leaving the organization and/or making it clear to employee that are not being outsourced that their positions are secure (Schniederjans, et al., 2015, p. 64).

Succession Planning. A good succession plan enables a seamless transition of leaders with little to no direct impact on business operations. Succession planning has been traditionally important due to the aging Baby Boomer population and was a tool to ensure career growth opportunities for younger workers (Truxillo, Cadiz, & Hammer, 2015). However, in the United States, this tradition is quickly changing. Employers in the United States are experiencing and will continue to experience a labor shortage in addition to a longer average tenure for Baby Boomers (CDC, 2012). As a result, the new American workforce is multi-generational, more diverse, and more educated (Buckley & Bachman, 2017).

Generational values are important because they guide behavior and enhance work motivations, ensuring the needs of employees are met (Cennamo & Gardner, 2008). Unresolved differences in values between multi-generational leadership can create difficulties when developing succession plans and communicating organizational goals and expectations within the workplace. For example, Baby Boomers traditionally prefer live human interactions and are willing to work longer hours; which is in direct contrast of Generation Xers that do not mind techno-based interactions and prefer work-life-balance (Lapoint & Liprie-Spence, 2017). Creating workplace expectations may result in a power struggle of competing priorities.

Educational Achievement. Overall, Americans are becoming more educated and older workers are returning to school in large numbers for professional and personal reasons; some with the explicit goal of changing careers or leveraging their knowledge to become innovators within their current field (American Institute for Economic Research, 2015; Buckley & Bachman, 2017). Genetics play a significant role “in the transfer of advantage from one generation to the next, with research suggesting that intelligence, personality, and psychopathology together account for 75% of the heritability of educational achievement” (Kraphol et al., 2014). Education achievement among leaders within the organization can also be used to combat generational stereotypes. Raymer, Reed, Spiegel, & Purvanova (2017) cited that “managers and leaders must receive training and education designed to help them examine whether their own assumptions about young employees might be influenced by generational stereotypes” (p. 167).

Technology. Organizations experience unique and complex challenges to identifying methods to attract, retain, and motivate multi-generational employees to ensure the successful adoption of new technologies. This is a challenging task because each generation has a different view of what the workplace experience should be including motivation, training, and aptitude for training. According to Bussin and van Rooy (2014), multi-generational employees have various needs and conception of what a reward is. Although technology has created a magnitude of improvements in the current workplace and continues to; employees need significantly more time to learn and adjust to new technology within the workplace. Each employee has unique needs to ensure full competence in any technology and this competence is ideally gained prior to the go-live date. Therefore, the process of training employees goes far beyond putting someone in front of a computer screen. Organizations must be sure to: understand employee’s learning

aptitude and skills levels, involve the proper employee motivation and buy-in, fostering an environment of change acceptance, coordinate between multiple departments with various levels of staff, and ensure training at the right time.

Alderfer's ERG theory can be used to understand training needs and best practices to ensure delivery of training that will capture the interest of each user while supplying the necessary knowledge, skills, and support to successfully perform daily activities. Using the ERG theory allows the organization to develop a human-centric training approach based on each component of the theory "existence (human's basic need or existence), relatedness (desire interpersonal relationships), and growth (desire for personal development, self-fulfillment and self-actualization)" (p.2). Each component of the theory can be used to understand the employee's aptitude for new technologies, skill levels, and support needed to ensure successful adoption of new technologies. This information can one of the key areas identified in the change impact assessment, which will feed into the training plan for impacted employees.

Cultural Climate within Workplace

DelCampo, Haggerty, Knippel, and Haney, (2011) noted that generational difference can cause conflicts in the workplace due to each generation having various "beliefs, expectations, values, learning styles, and desires" (p. 77). These differences can have an extreme impact on the culture of an organization due to a lack of communication, collaboration, and perpetuation of generational stereotypes. The perpetuation of generational stereotypes, specifically around the older generation's aptitude, ability, and use of modern technologies; impacts the culture and can create hostile work environments for employees within the workforce.

According to Lewis and Wescott (2017), differences that are not addressed can result in higher

than normal turnover, decreasing productivity, and increase team dysfunctions; which can affect an organization's ability to maintain its position within the market.

Summary

Based on the research there are five generations currently in the workforce today including Traditionalist, Baby Boomers, Generation X, Millennial (Generation Y), and Post-Millennial (Generation Z). Each of the generations has a set of characteristics, workstyles, motivation factors as well as expectations/preferences, values, and interpersonal skills to name a few. These differences can prove to be incredibly challenging for leaders and organizations alike, in addition to impacting employee's motivation and retention. Leaders can select from a variety of motivational theories and techniques to ensure a highly skilled multi-generational workforce.

Chapter 3: Research Method

This chapter outlines the research design, sample, process, methodological assumptions, limitations, and delimitations for the study. Details of the sampling procedures, permission information, limitations, anticipated data collection practices, instrumentation, and predicted data analysis are provided. The following questions framed this research study (1) Identification of attributes a leader needs to retain highly skilled workers (2) Identification of attributes which directly impact one's career prospects and longevity as a leader working in a multi-generational work environment (3) Identification of attributes that are essential to leadership style when leading a multi-generational workforce (4) Identification of cultural differences and social norms from the birth country as being diversity factors that impact effective leadership attributes (5) Identification of attributes that are not effective leadership attributes when leading a multi-cultural workforce (6) Identification of attributes for successful leadership of a global workforce (7) Identification of technology advancement, career acceleration, and continuous training/learning as leadership attributes that affect the leading of a multi-generational.

Challenges leaders face when developing effective leadership styles that rise above employee differences and result in the retention of employees was the specific program addressed by this study. The purpose of this qualitative constructive grounded theory study was to identify leadership attributes necessary for retaining a highly skilled global multi-generational workforce. This topic was chosen because of its relevance to ever-evolving workplace diversity that includes an increase of diverse employee from various generations, races, gender, geographical locations as well as increasing technological advances. Findings of the research expanded the understanding and examining leadership style attributes in various consulting

organizations. from the study can be applied to consulting firms and other fields searching for attributes to develop leadership styles to effectively lead a multi-generational global workforce.

The first section in the chapter outlined the research method and design used to conduct the study. Section 2 focused on outlining the participants and the selection process. Section 3 focused on the measurement and instruments used in the study to determine the instrument reliability and validity. Section 4 outlined the study procedure used to conduct the study. Data collection and analysis used for this study will be described in the fourth section.

Methodological assumptions, limitations, and delimitations were outlined and discussed in the fifth section. Lastly, ethical assurances to protect the rights of the participants involved during the study was outlined in the sixth section. Below is the research question that guided the study:

RQ: What attributes should be included in a leadership style to effectively lead a multi-generational global workforce?

Research Methodology and Design

There are many research methods available to the organization to identify, collect, analyze, and present information on topics of study to make better business decisions in the future. Selecting the appropriate methodology contributes to the development of the conceptual idea of the issue(s) and questions being evaluated by the organization that required a change in the future. Methodologies also help to identify future market trends, potential strategic goals and opportunities, and new ideas. Example research methodologies available include qualitative, quantitative, and mixed methods (qualitative and quantitative). Per Ary, Cheser Jacobs, Sorensen Irvine, and Walker (2018), a qualitative research approach uses nonnumeric inputs and data to study trends with or with a predefined hypothesis; on the other hand, quantitative research approach uses planned events to collected numeric inputs and data to test or answer a series of

predetermined and hypotheses (p. 373). The mixed method utilizes a combination of the two methods to evaluate research.

Qualitative research. Evaluates case studies, literature reviews, and observations, and others. This research method was selected for this research study. Hesse-Biber (2016) defines qualitative research as “generally words, texts, and images, as opposed to the gathering of statistical data (numbers) and using language, focused on variables, with the goal of generalizing and confirming research hypotheses” (p. 6).

Quantitative research. Evaluates predetermined questions, hypothesis, and others. Hesse-Biber (2016) defines quantitative research as data-driven research that tests the hypothesis.

Mixed methods research (a combination of qualitative and quantitatively). Evaluates approaches to collection, analysis, and incorporate data findings into research to explore an identified question, hypothesis, issue(s), or problem(s). Hesse-Biber (2016) noted this method allows researchers to “tackling highly complex problems that involve several layers of understanding and may require different analytical techniques” (p. 7).

The qualitative research method was chosen because the study aimed to evaluate the participants’ perception and personal experiences within a situation while allowing greater exploration of the participants’ attributes and therefore offers a greater opportunity to pinpoint commonalities when leading a multi-generational workforce. The approach was performed using constructive grounded theory methodology. This methodology was developed by two sociology researchers Barney Glaser and Anselm Strauss in 1967 on the premise that theories should be based upon data gathered in the field (Creswell, Hanson, Clark Plano, & Morales, 2007). Creswell (2007) defined grounded theory as “a qualitative research design in which the

inquirer generates a general explanation (a theory) of a process, an action, or an interaction shaped by the views of a large number of participants” (p. 88). The methodology was chosen because it allowed the generation of a theory based upon data gathered from participants that have experienced the process of successfully leading multi-generational workforces; particularly identifying a commonality of attributes.

More specifically, as mentioned in Chapter 1, the study was conducted using constructive grounded theory. Creswell (2007) defined the “approach incorporates the researcher’s views; uncovers experiences embedded, hidden networks, situations, and relationships; and makes visible hierarchies of power, communication, and opportunity” (p. 316). The flexibility offered by the constructivist approach is paramount for the completion of the study because participants are leading employees located globally, therefore, locale differences may be present which impact the attributes of the leaders.

Data was gathered utilizing sixty-minute semi-structured interviews either in-person or via Skype. Per Lambert and Losielle (2007), interviews are an effective strategy for gathering an individual’s personal experiences, views, and beliefs during a study or interest phenomenon. Individual questions used in the during the one-on-one individual interviews can be found in Appendix A.

Population and Sample

The population chosen for this study was internal and external consultants in various fields. Consultants can be described as experts within an industry that are trained to solve a series of complex organizational problems, solutions, strategies, and changes. McClure (2017) wrote consultants can be used to “build bridges between public sector organisations, which are feeling squeezed by the twin pressures of budget cuts and competition, and private sector

operational norms” (p. 579). Mukerjee and Prasad (2017) noted that consultants can be used to drive processes and integrate new solution(s) with existing technologies. Many consulting firms prefer to highly skilled global workers to meet client needs.

The sample size used for the study was 15 individuals who fit the following criteria: 21+ years of age, and at least 5 years of leadership experience. Participants were interviewed individually, and four individuals took part in an additional sixty-minute focus group. Purposive sampling method was used to select participants from the researcher’s personal network by accessing personal contacts information. Xie, Wu, Luo, and Hu (2012) found that purposive sampling is generally the preferred method of researchers to use in research studies. Draper and Swift (2011) noted that purposive sampling is used over other methods because it allows researchers to select a smaller number of sample size who may share the same personal characteristics, values, attitudes, morals, and beliefs.

In addition, to secure the projected sample size, the snowball effect was utilized, and participants were asked to refer others from their personal network which meet the required criteria of 5 years of leadership experience. Snowball sampling can be defined as using the network of participants to gain access to other potential participants who met the study requirements. Necessary knowledge to conduct business research (2019) describes the snowball effect as the

Sampling method involves primary data sources nominating another potential primary data sources to be used in the research. In other words, the snowball sampling method is based on referrals from initial subjects to generate additional subjects. Therefore, when applying this sampling method members of the sample group are recruited via chain referral. (N. pag.)

This method is generally used when the researcher cannot find a sufficient number of participants who meet the criteria of the study (e.g. beliefs, characteristics, values).

Participants were not contacted through his/her place of employment. All data collected pertained to the individual participants' firsthand experiences and not their place of employment. In addition to the interviews and focus group, the researcher maintained a journal throughout the process record and collect any additional information that may be offered by participants. The use of the one on one interviews in conjunction with the focus group and maintenance of a journal was used to provide triangulation that can add validity to the study.

Materials/Instrumentation

The study utilized a qualitative method consisting of 60-minute interviews with semi-structured questions and one additional 60-minute focus group to investigate the research question. Qualitative interviewing can be defined as an “attempts to understand the world from the subjects' point of view, to unfold the meaning of peoples' experiences, to uncover their lived world prior to scientific explanations” (Kvale, 1996). Interviews can be defined as in-person where an interviewer will ask questions to attempt to get information, perception, or value from one or more people (Maccoby & Maccoby, 1954, p. 449). Per McNarra (1999), qualitative interviewing is a useful tool for researchers to use when exploring a participant's personal experience, gain in-depth information, and as a follow-up to previously administered questionnaires.

The interview used semi-structured questions, which consist of key questions which were used to define the areas explored by the research as well as allows both the interviewer or interviewee to depart from questions as provide additional details or ideas (Britten, 1999). This method of interviewing was chosen for the study because the research aims to gain insight into

the participants' point of view on common leader attributes required to effectively lead a multi-generational workforce. In addition, the research explored the participants' experience as a leader over the lifecycle of his/her career with various scenarios (e.g. multi-generational/global workforce) and identify the common leader attributes required for successful leadership. Denzin and Lincoln (2003) explained the qualitative research is used to study the wonders that occur in participants natural environments in order to gain an in-depth understanding of their lives.

The focus group was used after the interview data was collected and analyzed to gain further understanding of the common attributes identified by participants. Focus groups can be defined as

group discussions organized to explore a specific set of issues... focused in the sense that it involves some kind of collective activity ... crucially, focus groups are distinguished from the broader category of group interview by the explicit use of the group interaction as research data (Kitzinger, 1994, p. 103).

Focus groups can be used alone or in conjunction with another qualitative research method (e.g. interviews, questionnaire, observations) to gain further understanding of the participant's viewpoint or experiences. Stalmeijer, Mcnaughton, and Van Mook (2014) found that "focus groups are an increasingly popular approach to collecting data either on their own or more commonly in tandem with another technique such as interviews, for reasons we will explore" (p. 924). Gill, Stewart, Treasure, and Chadwick (2008) found that focus groups are for "generating information on collective views, and the meanings that lie behind those views... also useful in generating a rich understanding of participants' experiences and beliefs" (Morgan, 1998, p. 59). Lastly, the researcher used a personal journal to capture any additional information offered by the participants during the interview and/or focus group.

Study Procedures

The researcher was the primary data collector and responsible for the completion of data: collection, analysis, interpretation, and presentation of study findings in an ethical manner. To effectively complete the study, the researcher did not interject personal beliefs, experience, generational knowledge and/or opinion during the data collection process to ensure the data is presented accurately. Additionally, the researcher was responsible for the selection of the participants to participate in the study.

Participants met the criteria of the study outlined by the research (Yin, 2014), which includes a leadership position with at least 5 years of a leadership role. The researcher used a personal professional network to solicit participants of the study via email or a personal LinkedIn account or face-to-face invitation. In the email, the researchers explained the purpose of the study, potential benefits, and how findings would be presented. The researcher asked participants to sign a letter of informed consent to participate in the study. The letter reinforced the purpose of the study, potential benefits, interview/focus group process, permission for sessions to be recorded, and presentation of the findings. One-on-one 60-minute interviews were conducted individually to ensure the privacy of each participant as well as build reliability and validity. Interviews were conducted in-person or via Skype. A 60-minute focus group was conducted via Skype with a subset of participants. During the call, participants were asked not to give any identifiable information (name, place of employment, age, etc.) to protect their privacy as well as continue to build more reliability and validity.

An interview protocol was developed by the researcher, this protocol was used as a method to format and collect data accurately (shown in Appendix A). Below are the questions

from the interview protocol used to conduct the one-on-one interviews and gain further clarification on data results during the focus group.

1. What is your demographic location?
2. What industry do you work in?
3. How many years of management experience have you had?
4. Have you managed a multi-generational global workforce, multi-generational, or global workforce?
5. What important attributes should be used to create an effective leadership style to retain a highly skilled multi-generational global workforce?
6. What leadership attributes have you experienced that directly impacted your success over the lifespan of your career?
7. What attributes have you included in your leadership style do you feel are essential when leading a diverse (generational or global) workforce?
8. Do an employee's diversity factors besides age (race, gender) impact the type of leadership attributes you have recommended? If so, why?
9. What leadership attributes do you feel are not effective when leading a diverse (generational or global) workforce?
10. If you have managed a global workforce, do you think the same attributes can be used when managing a multi-generational workforce? If not, why?
11. What generational issues do you feel impact leadership attributes and styles that could impact an organizations ability to retain a highly skilled multi-generational global workforce?

Participants were contacted in-person via phone, email, or face-to-face and the additional clarification about the study research, answer questions, and asked to participate. Participants were informed of the participants; the study is voluntary, and an interview was scheduled. During interviews, the researcher taped both one-on-one interviews and focus group for transcription and note taking purposes only. The researcher also maintained a personal journal to collect additional information offered by participants.

Data collection and transcription occurred over a three-week period. Completed transcriptions were sent to participants to review and each provided feedback on the interview to ensure a participant's lived experiences are captured accurately. Feedback received from participants was coded and analyzed within 24-hours.

Data Collection and Analysis

Proper data collection, processing, and analysis were conducted according to the constant comparative method to ensure the validity and reliability of results for the qualitative study. This method was chosen because it has been found to effectively outline the process for collecting, analyzing, and repeating the process for data collection in grounded theory research (Creswell, Hanson, Clark Plano, & Morales, 2007). Constant comparative method was developed by Barney Glaser and Anselm Strauss in 1965 and relies upon inductive analysis and

Provides a basis for systematically organizing, comparing, and understanding the similarities and differences between those perceptions. A unit of data (e.g., interview transcript, observation, document) is analyzed and broken into codes based on emerging themes and concepts, which are then organized into categories that reflect an analytic understanding of the coded entities, not the entities themselves. The essential feature of this method is that each unit of data is analyzed and systematically compared with

previously collected and analyzed data prior to any further data collection (Freeman, 2005, p. 81).

Data collection was completed utilizing in-person or Skype interviews. Interviews were coded within twenty-four hours of receipt of feedback on transcription from participants to ensure the researcher has ample time to review, on and if needed, edit interview questions as themes or theories emerge from the collected data. Freeman (2005) noted that “immediate analysis follows, for the purpose of grasping the respondent's point of view and to acquire material to include in subsequent interviews” (p 81).

Coding took place in three phases: open, selective, and theoretical. The first phase of coding entailed grouping participants’ statements into broad ideas with the overarching goal of identifying a core phenomenon (Creswell, Hanson, Clark Plano, & Morales, 2007). Once a core phenomenon has been identified, a more advanced categorization took place, enabling greater exploration of the data including the possibility of additional interviews or re-examination of the initial interviews using newly identified themes or theories (Creswell, Hanson, Clark Plano, & Morales, 2007). Finally, theoretical coding was conducted to identify interrelated categories in regard to the core phenomenon (Creswell, Hanson, Clark Plano, & Morales, 2007). Dedoose statistical analysis software was utilized to store and manage data.

Reliability. The dependability of the data collected for this study was ensured because the researcher chose to select participants for her personal network. However, the participants will not have an immediate professional, personal, or working, relationships (Houghton, Casey, Shaw, & Murphy, 2013). Participants were allowed to review and provide feedback as a method of validation of the interpretation by the researcher of the one-on-one interviews performed by the researcher (Stewart, Polak, Young, & Schultz, 2012). A single focus group was conducted

with a subset of the initial participant group to gain further understanding of the data collected from individual interviews as well as validate the findings.

Validity. Data was gathered using semi-structured interviews, focus group, and the researcher's personal journal with additional offered notes. The semi-structured interviews were used because the study required a highly descriptive data based on individual personal experiences (Pane & Diaz, 2009). Incorporating validity helped to ensure the research reaffirms the accuracy of the data collected. The researcher asked participants to clarify response, rephrase, and confirm the interpretation of responses during the interview add a level of validity. Participants received a copy of the interview and had an opportunity to provide feedback on results including rephrasing responses to ensure the participant's response was captured accurately (Houghton, Casey, Shaw, & Murphy, 2013). Feedback received from participants helped to validate the data.

Assumptions

Participants were informed of the purpose of the study in addition to data collection methods, confidentiality practices, and presentation of findings. Based on the information presented to participants, assumptions have been formed. Marshall and Rossman (2016) assumptions can be described as a set of facts about a given situation that someone assumes to be truthful but have not to be validated as true. The first assumption is the instrument to evaluate the research problem was appropriate and elicited both reliable and valid responses (shown in Appendix A). The research assumed that participants will (1) Fully understood the interview and focus group questions they are asked (2) Acted truthful, accurate, and appropriate responses during the interview process (3) Maintained availability during the designated interview and/or focus group times and 100% present during the session (4) Recommend potential participants

from his/her personal network, as needed (5) Participants remained in the study throughout the entire process and during the time he/she will remain open, honest, and cooperative

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Lastly, the final assumption is the researcher selected the appropriate level of participants, number, and type to participate in the study.

Limitations

Limitations in research studies are common due to a variety of reasons such as nature, complexity, and type. Price and Murnan (2004) described limitations as characteristics of the selected method or design that can significantly influence the researcher's interpretation of findings of the study; limitations are the challenges that emerge during the study that the researcher did not anticipate. Marshall and Rossman (2016) describe limitations are potential areas of weakness within the study the researcher did not account for. One of the limitations of the study was the financial resources to increase the sample size of the study to gather an increased amount of data. Another limitation was leaders were located globally, therefore the data collected may have been impacted by the participants local business expectations, customs, and culture.

Little research was available on the recruitment and retainment of multi-cultural and multi-generational workplaces is also a limitation of the study. Concerning limitations, data was comprised of the participant's individual life experience as a leader or with a leader; therefore, some data may not be independently verifiable. Self-reported data could have included instances of selective memory, telescoping, attribution, or exaggeration which can impact the data collected. A small number of participants was used so the results of the study may not be generalized. Time was another limitation because the researcher only had a certain number of

weeks to complete each dissertation block, approximately one-year total. Diversity (gender, race, age) could have also limited the data in the study because participants may have different experiences, which could have impacted their reflection of the experience and data collected.

Length of time as a leader was also a limitation and could have impacted the data because it may impact their perception of the other generations. Also, length of time as a leader means older employees had more experience as a leader, collaborating with diverse employees, and global assignments. Becton, Walker, and Jones-Farmer (2014) employees from older generations have an increased number of years working with and across generations as well as experience with transitions of generations leaving the workforce. Additional limitations included participants commitment and willingness to complete the study due to their busy schedules.

To combat the limits, the researcher made every effort to accommodate the needs of the participants within reason including but not limited to different meeting times, use of alternative meeting, providing additional information around the study as well as outcomes. Recruiting participants for a qualitative study such as this requires the researcher to incorporate various strategies to gain access to the desired sample population.

Delimitations

Unlike limitations, delimitations are a set of boundaries that are in the control of the researcher to limit the scope of the data within the investigation. Delimitations are described as the foundational elements that bound the study together for the researcher (Marshall & Rossman, 2016). Identified delimitation included: not being limited to one industry with a vast multi-generational global population or large global organization headquartered with a sizeable multi-generational population in a specific country in or outside of the United States. The lack of

specification and uniqueness limited access to the desired population of leaders and could impact future efforts to replicate results within other organizations.

Another delimitation was participants derived from various industries, which may contribute to industry-specific responses. To address this concern, questions crafted for the structured interview explored firsthand experiences and did not focus on participants' current place of employment. Additionally, the researcher limited the sample size to 15 managers with at least 5 years of management experience.

Ethical Assurances

While performing a qualitative study, it is imperative that the researcher conduct the study using ethical guidelines. These guidelines outline how the researcher will conduct him or herself in accordance with rules and/or regulations required when conducting a study (Farinde, 2013). Data was collected, analyzed, interpreted, and presented in an ethical manner. Prior to the collection of the data, Institutional Review Board (IRB) approval was attained from Argosy University where the researcher was initially enrolled. The Northcentral University Institutional Review Board (IRB) provide approval of the Argosy University IRB form via the Protocol/Study Closure Notification – For Former Argosy Students form.

The researcher was responsible for ensuring participants are protected in an ethical manner. To ensure this, each participant was invited to participate in the study and required to sign a letter of consent prior to participation in the study. The letter of consent contained the following information: in-depth details of the study, purpose, interview process, permission to record sessions, storage of study materials (during/post data collection), and ways to withdraw from the study. Participants were informed he/she could have withdrawn from the study at any time by contacting the researcher via in-person, phone, and/or email. Withdrawal from the study

did not result in any repercussions to the participant. Validation of consent was conducted during the interviews and focus group when the research read the information and confirmed the signature of consent on the recording. No participant received incentives, gifts, or any monetary reward for participation.

Identities of participants were kept confidential and concealed by the use of alphanumeric coding. Participants were asked not to provide any identifiable information (name, place of employment). The researcher used a personal journal and recorder for note taking and transcription purposes. Recordings and notes were locked in a file cabinet in the researcher's home for the required three years. In addition to the coded data with the Dedoose statistical analysis were encrypted and stored on a personal home computer that is password-protected and backed up in password-protected cloud storage; thereafter upon expiration of the three-year period, the materials were destroyed using the proper destruction protocol for data.

Summary

Leaders face many challenges when developing effective leadership styles to retain a highly skilled global multi-cultural and multi-generational workforce. The topic was chosen because work environments continue to evolve which include diverse employees. Section one outlined the qualitative constructive grounded theory research method and design used to conduct the study. The method was chosen because the perception as well as personal experiences within the workplace to gain a greater understanding, and pinpoint commonalities of effective leadership attributes when leading a multi-generational workforce. Section 2 focused on outlining the participants and the purposive sampling selection process used. Section 3 focused on the measurement and instruments of 60-minute interviews with semi-structured questions and one additional 60-minute focus group to determine the instrument reliability and

validity. Section 4 outlines the study procedure including the use of the researcher's personal network, LinkedIn, interviews, etc. used to conduct the study. Three phase data collection process and coding to analyze the study was described in the fourth section. Methodological assumptions, limitations, and delimitations were outlined and discussed in the fifth section. Lastly, ethical assurances to protect the participants' rights were outlined in the sixth section. The next section will discuss the findings of the study.

Chapter 4: Findings

The purpose of the study was to identify the attributes that should be included in a leadership style to effectively lead and retain a highly skilled global multi-generational workforce. The answer to this question was explored utilizing a constructive grounded theory, resulting from analysis of data which enabled an understanding of appropriate leadership attributes for leading and retaining a highly skilled multi-generational workforce. Data was collected utilizing interview recordings and memos. Additional observations were made regarding participants' nonverbal body language in addition to spoken words. Each participant received a transcription of his or her interview and was given an opportunity to offer clarification of statements and/or corrections. Participants were coded according to their generation, individuals of the baby-boomer generation were labeled as B, generation x was labeled as X, and millennials were labeled as M.

Three themes emerged from this study: (1) Leaders Transition to Non-Traditional Leadership Styles, (2) Importance of Understanding Emotional, Cultural, and Generational Intelligence as a Leadership Attribute, and (3) Leadership Style Should Focus on Individual Employee Needs vs Generational Difference.

Fifteen semi-structured interviews in conjunction with a four-participant focus group and researcher notetaking were conducted in March 2019. The purposive sampling group consisted of individual currently located in the United States and Canada. Industry types represented in the study included management consulting, healthcare consulting, and telecommunications consulting. All 15 identified participants were invited via email which contained a consent form with instructions to sign and return to the researcher via email. Once consent was received via

email from a participant, the participant was scheduled for either an in-person or Skype individual interview. Using an approved interview protocol, all interviews were electronically recorded. Additionally, detailed memos were kept by the researcher at every stage of the data collection process. All data (memos, transcriptions, coding, etc.) was encrypted and stored on a personal home computer that is password-protected and backed up in password-protected cloud storage for a period of three years. This will be in accordance with the regulations set by the Institutional Review Board (IRB).

Trustworthiness of the Data

The trustworthiness of data is established by researchers ensuring credibility, transferability, dependability, confirmability, and reflexivity (Korstjens & Moser, 2018). “Credibility establishes whether the research findings represent plausible information drawn from the participants’ original data and is a correct interpretation of the participants’ original views” (Korstjens & Moser, 2018, p. 121). The researcher of this study ensured credibility through prolonged engagement, persistent observation, triangulation, and member checks. Prolonged engagement was achieved through the utilization of sixty-minute interactions with all participants including an additional sixty minutes of interactions with individuals chosen for the focus group. Persistent observation was conducted by thoroughly examining data collected during the initial semi-structured individual interviews, identifying emerging themes which were further discussed during the focus group. Data triangulation was achieved by interviewing fifteen participants employed at different organizations, each with management experience but varying levels of seniority ranging from manager to managing director. Lastly, a member check was completed during the focus group and all participants were allowed to review their transcription for accuracy and appropriate changes were made.

Transferability is “[t]he degree to which the results of qualitative research can be transferred to other contexts or settings with other respondents” (Korstjens & Moser, 2018, p. 121). Transferability of this research study was ensured by having participants that were employed in more than one industry and verifying each had the required experience to discuss the topic. This was achieved by asking participants during the semi-structured interview to briefly describe their work experience including tenure managing staff. Participants were asked directly if they had managed multi-generational and/or global subordinates. One hundred percent of participants indicated they have managed a multi-generational staff.

To ensure dependability, confirmability, and reflexivity of the research study, the researcher verified that the analysis process was appropriate for the research design, provided recommendations based upon themes developed from the collected data, and kept detailed notes of the entire process. The researcher recorded all interviews to ensure all interview data was captured. All data was coded utilizing the grounded theory methodology to minimize potential researcher bias and ensure objective interpretation of data.

The concept of creating an audit trail was used by keeping a complete set of records including notes on decisions made over the course of the research study, notes on emergent themes, detailed description of utilized data management techniques, and other pertinent information (Korstjens & Moser, 2018). Moreover, to allow exploration of self-awareness, the researcher kept detailed notes on preconceived notions, evaluation of the researcher’s role in collecting data, and the researcher’s role in analyzing data. Thus, ensuring interviews, observations, focus group discussions, and data analysis was supplemented with reflexive notes (Korstjens & Moser, 2018).

Results

The study was conducted in two parts, sixty-minute individual semi-structured interviews, and a single sixty-minute focus group. All participants (15) were individually interviewed and 4 participants (26.67%) were chosen via purposive sampling for participation in the focus group. The majority (60%) of individual interviews and the focus group was conducted in-person. Each interview (individual and focus group) began with the collection of demographic information to gain an understanding of the participants' location, industry, generation, years of leadership experience, and experience managing multi-generational and/or global workforces.

The individual interview part of the study consisted of 53.3% female identifying participants and 46.7% male identifying participants. Overall, participants represented 4 major racial groups: 46.7% of participants self-identified as White, 33.3% of participants identified as Black, and 6.7% of participants identified as Latino, and 13.3% of participants identified as Asian. Two participants (13.3%) were born outside of the United States; one individual was born on the African continent and immigrated to the United States as an adolescent and one individual was born on the Asian continent and immigrated to the United States as an adult. The majority of participants were monolingual (80%). The 20% of participants that indicated they were multilingual, indicated that they used their language skills when managing a global workforce. Additionally, 20% of participants were members of the Baby Boomer generation, 20% of participants were members of Generation X, and 60% of participants were a part of the Millennial generation. All of the participants currently resided in North America, 33.3% in the Midwest, 26.7% in the Southeast, 26.7% in the Southwest, and 13.3% in the West.

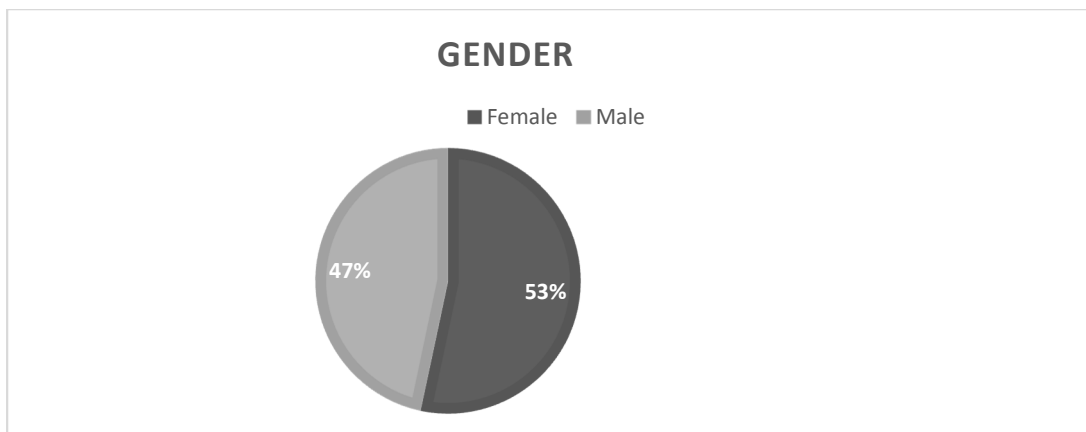


Figure 1: Individual Interview Group – Gender

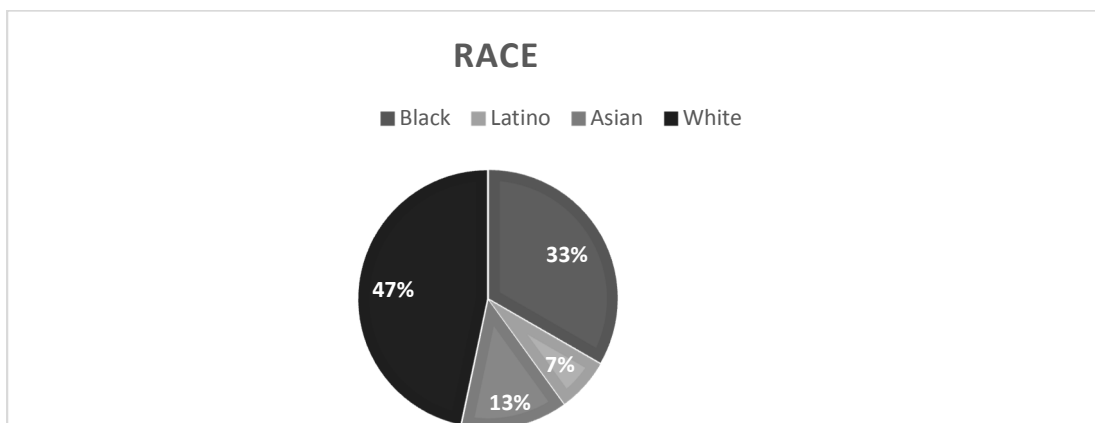


Figure 2: Individual Interview Group – Race

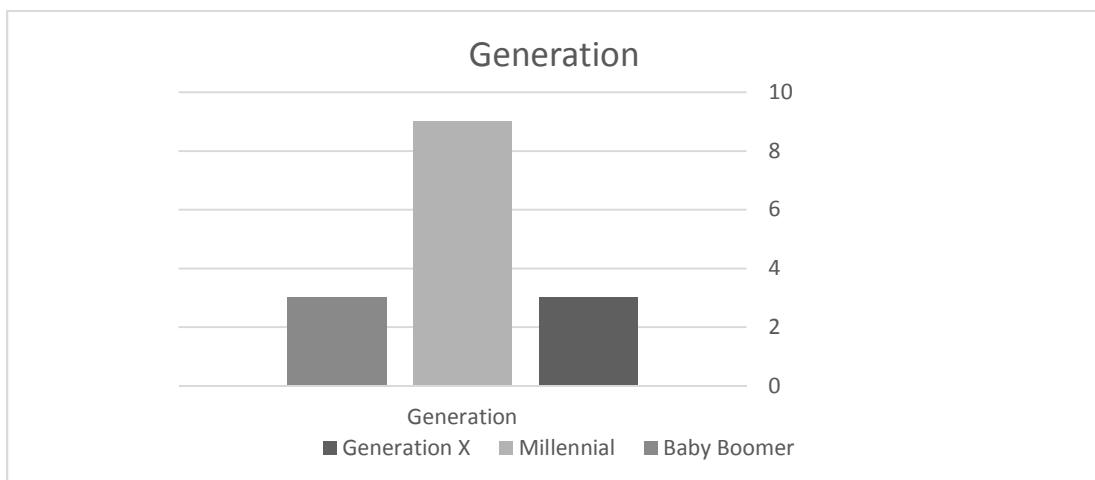


Figure 3: Individual Interview Group – Generation

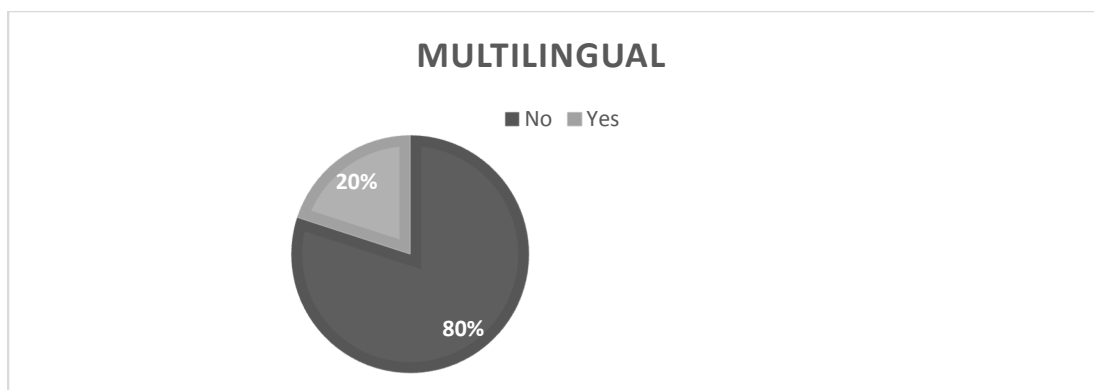


Figure 4: Individual Interview Group – Multilingual

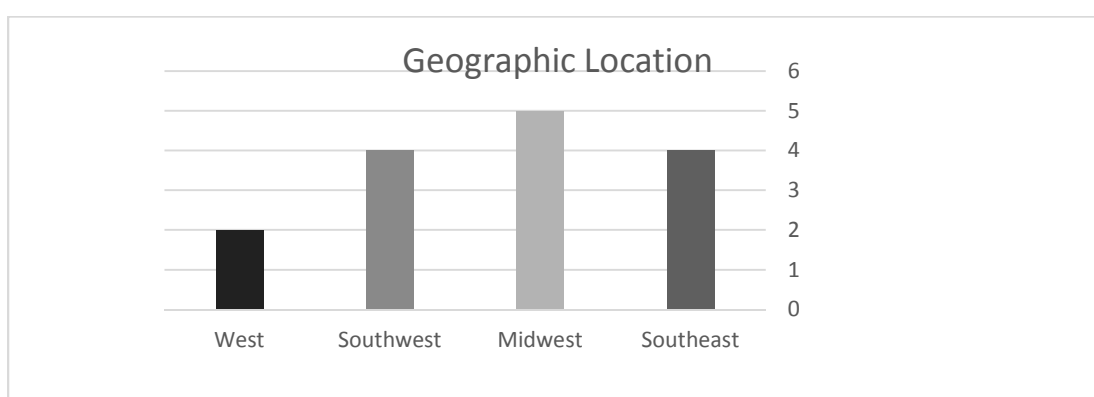


Figure 5: Individual Interview Group – Geographic Location

On average, the participants had 11.6 years of leadership experience, which ranged from 5 to 30 years. The majority (53.3%) of participants had 5 to 8 years of experience, 13.3% had 9 to 12 years of experience, 6.7% had 13 to 16 years of experience, 13.3% had 17 to 20 years' experience, 6.7% had 25 to 28 years of experience, and 6.7% had 29 to 32 years of experience.

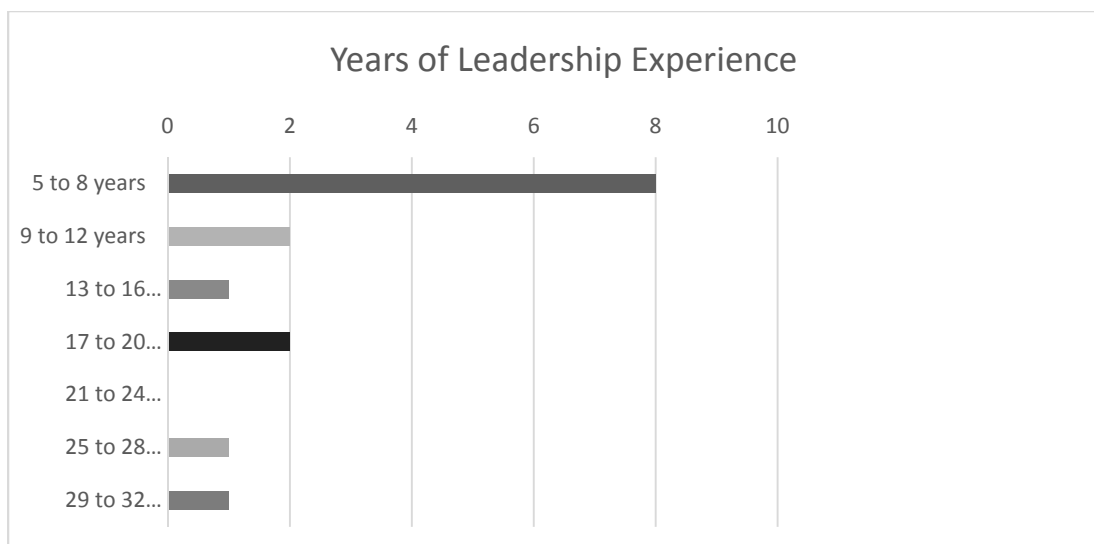


Figure 6: Individual Interview Group – Years of Leadership Experience

All of the participants indicated that they were currently managing a multi-generational workforce in their current position. Additionally, the majority (80%) of participants have experience managing a global workforce. Moreover, 86.7% of participants worked in the management consulting industry, 6.7% worked in the healthcare consulting industry, and 6.7% worked in the telecommunication consulting industry.

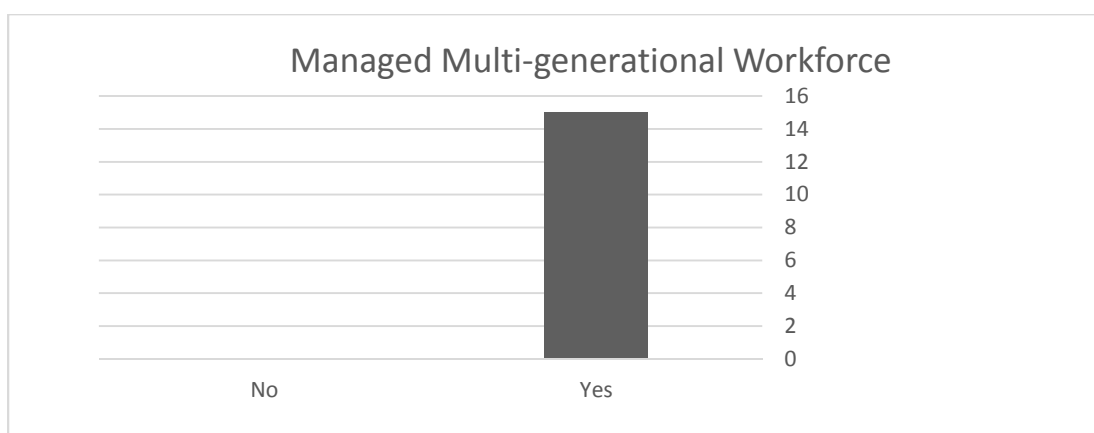


Figure 7: Individual Interview Group – Managed Multi-generational Workforce

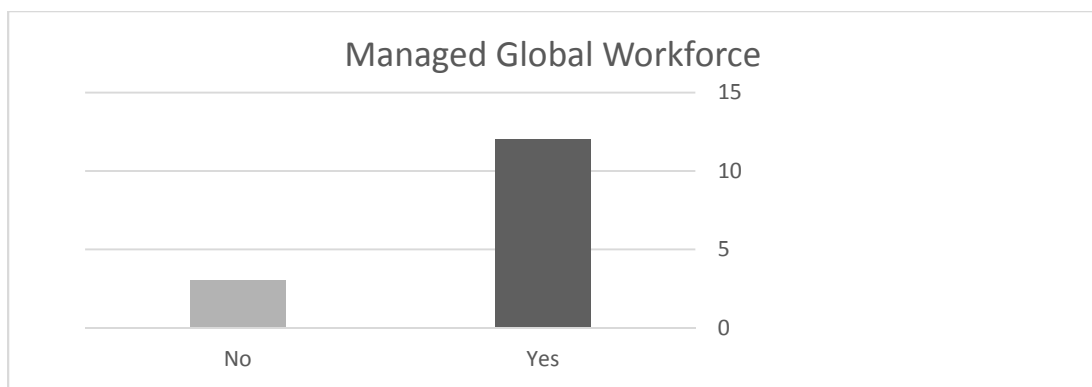


Figure 8: Individual Interview Group – Management Global Workforce

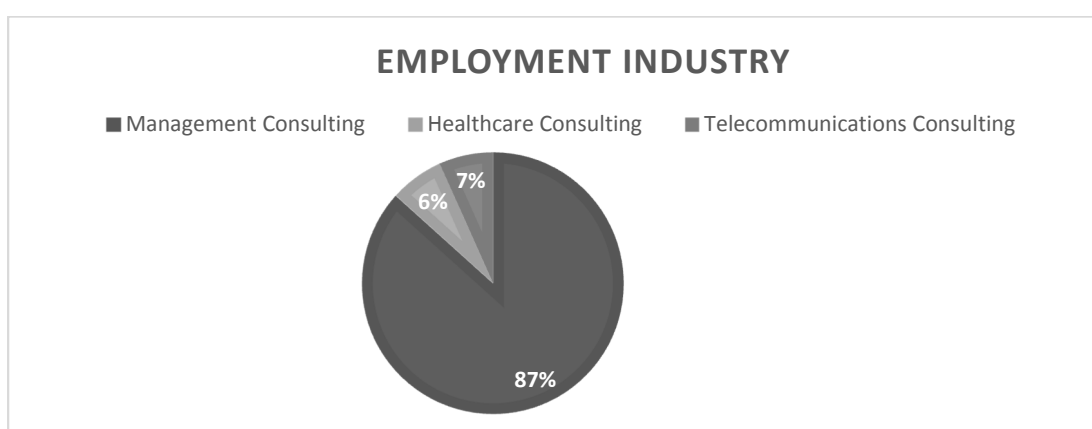


Figure 9: Individual Interview Group – Employment Industry

The focus group part of the study consisted of 4 participants, 50% female identifying participants and 50% male identifying participants. Overall, participants represented 3 major racial groups: 50% of participants self-identified as White, 25% of participants identified as Black, and 25% of participants identified as Latino. All participants (13.3%) were born in the United States. Half of the participants were monolingual (50%). The 50% of participants that indicated they were multilingual, indicated that they used their language skills when managing a global workforce. Additionally, 25% of participants were members of the Baby Boomer generation, 25% of participants were members of Generation X, and 50% of participants were a

part of the Millennial generation. All of the participants currently resided in North America, 50% in the Midwest, 25% in the Southeast, and 25% in the Southwest.

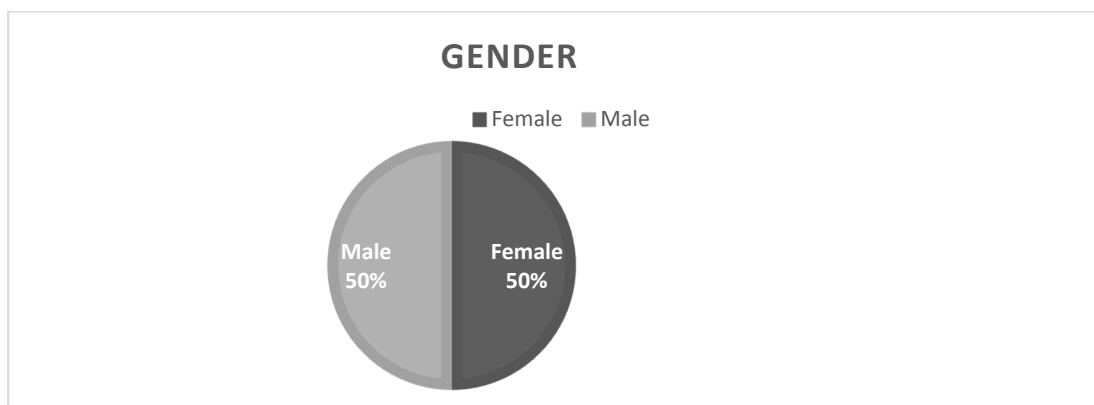


Figure 10: Focus Group – Gender

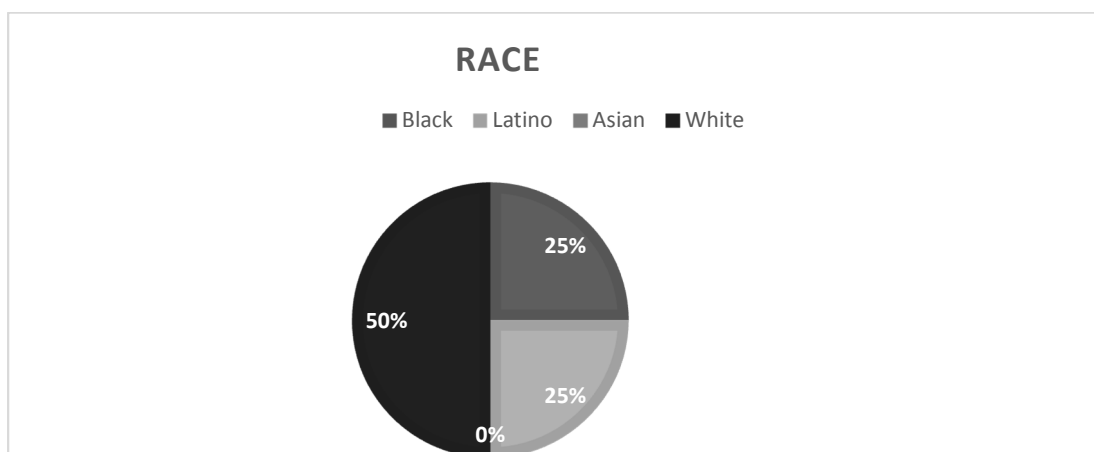


Figure 11: Focus Group – Race

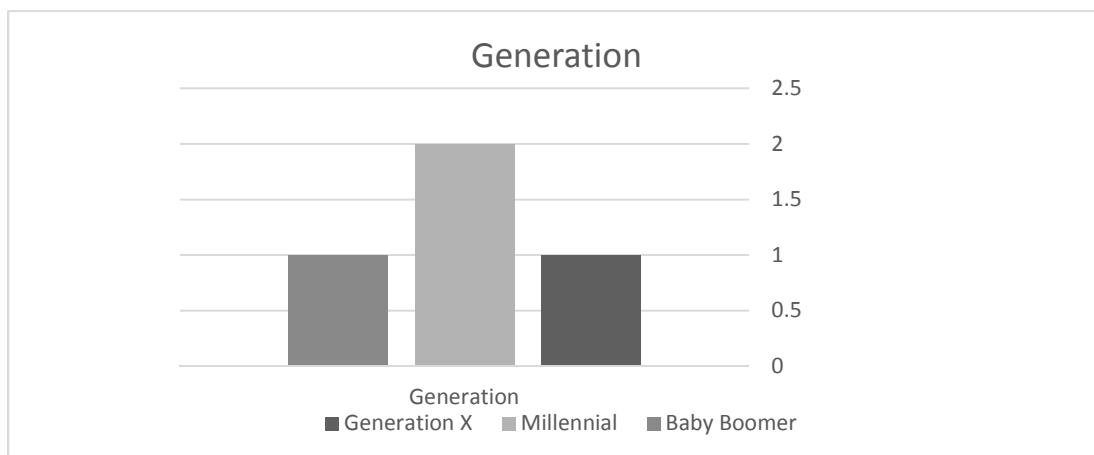


Figure 12: Focus Group – Generation

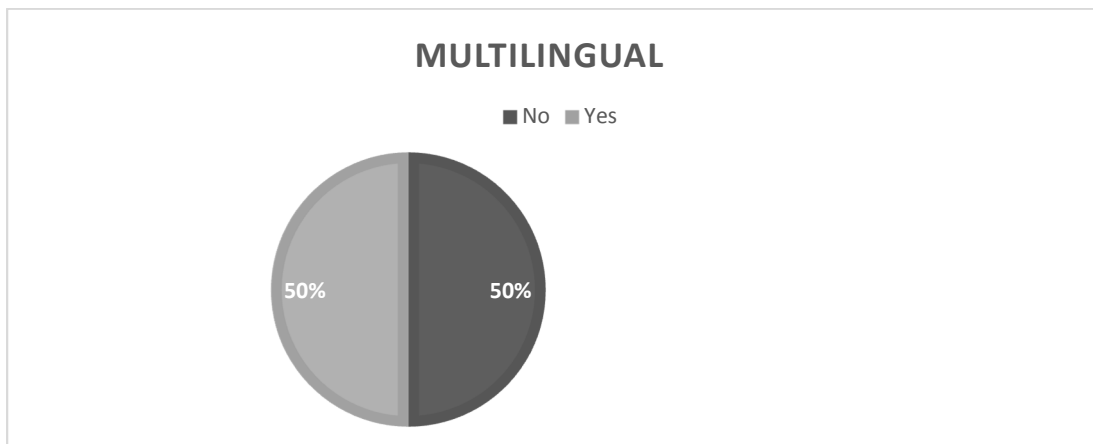


Figure 13: Focus Group – Multilingual

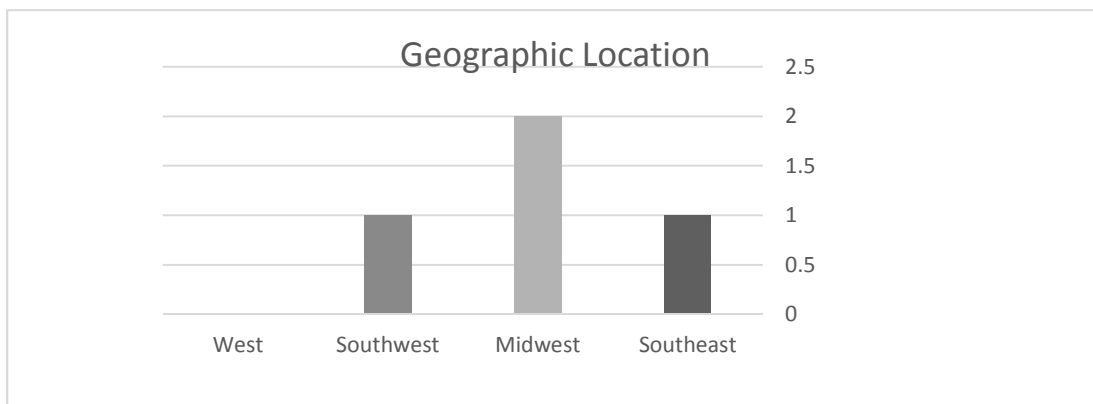


Figure 14: Focus Group – Geographic Location

On average, the participants had 11 years of leadership experience, which ranged from 7 to 20 years. The majority (50%) of participants had 5 to 8 years of experience, 25% had 9 to 12 years of experience, and 25% had 17 to 20 years of experience.

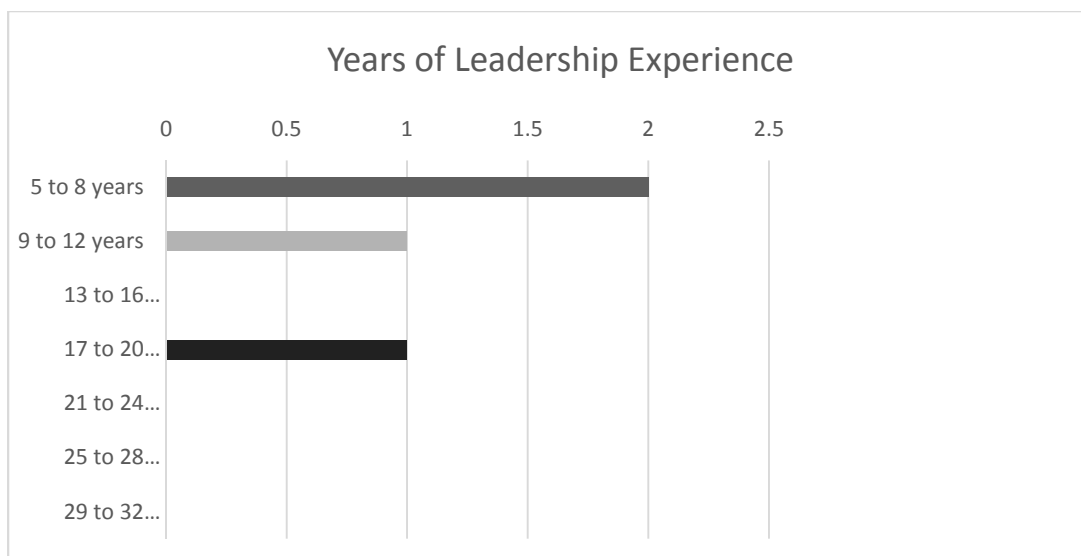


Figure 15: Focus Group – Years of Leadership Experience

All of the participants indicated that they were currently managing a multi-generational workforce in their current position and had experience managing a global workforce. Furthermore, 75% of participants worked in the management consultant industry and 25% worked in the healthcare consulting industry.

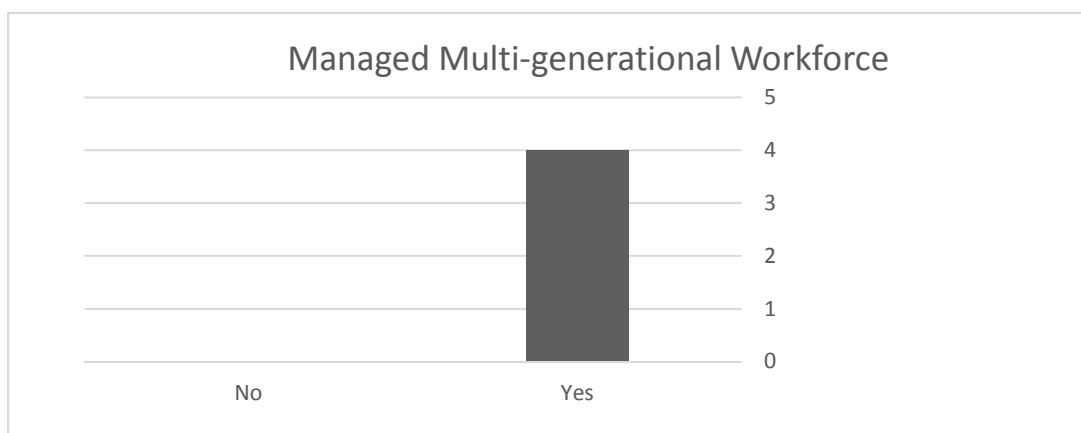


Figure 16: Focus Group – Managed Multi-generational Workforce



Figure 17: Focus Group – Managed Global Workforce

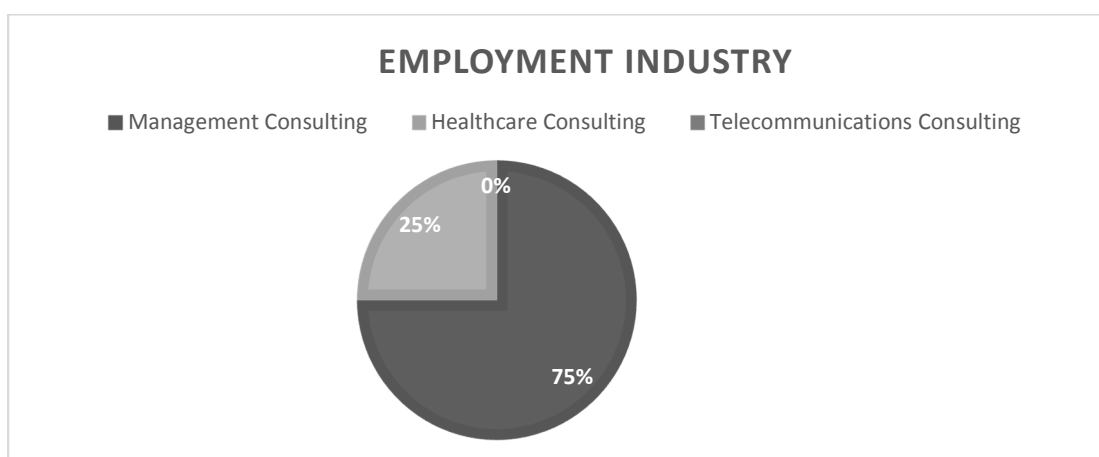


Figure 18: Focus Group – Employment Industry

Using the previously approved interview protocol, each participant was asked seven guided questions as a means of gaining a core understanding of commonalities of leadership attributes for successfully managing a multi-generational workforce and discovery of themes:

- (1) What important attributes should be used to create an effective leadership style to retain a highly skilled multi-generational global workforce?
- (2) What leadership attributes have you experienced that directly impacted your success over the lifespan of your career?
- (3) What attributes have you included in your leadership style do you feel are essential when

leading a diverse (generational or global) workforce?

- (4) Do an employee's diversity factors besides age (such as race, gender, geographic location) impact the type of leadership attributes you have recommended? If so, why?
- (5) What leadership attributes do you feel are not effective when leading a diverse (generational or global) workforce?
- (6) If you have managed a global workforce, do you think the same attributes can be used when managing a multi-generational workforce? If not, why?
- (7) What generational issues do you feel impact leadership attributes and styles that could impact an organization's ability to retain a highly skilled multi-generational global workforce?

Each participant's response was recorded, transcribed, coded and a constant comparative analysis (open coding, selective coding, and theoretical coding) was performed. Data analysis and coding were completed utilizing Dedoose statistical analysis software.

Leadership Style Attributes. A total of 15 participants answered the following question.

Open-ended questionnaire responses. What important attributes should be used to create an effective leadership style to retain a highly skilled multi-generational global workforce?

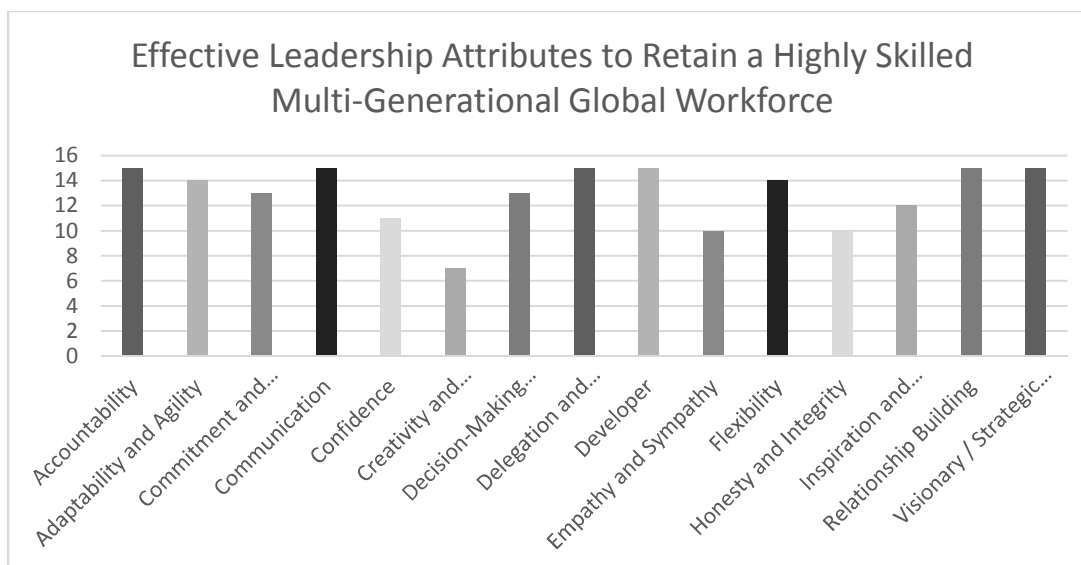


Figure 19: Effective Leadership Attributes to Retain a Highly Skilled Multi-Generational Global Workforce

Leadership Style Attributes and Career Impact. A total of 15 participants answered the following question.

Open-ended questionnaire responses. What leadership attributes have you experienced that directly impacted your success over the lifespan of your career?

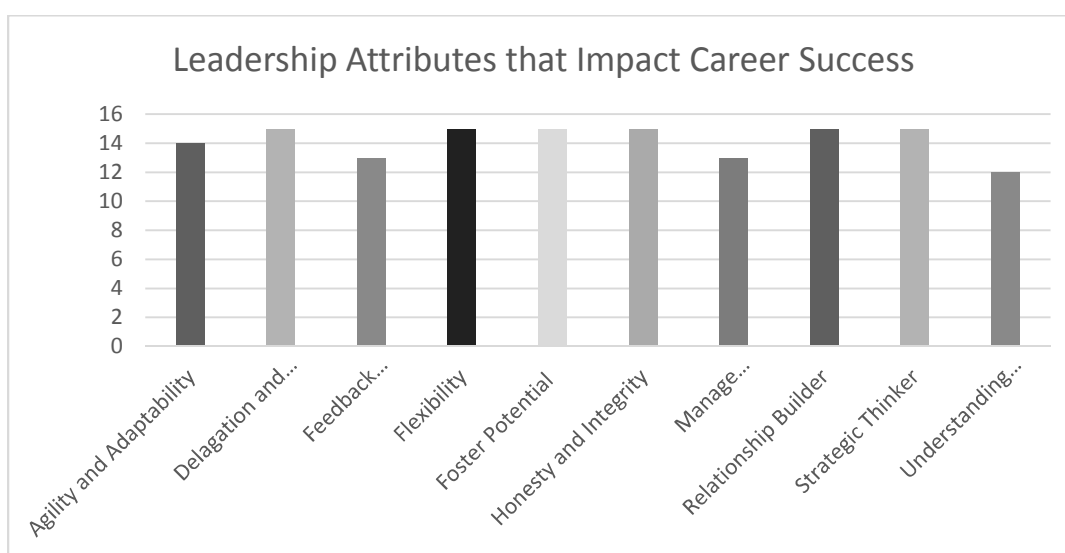


Figure 20: Leadership Attributes that Impact Career Success

Leadership Style Attributes for Leading Diverse Workforce. A total of 15 participants answered the following question.

Open-ended questionnaire responses. What attributes have you included in your leadership style do you feel are essential when leading a diverse (generational or global) workforce?



Figure 21: Essential Leadership Attributes for Leading a Diverse (Generational & Global) Workforce

Additional Diversity Factors. A total of 15 participants answered the following question.

Open-ended questionnaire responses. Does an employee's diversity factors besides age (such as race, gender, geographic location) impact the type of leadership attributes you have recommended? If so, why?

The majority of respondents (80%) answered yes that factors besides age impact the types of leadership attributes recommended for leading a multi-generational workforce. The 20% of participants that answered no that additional factors impacted their suggested leadership

style, noted that additional considerations were not necessary because mutual respect for individuality should be a part of any leadership style and would incorporate additional diversity factors.

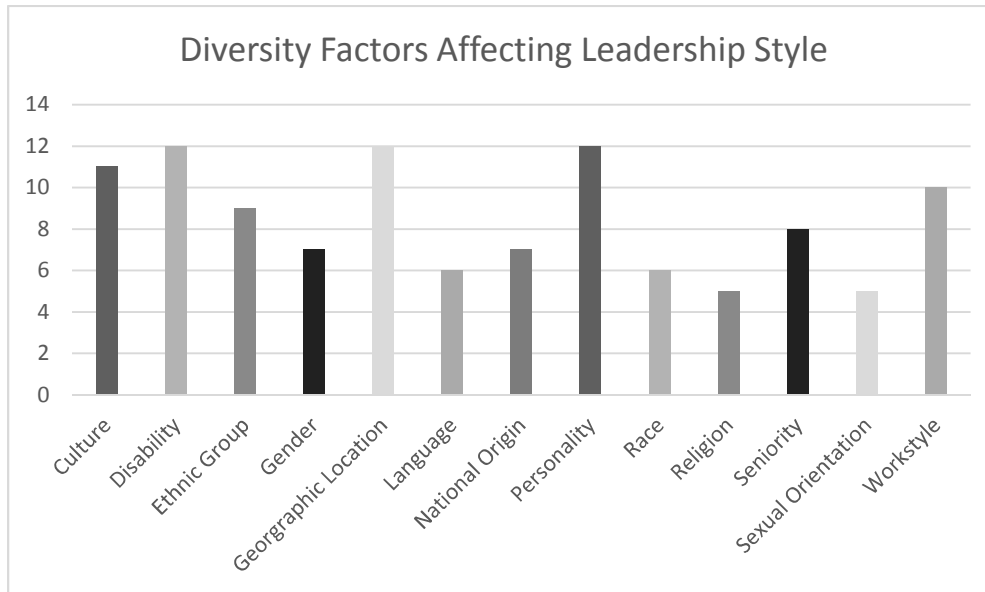


Figure 22: Diversity Factors Affecting Leadership Style

Ineffective Leadership Style Attributes. A total of 15 participants answered the following question.

Open-ended questionnaire responses. What leadership attributes do you feel are not effective when leading a diverse (generational or global) workforce?



Figure 23: Ineffective Leadership Attributes for Leading Diverse (Generational & Global) Workforce

Managing Global Workforce. A total of 15 participants answered the following question.

Open-ended questionnaire responses. If you have managed a global workforce, do you think the same attributes can be used when managing a multi-generational workforce? If not, why?

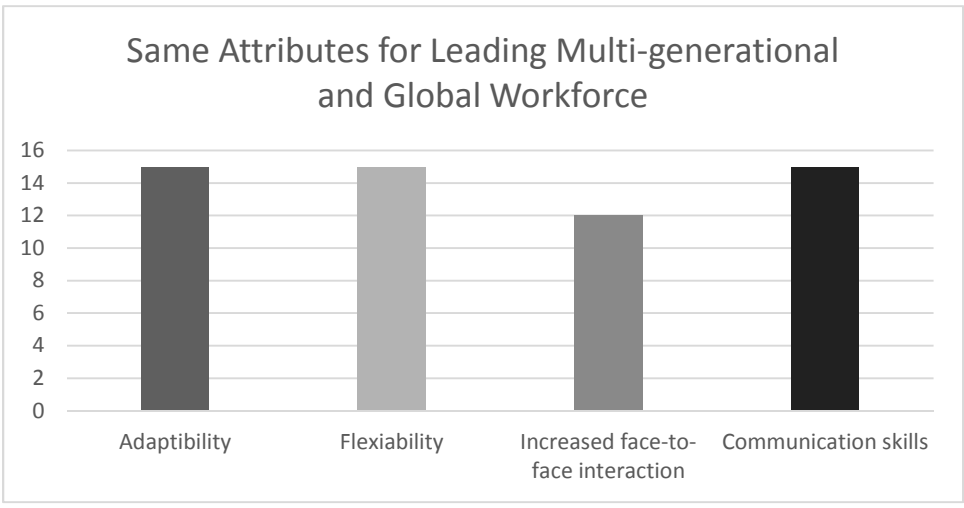


Figure 24: Same Attributes for Leading Multi-generational and Global Workforce
Generational Issues Impacting Leadership Style. A total of 15 participants answered the following question.

Open-ended questionnaire responses. What generational issues do you feel impact leadership attributes and styles that could impact an organization's ability to retain a highly skilled multi-generational global workforce?

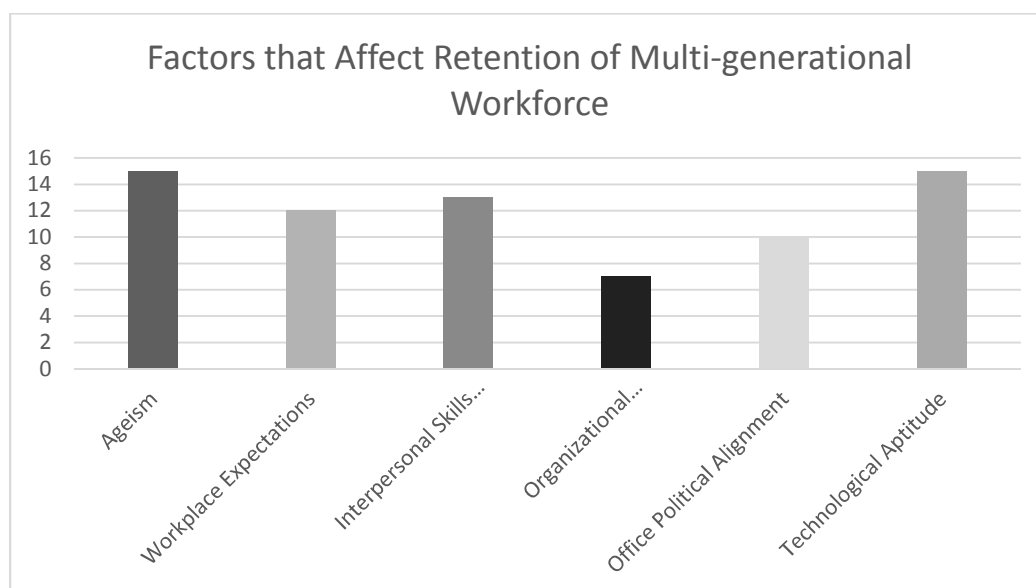


Figure 25: Factors that Affect Retention of Multi-generational Workforce

Research Question

RQ: What attributes should be included in a leadership style to effectively lead a multi-generational global workforce?

Data Collection. Fifteen semi-structured interviews in conjunction with a four-participant focus group and researcher notetaking were conducted in March 2019. The purposive sampling group consisted of individuals currently located in the United States and Canada. Industry types represented in the study included management consulting, healthcare consulting, and telecommunications consulting. All 15 identified participants were invited via email which

contained a consent form with instructions to sign and return to the researcher via email. Once consent was received via email from a participant, the participant was scheduled for either an in-person or Skype individual interview. Using an approved interview protocol, all interviews were electronically recorded. Additionally, detailed memos were kept by the researcher at every stage of the data collection process. All data (memos, transcriptions, coding, etc.) was encrypted and stored on a personal home computer that is password-protected and backed up in password-protected cloud storage for a period of three years.

All interviews (individual and focus group) were coded manually and a memo entry was made during the open coding phase of data analysis. Interviews were manually coded in batches of 5. Data analyzation was performed for each batch to identify emerging categories or themes. Interviews were coded and transcribed line by line. Transcripts of interviews were completed utilizing the electronic record and Microsoft Word. Transcripts were uploaded into statistical software for further analysis and coding. Using Dedoose, the researcher performed a comparative analysis of all interviews (individual and focus group). During this phase, a list of attributes verbalized by each participant was created and coded for future analyzation.

After completion of open coding, the researcher transitioned to the next phase of data analysis, selective coding. The list of attributes was analyzed for commonalities with other participants utilizing the Dedoose software and open codes were grouped in categories. Recordings were further analyzed for additional codes and categories. During this phase, open codes were grouped, and selected codes emerged from the data.

The final phase of data analysis was theoretical coding. During this phase, selective codes were further analyzed. Codes with the most relationships were transitioned to theoretical

coding. All phases of coding analysis were completed using constant comparison and adhering to the grounded theory methodology.

Three themes developed during the theoretical coding phase of data analysis. The themes that emerged addressed the fundamental question for this doctoral study.

Emergent Theme 1: Leaders Transition to Non-Traditional Leadership Styles and Greater Shared Responsibility with Staff. During interviews, participants expressed that traditionally practiced leadership styles are not effective when working in a multi-generational global workforce. Leaders must be able to develop staff, leverage each individual's skill set while also offering a moderate to a high level of autonomy (depending on industry). When done correctly, these leadership attributes drive continual achievement, fosters innovation, and creates an environment where each staff member individually buys-in to the goals of the team and organization. An excerpt from participant G3 captured this notion:

“Providing clear direction while allowing employees to organize their own time and work was identified as the next most important leadership competency. No leader can do everything themselves. Therefore, it's critical to distribute power throughout the organization and to rely on decision making from those who are closest to the action. Research has repeatedly shown that empowered teams are more productive and proactive, provide better customer service, and show higher levels of job satisfaction and commitment to their team and organization. And yet many leaders struggle to let people self-organize. They resist because they believe that power is a zero-sum game, they are reluctant to allow others to make mistakes, and they fear facing negative consequences from subordinates' decisions.”

This central idea was also supported by participant M2 who also added the idea that leaders of a multi-generational workforce must lead in a manner that also encourages the transference of knowledge from one generation to another:

"Business leaders with multi-generational teams have to understand how each group works best in order to have a productive unit. To be successful, they must: Be vigilant that this developing divide doesn't create miscommunication, hinder performance or expose their company to risk...Ensure that the intellectual capital of its senior managers and workers – their knowledge and skill sets – are successfully transferred to the younger generation to sustain continuity of performance, productivity and competitive advantage...Develop a talent management strategy that will attract, engage, reward and retain the best and brightest employees and managers."

Emergent Theme 2: Importance of Understanding Emotional, Cultural, and Generational Intelligence as a Leadership Attribute. Participants agreed that leaders must be multifaceted while leading a multi-generational workforce. The intersectionality of the diversity, needs, and values of each generation must be considered but also the individual's needs. This includes understanding the historical interactions each generation has had with the other. An excerpt from participant M8 captured this notion:

"The one word used most frequently to describe millennials around the globe is entitled. Millennials were born to late Baby Boomer parents who might have coddled them or Generation X parents who may have been inclined to spend more time with them. Millennials, on average, were constantly told how special they were and that their

dreams were achievable. Largely, they have been rewarded for everything and given a “trophy” for participating.”

On the surface, it’s easy to see that millennial culture radiates the perception of being spoiled or entitled. Digging a bit deeper, though, it becomes much more complex than that. Millennials want to feel as though they are completing good and meaningful work, so it’s vital that managers offer them constructive criticism that builds their confidence. Millennials must understand that their bosses will not coddle them even though their parents might have, and accepting criticism is a part of growing as a professional.”

Participants also found that the role of leaders within a multigenerational workplace is to foster connections between staff by serving as a central figure of accepting and connecting all team members. An excerpt by participant G1 illustrates this central idea:

“...Depending on the location of the workplace, culture a leader needs to understand which attributes will resonant with them. For examples, some cultures are more authoritarian in the workplace than others, therefore a leader would need to ensure this is a higher attribute that collaboration. To understand this a leader must how both generational and cultural difference will impact how the treatment of employees can impact performance.”

Emergent Theme 3: Leadership Style Should Focus on Individual Employee Needs vs Generational Difference. Participants agreed that each employee regardless of their generation has different expectations and desires from the work environment. Understanding

and meeting the individual needs of the employees' aids in the long-term retention of employees. An excerpt for participant M5 captured this notion:

"Employees expect leaders and organizations to know and understand them on an individual level including their desires for promotions and rewards. The newer generations want Organizations to personalize everything from learning platforms to a rewards system. It's like they want to have a menu of options and build a personalized plan on their phones. While older generations want to be promoted based upon their merit and are more comfortable with waiting longer. These generalizations are not universal, so knowing each employee's career aspirations including ideal timelines are essential for retaining them"

Participants also felt that the role of a leader is to create opportunities to increase team cohesion. Participant B2 noted that for leaders to be successful they must

"...Break down barriers by demystifying the unknown, ask questions, engage with the team, implement team building activities, observe holidays and present traditions (across cultures)"

Evaluation of the Findings

The use of grounded theory methodology for this study enabled multiple forms of data to be included in the evaluation of findings not just data obtained from the individual interviews and focus group. Participants within the study appeared to have similar viewpoints on across the board throughout the study. Therefore, in addition to a detailed exploration of identified emergent themes, existing research, memos, and grounded theory with a constructivist approach were used in the evaluation of findings. As the data was examined by the researcher, a careful eye was used to note commonality of participants' responses. Findings of the study were found

to be consistent with existing research and theory which details how to effectively manage a multi-generational global workforce. Based on the observation at least for this purposive sample sized used during this study, participants have a similar understanding of the subject as well as a solution to combat issues.

Participant response was consistent with the identified problem in Chapter 1 and the literature review in Chapter 2 because participants noted changing workforce dynamics continues to be a significant challenge for a leader. Participants noted, creating an effective multigenerational leadership within a single organization and a workplace where employers must adjust to longer tenures of older workers, while also creating opportunities for advancement and contentment of multigenerational workers including the unpredictable re-entry of some older workers into the workplace after planned and/or forced retirement is a constant challenge.

For leaders to be successful, a thorough understanding of each generation's strengths and weaknesses including learning and career development must be understood. Each generation has its own set of values including clearly defined principles, standards, and behaviors which may be in direct opposition to other generations within the workplace. Value differences among generations are important because they determine personal behaviors, motivational factors, and whether employees feel individual need have been met (Cennamo & Gardner, 2008).

Participants responses were consistent with the notion that unresolved differences in values between multigenerational leadership can create difficulties when developing workplace expectations, resulting in decreased productivity, ineffective succession plans, poor communication of organizational goals, and prevention of team cohesion. For example, Baby Boomers prefer face-to-face interactions and will work extended hours to ensure work is completed in a timely manner; which is different from Generation Xers who are open to techno-

based interactions and prefer work-life-balance over extended hours (Lapoint & Liprie-Spence, 2017). In this example, creating workplace expectations may result in a power struggle of competing priorities. This is supported by the problem identified in Chapter 1 and the literature reviewed in Chapter 2 that showed unresolved generational differences can have a significant impact on employee interactions, leaders, and organizations alike.

Participants in the study agreed that organizations have a unique and complex challenge of identifying methods to attract, retain, and motivate multi-generational employees. Participants also agreed that leaders should understand that each employee has unique emotional, cultural, and generational intelligence as well as the needs of employees. Therefore, the process of leading and integrating an employee onto a team goes far beyond hiring someone into a position. Organizations must be sure to (1) Understand employee's learning aptitude and skills levels (2) Identify employee motivation and guide their buy-in (3) Foster an environment of acceptance (4) Coordinate between multiple departments with various levels of staff (5) Ensure training is delivered at the right time

Fifteen common leader attributes were identified upon analyzing the data. This supports the notions outlined in the literature review that each generation has different workplace preference including leader attributes. These lead attributes can be used as one method to retain employees.

Summary

The chapter reported the results of the analysis and subsequently developed themes which resulted from the thorough examination of the collected data. The research utilized a grounded theory methodology for the completion of each phase of the data analysis. Fifteen participants were selected via purposive sampling and participated in individual sixty-minute semi-structured interviews. Four participants were then chosen via purposive sampling for participation in a

sixty-minute focus group. All participants met the following criteria: 21+ years of age, and at least 5 years of leadership experience. Participants had had 11.6 years of leadership experience, with 53.3% having between 5 and 8 years of experience.

Three levels of coding were conducted (open coding, selective coding, and theoretical coding). Each level of coding involved the greater exploration of data, constant comparison, and identification of relationships between each code. Three themes emerged during the financial data analysis: (1) Leaders Transition to Non-Traditional Leadership Styles, (2) Importance of Understanding Emotional, Cultural, and Generational Intelligence as a Leadership Attribute, and (3) Leadership Style Should Focus on Individual Employee Needs vs Generational Difference.

Participants agreed that with the increased globalization and changing workplace dynamics that include multiple generations and longer tenure for older employees, leaders must move away from traditional leadership styles in order to drive continual achievement, foster innovation, and create an environment where each staff member individually buys-in to the goals of the team and organization. An important part of this new leadership style is the emotional, cultural, and generational of leaders themselves. Leaders must understand how each intersects and effects workplace dynamics. Lastly, leaders must see past generational differences and understand each individual employee's needs, including motivations and skillset. The next section will explore the implications, recommendation, and conclusions of this grounded theory study.

Chapter 5: Implications, Recommendations, and Conclusions

Identification of business strategies, functions, services, policies, procedures, products, customer/vendor experiences, employee relations, and more have become constant within many organizations due to a number of internal and/or external influences. “Organizations work in an environment increasingly uncertain, where the changes succeed quickly” (Rizescu & Tileag, 2016, p. 140). Technology advancements, as well as outsourcing, have also contributed to the need for continuously improved within organizations. Many organizations invest in continuous improvements via streamline of process and/or advancement in technology to ensure they can to attract and retain highly skilled works from across multiple cultures and generations locally or globally. Begum, et al. (2017) found advances in technology has led to a communication grid which supports and creates opportunities for organizations to collaborate and expand into different markets regardless of physical location. Invested have led to the continuously evolving workplace, where employee generally sees less and less of a homogeneous, small, or non-contractors’ workplace. Instead, employee experiences an increasing number of changes in how daily business is conduct and often this includes a streamline of communication to business processes to client interactions. Also, there is an increase in the number of technologies or technology enhancement an organization will invest in to meet strategic goals, remain competitive, and reduce limit the disruption to employee daily operations. Investment in technologies and streamline of business functions (processes, communications, procedures) can lead to the displacement of workers as well as the outsourcing of non-business essential functions.

This factor coupled with the ever-changing diverse workforce, which includes five generations working including Traditionalists, Baby Boomers, Generation X, Millennials

(Generation Y), and Post-Millennials (Generation Z). Each generation within the workforce brings different his/her own viewpoints of what the workplace experience should include as well as personal motivation needs, aptitude for changes, reward systems, work habits, and interpersonal skills. Stewart, Oliver, Cravens, and Oishi (2017) wrote that there are “significant generational differences in personality attributes” (p. 47). These are often shaped by specific historical events, contemporary developmental milestones, and additional contributing factors during their formative years. This will often shape how the individual will perform and interact with others within the workplace. Per Clark and Eastland (2019) each generation will present “distinct opportunities and challenges to the workplace, along with varying strengths and weaknesses” (p. 442).

The problem addressed was the unique, complex, and comprehensive challenges leaders face when creating, maintaining, and executing leadership styles that transcend cultural, generational, and global differences to retain highly skilled employees. The problem of the study involves an environment of continuous change coupled with advancements in technology, globalization, and communication/information transparency, which has challenged the current leadership approaches that were not necessarily designed to handle the challenges of modern organizations.

The purpose of the qualitative constructive grounded theory study was to identify a list of leader attributes to essential to retain a multi-cultural, multi-generational, and global highly skilled workforce. Research participants completed semi-structured individual interviews and subset completed an additional focus group to evaluate the problem. A total of 15 participants completed individual interviews and 4 participants completed the additional focus group (or 26% of participants). Data was gathered via interviews and focus group in addition, the additional

information provided by participants was captured in the personal journal of the researcher. All data was coded in phases: open, selective, and theoretical and Dedoose statistical analysis software was utilized to store and manage data. Constructive grounded theory was used as the conceptual framework because the research aimed to identify common leader attributes based on the participants' personal experience, perceptions, and use of each. Secondly, the research aimed to identify which attributes would transcend across generations and cultures to help retain highly skilled workers. Additionally, although the concept of generational gap and globalization is not new the study also aimed to make leaders aware potential generational issues that may impact future hiring and succession plan measures to meet organizational strategic goals.

Findings of the study showed that leaders should have an understand an employee's emotional, cultural, and generational intelligence differences, however, styles should focus on the individual needs of employee's vs generational differences. In addition, effective leadership styles should include the following attributes: flexibility, relationship builder, honesty/integrity, confidence, inspiration/motivator, commitment and passion, excellent communicator, decision-making capabilities, accountability, delegation/empowerment, creativity and innovation, empathy/sympathy, visionary / strategic planner, developer, and adaptability/agility to retain highly skilled global multi-generational workforce. The findings also indicated the leaders need to incorporate these attributes into a hybrid leadership style with elements from authentic leadership, path-goal theory, psychodynamic leadership, situational leadership, skills approach, and transformational leadership to resonant and transcend across generations as well as cultures. Leaders should not use the following attributes per the findings of the study: poor integrity/honesty, lack of adaptability/agility, lack of accountability, no flexibility, poor communication, micro-manager, abuse or hostile language/treatment, poor decision-

making/inability to make decisions, lack of conflict resolution skills, blame employees, and/or takes all credit for all successes.

Limitations of the study were leader were located across the united states and in Canada with experience working globally, therefore response may have been impacted by the participants local business expectations, customs, and culture. Lack of research available on retention and retention of multi-cultural and multi-generational, it is unclear if an effective leadership style or model has been developed. Due to participants self-reporting individual life experience as a leader or with a leader, some data could not be independently verifiable. Self-reported data could have included instances of the participant having selective memory, telescoping, attribution, or exaggeration of events. The number of participants was also a limitation to the study. Years of experience of leaders was also a limitation because some leaders had more time knowledge and leadership skills than others.

Prior to the collection of data, Institutional Review Board (IRB) approval was attained from Argosy University where the researcher was initially enrolled. The Northcentral University Institutional Review Board (IRB) provide approval of the Argosy University IRB form via the Protocol/Study Closure Notification – For Former Argosy Students form. Approval from participants' places of employment was not required as a part of this study because participants were not contacted through his/her place of employment nor were his/her current place of employment discussed. Participants provided informed consent, which included a detailed description of the research being conducted during the study. In addition, prior to analysis, all data collected was stripped of all identifying information and coded to ensure confidentiality and protect the privacy of all participants. All recordings and notes were locked in a file cabinet in the researcher's home for the required three years, in addition to the coded data with the Dedoose

statistical analysis were stored on a personal home computer that is password-protected; thereafter upon expiration of the three-year period, the materials were destroyed using the proper destruction protocol for data.

Leaders with various consulting firms had great insight into the attributes required to sustain highly skilled workers and lead multicultural / multi-generational workforces. Management styles they have practiced or experienced have led to a positive work environment for employees within their chosen industry and should be extended throughout the industry. Chapter five encompasses the researcher's summary, key findings, conclusions, implications, and recommendations from the implementation attributes into leadership styles. The chapter contains the discussion of the meaning of the data analysis findings of the research. Furthermore, this chapter discusses the identified attributes to be included within leadership styles for leaders and organizations alike. Countless ideas for future investigation can be incorporated based on the outcomes of this study. The chapter will end with a summation of the leadership attributes required for the maintain a highly skilled multi-generational global workforce.

Implications

The following themes were identified for this study: (1) Leaders Transition to Non-Traditional Leadership Styles, (2) Importance of Understanding Emotional, Cultural, and Generational Intelligence as a Leadership Attribute, and (3) Leadership Style Should Focus on Individual Employee Needs vs Generational Difference. The overarching research question for the study was: What attributes should be included in a leadership style to effectively lead a multi-generational global workforce? The literature review in Chapter 2 and the experiences of

participants provided data shown in Chapter 4 to support the identified themes and research question of the study.

Findings from the study provide meaningful implications and data of attributes for leaders to gain an understanding and incorporate into leadership styles to aid in the retention of highly skilled multi-generational global employees. Attributes within a leadership style are the qualities that determine whether the leader will be effective. This study was in response to a gap in the research on the topic of the retention of highly multi-generational skilled multi-generational, by progressing a theory resulting from a qualitative constructive grounded theory methodology (Glaser & Strauss, 1967). Identification and incorporation of leader attributes can be applied to the field of consulting to explain, not just describe what issues leaders face and the methods to solve them.

The conclusions drawn from the research findings indicate the investment in continuous improvements to streamline business functions (policies, procedures, process, communications, etc.) and/or advancement in technology to ensure the organization as response consistently changing the current market. An unexpected find was the common viewpoint of participants on the reasons behind organizational investments and technology trends, the pace of expansion into global markets. The research expected and assumed that leaders would have a varying viewpoint on the causes, trends, and pace. Indication of findings also showed the investments are used to attracts, hire, and retain highly skilled works from multi-generations, cultures, and locations (local or global). Technology advancement continues to provide avenues for organizations to achieve success and maintain competitiveness by creating protocols to support increased streamlined or outsourcing of business functions, virtual platforms (culture/norms/working), global interconnections and etc. These findings were supported by the literature that was

identified in Chapter 2, which showed continuous improvement, technology advancement, and outsourcing has become a standard in most organizations.

The conclusion drawn from the data was insourcing and outsourcing has become a normal part of daily operations for many organizations. The implication of the results implies it is becoming harder for leaders to distinguish between insourced, outsourced, and on-ground employees. Additionally, organizations are increasing investment in the areas and/or encouraging clients to increase investments in this area.

From an applicative viewpoint, findings included the identification of fifteen common attributes participants used within many leadership styles. An unexpected finding was that participants used a combination of two or more of the following styles: authentic leadership, path-goal theory, psychodynamic leadership, situational leadership, skills approach, and transformational leadership.

Table 6: Future Leadership Style Attributes

Accountability	Developer
Adaptability and Agility	Empathy and Sympathy
Commitment and Passion	Flexibility
Communication	Honesty and Integrity
Confidence	Inspiration and Motivator
Creativity and Innovation	Relationship Building
Decision-Making Capabilities	Visionary / Strategic Planner
Delegation and Empowerment	Developer

Table 6 provided a list of the common attributes identified by participants, which are an element of various leadership approaches and styles. These attributes can be used to expand their knowledge and understanding of elements of an effective leadership style. This has an implication that the common attributes will resonate across generations, cultures, and

geographical locations of employees. The list of attributes was generated based on the commonality identified from the broad range of data provided by participants. These findings were supported by the data collected, analyzed, and interpreted in Chapter 4.

Additional implications are directed at the retention of employees; to practice the attributes in the work environment to retain highly skilled worker. An implication directed toward the organization; use the knowledge and understanding in a strategic manner to train leaders about generational difference and incorporation of attributes. An unexpected was that leaders shared a common viewpoint that traditional leadership styles do not support the current work environment. In fact, many leaders experienced and practice a combination of styles to effectively lead his/her teams. It would be expected and assumed that the majority of the leaders (sixty percent or more) would practice a singular style of leadership. Deloitte (2014) note leaders need to change strategies to effectively motivate and provide positive work experience. Chapter 2 supports these findings because research shows each generation prefers and responds to different leadership styles.

During the interview, participants had a common viewpoint on continuous change in the workplace (diversity, technology, outsourcing) contributing to the need for leaders to understand the cultural, emotion, and generational intelligence of employees. Implications of the findings show that leaders need to have knowledge and understanding of the employee as well as their individual needs. Lack of understanding can be a contributing factor to a leader inability to become or be an effective leader. This will help leaders to identify which attribute to apply, application method, and when. An unexpected finding was potential resistance from leaders in relation to training on new leadership style and/or standardizing leadership styles across organizations. It was noted by participants; resistance will be the highest at the executive level.

Literature in Chapter 2 supports the finding of understating generational differences and individual needs of employees.

Recommendations for Practice

The research indicated participants can no longer follow a singular leadership style because it was not designed to nor can it support the current workforce structures, which was an unexpected outcome. Leadership styles that contain the multiple approaches have more influence than those with a single approach (Harper, 2012). Participants are current following a combination of two or more of the following leadership styles: authentic leadership, path-goal theory, psychodynamic leadership, situational leadership, skills approach, and transformational leadership. All participant use selects attributes from each of the identified styles: accountability, adaptability / agility, commitment / passion, communication, confidence, creativity / innovation, decision-making capabilities, delegation / empowerment, developer, empathy / sympathy, flexibility, honesty / integrity, inspiration / motivator, relationship building, and visionary / strategic planner.

Consider the development of a new leadership strategy and style. Due to the identification of leader attributes identified in Chapter 4 and the use of multiple leadership styles, the recommendation would be to develop a new non-traditional hybrid leadership style. The new style will be based on the principles of emotional, cultural, and generational intelligence as well as include all attributes identified above. Many leaders are currently practicing two or more of the styles identified above, therefore a researcher can conduct additional research on how to combine the above-mentioned leadership styles. All of the identified attributes identified in the study should be included. The research should consider the following methods when developing a new leadership style in the following order: (1) Evaluate current business strategy to determine

strategic requirement of new leadership style (2) Determine the key drivers and determine which drivers will be included (3) Conduct an assessments of the current and future state (4) Conduct an analysis of the current and desired core knowledge/capabilities of leaders (5) Determine potential areas and items using data collected that will impact the strategy for and development of the new leadership style (6) Analyze data collected to perform gap analysis, which will show which areas should be the primary focus of the leadership style (7) Review results with executive leaders or project sponsors to gain alignment on: strategic objectives, findings, timeline, implementation strategy, and etc. (8) Determine plans for continuous improvement efforts post-implementation. Additional information on how to gain alignment on from executive leadership should also be explored.

Consider the development of a new leadership capabilities model. Many of the participants identified their organization has moved from competency to capability model. Capability model allows organizations to understand what skills the leader current has versus what skills need to be developed in the future for success. All participants agreed the introduction of a new leadership style will impact the current capability model practiced by their organization. The recommendation would be to develop a new leadership capabilities model to support the new skills required for leaders. The research should consider the following components within the capabilities model (1) People (2) Strategy (3) Execution (4) Performance (5) Partners (6) Knowledge (7) Emotional, Cultural, and Generational Intelligence.

Consider current knowledge, capabilities, and experience of the learner. Participants in the study are highly skilled and have many years of experience. Any training development, seminar, and/or presentations will need to take this into account. Created documents and other materials should leverage the knowledge, capabilities, and experience to enhance the learning

experience. In addition, the generational difference must be accounted for in the development and delivery of the training to ensure the best medium is used for each generation e.g. what is the preferred learning method of each generation? Research should consider the analyzation delivery method(s) based on the needs of the organizations. Consideration of the research should include exploring various delivery methods including but not limited to the following learning methods: Instructor Led Training (ILT), Computer Based Training (CBT), Virtual Classroom, OnDemand Platform, Teleconference, and Group Facilitation.

Recommendations for Future Research

The scope of the study was narrow because it focused on the stated research problem and question. Over the course of the study, several closely related topics were identified by the research. Although the additional topics were identified, they were out of scope for the current research. The topics are identified in this section because they should be considered for further exploration because they have the potential to improve the work in the study.

Use of a quantitative study would have provided a different set of data points and conclusions in reference to a commonality among attributes thus improving the overall conjecture of the study. The present study was based on the personal experience of the participants rather than the nominal ranking of attributes by preference. Nor did the present study have the participants to rate the attributes in order according to effectiveness.

There was a minimal amount of research on the post-Millennial generation and their impact on leadership styles due to the brief time period in the workforce. Future studies may want to continue to explore the impact of this generation on the workforce as more research becomes available.

The study used a small sample size of leaders with five years of leadership experience. However, a larger sample size could produce a deeper understanding of the multi-generational workforce and retention practices. Additionally, the use of leaders from other occupational types would also provide a deeper understanding and retention practice.

No additional research is needed on generational difference; however, the additional techniques to retain highly skilled generational workers need to be explored more. Additional research is needed on the differences that are found within generations, cause, and reasons for leaving the workforce. Additional gaining more insight across a diverse (age, racial, gender, disability) population of leaders, may yield a varying number of results. Lastly, gaining more insight into the Millennial/Post-Millennial Managerial dynamic may also yield a different set of results.

This study stopped short of identifying how to incorporate the various leadership styles into one as well as potential implementation processes. Research on how to effectively incorporate the research styles into one is required. In addition, research on the delivery method of the new leadership style will also need to be explored as well.

Conclusions

The research addressed the problem of the unique, complex, and comprehensive challenges that leaders face when building leadership styles that transcend employee differences and ensures the retention of highly skilled employees. The purpose of this qualitative constructive grounded theory study was to identify leadership attributes necessary for retaining a highly skilled global multi-generational workforce. Significance of the study was to provide guidelines for organizations and leaders to create and adopt a leadership style that transcends across a multi-generational global workforce. In addition, was designed to provide awareness,

understanding, and guidelines including methods to attract, manage, and reward multi-cultural and multi-generational workforce. Although generation gaps and globalization are not net new concepts for leaders; awareness around hiring and succession planning for organizations to meet long-term strategic goals is needed. This study lessened or closed the gap in leadership styles of managers within the same organization necessary to attract and retain the highly skilled multi-generational global workforce.

The study used participants in the consulting industry, which generated a better understanding of the leader attributes to consider when developing leadership styles to retain high skilled multi-generational global employees. Findings of the study were found to align and contribute to the current literature on generational difference, leadership styles, and leader workplace challenges. Research findings indicated there were fifteen common leader attributes based on participants past experiences and practice as a leader including: accountability, adaptability / agility, commitment / passion, communication, confidence, creativity / innovation, decision-making capabilities, delegation / empowerment, developer, empathy / sympathy, flexibility, honesty / integrity, inspiration / motivator, relationship building, and visionary / strategic planner. Unexpected findings showed participants combined components of several leadership styles to effectively lead the current workforce. Therefore, the recommendations of this research included the creation of a new leadership strategy, style, and capabilities model. This research aimed to bring awareness to leaders on the importance of incorporating attributes that will transcend across generations and how it relates to the retention of highly skilled workers both locally and globally.

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Appendices

Appendix A: Interview and Focus Group Instrument

Demographic Information:

1. What is your demographic location?
2. What industry do you work in?
3. How many years of management experience have you had?
4. Have you managed a multi-generational global workforce, multi-generational, or global workforce?

Interview Questions

1. What important attributes should be used to create an effective leadership style to retain a highly skilled multi-generational global workforce?
2. What leadership attributes have you experienced that directly impacted your success over the lifespan of your career?
3. What attributes have you included in your leadership style do you feel are essential when leading a diverse (generational or global) workforce?
4. Does an employee diversity factors besides age (race, gender) impact the type of leadership attributes you have recommended? If so, why?
5. What leadership attributes do you feel are not effective when leading a diverse (generational or global) workforce?
6. If you have managed a global workforce, do you think the same attributes can be used when managing a multi-generational workforce? If not, why?
7. What generational issues do you feel impact leadership attributes and styles that could impact an organizations ability to retain a highly skilled multi-generational global workforce?

Appendix B: Informed Consent

This research is being conducted by Kameeshia Lackey who is a student in the Graduate School of Business and Management at Argosy University-Online completing a dissertation to fulfill the requirements of a doctoral degree. You are being invited to participate in this research study consisting of 15-19 participants.

The title of this study is: Leading A Multi-Generational Global Workforce: A Guide to Retaining a Highly Skilled Multi-Generational Global Workforce.

- I understand that the purpose of this study is to investigate the most effective leadership attributes in retaining a highly skilled global multi-cultural Multi-generational workforce.
- I was asked to be in this study because I am at least 21 years of age and have at least 5 years of leadership experience.
- If I agree to be in this study, I will be asked to participate in an interview or focus group to share my lived experiences as an organizational leader.
- I understand that participation in this study will take about 1-hour of my time to be interviewed or join a focus group discussion.
- The risks associated with this study are minimal.
- The benefits of this study will perhaps be indirect and not immediate for participation in this study
- I will receive no compensation, monetary or otherwise, for participating in this study.
- The information I provide will be treated confidentially, which means that nobody except Kameeshia Lackey, and perhaps the dissertation chair, will be able to tell who I am.
- I understand that my participation is strictly voluntary. If I do not participate, it will not harm my relationship with Kameeshia Lackey. If I decide to participate, I can refuse to

answer any of the questions that may make me uncomfortable. I can withdraw at any time without my relations with the researcher, university, job, benefits, etc. being affected.

- I can contact Kameeshia Lackey at k.lackey6405@o365.ncu.edu and the dissertation chair, Dr. Pender Noriega, at pnoriega@argosy.edu with any questions about this study.

If I contact the researchers, I understand that anonymity cannot be guaranteed; however, confidentiality will be protected.

I understand that this study has been reviewed and certified by the Institutional Review Board, Northcentral University. For problems or questions regarding participants' rights, I can contact the Institutional Review Board Chair, Dr. Roger Fuller, at rdfuller@argosy.edu.

I have read and understand the explanation provided to me and I have had all my questions answered to my satisfaction. I have printed or have been provided a copy of this informed consent. By signing this document, I am giving my voluntary consent to participate.

Name of Participant (printed) _____ Signature:

_____ Date: _____

Signature of Principal Investigator: _____

Date: _____

I _____ (printed name) agree to be video/audio recorded for the purpose of this study. _____ (signature) _____ (date)

I _____ (printed name) do NOT agree to be video/audio recorded for the purpose of this study. _____ (signature) _____ (date)

Information to identify and contact investigator (address, telephone, etc.)

Kameeshia Lackey Phone: (847) 859-9338 E-mail: k.lackey6405@o365.ncu.edu

Appendix C: IRB Approval Letter

*Application for IRB Review and Certification of Compliance
Expedited (Level 2) Cover Sheet*

IRB# B19-006
 Date Logged: 03/04/2019
Expedited Review (Level 2) Application, Minimal Risk
 (Review by one or more IRB Members—May lead to Full Review)

Principal Investigator's Name: Kameeshia Lackey Phone: 8478599338
 Student ID #: 1120004746 Email: kameeshialackey@stu.argosy.edu

Type of Research Project (e.g., CRP, Dissertation, Applied Research, or Describe Other):
Dissertation

Title of Research Project: Leading A Multi-Generational Global Workforce:
 A Guide To Retaining A Highly Skilled Multi-Generational Global Workforce

Principal Investigator/Researcher's Address: 1206 Pitner Ave
 Evanston, IL 60204

Faculty Research Supervisor's Name: Pender Noregia, DBA Phone: 209-518-8158
 Title: Faculty, Graduate School of Business and Management Email: pnoriega@argosy.edu

College: Counseling, Psychology, & Social Sciences Clinical Psychology Health Sciences
 Education Graduate School of Business & Management Law Other: _____

Program of Study: Organizational Leadership Degree EdD

Project Proposed Start Date: 03/04/2019 Project Proposed Completion Date: 03/03/2019

As the principal investigator, I attest that all of the information on this form is accurate, and that every effort has been made to provide the reviewers with complete information related to the nature and procedures to be followed in the research project. Additional forms will be immediately filed with the IRB to report any change in subject(s), selection process, change of principal investigator, change in faculty research supervisor, adverse incidents, or final completion date of project. I also attest that I will treat human participants' data ethically and in compliance with all applicable state and federal rules and regulations that apply to this study, particularly as they apply to research work conducted in countries other than the United States.

Signature of Principal Investigator kameeshia.lackey Digitally signed by
 kameeshia.lackey
 Date: 2019.03.02 08:38:10 -0700 03/02/2019
 Date

Approval Signature - Faculty Research Supervisor:
Pender Noregia, DBA Digitally signed by Pender Noregia, DBA
 DN: cn=Pender Noregia, DBA, o=Argosy University Services,
 ou=College of Business, email=pnoriega@argosy.edu, c=US
 Date: 2019.03.02 10:36:09 -0700 _____
 Date

IRB Certification Signature:
Dr. Roger Fuller Digitally signed by Dr. Roger Fuller
 Date: 2019.03.04 11:30:16 -06'00' _____
 Date

Appendix C: Northcentral University Institutional Review Board – Protocol/Study Closure Notification – For Former Argosy Students

NORTHCENTRAL UNIVERSITY INSTITUTIONAL REVIEW BOARD

Protocol/Study Closure Notification – For Former Argosy Students

(Use this form to submit notification to Heather Miller at hmiller@ncu.edu upon completion of protocol and/or study when data have been collected, de-identified, and securely stored. Please follow all guidance from you chair in regards to submitting to the Dissertation Tracking System (DTS))

Principal investigator (PI): Kameeshia LeReece Lackey

PI e-mail address: K.Lackey6405@o365.ncu.edu

Chair name: Dr. Shriner

Title of study: Leading A Multi-Generational Global Workforce: A Guide to Retaining A Highly Skilled Multi-Generational Global Workforce

Date of IRB approval: 03/02/2019

Please state which Argosy Campus or Online program: Online Program

Date protocol/study closed: 03/08/2019

Closure summary (as applicable please summarize any unanticipated changes to protocol or study-related events):

A check in this box indicates study data have been collected and de-identified.

Students: Please send this form back to Heather Miller at hmiller@ncu.edu. Please save a copy for your records and please follow all chair directions.

PI Signature Kameeshia Lackey, M.A. Date 5/15/19

An e-signature (typed) is sufficient. A 'wet' signature, scanned is also appropriate.

Version April 2019