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Developing Generation Z Fast Food Service Industry Leaders Through Training

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Walden University

College of Management and Technology

This is to certify that the doctoral study by

Christa Hollis

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

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Walden University
2017

Abstract

Developing Generation Z Fast Food Service Industry Leaders Through Training

by

Christa Hollis

MS, Troy University, 2007

BS, Alabama State University, 2003

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

December 2017

Abstract

The labor force consists of 4 generations including Generation Z with an estimated 25 million Baby Boomers leaving the workforce between the year 2010 and 2020. Franchise fast food service managers desire competent leadership in the workplace inclusive of Generation Z. Yet, many franchise fast food service managers do not have training programs to develop Generation Z's leadership behaviors. Based on Vroom's expectancy theory and Blau's social theory, the purpose of this single-case study was to explore the training programs franchise fast food service managers could implement to develop Generation Z's leadership behaviors. Data collection consisted of direct observation and semistructured interviews of 5 purposely selected franchise fast food service managers at a franchise fast food organization in the southern region of Georgia. Data analysis included coding the transcribed interviews to identify relevant themes, and member checking to strengthen the reliability and validity of the interpretations of participants' responses. The 6 main themes revealed were leadership training, leadership skills, leadership behaviors, training barriers, human capital development, and on-the-job training, which affects employees' performance and organizational effectiveness. Business leaders in organizations may use the findings of this study to develop effective training programs for evolving Generation Z's leadership skills, which could improve the U.S. food service industry turnover rates. Social change implications include the importance of the need for succession planning strategies to promote growth and sustainability within the fast food service industry.

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Dedication

The dedication of my doctoral study goes to my late mother Brenda Jene Gilford a woman of strength and courage who had many trials in her life yet she stayed strong during her struggle with lung cancer from 2006 until her transition in 2016. I dedicate my doctoral study to my late grandmother Margaret Blount a woman of wisdom who raised her children, grandchildren, and the children within the community. Before going to college my grandmother told me “Christa, go to college and finish.” I have completed the highest degree in honor of you Margaret Blount.

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Section 1: Foundation of the Study

Organizational leaders have expressed concerns regarding about inadequate and uninspired leadership, which leads to problems within the modern organization (Landis, Hill, & Harvey, 2014). Mesu, Maarten, and Sanders (2013) argued that effective leadership has an imperative role in the performance and growth of the organization. Organizational leaders manage a multigenerational workforce (Cekada, 2012). Getha-Taylor and Morse (2013) stated that effective joint leadership might be a key factor for organizational survival. In an increasingly knowledge-intensive world, the most competent leader can fail if the team fails to measure up to the leader's objectives (Sohmen, 2013).

Background of the Problem

The workforce consists of Generation X, Generation Y, Generation Z, and Baby Boomers. As the Baby-Boomer generation departs the workforce, the mandate for competent leadership will increase dramatically (Feruzan, Campbell, McCartney, & Gooding, 2013). Lai, Thanh, and Nguyen (2014) asserted that one of the quality focuses of the food service industry is staff management. Organizational leaders removed their focus from the aging worker to issues linked to a multigenerational workforce (Cekada, 2012). The need for structuring Generation Z leadership is critical because society continues to grow and change with the challenging demand for the future (Ekpoh, Edet, & Uko, 2014). As different situations create different challenges, successful leadership becomes a matter of matching the appropriate response to a challenge (Ahmed, Zgheib, Carraher, & Kowatly, 2013).

Generation Z workers may not occupy management positions in companies now but will acquire leadership roles in the future. Sarkis et al. (2014) stated that Generation Z was born between 1996 and 2009. Generation Z is highly energetic and enthusiastic and understands how to operate technology, but lack social skills (Becker, Fleming, & Keijsers, 2012). Churchill, Denny, and Jackson (2014) argued that organizational leaders may encounter the risk of failing to prepare Generation Y and Generation Z as they enter the labor market. Furthermore, a challenge exists to find ways to teach the Generation Z to become prestigious, creative leaders in business society (Landis et al., 2014).

Problem Statement

Organizational workforce leaders are experiencing a lack of quality skill sets as the aging workforce retires (Mahdinezhad, Suandi, Silong, & Omar, 2013). Twenty-five million workers will leave the workforce between the year 2010 and 2020 (Zafar, Ishaq, Shoukat, & Rizwan, 2014). The general problem was that organizational leaders will encounter challenges with sustainability because of the delayed development of the next generation of leaders. The specific business problem was that some franchise fast food service managers lack training programs to develop the leadership behaviors of Generation Z.

Purpose Statement

The purpose of this qualitative single case study was to explore the training programs that franchise fast food service managers may use to develop the leadership behaviors of Generation Z. The specific population was five franchise fast food service managers at a food service organization in Albany, Georgia. This study may contribute to

social change by providing franchise fast food service managers with knowledge regarding effective training programs for developing the leadership skills of Generation Z employees within the workforce. The information derived from this study may allow managers within an organization to develop strategies for training and assisting Generation Z to acquire leadership positions. The results of this study might contribute to the growth of the community by producing quality leaders who provide excellent customer service and promote sustainability within the fast food service industry.

Nature of the Study

The research method for this study was qualitative. Qualitative researchers focus on the experiences of human beings constructed and understood by them (Bailey, 2014). The qualitative approach aligns with a social constructivist view in which individuals construct and give meaning to their reality (Yin, 2014). A qualitative research approach was the best method for this study because the focal point was the participant's experiences. I considered quantitative and mixed method research. Quantitative researchers use numerical data to test hypothesis to determine whether a relationship or theory exists (Hoare & Hoe, 2013). Quantitative research was unsuitable for this study because the focus was not testing a hypothesis based on statistical data. A mixed-method research combines quantitative research and qualitative research to strengthen the results of the study (Frels & Onwuegbuzie, 2013). The mixed method approach was inappropriate because using a qualitative approach provided an understanding of the phenomenon from the franchise fast food service managers' experiences without the need of numerical data.

The chosen research design for this study was a single-case study. Researchers use the case study design to explore a phenomenon within the real-life context of the participants' experiences (Yin, 2014). The case study design and derivative analysis are appropriate for exploring the complexity of a single case (Stake, 2010). The case study design was the appropriate design to explore training strategies to develop the leadership skills of Generation Z in a real-life context. The single-case study was the appropriate design for this study, because the objective was to focus on training programs franchise fast food service managers may use to develop the leadership behaviors of Generation Z. Within the qualitative method, a researcher considers five types of qualitative research designs: phenomenology, ethnography, case study, grounded theory, and narrative (Marshall & Rossman, 2016).

The alternate research design considered was the phenomenological approach. The phenomenologist focus on the lived experience of individuals in which the participants themselves become the reliable source of information and the main instrument of data collection is the interview (Moustakas, 1994). The phenomenological approach was inappropriate, because the focal point of this study was on the participants' real-life situations instead of their lived experiences. Ethnography researchers describe and interpret the shared and learned pattern of the cultural group, which may be time-consuming because the research has to engage in the shared cultural patterns (Stake, 2010). Since the aim was to focus only on Generation Z not the diverse workforce, the ethnography was inappropriate.

Grounded theory is to generate theory based on data from participants who have experienced the process (Bristowe, Selman, & Murtagh, 2015). Therefore, grounded theory was not appropriate research design because the purpose of this study was not to develop a theory based on the participants' experiences. The narrative approach is for capturing a story of life experiences from a single life experience or a small number of individuals (Paschen & Ison, 2014). Narrative research was inappropriate because the focus was not to capture managers' stories of the training and development of Generation Z's leadership skills.

Research Question

This study included the following central research question: What training programs may franchise fast food service managers use to develop the leadership behaviors of Generation Z?

Interview Questions

The managers answered the following questions:

1. What type of leadership development training exists in your organization?
2. How effective is the organization's leadership development programs?
3. What are some training barriers that you have encountered as Generation Z enters the workforce?
4. How can your organization improve the training programs to develop the leadership behaviors of Generation Z employees?
5. What are the qualifications for employees to participate in the organization's leadership development programs?

6. What additional information would you like to add to this interview?

Conceptual Framework

The conceptual frameworks in this study were Vroom's (1964) expectancy theory and Blau (1964) social exchange theory. Vroom's expectancy theory is a process theory of motivation based on a single perception of their atmosphere and actions in response to the individual's perception of the atmosphere. Vroom stated people choose courses of action based on their perceptions, attitudes, and beliefs. The three mechanisms that determine motivational force is expectancy, instrumentality, and valence (Vroom, 1964). Expectancy theory describes motivation as an effort to lead to performance, performance leads to rewards, and the rewards offered are desirable (Purvis, Zagenczyk, & McCray, 2015).

Social exchange theory is a factor for employee motivation based on behaviorism (Blau, 1964). Blau stated social exchange theory describes the condition when individuals are obligated to reciprocate a service. Sharma and Nambudiri (2015) agreed that employees would reciprocate the organization's efforts, whereas the individuals believe they have returned the favor. Slack, Corlett, and Morris (2015) argued reciprocity is the center of social exchange; thus, the employee's social commitment is reliant on the exchange between individual and organization.

The basis for using these conceptual frameworks centered on the behaviors of leaders as they lead workers in the organization. Expectancy denotes to an individual's self-efficacy, whereas instrumentality pertains to incentive or outcome an employee receives for meeting the expectations (Vroom, 1964). Vroom described valence as

affective bearings toward an outcome. From a management standpoint, the expectancy theory has significant implications for motivating employees (Lunenburg, 2012).

Franchise fast food services managers may use the key concepts of Vroom's theory to develop Generation Z's leadership skills by implementing programs with incentives and rewards such as new technology equipment. Blau (1964) stated that individuals in social situation choose behaviors depending on the situation that meets their self-interests.

According to social exchange theorist, interaction occurs because of individual's interdependence; each person depends on others for valued resources (Cook, Cheshire, Rice, & Nakagawa, 2013). Franchise fast food service managers can apply the concepts of social exchange theory to build mentoring and coaching relationship between managers and Generation Z, resulting in more knowledge sharing within the organization.

Operational Definitions

Baby Boomers: The term Baby Boomers refers to individuals born in the United States during the period 1943–1960 (Dixon, Mercado, & Knowles, 2013).

Generation X: Generation X is those persons born between 1960 and 1980 (Hernaus & Vokic, 2014).

Generation Y: Generation Y is those individuals born between 1981 and 2000 (Hernaus & Vokic, 2014; Vanmeter, Grisaffe, Chonko, & Roberts, 2013).

Generation Z: Generation Z is those individuals born after 2000 that have not entered the workforce (Hernaus & Vokic, 2014).

Mentoring: Mentoring is an intentional coupling of an experienced individual with less skilled or experienced individual to develop and advance specific competencies of the inexperienced individual (Wahat, Krauss, & Othman, 2013).

Succession planning: Succession planning an intentional and efficient effort by organizations to guarantee leadership continuity in key positions, preserve and develop intellectual and knowledge capital for the future that will encourage individuals (Appelbaum et al., 2012a).

Explicit knowledge: Explicit knowledge is knowledge that can be stored and captured and is easily taught (Villar, Alegre, & Pla-Barber, 2014).

Tacit knowledge: Tacit knowledge is knowledge that cannot be stored but acquired through hands on experience (Villar et al., 2014).

Assumptions, Limitations, and Delimitations

Assumptions

Jansson (2013) stated assumptions are viewpoints accepted as true without further examination. Assumptions convey risk. An assumption for this study was the makeup of the organization's workforce is Baby Boomers, Generation X, Generation Y, and Generation Z workers. Another assumption was organizational managers had successfully implemented leadership training programs within the organization. The final assumption was participants would answer the question in the interview truthfully.

Limitations

Limitations are potential weaknesses within a study (Marshall & Rossman, 2016). Brutus, Aguinis, and Wassmer (2013) stated limitations are attributes that influence the

interpretation of study results. The participants' feedback may be a benefit as well as a drawback. Rubin and Rubin (2012) reported that participants who wanted to please the researcher by agreeing with the conclusions of the research did not provide effective feedback. Another limitation was the geographical location for this study is Albany GA; therefore, gathered data might limit generalizations to the larger population.

Delimitations

Bartoska and Subrt (2012) asserted delimitations are boundaries used in the research and analysis process. The scope of this study included a franchise fast food service organization in Albany, Georgia with leadership training programs. The scope of this study only included participants in leadership roles employed at a franchise fast food service organization in Albany, GA.

Significance of the Study

Contribution to Business Practice

Leadership training is valuable to an organization. Future generation leaders with the proper training will yield a workforce that could potentially improve the competitiveness of their organization. The business leaders in the fast food service industry may benefit from the results of this study by gaining an understanding of strategies needed to develop the leadership skills of Generation Z. The findings of this study may contribute to improving business practices by providing business leaders insight into the talent management practices for retaining Generation Z employees as future leaders within the organization. Regarding practices for succession planning, this study might provide relevant information to the importance of knowledge transfer

between the diverse workforce including Baby Boomers, Generation X, Generation Y, and Generation Z.

Implications for Social Change

Many leaders aspire to develop the leadership behaviors of Generation Z and implement knowledge transfer to their future generation of workers. This study might contribute to social change by providing insight into training strategies for franchise fast food service managers to alleviate the challenges of developing the Generation Z leader. Another implication of social change is the findings of this study might provide business leaders with an understanding regarding the implementation of succession planning strategies to provide the necessary resources to their customers and other countries. The findings of this study might provide Generation Z with knowledge of the importance of effective leadership post the retirement of the Baby Boomers. In addition, a social contribution to the community might be an increase in gainful employment for Generation Z, which may result in less crime in the community. With innovation and leadership, the future generation can help the United States rebuild their strong commitment by gaining stability in this downward economy.

A Review of the Professional and Academic Literature

The purpose of this qualitative single case study was to explore the training programs that franchise fast food service managers may use to develop the leadership behaviors of Generation Z. The review of supporting literature consists of researching the Walden University Online Library using the ProQuest Central database, EBSCO Business Source Premier database, Google Scholar, and ABI/Inform Complete database.

In addition, I searched published seminal works as supplemental sources. Keyword search: *training programs, food service industry, food service, fast food service, restaurants managers, leadership behaviors, leadership behaviors, leadership skills, leadership styles, workforce, Generation Z, Generation Y, Generation X, Baby Boomers, and sustainability*. The total of related references was 159 (97%) sources: 155 peer-reviewed scholarly journal articles (published between 2012 and 2016) and 1 peer-reviewed scholarly journal articles published in 2011. Supplemental material included two seminal works published between 1964 and 2013.

The objective was to focus on training strategies to develop the leadership skills of Generation Z. The literature review begins with a brief overview of the food service and fast food industry, which includes concerns of franchise fast food service leaders. Following the concerns of franchise fast food service leaders is a discussion about workforce diversity. Inclusive in the literature review is in-depth details regarding leadership and motivation of a diverse workforce to improve performance relating to the conceptual framework theories. Next, I provide a detailed discussion about challenges encountered by leaders, leadership training, organization business practices, and succession planning as a successful tool. I also will address the literary gap on training programs franchise fast food service managers use to develop the leadership behaviors of Generation Z for sustainability and succession planning.

Concerns of the Franchise Fast Food Service Leaders

The main concerns for franchise fast food service leaders are workforce diversity and leadership development of the future generation of leaders (Kilber, Barclay, &

Ohmer, 2014). Carter and Baghurst (2014) stated leaders view employees as assets for organizations. Organizational leaders should identify and comprehend that every human is an individual being, with his or her consciousness, specific personality traits, talents, skills, knowledge and experience, which they contribute to the organization (Baran & Klos, 2014). Darling and Heller (2012) stated the issues and perspectives of the different generation in the workplace might influence the work environment. Human resource executives proclaim the next generation of leaders will work jointly within the organization (Thomas, Bellin, Jules, & Lynton, 2013).

Intergenerational work has the potential to bring age, race, and culture together to support an organization (Özçelik, 2015). As organizational leaders form programs for the future, human resources development practitioners position themselves in important roles through training and organizational development efforts (Cosby, 2014). Al-Asfour and Lettau (2014) asserted the objective is to influence generational diversity, produce an environment in which leaders form positive employee interactions, and use their differences to strengthen organizational goals.

Taylor, Pilkington, Feist, Dal Grande, and Hugo (2014) indicated the concerns of organizational leaders with the retiring of Baby Boomers. Baby Boomers will soon consider leaving the work force, which will affect the organization (Calareso, 2013). The Baby Boomers have more than 30 years of knowledge in the workplace, while younger generations contribute technological expertise, enthusiasm, and energy (Cekada, 2012). Appelbaum et al., (2012b) indicated 50% of the Baby Boomers workforce would be retiring in the next five years. According to Oladapo (2014), organizational leaders will

endure the challenge of replacing 70 million experienced and talented workers over the coming decades as the Baby Boomer generation retires.

Generation Y is a cohort larger than the Baby Boomer generation consisting of approximately 80 million people born between 1981 and 2000 and are the most recent generation to enter the workforce (Vanmeter et al., 2013). Generation Y will lead the transformation of the future and provide innovation for our future economy (Johnson, 2014). Generation Y observations of the world are different from the previous generations, whereas Generation Y views the world their way (Kilber et al., 2014).

In 2021, Generation Z will begin to enter the labor market for the first time celebrating their arrival as the last of the Baby Boomers retire (Al-Asfour & Lettau, 2014; Churchill et al., 2014). Churchill et al. (2014) conducted a research study to understand who Generation Z will be when they reach the labor market in the early 2020s. Churchill et al. discovered that Generation Z is a well-defined group by the demographic context to which they were born and the future economy into which they will grow. In addition, Churchill et al. indicated there is a need to concentrate on who Generation Z is now, as well as their families and social and economic circumstances that could form their lives, especially during their higher education and training. Ekpoh et al. (2014) proclaimed that Generation Z endured many trials in their lives including social issues, unemployment, and dysfunctions in our society.

Workforce Diversity

Approximately every 20 years, a new generation of workers arrive into the workforce causing managers to struggle to understand the new generation and alter their

management techniques to obtain improved results (Kilber et al., 2014). The workforce is more diverse than ever with three different generations including Generation Y, Generation X, and Baby Boomers working together (Özçelik, 2015). This co-existence of a more diverse workforce poses numerous challenges for an industry endeavoring to achieve inter-generational comfort, thus circumventing conflict, an impediment to the effectiveness of even its most sophisticated organizations (Latham, 2014). As the Baby Boomers exit, there is a major concern on how to retain their knowledge and decrease the effect of employee turnover (Appelbaum et al., 2012a). Leaders in organizational settings should comprehend generational differences to be effective in leading a multigenerational workforce, because leading multi-generational organizations involves leaders using different leadership styles (Al-Asfour & Lettau, 2014). To understand how to facilitate the differences, leaders have to understand how each generation operates (Ferri-Reed, 2013). Ghosh, Haynes, and Kram (2013) indicated leaders must reflect on how developmental orders may define which types of behaviors are necessary for creating leader effectiveness.

Definition of Leader and Leadership

Fitzpatrick (2013) stated that a leader is the enabler of change who influences others to act to achieve shared goals based on a vision. Everyone is a leader and ethically responsible for all communications with other people (Sarwar, 2013). A leader is a person with the responsibility to affect one or more followers and directing them to achieve a set objective (Sethuraman & Suresh, 2014).

Leadership is the ability of a person to establish and concentrate the human efforts on the accomplishment of a goal (Schin & Racovita, 2013). Leadership is having an influence on other people (Bildstein, Gueldenberg, & Tjitra, 2013). Galloway (2012) defined leadership as the ability to inspire people to pursue what others believe is the impossible. Allio (2013) argued that leadership emerges over time, not an instant. Ruggieri and Abbate (2013) asserted leadership is a group feature that affects team identification.

Gray (2013) defined leadership competencies as an exceptional communicator, intelligent role model, an effective problem solver with strong analytical skills, and commitment to professional development of others. Galvin, Gibbs, Sullivan, and Williams (2014) noted that leaders must be flexible in every facet of their job. Leaders need to become experts in creating a vision statement, leading teams, driving for results, and managing performance (Hagemann & Stroope, 2013). Darling and Heller (2012) categorized the characteristics of the four leadership styles as an analyzer, achiever, creator, and relater. Therefore, comprehending the different types of personality preferences of a leader can develop the basis of a leadership style (Sethuraman & Suresh, 2014).

Leadership Styles

Cooper (2015) stated the main leadership styles that leaders adopt are servant, transactional, and transformation leadership. Harwiki (2013) defined servant leadership as encouraging employees to improve tasks to build the organization values while increasing performance. According to Carter and Baghurst (2014), servant leadership is a

leadership philosophy used to address the concerns of ethics, customer experience, and employee engagement while forming a unique organizational culture where both leaders and followers come together to reach organizational goals. Servant leadership is an effective style to responsibly lead individuals (Park, Miao, & Kim, 2015). Cooper (2015) asserted that servant leaders sustain company culture by assisting other's needs to help them do their job properly. Servant leadership affects organization culture, organizational commitment, and employees' performance, whereas Generation Y employees with servant leader traits concentrate on teamwork (Harwiki, 2013; Vanmeter et al., 2013).

Transactional leadership theory, which is quite controversial and more like an army command with a degree of dictatorship, became famous in the early 1980s (Kamisan & King, 2013). In the transactional leadership model, leaders are negotiating mediators who resolve and sometimes compromise to obtain substantial decision-making power within the group (Ruggieri & Abbate, 2013). Kamisan and King (2013) argued the theory work best in the structural organization with employees motivated by rewards and a high tendency for guidance and monitoring among the followers. Transactional leaders implant the culture into an organization by rewarding or punishing defined performance (Cooper, 2015). To achieve organizational goals, transactional leaders perform a series of actions to enable them to impact and convince the followers capable of providing valuable support (Ruggieri & Abbate, 2013). Generation Y and Z respect transactional authority, control of resources, control of rewards, and control of work conditions in an organization (Tulgan, 2013).

Transformational leaders shape and change an organization's culture by imagining, describing, and directing in ways to inspire others to act (Cooper, 2015). Transformational leadership style appears to alter destructive influencing network created by fluctuating superior-subordinate power differences (Lian & Tui, 2012). For instance, the attainment of transformational leadership style is through the learning of scenarios, role-play, and videotapes of actual cases in the organization (Lian & Tui, 2012). Transformational leaders use both transformational and transactional behaviors in their efforts to accomplish a task (Malik, Javed, & Hassan, 2017). Du, Swaen, Lindgreen, & Sen (2013) indicated that transformational leaders are more likely to engage in organizational practices than transactional leadership, whereas transformational leaders enhance and transactional leaders diminish the positive relationship between organizational outcomes. Organizational leaders encountering rapid environmental change would benefit from the flexibility cultivated by transformational leadership at all levels (Lian & Tui, 2012).

Leadership Behaviors

A crucial factor in building ethics in organizations is leadership setting the example, because employees observe the behaviors of managers (Huhtala, Kangas, Lämsä, & Feldt, 2013). To ensure long-term success, managers need to consider ethical issues in their behavior (Huhtala et al., 2013). Executive managers who employ ethics a part of their leadership agenda are powerful role models for organizational members (Brown & Treviño, 2014). An ethical leader behaves fairly and trustworthily (Frisch & Huppenbauer, 2014). Ethical leadership entails the concept of fairness and employees

with chances to achieve moral accomplishments (Ruiz-Palomino, Sáez-Martínez, & Martínez-Cañas, 2013). Therefore, leadership behaviors are essential to organizations because ethical leadership enhances the environment and stimulate a positive attitude toward organizational goals (Foli, Braswell, Kirkpatrick, & Lim, 2014; Khademfar & Seddigheh, 2013).

Relating to social exchange theory, role models facilitate the attainment of moral behavior (Brown & Treviño, 2014). According to Pucic (2015), ethical leadership is a partial mediator between employee rank and organizational fairness, career satisfaction, and worker affective commitment. For example, Brown and Treviño (2014) discovered a positive relationship exists between subordinate-rated ethical leadership having an ethical role model during the leader's career. Therefore, an unethically behaving manager set an example, which communicates to the employees the organizational leaders accept unethical behaviors (Huhtala et al., 2013).

Effective Leadership

Effective leaders are capable of promoting group cohesiveness and efficacy in goal attainment (Ruggieri & Abbate, 2013). Mesu et al. (2013) proclaimed that effective leadership appears to promote temporal flexibility by forming employees' commitment to an organization. Mathooko (2013) agreed that an effective leader should not be rigid but flexible, and use different leadership styles in different situations. Leadership effectiveness depends upon the leader's leadership style and if it fits in the organization's culture (Bildstein et al., 2013). To determine if an individual is an effective leader,

executive management can evaluate if the supervisors and followers are in agreement with the leader regarding organizational goals (Guay, 2013).

Successful leaders and managers should continually monitor the changing attitudes of successive generations and understand the psychological processes to be successful in leading the staff (Ahmad, Idris, & Hashim, 2013). Critical thinking and leadership skills such as leading change, creating a vision, and engaging others are fundamental skills imperative to success (Hagemann & Stroope, 2013). Therefore, leaders should implement change within an organization (Sakiru, D'Silva, Othman, DaudSilong, & Busayo, 2013). Aarons, Ehrhart, Farahnak, and Hurlburt (2015) agreed that leadership is significant for implementing innovation in business. Reflecting on the pertinence of one's leadership behavior is the key component of a successful leader (Bildstein et al., 2013).

Roles and Responsibilities of Leaders

Defining roles and responsibilities provides an instrument to assign accountability to those responsible for carrying out a mission at all levels of the organization (Braun, Avital, & Martz, 2012). Galloway (2012) argued that leaders are accountable for their ability to attain results and exceed expectations that make them competent supervisors, managers or executives, but does not make them effective leaders. When individuals have confidence about their roles and responsibilities, they can move forward to accept responsibility with an understanding of work expectations that endorses autonomy, ownership, and accountability (Braun et al., 2012). The main role of a leader is to create a culture that permits individuals to unite the shared purpose of the enterprise, as well as

provide stability within an organization (Allio, 2013; Bildstein et al., 2013). Managerial work is an ongoing effort to maximize the likelihood that actions contemplated or taken in the present moment will deliver preferred results in the future (Facer, Galloway, Inoue, & Zigarmi, 2014). A positive deviant is an individual, organization, community, or enterprise that accomplishes above the expected performance in its conditions (Flora, 2013).

Motivation

Motivating employees is a significant factor in an organization (Hauser, 2014). Motivation is a principal constituent of energy through the performance of the employee (Rahman, Mondol, & Ali, 2013). Motivation is one of the most challenging elements of human behavior and the topic of debates to answer the question of why someone behaves in a certain way (Masvaure, Ruggunan, & Maharaj, 2014). According to Aladwan, Bhanugopan, and D'Netto (2015), organizational leaders may use motivation to address the introduction, strength, and persistence of human beings.

Many organizational leaders and behavioral scholars consider the dynamic relationship between motivation and sustained effort as a key component to comprehending and forecasting productivity of human resources (Estes & Polnick, 2012). According to Guillén, Ferrero, and Hoffman (2015), understanding what motivates employees is important to the success of organizational objectives. Galloway (2012) asserted the measure of success is by an individual's ability to motivate and influence discretionary effort toward the creation of transformative results, creating a culture zealous about achievement. Unfortunately, not all managers comprehend the concepts, the

principles, and the mechanisms of employees' motivation (Hauser, 2014). However, leadership is one of the factors of motivation and creates trust between employees and leaders (Rahim & Daud, 2013). Furthermore, managers can cause favorable outcomes using inspirational appeals and consultation tactics to motivate employees (Lian & Tui, 2012). Tripathi and Chaturvedi (2014) stated motivation could be in the form of either intrinsic or extrinsic. Extrinsic and intrinsic motivation can affect employee's behavior (Aslinda & Ibrahim, 2014). Intrinsic motivation has become an important phenomenon, especially when considering anyone responsible for the supervision of employees involved in work duties, needs to be aware that some people participate more out of interest in the task than others do (Masvaure et al., 2014). Tripathi and Chaturvedi (2014) stated intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. Masvaure et al. (2014) added intrinsic motivation is a person motivated because they desire the challenge and rather than outward pressures or rewards.

Extrinsic motivation requires the employee to work under the influence or external factors such as fame, status notoriety (Hauser, 2014). Extrinsic motivation may not provide motivation for employees to achieve higher levels of their needs (Kulchmanov & Kaliannan, 2014). An important tool management may use to motivate employees is a reward system, but the reward system will not motivate workers unless the incentive has value to the employee (Rahim & Daud, 2013). Stynen, Forrier, and Sels (2014) suggested that employers should enhance the salience of mature age worker's intrinsic qualities when providing training. Kultalahti and Liisa Viitala (2014) examined

the perceptions of Generation Y concerning what makes work motivating. The most important factors of motivation mentioned by Generation Y were more about intrinsic than extrinsic such as an interesting job with flexibility and meaningful relationships with colleagues and supervisor (Kultalahti & Liisa Viitala, 2014).

Leadership, Motivation, and Vroom's Expectancy Theory

Numerous theories of motivation in organizational behavior research attempt to forecast behavior in terms of measured productivity outcomes (Estes & Polnick, 2012). For this study, Vroom's expectancy theory serves as the conceptual model regarding employee motivation. Lunenburg (2012) stated the expectancy theory categorizes important factors that motivate employees by changing the person's effort-to-performance expectancy, performance-to-reward expectancy, and reward valences. Based on the expectancy theory expected consequences cause the actions of an individual, whereas a person must believe exerting a given amount of effort can result in the achievement of a level of performance (Facer et al., 2014). HemaMalini and Washington (2014) noted employees around the world are motivated to work and perform successfully based on the type of positive rewards they anticipate to earn because of their performance. Motivation theories assist with developing tools for enabling managers to enhance their employees' behavior directed toward the achievement of the organization's goals (Shultz, 2014). Awasthy, Banerjee, and Banerjee (2012) stated the expectancy theory emphasizes individual perceptions of the environment and interactions arising because of personal outlooks. According to Hsu, Shinnar, and Powell (2014), Vroom's

Expectancy theory of motivation is a prominent work motivation adopted by researchers for explaining the factors that motivate individuals.

Motivation researchers have extensively examined what intrapersonal and social conditions catalyze, alter, and sustain human actions in various contexts, including work, since the early years of the industrial revolution (Facer et al., 2014). Vroom's expectancy theory varies from the content theories of Maslow, Alderfer, Herzberg, and McClelland because Vroom's expectancy theory does not provide precise suggestions on what motivates organizational members instead Vroom's theory delivers a process of cognitive variables that reflect individual differences in work motivation (Lunenburg, 2012). The psychological and social constructs of motivation outlined in Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's two factor theory, and McClelland's acquired needs theory explain individual work habits, performance, and productivity (Moorer, 2014). Maslow's human motivation theory specifies that people have five levels of needs placing self-actualization at the top of the pyramid (Cao et al., 2013; Pacesila, 2014). Herzberg modified Maslow's theory to develop his two-factor theory, which consists of one set of needs that caused dissatisfaction if not met and one set that provided positive satisfaction to the people (Tilekar & Pachpande, 2014). Herzberg identified two types of needs as hygiene factors or extrinsic factors and motivators or intrinsic factors (Pacesila, 2014). McClelland used Herzberg's ideas to develop the three needs theory, in which McClelland proposed three basic motivational factors, which are a high need for achievement, high need for affiliation, and high need for power (Pacesila, 2014). McClelland established three features of executive leaders linked with their demand for

accomplishment (Lazaroiu, 2015). Alderfer reduced Maslow's hierarchy of needs to three categories including existential (E-existence), relational (R-relatedness), and progress and development (G-growth) to increase the applicability of the theory needs to organizational conditions (Pacesila, 2014).

Relating to Vroom's expectancy theory of motivation, motivation is the action that can create willingness to work and urges workers to acquire a favorable attitude towards their work leading them to perform satisfactorily (Tilekar & Pachpande, 2014). Motivation is the psychological motives that direct an employee's behavior toward a goal (Muscalu & Muntean, 2013). For example, ethical leaders entrust employees with responsibilities as a motivation strategy (Cheng, Chang, Kuo, & Cheung, 2014). Tripathi and Chaturvedi (2014) argued intrinsic and extrinsic examined together present a new insight. For example, Herzberg's two factor theory denotes that a satisfying job may induce intrinsic motivation (Shultz, 2014). People with high motivation levels lead others and actively engage in leadership behaviors that distinguish them from other groups (Okpu & Jaja, 2014; Fernet, 2013). Having intrinsically motivated employees can lead to the need for less supervision and effective management for any organization (Masvaure et al., 2014). Extrinsic factors relate to job context including salary, job security, interrelationship, and company policies and regulations (Kulchmanov & Kaliannan, 2014). Extrinsically oriented individuals prefer external incentives (e.g., praise, rewards, and money), and their work values are financial success, social recognition, and power (Stynen et al., 2014). Four extrinsic factors that trigger employee motivation are compensation, equitable pay, company policy, and work culture, whereas the two

intrinsic motivational factors are recognition and interesting work (Tilekar & Pachpande, 2014). Money is a strong extrinsic motivator for employees to satisfy their basic needs (Kulchmanov & Kaliannan, 2014). Extrinsic motivation directly relates to some external compensation such as money, recognition, material rewards, technical training, and power (Ferrero & Calderón, 2013). Extrinsic reward such as salary, incentives, promotions, and bonuses derived from external motivation and satisfaction (Rahim & Daud, 2013).

Performance

The enhancement of individual performance depends on the management of human resources and motivation of employees (Krajcsák & Gyökér, 2013). An organization's goal is to maximize the creativity and productivity of their employees to meet the needs of the organization (Al-Asfour & Lettau, 2014). Motivating employees to have distinctly high performance may cause organizational leaders to achieve their goal (Mahdinezhad et al., 2013).

Leadership is the core of an organization, and employee performance solidifies its leadership (Clinebell, Skudiene, Trijonyte, & Reardon, 2013). Leaders activate and energize the employees of their organization as they interact with dedicated followers, whereas senior leaders influence thousands of people (Allio, 2013; Gray, 2014). For instance, a leader influences employees to contribute to the pre-determined goals and objectives of an organization (Emmanuel & Ugochukwu, 2013).

Organizational leaders use different types of practices as part of their transformational processes to stimulate behavior that can contribute to the organization's

success (Shultz, 2014). Transformational leadership can become a core competency to advance organizational performance (Maharani, Troena, & Noermijati, 2013). Strategies used by supervisors to influence their subordinates to perform certain tasks often remain significant in the memories of the subordinates for years to come (Chong, 2014). An ethical leader treats employees fairly enhances employee satisfaction, thus increasing employee motivation and promoting work engagement (Huhtala et al., 2013).

To assure the performance of the modern associations, leaders need to understand the elements that motivate or demotivate an employee (Muscalu & Muntean, 2013). Motivation has an important role in having a positive work environment and productivity of the organization (Tilekar & Pachpande, 2014). When leaders of firms provide both extrinsic and intrinsic factors, employees become satisfied and motivated to increase productivity (Kulchmanov & Kaliannan, 2014). According to Rahim and Daud (2013), rewards without any value to the employee will reduce their job performance. For instance, motivation reassures the connection between the reward an employee desires and the employee's productivity (Muscalu & Muntean, 2013).

Leadership, Performance, and Blau's Social Exchange Theory

The theory of social exchange directs attention to the emergent properties of interpersonal relations and social interaction (Blau, 1964). Singh (2013) stated the ability of leaders to identify both interpersonal and intrapersonal emotions and respond appropriately depends on their level of emotional intelligence. From this perspective, a person participates in exchange relations based on a biased cost-benefit analysis; one

engages in activities based on rewards and costs associated with them (Lanuza & Bandelj, 2015).

Social exchange theorist suggests that interaction takes place when it is mutually rewarding to the parties involved (Cook, Cheshire et al., 2013). Social exchanges occur when one person performs in ways that may benefit another but does not create specific obligations (Casimir, Ngee, Yuan Wang, & Ooi, 2014). Ivaskovic (2014) indicated that social interaction between two subjects within the organization does not have only reciprocal effects, but externalities on other relations as well.

Relating to Blau's social exchange theory, organizational decision-makers may use positive human resource management to motivate their subordinates to improve performance. Ivaskovic (2014) suggested that employees trust their superiors who use positive human resource management experiences. Cook, Cheshire et al. (2013) argued social exchange theory imply that individuals pursue rewards, and leaders attempt to circumvent punishments, and considers an individual's history of rewards and punishments to be significant for predicting future behavior. The goal of rewards and punishments is not to convert the followers but to guarantee the expected results are achieved (Ruggieri & Abbate, 2013). Blau (1964) stated that rewards reinforce individual's behavior. The resources transferred during social exchanges may be material such as money or social such as social approval a respect (Cook, Cheshire et al., 2013).

Challenges Encountered by Franchise Fast Food Service Organizational Leaders

Because of the generations in the workforce, there are many challenges for human resource professionals and franchise fast food service managers (Amayah & Gedro,

2014). The United States workforce consists of four generations; each group brings different views, expectations, desires, dreams, values, and ideas about work and life (Al-Asfour & Lettau, 2014; Cekada, 2012). Kolachi and Akan (2014) stated the chief executive officers and organizational managers had made efforts to bring generations together to improve the work environment. Although Baby Boomers, Generation X, and Generation Y work side by side in the workplace, their generational differences can cause conflict (Ferri-Reed, 2013).

Recruitment and Retention

Challenges encountered by most organizational leaders are the recruitment and retention of employees (Jayawardena, Lawlor, Grieco, Savard, & Tarnowski, 2013). Cosby (2014) noted that human resources processes such as recruitment, employee selection, performance management, rewards, and recognition need to assimilate new competencies into the cultural tapestry. Retention of Generation Y and Z has become an issue, because when employers do not meet the younger technologically Generation Y and Z expectations these groups seek other employment (Becker et al., 2012). Babaei, Rahimian, Ahmad, Omar, and Idris (2015) stated retaining employees is an indication that an organization has sustainability. In addition to remaining competitive, executive management must create stable, long-term talent management strategies to attract, hire, develop, and retain talent (Oladapo, 2014).

Worker Engagement

Another challenge encountered by food industries is the results from global industry reports reveal the number of unengaged employees has risen, costing

organizations billions in productivity losses (Mohammed, Fernando, & Caputi, 2013). Employee engagement has been a subject of interest among managers, because work engagement has positive consequences for the organization (Kumar & Pansari, 2015; Masvaure et al., 2014). According to Kumar and Pansari (2015), research suggests that high-levels of employee engagement link with higher rates of profitability growth. Many workers within the United States workforce display job dissatisfaction (Inabinett & Ballaro, 2014). Some employees' attitudes toward the organization have a significant effect on how they approach their jobs and how they treat customers (Kumar & Pansari, 2015).

Training and Leadership Development

The most significant challenge that practitioners encounter is the learning and development preferences of each generation and meeting their needs (Becker et al., 2012). Mishra and Smyth (2015) indicated employers and employees are reluctant to invest in training and development because of the lack of continuous employment. Each generation has established a set of morals and attitudes different from one another (Al-Asfour & Lettau, 2014). Ferri-Reed (2013) argued the mature generation views are different from Generation Y, and the Baby Boomers do not always share values with Generation X. Each generation has distinctive experiences that shape their behaviors and attitudes (Kilber et al., 2014). Vanmeter et al. (2013) proclaimed generational experiences form ethical ideologies affect the manner people function in the workplace; therefore, Generation Y experiences are likely to shape their ethical ideologies and consequent workplace judgments and actions. Churchill et al. (2014) indicated that many

leaders identify Generation X and Y defined by the cultural environment of the times in which they reach young adulthood. Generation Y identity is spoiled, lazy and, unappreciative, but they are also imaginative, enthusiastic, and want to make a difference in their organization (Johnson, 2014). According to Tulgan (2013), leaders and managers view Generation Y and Generation Z as high maintenance individuals in the workforce.

The different generations have unique characteristics, impacts, work ethics, core values, respect, and tolerance for one another that affect how they interact, communicate, and learn in the workplace (Cekada, 2012). Al-Asfour and Lettau (2014) discussed leaders need to understand the younger generations want clear direction and constructive feedback on their performance consistently. Tulgan (2013) stated Generation Y and Z are more likely to disagree with their organization's leadership concerning policies and decisions. Generation Y and Z will also, challenge their employment conditions and established reward systems within the organization (Tulgan, 2013).

According to Seipert and Baghurst (2014), Baby Boomers prefer face-to-face communication and interaction. Baran and Klos (2014) discovered that Generation Y's attitude about work does not set them apart from the other two generations; however, depending on their age the employees have different preferences, attitudes, and habits. Churchill et al. (2014) argued indications of different generational characteristics are Generation X and Y behaviors, values, and attitudes toward work and life. Generation Y regards stability as their leading life priority and extrinsic rewards as the most effective motivator (Dhevabanchachai & Muangasame, 2013). Generation Y and Z would like to enter a workforce and began to work immediately (Tulgan, 2013).

Strategies to Overcome Challenges Faced by Leaders

Dynamic leaders rather than individuals or single teams lead organizations (Thomas et al., 2013). Sohmen (2013) stated leadership and teamwork work together in an organization; yet, there have been debates as to the styles and characteristics of leadership that stimulate optimal team performance. Management can expand knowledge of teams by creating shared understanding and relationship and connecting their actions with quick improvement to improve team performance (Kasemsap, 2013). The organization, planning, communication, and reporting methods developed and utilized by leadership appear to have an impact on team collectiveness and collaboration (Braun et al., 2012). Leaders have an impact on promoting the importance of generations working together to promote social change (Mohamed, Nor, & Dahalan, 2014).

Al-Asfour and Lettau (2014) stated conferring with employees about their generational differences and finding solutions through communication can be the implementation process. Identifying and adapting to these traits can stop a conflict between worker groups while enhancing communication and collaboration, and leading to improved success in the training environment (Cekada, 2012). Intercultural communication competencies tend to affect both the leadership framework and transformational leadership (Gandolfi, 2012). Therefore, understanding employees' interests assist management in job structuring as well as in assigning the appropriate people to different project assignments (Masvaure et al., 2014).

Baran and Klos (2014) argued that effective management of employees require verification and development of their skills and attitudes, as well as effective use of their

intellectual potential. Company managers need to assess their workforces, as each group entails a unique approach to concerns as recruitment, compensation, expectations, motivators, collaboration, learning styles, and training (Cekada, 2012). Further, organizational leaders should devote sufficient resources and attention towards leadership development for endorsing long-term survival and prosperity (Beheshtifar & Vazir-Panah, 2012). Learning and development empower individuals to perform their jobs more effectively, therefore leading to a substantial promotion rate and pay increases (Dai, De Meuse, & Tang, 2013).

Leadership Training in the Fast Food Service Industry

According to Shammot, 2014, professional development including training and leadership skill building is essential for an organization. Drennan and Richey (2012) ascertained developing a training program should be a collaborative effort between leadership because leaders understand their team's strengths and weaknesses. Training programs, complete with weekly self-reflection, weekly discussion with fellow leaders, and the weekly opportunity to try out new strategies and techniques in workshops is what satisfies leaders (Dobson, Frye, & Mantena, 2013).

Many leadership-training programs are now available for employees within an organization (Sohmen, 2013). According to Sonnino (2013), formal leadership training is new to some organizations. Informal workplace learning can benefit employees and organizations reducing the cost of formal training (Van Rijn, Yang, & Sanders, 2013). An example of employee informal workplace learning is acquiring new knowledge, skills and abilities by reading a book or article, asking each other for assistance and feedback,

and sharing knowledge (Van Rijn et al., 2013). Becker et al. (2012) discussed organizations need to utilize training through technology to attract and retain younger workers. Using technology can also offer the opportunity for continuous learning and information sharing across organizations, because the emphasis is more towards adaptive learning than innovative learning (Becker et al., 2012). A lecture-type environment might not be the most effective, because younger generation enjoys learning through technology, discovery, and experiences (Cekada, 2012; Wallo, Ellström, & Kock, 2013). However, the good news is not everything must be a computer game to help Generation Y and Z with their learning, because Generation Y and Z not only want to learn from computers, but they desire to learn from the Baby Boomers (Tulgan, 2013).

Darling and Heller (2012) argued organizations need effective mentoring programs to nurture their employee's leadership skills. Dow (2014) proclaimed mentors should provide training. According to Drennan and Richey (2012), leaders that train their employees serve as powerful role models. Al-Asfour and Lettau, (2014) argued that it is important for employees from all generations to participate, especially if an organization is experiencing generational problems. Wahat et al. (2013) ascertained informal mentoring allowed employees to learn various leadership principles, attitudes, skills, styles and behaviors from their seniors or supervisors. Lian and Tui (2012) argued fostering transformational oriented organizational cultures through training and development, job and organizational design as well as human capital decisions is essential. Training, mentoring, and recognizing the changing development needs of employees can cultivate the transformational leader behavior (Lian & Tui, 2012).

Through effective training opportunities, Generation Z can be developed and prepared for future leadership and national transformation roles (Ekpoh et al., 2014). Leaders improve job-related learning among their employees when they identify the growth needs of their followers and provide them with personal guidance and goal-directed development (Loon, Lim, Teck, & Cai, 2012). Zafar et al. (2014) research reveals employee motivation and willingness to perform can change through on the job training. Therefore, business leaders should provide training and education methods to enhance the future of the workforce (Jenkins, 2014).

Leadership Development

Leadership development, which involves a life-long process of learning to begin from childhood and one's early educational experiences, often continues with first-hand learning in the workplace (Wahat et al., 2013). Managers can train employees to do tasks, but employees may not achieve their managers' expectations (Beheshtifar & Vazir-Panah, 2012). Ghosh et al. (2013) suggested organizations offer assessment centers and appropriate training and development interventions.

According to Davis (2014), leadership development in organizations adopts many different forms. The type of leadership to develop depends on the influences upon the system sub-group during processes of change (Harley, Metcalf, & Irwin, 2014). Incorporating service learning into leadership training is an effective method to the development of leadership behaviors (Foli et al., 2014). Another approach to leadership and virtue development is the Japanese style management called *horenso*, in which the manager empowers workers to use self-initiative during a project and requires the

employees to correct errors without positive feedback (Beekun, 2012). Beekun (2012) added that *horensa* is an effective technique for leadership and virtue development because leaders repeat the process until they build trust with the subordinate. Trainers present feedback and permit trainees to explain their activities again (Beheshtifar & Vazir-Panah, 2012). However, leadership can evaluate how effective the training was to employees after the training (Drennan & Richey, 2012).

Leadership development programs focus on technical job skills and other skills (Breytenbach & Hughes, 2014). Leadership requires employees' personal development to occur within the context of their social systems (Breytenbach & Hughes, 2014). The ability to observe and reflect on various events and experiences during their years of leadership development is useful and even transformational to employees (Wahat et al., 2013).

Development of the Next Generation of Leaders

With the changing workforce demographics, such as the Baby Boomers retiring, the development of high potential and emerging leader's talent is important to organizations (Hagemann & Stroope, 2013). Al-Asfour and Lettau, (2014) agreed senior leaders need to develop innovative methods of training and developing leaders to lead multi-generational organizations. Becoming an exceptional leader is a journey, not a destination (Galloway, 2012). Some generations view themselves as non-leaders, but when a leadership opportunity arises, they seem to rise to the need (Leadership development: See, 2013). The ability to observe and reflect on various events and experiences allow employees to assess, evaluate, and adopt important leadership qualities

appropriate to their contexts to confirm effective and efficient practice (Wahat et al., 2013).

The future of any nation depends on the strength of the future generation of leaders, yet the future generations of leaders are not equipped with skills necessary to lead (Ekpoh et al., 2014; Hagemann & Stroope, 2013). The possibility of Generation Z alleviating the economic and fiscal challenges of an aging labor market is excessive, but failure to identify the importance of Generation Z will dissipate these opportunities and may stimulate a group of young people without the necessary skills or capacity to reach their potential (Churchill et al., 2014). The majority of Generation Z does not have the necessary skills to serve as agents of change (Ekpoh et al., 2014). Beekun (2012) stated character-centered model of leadership is virtue centric, whereas a follower learns virtue by having a virtuous leader as a mentor. Organizational leaders need to take the forefront in providing positive organization support for newcomers by carefully matching mentor and protégé in this process (Dow, 2014). Generation Z has the potential to comprehend leadership and advance their leadership potentials through leadership training (Ekpoh et al., 2014).

Vanmeter et al. (2013) presented the entrance of the new generations to the business environment has caused organizations to adjust and redefine business strategies. Preparation for a transitioning workforce involves identifying the concerns, objectives, and strengths and weaknesses of both older and younger employees (Pater, 2013). Rauf (2014) suggested the development of training programs for knowledge sharing with the next group of leaders is important. Generation Z will remain an untapped opportunity

unless both present and future governments acknowledge and unlock their potential (Churchill et al., 2014). There should be a connection of leadership development to organizational priorities, as leaders are the ones who outline an organization's future (Wahat et al., 2013).

Fast Food Services Industry Business Practices

According to Jayaraman (2014), the franchise fast food service industry is one of the largest and fastest growing industries in the United States. The franchise fast food service industry is a multibillion-dollar industry, because people from all age group demand fast food in their everyday eating habits (Ehsan, 2012). In addition, the mandate for a fast food product is now rising, as it is convenient, which suits the lifestyle of customers (Singam, Karunagaran, Pandiyan, Subramanian, & Govindan, 2014). Ehsan (2012) mentioned the franchise fast food service industry was profitable during the economic slowdown. For instance, restaurants are one of the main employers in every community, offering superlative opportunities for training and success (Jayaraman, 2014).

The recurrence of the importance of learning is timely, as competition between organizations has enlarged considerably (Loon et al., 2012). Lian and Tui (2012) argued that when leaders are deciding what leadership style to develop, they should consider transformation leadership to achieve organizational change. Transformational leadership is the appropriate type of leadership needed in an organization when the desire is a high learning orientation (Loon et al., 2012). Leaders should promote intellectual stimulation of transformational leadership in integrative problem-solving relationships rather than the

win-lose relationships (Lian & Tui, 2012). Training managers how to employ transformational leadership style and contend with different working conditions at different levels of the organization can cause a reduction loss of productivity in employees (Mohammed et al., 2013). According to Beheshtifar & Vazir-Panah (2012), leadership development systems can be effective in career management, training and development, performance management, strategic human resource planning, recruitment and selection, and succession planning activities.

Factors that Effect Organization Success

To expect and certify optimum success, organizational management should place exceptionally talented, knowledgeable leaders in positions of importance (Landis et al., 2014). Oke (2013) stated that leadership is an important requirement for ensuring efforts of the individual are toward the accomplishment of organizational objectives. Achieving the best organizational performance in leadership is important; therefore, leaders need to achieve organization goals (Emmanuel & Ugochukwu, 2013). Future leaders need to create a clear mechanism for change that empowers their organization (Fuqaha, 2013).

Knowledge Sharing

Many leaders have roles and task, yet fail to implement a succession plan for their organization, which is important because of the loss of corporate knowledge from the Baby Boomers (Calareso, 2013). Appelbaum et al. (2012a) stated that senior employees possessed a willingness to share and transfer knowledge to the younger generation. Knowledge-sharing behavior has an impact on empowering leadership and team performance and between team cohesion and team performance (Kasemsap, 2013).

Organization Succession Planning

Many studies reveal that most companies do not have succession plans in place (Calareso, 2013). Organizational leaders must adjust to changes in their workforce quickly by executing new structures and developing systems for succession planning (Appelbaum et al., 2012b). Calareso (2013) stated organizational leaders that have not implemented a succession plan should evaluate their organization and create a succession plan moving forward.

Customer Service

Cant and Erdis (2012) stated that with the significant growth and economic contributions of the services industry, company leaders need to concentrate on service and adjust with the increase in customer expectations to compete effectively. Leaders of firms increase their competitive advantage through improving customers' perceptions of service quality and satisfaction (Wu, Huang, & Chou, 2014). Providing excellent customer service in a restaurant may distinguish the restaurant from competitors to creating a competitive advantage (Cant & Erdis, 2012).

Customer satisfaction is vital to the success of every business organization (Raja, Irfan, Akhtar, Muhammad, & Asad, 2014). Organizational leaders should ensure frontline managers are cognizant of behaviors that affect customer satisfaction by developing training programs to help frontline managers comprehend appropriate behavior sets to improve customer satisfaction (Namasivayam, Guchait, & Lei, 2014). Competition in the fast food service industry is increasing, and success depends more on customer retention (Etemad-Sajadi & Rizzuto, 2013).

Changes in Organizational Culture

Organizational change causes changes and readjustments to the average employee's normal routines (Chou, 2014). Chou (2014) added that organizational leaders have failed to implement organizational change successfully; the success of organizational change is reliant upon employees' supportive attitudes and behaviors toward organizational change for a successfully planned change. Managers in organizations should consider some organizational behaviors slowly become universal, whereas others stay culturally contingent (Muhonen, Jönsson, Denti, & Chen, 2013).

Employees at all levels need precise training to support the culture change (Cosby, 2014). Fitzpatrick (2013) asserted that employees in an organization have potential to become agents of change by leading from the bottom up rather than from the top down. Executive leaders could train managers to utilize leadership behaviors to influence interpersonal relationships with their subordinates for achieving intuitively satisfying organizational outcomes (Newman, Allen, & Miao, 2015).

Social Responsibility and Sustainability

Communication and social responsibility are significant factors for franchisees' satisfaction (Hnuchek, Ismail, & Haron, 2013). Franchising is an important economic force in the United States and continues to grow (Jeon & Gleiberman, 2017). Dow (2014) argued the most successful socialization take place when top leadership recognizes outcomes of socialization and select individuals that best serve as role models and mentors for newcomers. Hutchinson, Singh, and Walker (2012) proclaimed sustainability is vital to an organizations success and competitiveness within the franchise fast food

service industry. Although company leaders have increasingly experienced scrutiny to consider sustainable development because of social changes and environmental pressures, many have improved their innovation efforts to remain competitive and drive profitable growth (Waite, 2013).

Globalization and Technology

Globalization, liberalization, technological changes and advancement, and market changes are rapidly altering the environment in which organizations operate (Mathooko, 2013). Globalization, technology development, and innovation are the processes that enable the development of new products, techniques, and concepts, as well as regulate the rate at which companies must adjust (Sanchez-Gutierrez, Gonzalez-Urbe, Gutierrez-Govea, & Garcia-Jimenez, 2012). Practical experiences have proven effective global leadership is essential for organizational change (VanderPal, 2014).

Literature Review Summary

Leadership characteristics have become a popular research topic (Coder & Spiller, 2013). Parris and Peachey (2013) stated leadership is a widely researched social influence processes in the behavioral sciences. According to Udovicic, Pozega, and Crnkovic (2014), leadership is the subject for many theorists during the last two decades.

Landis et al. (2014) argued it is important to continue to direct attention on the many various theories of leadership served purposed throughout history. Sethuraman and Suresh (2014) argued selection of an effective and suitable leadership style depend on the situation as well as the personalities of leaders for influencing the readiness of the followers to obtain the direction. Schreuder et al. (2013) asserted supervisors possessing a

situational leadership style are a beneficial asset if they adjust their leadership style appropriate to a given circumstance. Gandolfi (2012) argued leadership styles relating charismatic components offer the most to the perception of what effective leadership style constitutes. Effective leadership styles improve the workplace environment (Khan, Hafizah, Ghazali, & Isha, 2014). Leadership styles control how individuals behave, communicate, adjust, and respond to their environment (Darling & Heller, 2012).

Transformational leadership and job satisfaction are valuable elements of an organization (Maharani et al., 2013). Ngah et al. (2013) concurred transformational leadership style has an impact on employee's job satisfaction. Whether promoting from within or hiring externally, organizations importance should be on the demand when forecasting who will engage in transformational leadership behavior (Guay, 2013).

There has been significant debate as to the styles and characteristics of leadership that create optimal team performance (Sohmen, 2013). Inspiring employees to work together by creating training teamwork models helps employees recognize how to leverage each other's skills (Al-Asfour & Lettau, 2014). Team projects are an opportunity to share experiences with peers and develop from that knowledge base that may improve their learning (Cekada, 2012). Although earlier studies have defined attributes that influence team performance, a clearer understanding of what team leadership practices enable a project manager to be effective permits further investigation (Braun et al., 2012).

Garg and Ramjee (2013) stated a need exist to understand the relationship between the leadership style and work-related attitudes such as employee commitment to cultivating a leadership style that inspires organizational commitment. Leadership styles

are important roles in determining levels of affective commitment, continuance commitment and normative commitment (Garg & Ramjee, 2013). Conversely, ineffective leadership of employees does not call for people's affective commitment and seems to be forcing employees into demonstrating flexible behaviors, as a way of compensating for bad management (Mesu et al., 2013).

Although research recognizes the importance of employee empowerment and leadership, few studies have focused on leader empowering behaviors and its influence on organizational outcomes (Namasivayam et al., 2014). Despite the need for further validated studies, organizational leaders need to devote adequate resources and attention towards leadership development for promoting long-term survival and prosperity (Beheshtifar & Vazir-Panah, 2012).

Transition

In Section 1, I discussed the training and developing of Generation Z by franchise fast food service industry leaders for succession planning. Section 1 included the foundation of the study, the problem statement, and purpose statements. The goal was to explore the training programs that franchise fast food service managers may use to develop the leadership behaviors of Generation Z. Other key elements included in Section 1 were the research question and interview questions, operational definitions, assumptions, limitations, and delimitations. In addition, I provided a brief summary of the nature of the study, conceptual framework, significance of the study, and a review of the professional and academic literature.

In Section 2, includes a restatement of the purpose statement and discuss the role of the researcher, processes for selecting and recruiting participants, and procedures for ensuring ethical research. Section 2 consists of a detail discussion of the selected research method, research design, data collection process, and data analysis. Inclusive in Section 3 is a detail description of the research findings including the emerging themes from the collected data, recommendations for improving business practices, implications for social change, and recommendation for action based on the findings of this study. Section 3 concludes with recommendations for further research, a summary of my reflections, and an overview of the study.

Section 2: The Project

In Section 2, I restate the purpose statement and outline the methodology for this qualitative case study. Section 2 consists of a discussion of the role of the researcher, the participant selection, the research method, and the research design. In addition, I include a description of the population and sampling process and ethical research measures. Section 2 encompasses a discussion of the data collection instrument, data collection technique, data organization, and data analysis. The data from this study may assist franchise fast food service managers in developing training programs to improve leadership skills for Generation Z workers within the workforce.

Purpose Statement

The purpose of this qualitative single case study was to explore the training programs that franchise fast food service managers may use to develop the leadership behaviors of Generation Z. The specific population was five franchise fast food service managers at a food service organization in Albany, Georgia. This study may contribute to social change by providing franchise fast food service managers with knowledge regarding effective training programs for developing the leadership skills of Generation Z employees within the workforce. The information derived from this study may allow managers within an organization to develop strategies for training and assisting Generation Z to acquire leadership positions. The results of this study might contribute to the growth of the community by producing quality leaders who provide excellent customer service and promote sustainability within the fast food service industry.

Role of the Researcher

My role as the researcher was to identify the food service business, recruit participants, conduct semistructured interviews, direct observation of workflow process and interactions between managers and employees, and review company documents such as training manuals and computer-based courses. The researcher has an important role in the data collection process because the qualitative researcher has a variety of member roles in the research setting (Greene, 2014). My relationship with this topic was that I have a passion for the younger generation to acquire leadership roles, as well as leadership and training experience to address the purpose of this research study. Working in the fast food industry during my undergraduate studies provided insight on the deficiency of training to prepare leaders. Although I am a resident of the surrounding area, I do not anticipate relationship issues with potential participants.

The Belmont Report is an ethical guideline for researchers to follow when conducting research. In compliance with the Belmont Report, I completed an ethical training course and received certification from the National Institute of Health Office of Extramural Research (certificate number 885458). The establishment of the Belmont Report protocol is to identify ethical principles that should cause the conduct of biomedical and behavioral research involving human subjects and the research follows guidelines (Nurunnabi, 2014). The Belmont Report established the guiding ethical principles of respect for persons, beneficence, and justice when conducting research involving human participants (Musoba, Jacob, & Robinson, 2014). Identification of the franchise fast food service organizations consisted of researching the local telephone

directory. Initial contact with the franchise fast food service managers was a telephone call to explain the purpose of the study and request permission to perform research at the organization. Following the initial phone contact, the manager received a hand-delivered letter of permission explaining the purpose of the study, requesting permission to perform research at the organization, and confirming their agreement (see Appendix A).

Upon receiving Walden University Institutional Review Board (IRB) approval, contact with the manager entailed visiting the franchise fast food service organization to gain access to the facility and recruit participants who received an invitation of participation (see Appendix B). The institutional review board is the federal regulatory agency that oversees the ethical aspects of research involving human participants (Lee et al., 2013). The invitation of participation consisted of an explanation of the purpose of the research study and the requirements to participate (see Appendix B). Qualitative researchers should disclose their perspective on the study topic (Greene, 2014). Participants signed a consent form before participating in the interview and direct observation and received information regarding voluntary participation, in which they may withdraw at any time via email or telephone without penalty. I will store collected data for 5 years in a secure storage and destroy the data after 5 years.

During the research, the process to avoid bias entailed listening to the participants' responses with an open-minded approach, respecting their decisions, and recording reflective notes after each interview. To mitigate bias, researchers considering the research process within the current social circumstance and clarifying the research process and the researcher's role while writing the research report (Chan, Fung, & Chien,

2013). Habersack and Luschin, (2013) stated when a researcher does not have enough participation, bias in the research can occur.

An interview protocol served as a guide when interviewing each participant (see Appendix C). An interview protocol is a guide that researchers use in qualitative research to ensure the reliability of the interview process (Rubin & Rubin, 2012). Researchers prepare an interview protocol as a guide, which is a written version of the research questions and interview process (Brown et al., 2013).

Participants

The general population for potential participants included assistant managers and managers employed at franchise fast food service organization in Albany, Georgia, whereas the selected participants consisted of individuals meeting the criteria of a franchise fast food service manager with at least 1 year of experience in leadership at the subject franchise fast food service organization. In qualitative research, participant's experiences are an important part to consider when selecting participants (Moustakas, 1994). Case study researchers consider the perspective of the participants and the context in which learning occurs (Cronin, 2014). When participants engage in conversation with the interviewer, there is an establishment of trust between the participants and the interviewer causing the participants to share their experiences with the interviewer (Rubin & Rubin, 2012).

Identification of the franchise fast food service organizations consisted of researching the local telephone directory followed by a telephone call to the franchise fast food service managers to explain the purpose of the study and request permission to

perform research at the organization. Following the initial phone contact, the manager received a hand-delivered letter of permission explaining the purpose of the study, requesting permission to perform research at the organization, and confirming their agreement (see Appendix A). Upon receiving Walden IRB approval, contacting the manager involved visiting the franchise fast food service organization to gain access to the facility and recruit participants, as well as gain permission to observe a management training session. The general manager scheduled my visit to meet with the store managers. The researcher's engagement with participants before the interview is a significant factor in recruiting participants (Wagstaff & Williams, 2014). An essential part of conducting qualitative research is successfully recruiting participants by determining the most effective method of recruitment (Namageyo-Funa et al., 2014). However, recruitment of participants may become unpredictable (Robinson, 2014).

To establish a relationship with participants, a visit to the franchise fast food service organization to introduce myself, explain the purpose of the research study, communicate the requirements to participate, and provide the potential participants with an invitation of participation occurred (see Appendix B). Once individuals responded expressing their agreement to participate, they received information regarding a date and time of the scheduled semistructured interviews and follow-up interviews. The managers participated in semistructured interviews and direct observation. Engagement before the interviews permits the researcher to recruit individuals and aids the participants to open up during the interviews (Wagstaff & Williams, 2014). Sanjari, Bahramnezhad, Fomani, Shoghi, and Cheraghi (2014) asserted researchers should establish a relationship with

participants while collecting data. Participants are willing to participate in the interviews once the researcher develops trust (Siriwardhana, Adikari, Jayaweera, & Sumathipala, 2013).

Research Method and Design

Research Method

For this study, the research method was qualitative. Researchers conduct a qualitative study to acquire insight into the phenomenon that participants experience (Astalin, 2013). The qualitative research method was suitable for this study because qualitative research contributes to the understanding of phenomenon from the human experiences. Qualitative approaches provide participants' feelings, perceptions, experiences, and thoughts about the question (Gergen, Josselson, & Freeman, 2015). Qualitative research explores human experiences within a social problem using text rather than numbers (Ahmed & Ahmed, 2014). Qualitative inquirers study the stories of individuals to capture and understand their perspectives regarding how humans engage in making sense of the world (Patton, 2015).

I considered the quantitative methodology. Quantitative researchers tests hypotheses, controls variables, measures, identifies cause and effect through statistical analysis collecting numerical data (Noble & Smith, 2015). However, the quantitative research method was inappropriate for this study, because the focus of this study was not to gain insight and an understanding of the phenomenon testing hypotheses through statistical analysis. Bernard (2013) stated that scientific researchers used qualitative processes such as systematic observation and recorded data in words, whereas the

application of quantitative mathematical measures to describe the concepts under study.

The quantitative methodology involves numerical data to extract data about the research problem or indicate the strength and the connection among variables (Cooper & Schindler, 2013).

The mix method approach was considered for this study. Mix method researchers create insight into numerous phenomena of interest the researcher cannot address using either a quantitative or a qualitative method alone (Venkatesh, Brown, & Bala, 2013). Mixed method research was inappropriate because the goal was to address the research question using data collection and interpretation from the managers' perspective without statistical data. Qualitative and quantitative research methods differentiate in data collection and data interpretation (Anyan, 2013). Mixed methods research merges quantitative and qualitative research methods in the same research inquiry (Venkatesh et al., 2013). Mixed methods include a combination of qualitative and quantitative research using parallel mixed designs, conversion mixed designs, and sequential mixed designs (Frels & Onwuegbuzie, 2013). Mixed methods yield both statistics and narrative to elucidate what the numbers mean (Patton, 2015).

Research Design

Research designs consist of general assumptions to specific methods of data collection (Stake, 2010). For this study, a single-case study served as the research design to explore the training programs franchise fast food service managers use to develop leadership behaviors of Generation Z based on the experiences of the participants. Researchers use a single case study to capture the circumstances and condition of an

everyday or commonplace situation (Yin, 2014). A major strength of case study data collection is the opportunity to use many different sources of evidence (Yin, 2014). Case studies are a useful tool for research that emphasize the transition between theories and practice (Ates, 2013).

I considered other research designed such as grounded theory, ethnography, phenomenological design, and narrative design, but determined case study was the best research design. An examination of participants lived experiences justifies the use of a phenomenological research (Mayoh & Onwuegbuzie, 2013). Moustakas (1994) stated that phenomenology is the understanding of the participants lived experiences. Astalin (2013) claimed phenomenological research emphasize experiential learning rather than abstract and theoretical knowledge. In phenomenology, the participants themselves become the reliable source of information, and the main instrument of data collection becomes the interview (Khan, 2014a). Therefore, the phenomenological design was inappropriate because the purpose of this study was not to explore participants' lived experiences.

Ethnographical researchers study a phenomenon based on the experiences of a cultural group (Rashid, Caine, & Goetz, 2015). I am not using the ethnography design because my participant pool was diverse in experience and not cultural driven. Researchers implementing ethnography interact with a social group over a long period (Higginbottom, Pillay, & Boadu, 2013). Researchers focus on a cultural group rather than individuals when using the ethnography design (Murthy, 2013). Ethnographers study

situation in real-time therefore they use natural settings to gain insight (Higginbottom et al., 2013).

Narrative research consists of using the chronological recollection of an individual's story to explore a topic (Jones, 2016). The narrative design was inappropriate because the purpose of this study was not to tell a story of the participant's life experiences chronologically. Researchers implement narrative research when individuals are willing to tell their experience chronologically (Potter, 2013). According to Gergen et al. (2015), the researcher restates the story. Khan (2014b) asserted that a researcher using the narrative approach concentrates on the chronological order of the story events that have transpired in their lives.

I did not choose grounded theory because the focus of this study was individual's perception and experiences not on developing a theory. Grounded theory is developing theory inductively from data (Bristowe et al., 2015). Patton (2015) noted grounded theory builds theory instead of test theory. According to Bendassolli (2013), researchers use grounded theory to generate new theory.

Franchise fast food service managers participated in follow-up interviews until achieving data saturation. To ensure data saturation, analysis of the data occurred throughout data collection. When no new information emerges during the data collection process, a researcher has reached data saturation (Marshall & Rossman, 2016; Morse, 2015). Fusch and Ness (2015) asserted when the collected data begins to replicate, the researcher has reached data saturation.

Population and Sampling

Purposeful sampling served as the participant selection method to select participants based on specific criteria. Purposeful sampling allows researchers to select participants with certain criteria (Acharya, Prakash, Saxena, & Nigam, 2013; Palinkas et al., 2013). Khan (2014a) stated sampling is a technique of gathering information in its entirety instead of going to measure every unit of the population. Palinkas et al. (2013) stated qualitative research uses purposeful sampling for the verification and selection of information-rich cases related to the phenomenon of interest. Bagnasco, Ghirotto, and Sasso (2014) noted the use of a purposeful sample endorses the recruitment of participants and accelerate the ability to reach data saturation.

The sample population consisted of five franchise fast food service managers with at least 1 year of experience in leadership at the subject franchise fast food service organization. A sample size between one and 10 participants is sufficient in case study research (Cook, Hoas, & Joyner, 2013). One notable problem in researching human behavior is the selection of the correct sample size (Bernard, 2013). According to Fugard and Potts (2015), determining what sample size to use has been a debate among researchers. Fugard and Potts also stated the sample sized in qualitative research is smaller than the sample size used in quantitative research.

To achieve data saturation, data collection using semistructured interviews occurred until no new information emerged, as well as analyzation of data throughout data collection. Interviews are one technique researchers use to reach data saturation (Fusch & Ness, 2015). Cook, Hoas et al. (2013) asserted saturation occurs when there is

no new or relevant data to collect. Saturation confirms adequate and quality data collection to enhance a study (Dasgupta, 2015).

The general population for potential participants included managers and assistant managers at a franchise fast food service organization in Albany, Georgia, whereas selected participants included franchise fast food service managers with at least 1 year of experience in leadership at the subject franchise fast food service organization. The participant selection process did not target vulnerable populations. The rationale for selecting the participants meeting the identified criteria was to ensure the collection of in-depth and rich data from the franchise fast food service managers' real-life experiences for addressing the research question. In a qualitative study, participants respond to questions that relate directly to their life experience (Cairney & St Denny, 2015; St. Pierre & Jackson, 2014). The researcher selects the individuals who have knowledge on the topic when recruiting the participants (Elo et al., 2014). The rationale for selecting franchise fast food service managers is they possess knowledge of employees' interest for job structuring, which is significant for implementing innovation in business (Aarons et al., 2015; Masvaure et al., 2014).

The interview setting was the managers' office within the franchise fast food organization or a location deemed convenient and comfortable for participants. Qualitative researchers should conduct the interviews in settings that are comfortable for the participants (Rubin & Rubin, 2012). The researcher can gather rich data and in-depth interview responses by conducting interviews in a natural setting (Khan, 2014b).

Researchers usually conduct interviews at sites convenient for the participants (Phiri, Mulaudzi, & Heyns, 2015).

Ethical Research

Ethical issues exist in any type of research (Camfield & Palmer-Jones, 2013). Ethical researchers safeguard participants from harm, protect the confidentiality of participants, and allow participants to give consent to participate in the research (Yin, 2014). The researcher's role in ethical research is to protect participant's rights throughout the research process (Cokley & Awad, 2013).

Selection of the franchise fast food service organizations consisted of researching the local telephone directory followed by a telephone call to the franchise fast food service managers to explain the purpose of the study and request permission to perform research at the organization. The manager received a hand-delivered letter of permission explaining the purpose of the study, requesting permission to perform research at the organization, and confirming their agreement following the initial phone contact (see Appendix A). Upon receiving Walden's IRB approval (12-13-16-0259668) and permission to access the facility to recruit participants, I visited the franchise fast food organization to introduce myself, explain the purpose of the research study and the requirements to participate. Potential participants received an invitation of participation (see Appendix B). The role of IRB is to protect and minimize risk to human subjects (Musoba et al., 2014).

Once franchise fast food service managers responded expressing interest in participating, they received information regarding a date and time of the scheduled

semistructured interviews and follow-up interviews. The managers participated in semistructured interviews and direct observation. The participants received a consent form to review and sign before they participate in the interview and direct observation. The informed consent form allowed the participants to understand the intent of this study before agreeing to participate in the interview process. The participants received information regarding voluntary participation and their right to withdraw without a penalty by informing me via e-mail or telephone. Because the participants did not withdraw from the study, shredding of all data about the participants did not occur. An ethical issue in research is to secure prior voluntary consent before collecting data when possible (Khan, 2014a). The informed consent process is significant to ensure adherence to ethical policies when conducting research (Sanjari et al., 2014). The research sampling and enrollment procedures include consent forms (Killawi et al., 2014). Managers did not receive any incentives for participating.

The protection of human subjects from harm and risk is a fundamental practice in research; therefore, participants would notify me if at any time during data collection they desire to terminate data collection. Data collection would cease when the managers notified me they wish to terminate the interview. According to Sanjari et al. (2014), the researcher's responsibility is to inform participants of the research and obtain their approval to participate. Protection of human subjects is critical with qualitative researchers because they are personally involved (Cokley & Awad, 2013). Measures to protect a participant's rights and privacy are developing trust, protecting the participants

from potential harm incurred through the interview process, protecting against impropriety, and ensuring research integrity (Ahmed & Ahmed, 2014).

Data storage consisted of securing all information in fireproof locked safe for 5 years to protect the confidentiality of participants. Data destruction after the 5 year period will involve shredding any hard copies of data collected and transcribed. Researchers should permanently delete any electronic documentation after the 5 years to protect the confidentiality of participants (Bernard, 2013). Ethical researchers store hard copies of collected data in a locked filing cabinet and electronically on a password-protected computer (Wahyuni, 2012).

The participant's names and the organization remain confidential in the study. To ensure participants' and the organization name remains confidential, identification of each participant consisted of coding each participant as P1, P2, P3, P4, and P5 and ACF for the organization. Qualitative research represents a study that depends on trust based on a core commitment of confidentiality (Fassinger & Morrow, 2013). Participants are always concerned with confidentiality and anonymity when participating in research (Namageyo-Funa et al., 2014). The participant's identity should remain anonymous to the public to ensure confidentiality (Wagstaff, & Williams, 2014).

Data Collection Instruments

My role as the primary data collection instrument was to conduct semistructured interviews, direct observation of workflow process and interactions between managers and employees, and review company documents such as training manuals and computer-based courses. Qualitative researchers are the research instrument (Astalin, 2013). The

researcher serves as the primary instrument of inquiry in qualitative research (Patton, 2015; Rubin & Rubin, 2012). The data collection process was 6 weeks.

Semistructured interviews served as the second data collection instrument. The interview is the main data collection procedure in qualitative research (Ahmed & Ahmed, 2014). When using interviews to gather data the objective is for participants to reconstruct their experiences relevant to the research question (Cleary, Horsfall, & Hayter, 2014). Frels and Onwuegbuzie (2013) asserted that researchers should use interviews as an instrument in collecting data for qualitative research. After obtaining IRB approval and the manager's permission to gain access to participants, I introduced myself to the potential participants, explained the purpose of the research study and the requirements to participate, and provided the potential participants with an invitation of participation (see Appendix B). The participants responded by e-mail or telephone stating interest to participate in the interview process. Participants signed a consent form before participating in the interview and direct observation. Participants received information about voluntary participation and the opportunity to withdraw at any time via e-mail or telephone without penalty.

Company documents served as the third data collection instrument. I obtained a copy of training manuals during my visit to the franchise fast food organization and reviewed the company documents for 1 day. Documents consist of data captured in a manner that records and preserves the context of the materials (Patton, 2015). Thrope (2014) used documents as another form of data collection. When conducting a qualitative

case study, the use of interviews and document analysis help deepen understanding of the case (Almutairi, Gardner, & McCarthy, 2014).

The fourth data collection instrument was direct observation of workflow process and the interactions between managers and employees. Direct observation of workflow processes and the interactions between managers and employees occurred for 2 hours during business operation. I developed an observation protocol to record my interpretations (see Appendix D). According to Yin (2014), using direct observation allow the researcher to conduct a case study in the natural settings and assess the occurrence of individuals' behaviors during a specific time. In addition, direct observation allowed me to gather data and yield meaningful data about the manager-employee interactions. Researchers use direct observation to yield meaningful data about the participants and capture the context within which people interact (Patton, 2015).

Member checking served as the process to enhance the reliability and validity of the semistructured interviews. Member checking is critical to ensure the interviewer captured the meaning as well as the participant's choice of words (Houghton, Casey, Shaw, & Murphy, 2013). Franchise fast food service managers received an e-mailed copy of my interpretations of their interview responses to verify for accuracy and participate in follow-up interviews to share any additional information. Member checking, which is a control process in qualitative research, provides the participants with the opportunity to review the researcher's interpretations and accuracy of their responses (Farago, Zide, & Shahani-Denning, 2013; Harvey, 2015).

Triangulation of multiple data sources including semistructured interview responses and company document review allowed me to enhance the validity of the collected data. Triangulation of the data enhances validity in a case study (Ahmed & Ahmed, 2014). Using multiple methods of data collection contributes to methodological rigor (Rubin & Rubin, 2012). Methodologically triangulation increases validity and enhances the understanding of a study (Gorissen, van Bruggen, & Jochems, 2013).

Data Collection Technique

Data collection commenced with the submission of the required documents to Walden's IRB for approval to conduct research. After I obtained IRB approval, contacting the manager involved visiting the franchise fast food service organization to gain access to the facility and recruit participants who received an invitation of participation (see Appendix B). In case studies, the researcher attempts to apprehend the current research topic without intervening except through data collection (Jamshed, 2014).

Data collection included semistructured interviews with franchise fast food service managers, direct observation of workflow process and the interactions between managers and employees, and review of company documents such as training manuals and computer-based courses for 6 weeks. Multiple sources of data collection techniques are necessary in a case study (Dasgupta, 2015). Case study approach typically combines data collection methods such as documents, interviews, and observations (Singh, 2014).

For this qualitative single-case study, I visited the franchise fast food service organization to introduce myself, explain the purpose of the research study and the

requirements to participate. Potential participants received a hand-delivered invitation of participation, which includes information regarding participating in interviews and direct observation during a training session (see Appendix B). Participants responded via e-mail or by telephone expressing interest in participating in the interview process. The franchise fast food service managers received a list of proposed dates and times to schedule interviews.

Participants signed a consent form before participating in the interview and direct observation. Participants signed one consent form agreement for participating in semistructured interviews and direct observation. In addition, the participants granted permission to record interviews to capture all the information the participants shared. Informed consent is a mandatory requirement when conducting research involving humans (Alahmad, Al Jumah, & Dierickx, 2015). Informed consent is the process of using a consent document as an ethical prerequisite for individuals to make a voluntary decision to participate in research (Bristol & Hicks, 2014). The consent form should include a description of risks, benefits, confidentiality, incentives, voluntary participation, and withdrawal provisions (Emanuel, 2015).

An interview protocol (see Appendix C) served as a guide when conducting the semistructured interviews. The interview protocol is a guide that researchers use during the interview process to ensure the reliability (Rubin & Rubin, 2012; Yin, 2014). Data collection in a qualitative research consists of semistructured interviews with the use of a topic guide containing themes or questions relevant to the research questions (Higginbottom et al., 2013). Franchise fast food service managers received notification

regarding voluntary participation and notice they may withdraw at any time via e-mail or telephone without penalty, and the interview process would take 30 minutes to 1 hour. The length of interviews can last between 30 and 90 min to complete (Irvine, Drew, & Sainsbury, 2013). Harvey (2015) stated that researchers should schedule interviews for 1 to 1 1/2 hours. Researchers should schedule interviews for 60 to 90 minutes; however, the length of the interview depends upon the participant's responses (Khan, 2014a).

The managers participated in semistructured interviews. Researchers use interviews to assist interviewees to share their perspectives and experience (Nelson, Onwuegbuzie, Wines, & Frels, 2013). Hence, the researcher uses interviews to explore in-depth the experiences or views of individuals (Cleary et al., 2014). In face-to-face, open ended and semistructured interviews, the researcher is successful in getting detailed information from the participants about their opinions, views, and experiences (Khan, 2014b). Khan (2014a) noted that face-to-face interviews allow the interviewer to observe nonverbal communication and clarify the responses the participants give. Semistructured interviews allow a researcher to refocus the question or prompt for more information (Baškarada, 2014). The interviews with participants continued until achieving data saturation.

I used open-ended questions during the semistructured interviews and recorded the interviews to ensure the accuracy of the participants' responses (see Appendix E). Researchers may gain insight regarding the phenomenon by using interviews with open-ended questions that allow participants to engage in depth during the interview process (Doody & Noonan, 2013). Open-ended questions ensure responses provide expository

results (Yin, 2014). Open-ended questions yield in-depth responses about individual's experiences in which data consist of interpretable quotations (Patton, 2015). Open-ended questions allow participants to speak openly in regards to the interview (Ates, 2013). The digital recorder helps to eliminate mistakes in the data collection process (Jamshed, 2014). In addition, recording the interviews enhances the reliability of the research (Yin, 2014). Therefore, researchers record interviews for later transcription (Harvey, 2015). Although I did not anticipate or make changes to the interview questions, I would have made any changes to enhance the interview protocol and reported changes to IRB by submitting the Request for Change in Procedures form. The number and type of IRB revisions vary; however, changes to the consent form are usually the most common request (Lee et al., 2013). Yin (2014) asserted that case study presents more challenges than other research designs; therefore, the IRB will request in-depth information regarding the researchers' plan.

Company documents served as the third data collection instrument. I obtained a copy of training manuals from the store manager during my visit to the franchise fast food organization. The company documents review occurred 1 day after completing the interviews to compare and cross-check for consistency of the information by creating themes. Document analysis is one of the primary methods for data collection and analysis (Owen, 2014). Researchers use internal publications provided by participants and publicly available data relevant to the topic as secondary data (Wahyuni, 2012; Yin, 2014).

Direct observation of the classroom environment, instruction methods, and the interactions between managers and employees occurred approximately 2 hours during a management training session. For this study, I developed an observation protocol to record researcher reflections of the classroom environment and effectiveness of the instruction methods during a training session (see Appendix D). Direct observations of participants allow researchers to understand and capture the context within which people interact and evaluate processes that may routinely escape awareness of leaders and employees (Patton, 2015). Observations allow the researcher to immerse themselves in the research environment and take notes about the participants (Adham et al., 2015). Direct observations contribute to insights that may not be revealed from participants' interview responses (Hunting et al., 2015).

Multiple sources in case studies permit a researcher to address a broader range of historical and behavioral issues (Yin, 2014). Semistructured interviews allow researchers to access participants' views and experiences (Wagstaff & Williams, 2014). Face-to-face interviews are longer, thus allowing the researcher to obtain richer in depth data (Irvine et al., 2013). A disadvantage of using interviews is the response effects are measurable differences and predictable from the characteristics of respondents and interviewers (Bernard, 2013). The document review serves as a data collection source to understand the aspects that required clarification during the semistructured interviews (Mukumbang, van Belle, Marchal, & van Wyk, 2016). Document review is a valuable data source to comprehend the specific problems experienced by the participants (Adham et al., 2015). According to Yin (2014), researchers may encounter challenges when reviewing

documentation based on the availability and accuracy of the requested documents.

Researchers use observations to gain insight into variability in events and reconstructed accounts of events (Johnson et al., 2017). A disadvantage of using direct observation is the researcher observing for a short time sees an action and a reaction that allows immediate conclusion, whereas prolonged long-term observation allows the researcher to conduct an in-depth qualitative study (Stake, 2010; Yin, 2014).

Member checking served as the debriefing process to ensure reliability.

Participants received the opportunity to review my interpretations of their interview responses for accuracy and ensuring I captured their answers to the research question correctly. Franchise fast food service managers participated in follow-up interviews scheduled for 20 minutes to share any additional information during member checking. Member checking consists of summarizing information and questioning the participants to determine the accuracy of their response to the interview questions (Anney, 2014). Through member checking, researchers include participants in verifying the accuracy of initially collected data, and researchers gather any additional information (Koelsch, 2013). Reilly (2013) stated that member checking is important to ensure the researcher interprets the participant's responses and meaning correctly. Stakeholders including the franchise fast food organization general manager, managers, and assistant managers will receive a one-page summary of the results approximately 2 weeks after approval of the final study.

Data Organization Technique

Data collection journals included recorded interviews, direct observation notes, and reflective notes. I transcribed interviews using Microsoft Word software and label folders to identify participants by pseudonyms. Data organization consisted of coding each participant by their interview number to ensure participants' confidentiality. The participant's names and the organization remained confidential in the study. To ensure participants' and the organization name remained confidential, identification of each participant and their interview responses was by coding as P1, P2, P3, P4, and P5 and the organization as ACF. Ketokivi and Choi (2014) stated the researcher should protect participant's confidentiality. Traditional research procedures such as the use of pseudonym maximize researchers' abilities to conduct ethical, relational research (Lahman et al., 2015). When considering the ethical concerns about confidentiality, researchers should omit information that can identify both the practitioners and the case organizations (Wahyuni, 2012).

I stored electronic data on a password-protected external hard drive and reflective notes on a password-protected digital recorder in the fireproof locked safe in my home for 5 years to protect the confidentiality of participants. Destruction of all data will entail shredding any hard copies of data collected, as well as erasing electronic data after the 5 years. An important consideration for conducting data management under qualitative research involves data storage (Wahyuni, 2012). According to Khan (2014a), researchers should store data in a locked safe or on a password-protected device to protect individuals' confidentiality.

Data Analysis

The appropriate data analysis process for this qualitative single case study was methodological triangulation. I analyzed and categorized the participants' interview response with the company documents and direct observation notes to form an association. Triangulation is a data analysis technique to validate research by comparing diverse data (Patton, 2015). Methodological triangulation includes acquiring more than one type of method to study a phenomenon (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014; Gorissen et al., 2013).

Data analysis began with listening to the recorded semistructured interviews to gain a general understanding of the participants' response and transcribing the interviews. Listening to audio recordings and readings of the transcripts are essential in developing themes (Wagstaff & Williams, 2014). Ensuring rigor in qualitative research is significant when collecting, presenting, and interpreting data (Anney, 2014). Yin (2014) noted that rigor in qualitative research data analysis and interpreting the data collected are significant requirements when conducting research. In qualitative data collection, the researcher's role is to maintain vigorous interpretation, which is a central part of data analysis (Stake, 2010). Qualitative researchers ascribe meaning to human experiences within a given context by interpreting the experience to generate understanding (Noble & Smith, 2015).

Franchise fast food service managers participated in member checking to give them the opportunity to review my interpretations of their responses. In addition, franchise fast food service managers participated in follow-up interviews. Member

checking allows participants the opportunity to review the researcher's interpretations for accuracy and ensure the researcher captured their answers to the research question correctly (Lakshmi & Mohideen, 2013). During the course of the study, participants receive the opportunity to review their statements for accuracy (Koelsch, 2013). Member checking is presenting a draft copy of an interview to the participants and asking for comments regarding the researchers' interpretations (Stake, 2010).

After transcribing the interviews into a Microsoft Word document, I uploaded the interview transcripts and direct observation notes into NVivo11™ qualitative software for coding and identifying themes. Coding consisted of concentrating on identifying repeated key words and phrases within the interview and company documents that related to the research question. Further analysis consisted of developing themes from the key word phrases identified during the coding process. Qualitative analysis involves interpreting interviews and documents to find patterns and themes within the collected data (Patton, 2015). NVivo11™ allows the researcher to locate all the passages that matched the criteria set in a query (Houghton et al., 2013). Researchers use NVivo11™ to manage and evaluate data (Dempster, Woods, & Wright, 2013; Franzosi, Doyle, McClelland, Putnam Rankin, & Vicari, 2013). NVivo11™ allowed me to organize the data collected and code the data.

The aim of this single-case study was to explore the training programs that franchise fast food service managers may use to develop the leadership behaviors of Generation Z. The second objective was to address the research question: What training programs may franchise fast food service managers use to develop the leadership

behaviors of Generation Z? I analyzed the data considering Vroom's expectancy theory using expectancy, instrumentality, and valence. Expectancy theory has significant effects for motivating employees (Lunenburg, 2012). Lunenburg (2012) identified numerous strategies that can motivate employees such as altering the person's effort-to-performance expectancy, performance-to-reward expectancy, and reward valences. In addition, analysis consisted of using the key concepts of Blau's social exchange theory, which are intrinsic and extrinsic rewards. An exchange begins when an individual offers a benefit to another (Slack et al., 2015). The conceptual framework based on Vroom's expectancy theory and Blau's social exchange theory assisted me in interpreting the data and exploring franchise fast food service training programs for developing Generation Z's leadership behaviors. Based on Blau's social exchange theory, I interpreted the data related to franchise fast food service managers' practices for succession planning, knowledge transfer, and employee retention to remain profitable.

Reliability and Validity

Reliability

Credibility, dependability, conformability, transferability, and authenticity are trustworthiness terms used in qualitative research (Elo et al., 2014). I provided a detailed discussion of the research process for data collection and analysis for reliability. The objective of reliability is to abate the errors and biases in a study (Yin, 2014). Lakshmi and Mohideen (2013) stated reliability refers to error free research. By providing in-depth information regarding the research process, researchers ensure that others may follow the same procedures to obtain similar results (Jones & Sherr, 2014). Reliability is the

assurance that future investigator can follow the same procedures and conducted the same case study all over again (Yin, 2014). Reliability is the expectation that other researchers can obtain the same results by using the instrument to conduct future studies and analyze data (Bernard, 2013).

To address dependability, I used member checking to allow participants the opportunity to review my interpretations. Franchise fast food service managers participated in follow-up interviews. Participants can ensure the accuracy and creditability of their responses to the interview questions through member checking (Jones & Sherr, 2014). According to Black, Palombaro, and Dole (2013), dependability is not measurable without incorporating member checking. To establish accuracy, qualitative researchers rely on member checks to enhance credibility by allowing participants a chance to correct inaccuracies (Reilly, 2013).

Validity

Trustworthiness is important to the success of qualitative studies (Kihn & Ihantola, 2015; Noble & Smith, 2015). The validity of the case study design relies on an analytical generalization (Dasgupta, 2015). The credibility of qualitative methods relates to the skill, competence, and rigor of the person doing the field work (Rubin & Rubin, 2012). According to Marshall and Rossman (2016), validity is the credibility, transferability, dependability, and objectivity of the research.

I used methodological triangulation to ensure creditability within the study by providing evidence through interviews, direct observation, and company documents. Triangulation is an attempt to secure an in-depth understanding of the phenomenon in

question (Gorissen et al., 2013). Triangulation reduces bias and enhances validity (Cope, 2014). Methodological triangulation ensures validity in a study by allowing the researcher to collect data using multiple sources, compare, and cross-check for consistency of the information by creating themes (Carter et al., 2014). To establish validity when conducting a case study, researchers use more than one data collection sources and analysis techniques (Nelson et al., 2013). The objective of using multiple sources of evidence is the development of converging lines of inquiry process of triangulation using multiple sources to achieve reliability in research (Yin, 2014).

Using member checking allowed participants the opportunity to review my interpretation of the data transcriptions for creditability. The participants ensured the researcher that I captured their responses to the interview questions correctly during the follow-up interviews. Member checking establishes research credibility (Boblin, Ireland, Kirkpatrick, & Robertson, 2013). During member checking, participants verify whether the researcher made an authentic representation of what they conveyed during the interview (Harvey, 2015). Member checking ensures the themes identified matches the participants' responses and the researcher capture the data correctly (Fassinger & Morrow, 2013).

Documentation for each process ensured transferability. The details of the data collection process included the participant selection and recruitment, the interview protocol, the data collection process, and data analysis process. Qualitative researchers achieve transferability by providing a thorough description of the theoretical aim, unit of analysis, number of cases, and case selection justification (Kemperaj & Chavan, 2013).

Researchers document a study to establish transferability (Anney, 2014). Cope (2014) stated transferability is that others can understand the phenomena and transfer to another context.

I ensured confirmability by recording reflective notes following the interview. Reflexivity process increases awareness and allows the researcher to take a rigorous approach (Clancy, 2013). Reflexivity is important during interpretation of data (Higginbottom et al., 2013). Reflexivity helps researchers to modify their thoughts, emotions, and actions, as well as cultivate the virtues of cooperation (Steen, 2013). Qualitative data confirmability consists of ethical reflections throughout the research process (Cope, 2014).

After completion of the member checking process, I coded data using NVivo11™ software to cross check the data collected from the interviews and document reviews. A significant characteristic of qualitative research is coding data and providing themes (Castleberry, 2014). Qualitative researchers cross check data from interviews and document for consistency through computer assisted qualitative data analysis software to identify codes and themes (Fielding, Fielding, & Hughes, 2013). NVivo11™ is easy to use tool that permits researchers to gather, organize, and analyze various types of data (Castleberry, 2014).

To ensure data saturation, franchise fast food service managers participated in follow-up interviews and member checking until no new data emerges. In addition, I analyzed data during data collection. To ensure data saturation, data collection occurs until no new information emerges (Crawford, 2013; Marshall & Rossman, 2016).

According to Marshall, Cardon, Poddar, and Fontenot (2013), data saturation is interviewing participants until the data collected is replicated or redundant. Data saturation ensures the trustworthiness of the data (Elo et al., 2014).

Transition and Summary

The purpose of this qualitative single case study was to explore the training programs that franchise fast food service managers use to develop the leadership behaviors of Generation Z. In Section 2, I outlined the methodology for this qualitative case study. Section 2 included a discussion of the following: (a) the role of the researcher, (b) participants, (c) research method, (d) research design, (e) population and sampling, (f) ethical research, (g) data collection, technique, and organization, and (h) and data analysis. Section 2 consisted of details regarding data reliability through member checking, validity through methodological triangulation, and data saturation by interviewing participants until there is no new data to capture. Section 3 will include a presentation of the findings from the research and a description of the themes that emerged from the semistructured interviews, direct observation, and company document review. In addition, Section 3 will consist of details regarding recommendations for further research and the implications for social change.

Section 3: Application to Professional Practice and Implications for Change

Section 3 includes the presentation of the findings and their relation to the conceptual framework. Inclusive in section 3 is the application to professional practice, implications for social change, and recommendations for action and further research. Section 3 concluded with my reflections and the summary and study conclusion.

Introduction

The purpose of this qualitative single case study was to explore the training programs that franchise fast food service managers may use to develop the leadership behaviors of Generation Z. I employed a single-case study design to conduct this study. The sample population consisted of five franchise fast food service managers with at least 1 year of experience in leadership at the subject franchise fast food service organization.

Data collection involved semistructured interviews, direct observation of workflow process and interactions between managers and employees, and review of company documents such as training manuals and computer-based courses. To address dependability and confirmability, I used member checking to allow participants the opportunity to review my interpretations. I used methodological triangulation to ensure creditability within the study by providing evidence through semistructured interviews, direct observation, and company documents. Data analysis consisted of transcribing the interviews into a Microsoft Word document and uploading the interview transcripts and direct observation notes into NVivo11™ qualitative software for coding and identifying themes. The analysis of the interview transcripts and direct observation notes revealed the following emerging themes: (a) leadership training, (b) leadership skills, (c) leadership

behaviors, (d) training barriers, (e) human capital development, and (f) on-the-job training.

Presentation of the Findings

This study included the following central research question: What training programs may franchise fast food service managers use to develop the leadership behaviors of Generation Z? After obtaining IRB approval number 12-13-16-0259668 to conduct research, contacting the manager involved visiting the franchise fast food service organization to gain access to the facility and recruit participants who received an invitation of participation (see Appendix B). The manager provided me with a list of potential participants. Purposeful sampling served as the participant selection method to select participants based on specific criteria. The participants responded by e-mail or telephone stating interest to participate in the interview process. The franchise fast food service managers received a list of proposed dates and times to schedule interviews.

Five franchise fast food service managers participated in semistructured interviews, in which I achieved data saturation because the responses provided by the final participant added no new information. I conducted five face-to-face semistructured interviews at the franchise fast food restaurant over a 6-week period. Participants signed one consent form before participating in the interview and direct observation. The semistructured interviews lasted 30 minutes to 1 hour without interrupting normal business workflow. Member checking, which entailed 20-minute follow-up interviews to share any additional information, occurred over a 2-month period because of the availability of the participants. During the follow-up interviews, participants received the

opportunity to review my interpretations of their interview responses, for accuracy and ensuring I captured their answers to the research question correctly. Data collection included 2 hours of direct observation of workflow process and the interactions between managers and employees, and review of company documents such as training manuals and computer-based courses. The observation considerations recorded during my direct observation assisted with triangulation of data for credibility.

After transcribing the interviews into a Microsoft Word document, I uploaded the interview document and direct observation notes into NVivo11™ qualitative software for coding and identifying themes. The second objective was to address the research question: What training programs may franchise fast food service managers use to develop the leadership behaviors of Generation Z? Data analysis of the interview transcripts, document review, and direct observation notes revealed the following emerging themes: (a) leadership training, (b) leadership skills, (c) leadership behaviors, (d) training barriers, (e) human capital development, and (f) on-the-job training. These themes were consistent with the direct observation reflections in Appendix D and the document review. Table 1 displays the participant frequency for the themes including the interview questions that related to each node.

Table 1

Coding of Sources Related to Themes

Themes	Participants	Number of Responses
Leadership Training	5	23
Leadership Skills	5	21
Leadership Behaviors	5	17
Training Barriers	5	16
Human Capital Development	5	15
On-the-Job Training	5	11
Total	5	103

Note: Participants= the number of managers answering interview questions.
Responses= the number of participant responses linked to the themes.

Theme 1: Leadership Training

Leadership training was the first theme to emerge. Training is the most important element that affects employees' performance and the organization's growth (Asad & Mahfod, 2015). The franchise fast food service managers shared that workers may begin training for leadership positions within the first 90 days of employment. During the interviews, the franchise fast food service managers shared information about the training program and process. P1: "We attend the ACF University to take different ACF courses and leadership courses such as Treating People with Respect and Through Put (organization of the line)." The two corporate training programs that executive leaders invest in are leadership training and high-potential training programs such as mentoring (Donohue, 2016). Table 2 illustrates the participants' responses addressing the interview questions that related to the leadership training node.

Table 2

Coding of Sources Related to Leadership Training Theme

Participants	Number of Responses
P1	5
P2	4
P3	5
P4	5
P5	4
Total	23

Note: Responses= the number of participant responses linked to the theme.

The franchise fast food service managers provided information about the modules included in the leadership-training program and the requirements to successfully complete training. Employees attend leadership training at the corporate office for 3 weeks. Then the employees complete their training working at various locations. A review and analysis of the company documents included leadership training manual and computer-based courses. Asad and Mahfod (2015) defined computer-based training as the technique used to increase workers' knowledge and skills using a computer course. The training manual provided information regarding an overview of the training program, topics of discussion, descriptions of each module the employee would study, and the expectations for completion of the program.

Further data collection included direct observation of workflow process and the interactions between franchise fast food service managers and employees. I observed an employee in the classroom completing the computer-based courses. The computer-oriented training involved the trainer discussing each module with the trainee then the

trainee completing the module. The employees complete the computer-based courses and take a test weekly. P2 stated “The employees must receive a passing score of 80 or higher on the training assessments.” Since the introduction of computers in the workplace, managers have incorporated computer-based training as an alternative learning environment (Cheng & Chen, 2015). The computer-oriented training consisted of modules related to employees’ job duties including preparing sandwiches, baking bread, ordering inventory, and closing the store. Computer simulation is a training program in which the trainees concentrate on artificial situations to become familiar with their job (Makhsousi, Sadaghiani, & Amiri, 2014).

Theme 2: Leadership Skills

The second theme in the study was leadership skills and the identification of the leadership skills required to qualify for leadership training. According to Dizaho, Salleh, and Abdullah (2017), an individual must display characteristics of self-leadership such as inspiration and guidance to be effective leaders that affect the development of subordinates. Table 3 reveals the participants’ responses addressing the interview questions that related to the leadership skills node.

Table 3

Coding of Sources Related to Leadership Skills Theme

Participants	Number of Responses
P1	7
P2	4
P3	4
P4	5
P5	1
Total	21

Note: Responses= the number of participant responses linked to the theme.

Browne, Dreitlein, Ha, Manzoni, and Mere (2016) noted that leadership skills include the ability to use emotional intelligence to create a supportive work environment, as well as the ability to lead by example. In consensus, the franchise fast food service managers identified behaviors such as the ability to lead, positive attitude, self-motivation, patience, customer service skills, and effective communication skills as qualifications to be a leader. P5 stated “In my opinion, leaders are individuals born with leadership skills and abilities.” The franchise fast food service managers also identified leadership skills such as demonstration of determination, improved work performance, and confidence. Furthermore, Mamabolo, Kerrin, and Kele (2017) identified additional leadership skills such as creating the vision, sharing the vision statement, motivating employees, and promoting excellent performance.

The review of the training manual provided information about the leadership skills related to customer service, whereas the employees received detailed information from the computer courses. P3 stated “I am motivated to begin my store operations

training, which will help me understand my job duties.” During my observation, the manager trainees displayed leadership skills such as confidence, motivation, positive attitudes, and patience. For example, one employee showed confidence and patience by attempting to resolve an issue with a customer when the cash register malfunctioned. Although some challenges occurred, the franchise fast food service managers and manager trainees had positive attitudes during their interactions with coworkers and customers. The franchise fast food service managers and employees continuously smiled and assisted others with completing tasks. Development of employees’ leadership skills entails the leaders centering on training workers to achieve maximum results during customer interactions (Mamabolo et al., 2017).

Theme 3: Leadership Behaviors

Leadership behaviors emerged as the third theme with an emphasis on the leadership styles and practices implemented by the franchise fast food service managers. The consensus among the franchise fast food service managers was they use the most appropriate leadership style and practices based on the situation and staff because the franchise fast food service managers rotate between locations. P1 stated “Managers should incorporate different leadership styles when interacting with Generation Z.” Table 4 discloses the participants’ responses addressing the interview questions that related to the leadership behaviors node.

Table 4

Coding of Sources Related to Leadership Behaviors Theme

Name	Number of Responses
P1	4
P2	3
P3	2
P4	3
P5	5
Total	17

Note: Responses= the number of participant responses linked to the theme.

The participants shared they use different leadership styles within the organization. According to Choi, Tran, and Park (2015), leader's behaviors can affect employees' motivation and create healthy work environment. P5 stated "Managers should use different leadership style based on the developmental level of the employee." During the direct observation of workflow process and the interactions between franchise fast food service managers and employees, I observed the franchise fast food service managers working as servant leaders and transformational leaders. For instance, a manager employed servant leadership practices to work as a team member when assisting on the sandwich line. Servant leaders encourage employees to improve tasks to build the organization values while increasing performance (Zhao, Liu, & Gao, 2016). In alignment with Zhao et al., P2: "Servant leadership and transformation leadership are the leadership styles used in the restaurant." In contrast, one franchise fast food service manager adapted the transformational leadership style to motivate employees to achieve daily goals. Hamstra, Van Yperen, Wisse, and Sassenberg (2014) stated that

transformational leaders influence their followers by communicating an idealistic vision about organizational goals. Transformational leaders influence followers' behavior by appealing to the workers to concentrate on the resources and efforts to attain higher-level goals (Dartey-Baah, 2016). A review and analysis of the computer-based courses included a module with questions on problem-solving in which the employee chose the scenario. The module served as a tool for understanding the different leadership styles required to operate a store.

Theme 4: Training Barriers

Training barriers emerged as the third theme. The franchise fast food service managers identified some barriers they encounter when training Generation Z employees. Table 5 displays the participants' responses addressing the interview questions that related to the training barriers node.

Table 5

Coding of Sources Related to Training Barriers Theme

Participants	Number of Responses
P1	4
P2	2
P3	2
P4	7
P5	1
Total	16

Note: Responses= the number of participant responses linked to the theme.

The most significant barrier identified was Generation Z's views, expectations, and ideas about work and life values. For example, P1 stated "the Baby boomer

generation differs from Generation Z, because Generation Z finds a faster solution to complete tasks in shorter time periods.” P4 asserted “Generation Z relies on technology to solve problems, and technology failures create challenges for them to solve the problem.” Martin and Ottemann (2015) noted that differences between generational workplace values and preferences could affect employee motivation and retention within an organization. Cloutier, Felusiak, Hill, and Pemberton-Jones (2015) agreed that having a multigenerational workforce creates barriers, which affect employee retention. Understanding the work values of Generation Z employees may provide managers with valuable information about how the managers can increase employee retention and develop conflict-resolution strategies (Jonck, van der Walt, & Sobayeni, 2017).

The participants cited Generation Z’s lack of communication skills as the barrier that affects workflow and customer service. P5 stated “Generation Z lack communication skill when interacting with customers.” P4 argued “Generation Z lack proper writing skill.” P5 added “Generation Z use informal communication styles to communicate with customers.” Many managers encounter barriers with Generation Z employees, because Generation Z communicates using personal technology (Meola, 2016).

Theme 5: Human Capital Development

The fifth theme discovered was human capital development. Biao (2015) defined human capital as the knowledge, skills, abilities possessed by individuals. Human capital development is the procedures including training, education and professional development that results in improved knowledge (Biao, 2015; Channar, Talreja, & Bai, 2015). Employers and employees have different views of human capital whereas

employers are human capital buyers and employees are human capital sellers (Neagu, Lazar, Teodoru, & Macarie, 2016). Neagu et al. (2016) added that employers' interest is to attract and retain high quality human capital with a low investment in the employees' education and training. In contrast, employees concentrate on selling their human capital to obtain a high salary and opportunities to develop their knowledge (Neagu et al., 2016). Table 6 exhibits the participants' responses addressing the interview questions that related to the human capital development node.

Table 6

Coding of Sources Related to Human Capital Theme

Participants	Number of Responses
P1	5
P2	4
P3	2
P4	2
P5	2
Total	15

Note: Responses= the number of participant responses linked to the theme.

The franchise fast food service managers shared that ACF executive leaders implement practices to develop the leadership skills of existing managers and potential managers. P2: "They have computer training that refreshes their knowledge and skills related to their on-the-job training." Relating to human capital development, the franchise fast food service managers shared that ACF leaders and managers promote internal migration. Internal migration involves internal recruitment and career opportunities within the organization (Ferrary, 2015). The participants stated that ACF executive

leaders have monthly and quarterly meetings to discuss innovative ideas, as well as new training courses that may be of value. Annual general meetings serve as a process for managers and employees to share information about the employees' expectations and organization's performance (Asiedu-Appiah, Akwetea, & Bamfo, 2016). In consensus with Asiedu-Appiah et al., P1 stated "There are quarterly manager meetings to network with other managers, discuss what is forthcoming in the future, and each store's productivity." In addition, the participants shared information about strategies they have implemented within the organization for human capital development.

A training technique used by some organizational leaders is behavior modeling in which the leader demonstrates how to perform a task then allow the employee to perform the task and provide feedback (Asad & Mahfod, 2015). I observed a franchise fast food service manager allowing an employee to prepare a customer's order then provide constructive feedback. For example, two participants stated they assign leadership duties to all employees working during the manager's shift. P2 stated "I teach my manager trainee how to operate the store by allowing the trainee to observe me." During direct observation, P3 assigned leadership duties such as delegation of workstation tasks to employees, which provided P3 the opportunity to complete other tasks.

Theme 6: On-the-Job Training

The sixth theme identified was on-the-job training. On-the-job training involves an experienced manager or worker training a novice employee while using the tools required for performing the job (Asad & Mahfod, 2015). Jiang, Zhang, Qi, and Zhou (2016) discovered that on-the-job training can significantly reduce employee turnover by

increasing specific human capital. Table 7 reveals the participants' responses addressing the interview questions that related to the on-the-job training node.

Table 7

Coding of Sources Related to On-the-Job Training Theme

Participants	Number of Responses
P1	4
P2	3
P3	1
P4	1
P5	2
Total	11

Note: Responses= the number of participant responses linked to the theme.

On-the-job training was a fundamental component of leadership training with ACF's work environment. Makhsousi et al. (2014) defined on-the-job as a process in which the staff members receive training while performing their job. The franchise fast food service managers stressed that 90% of the work tasks involves operating the fast food restaurant and requires extensive on-the-job training. P5 stated "I learned my management skill from on-the-job training." According to Masalimova and Shaidullina (2017), on-the-job training is a learning process of professional employees' engagement through mentoring. In alignment with Masalimova and Shaidullina, my review of the computer-oriented training and the participants' responses revealed that employees receive mostly on-the-job training by working different positions during their shift and at different locations. P1 argued "The effectiveness of hands on training allows managers to adjust their leadership styles." Based on the participants' responses, potential managers

train as a sandwich artist before progressing to higher levels of employment at ACF. P2 stated “ACF conduct an extensive training on the preparation of food.” Cheng and Chen (2015) mentioned organizational leaders invest in on-the-job training programs to improve employees’ performance.

Vroom’s Expectancy Theory

Data analysis consisted of evaluating the participants’ responses using Vroom’s (1964) expectancy theory. I analyzed the data considering the key concepts of Vroom’s expectancy theory: (a) expectancy, (b) instrumentality, and (c) valence. According to Vroom, people make decisions based on the motivation they can achieve their desired goals. The holistic view of Vroom’s expectancy theory is that employees’ motivation represents a person’s conscious choice to perform a task anticipating a reward (Pacesila, 2014).

Expectancy. The concept of expectancy is an individual’s confidence in achieving the possible outcome to receive a reward (Bassous, 2015). Relating to expectancy, the franchise fast food service managers shared information of their journey to become a manager. P3 stated “I started AFC when I was 21 years old and continued working toward becoming a store manager with the support and motivation from my district manager and.” P4 asserted “I started as an entry-level employee then progressed to a manager, because I disagreed with the leadership practices of a manager and desire to become a better leader.”

Instrumentality. The second key concept is instrumentality. Instrumentality is people’s actions to improve performance with expectations of receiving a reward

(Bassous, 2015). To demonstrate instrumentality, franchise fast food service managers shared that individuals' progress begins as a sandwich artist then line leader and shift leader before attending the 3-week leadership training. Based on the expectancy theory, instrumentality refers to the employee's performance to receive a reward (Rizwan, Muhammad, Shahid, Raza, & Asad, 2015). Furthermore, individuals' motivation may increase when they perceive that performance results in positive outcomes (Byun, Dai, Lee, & Kang, 2016). P3 stated "ACF recognize manager of the quarter, which I have received the reward numerous of times."

Valence. Valence is the satisfaction of a human need and desired reward relevant to influencing people's behavior towards the achievement of organizational goals (Dartey-Baah, 2016; Vroom, 1964). Management might focus on valences or rewards, which may be intrinsic or extrinsic, to maintain daily operations. Dartey-Baah (2016) identified the following as factors of intrinsic motivation: (a) opportunity for career development, (b) training, and (c) skill development. Gov (2015) added factors such as performing challenging work responsibilities, status, and recognition are intrinsic motivation factors. P2 stated "I encourage others to succeed." P4 stated "I recognize my employee when they are doing a great job." According to Park, Min, and Chen (2016), motivated employees tend to work toward organizational goals. P2 stated "I provide constructive feedback to the employees, as well as encourage them to advance their careers with AFC." P1 stated, "I try to offer advice and encourage my employees to use the work experience for career advancement."

Some extrinsic motivation factors are salary, company compensation policy, job security, effective supervision, and a favorable working environment (Dartey-Baah, 2016; Gov, 2015). ACF leaders implement motivational strategies to improve organizational sustainability. P1 stated “AFC implemented a bonus program based on a decrease in food cost, customer service, and cleanliness of the restaurant.” P5 added “Managers can earn a bonus for keeping their store numbers within goal.” In addition, the franchise fast food service managers implemented strategies to motivate the employees. For example, P3 stated “I implemented employee of the month which boosted the morale of my employees.” P4 stated “AFC implement different contest for managers to win prizes such as money TVs and iPads to stores that sell the most meat and cookies for the quarter.”

Blau’s Social Exchange Theory

Data analysis consisted of using the holistic view of Blau’s (1964) social exchange theory. Blau suggested that when organizational leaders invest in human capital, employees may reciprocate by accepting increased performance demands (Khoreva, 2016). The holistic view of Blau’s social exchange theory is that employees perform tasks that have value to managers with expectations the manager will reciprocate with a reward equally valuable to the employee (Blau, 1964).

Relating to the social exchange theory, Choi et al. (2015) stated that when employees perceive that receiving resources, which may be beneficial to them, results in motivation to reciprocate by improving performance and committing to the organization. The franchise fast food service managers shared information about strategies to

incorporate teamwork within the work environment. The consensus among the participants was that teamwork is an essential component for success. P5 stated “AFC store managers interact with their teams to promote teamwork. P3 stated “Managers need to engage in teamwork by assisting the employees at all times.”

Based on Blau’s theory social exchanges between leaders and their subordinates entails long-term and unspecified mutual obligations and reciprocations, whereas one person’s actions are contingent on the other person’s behavior (Loi, Lam, Ngo, & Cheong, 2015; Melián-González, 2016). P2 stated “AFC has a family oriented environment in which franchise owners, general managers, and store managers provide assistance to each other as needed.” Ethical leaders can influence their subordinates’ outcomes by using social exchange processes such as fair treatment and trust (Babalola, Stouten, & Euwema, 2016). In contrast, when managers do not build trust and positive relationships with employees, the workers will refrain from reciprocating (de Jong & Curseu, 2016).

Applications to Professional Practice

The primary job tasks of Generation Z are usually providing preparing food orders and providing quality customer service. The findings in this study indicated a need for training programs to develop the leadership behaviors of Generation Z. The franchise fast food service organization in this study demonstrated an increase in organizational sustainability through the effective use of leadership training. Leaders answered questions about the implemented training programs, the effectiveness of the programs to improve leadership skills, the improvement of leadership behaviors, and the

organization's sustainability. Participants' responses corresponded with effective leadership in the workplace, quality customer service, improved performance, and increased organizational sustainability. The participants reflected the components of the expectancy and social theory throughout their responses.

The results revealed that 100% of participants had a positive attitude about the leadership-training program implemented by the organization's leaders. Participants stated the most important leadership training was on-the-job training to develop the leadership behaviors and skills of Generation Z within the organization. P1 stated "People can learn more from on-the-job training." P1 added "I learned more by performing the tasks through on-the-job training than on the computer." The delayed development of the next generation of leaders might have a significant impact on organizations. Lut and Vlad (2015) noted that investing in human capital is the most fundamental business practice with long-term benefits that affect continuous and sustainable growth and profitability. A need exists for franchise fast food service managers to understand how to develop effective leadership training programs for cultivating the leadership behaviors of Generation Z, resulting in positive organizational sustainability.

Implications for Social Change

The suggestions for social change reflect the significance of section 1. The qualitative case study may fill a gap in the related literature by providing additional perspectives and help improve franchise fast food service manager's knowledge to develop leadership behaviors of Generation Z employees, which could lead to increased

sustainability. Cloutier et al. (2015) argued organizational leaders and managers can achieve sustainability by developing strategies for effective communication, hiring a diverse workforce, hiring skilled workers, and offering training programs.

The findings presented in theme 1 on leadership training may further provide insight about the most effective training strategies for franchise fast food service managers to alleviate the challenges of developing the Generation Z leader. Many organization leaders encounter challenges when creating successful leadership development programs, which require a combination of different skills (Ebrahimi Mehrabani & Azmi Mohamad, 2015). One important issue with creating successful leadership development programs is whether employees perceive the programs beneficial to their career opportunities (Khoreva, 2016). Ghosh, Chauhan, and Rai (2015) argued that organizational trainers should provide managers with sufficient training to support trainees. In consensus, P3 stated “There was no guidance on how to manage their employees.”

The findings established in theme 2 on leadership skills may expand franchise fast food service managers’ understanding of the work values of Generation Z employees, which result in enhanced development of Generation Z’s leadership abilities. According to Lewis and Wescott (2017), organizational leaders need to understand the values, needs, and expectations of each generation within the workforce to ensure organizational success. Kubatova (2016) stated that Generation Z workers desire work environments in which the leaders listen to the employees’ ideas, provide mentoring, and assign meaningful work. In addition, Generation Z prefers diversity of fields, independent

virtual work, and coworking centers (Kubatova, 2016). Furthermore, Generation Z's may gain knowledge of the skills required to become a franchise fast food services manager.

P1 stated "Although managers are looking to see what employees may have management potential, employees need to inform leadership about their interest in management."

Franchise fast food services managers might understand the responsibility to establish motivational strategies that support constant learning and empowerment of employees through human capital development. The findings presented in themes 5 on human capital development might provide further insight into the significance of continuous training for developing effective leaders. According to Lin, Wang, Wang, and Jaw (2017), human capital development comprises investment and enhancement. Human capital development involves the organizational leaders investing in learning opportunities and training to enhance their employees' proficiency (Channar et al., 2015).

The findings of this study might provide franchise fast food service managers with awareness of the importance the implementation of knowledge sharing strategies post the retirement of the Baby Boomers. Workers engage in knowledge sharing with expectations of long-term returns (Han, Seo, Yoon, & Yoon, 2016). Furthermore, knowledge sharing benefits the individuals through opportunities to develop their skills and the organization through performance when employees use teamwork skills (Ebrahimi Mehrabani & Azmi Mohamad, 2015). In addition, a social contribution to the community might be an increase in gainful employment for Generation Z, which may result in lower employee turnover rates and increased stability in the United States economy.

Recommendations for Action

Franchise fast food service organizations serve millions of customers daily, and Generation Z workers are usually the customer's first interaction. Current and future franchise fast food service managers should pay attention to the recommendations from this study. Three recommended steps for action identified from the study are as follows: (a) training managers how to become effective leaders, (b) motivation strategy, and (c) implementing a mentoring program to develop the leadership behaviors of Generation Z.

The first recommendation for action from this study is for franchise fast food service managers focus on training current and future managers how to be effective leaders. The participants stated they received more training regarding managing operations than human capital investment. Cloutier et al. (2015) argued that most employees desire to grow with the organization and improve their leadership skills through training. In alignment with Cloutier et al., P3 stated, "AFC executive leaders provide effective training programs, but the store managers need more leadership training on becoming effective leaders versus business operations." The consensus of the franchise fast food service managers was overall the training programs are effective and beneficial, but they would prefer additional training on building leader-member relationships. For example, P2 stated "Some store managers may need additional training on interacting with employees to become effective leaders." Holt, Markova, Dhaenens, Marler, and Heilmann (2016) defined leader-member exchange (LMX) as the quality working relationship a manager has with each employee. Relating to LMX, Dartey-Baah

(2016), stated that leaders' relationships with their followers depend on factors such as personal characteristics, behaviors exhibited by the leader, and situational factors.

The second recommendation is for franchise fast food service managers to develop and implement motivation strategies for encouraging Generation Z employees to become leaders. Khuong and Hoang (2015) asserted that employee motivation is an important aspect of business operations that contribute to competitive advantage and sustainability. For example, three participants shared they focus on employees that express interest in becoming leaders as potential candidates for the leadership program. Hussain, Yusoff, Banoori, Khan, and Khan (2016) noted that motivation is a fundamental factor towards the effectiveness of training and development programs, because unmotivated employees will not apply their knowledge and skills to achieve organizational goals. The franchise fast food service managers could develop programs to motivate Generation Z workers to demonstrate their leadership abilities by offering incentives. The participants shared the executive leaders have implemented incentive programs for managers, whereas an incentive program for employees would be a personal expense. Rizwan et al. (2015) argued that organizational leaders should excel in a competitive market by implementing motivation strategies such as appreciation practices.

The last recommendation for action from this study is for franchise fast food service managers to implement a mentorship program. P4 asserted "Starting a mentorship program would be beneficial to the workforce environment." Donohue (2016) stated that organizational leaders develop team members through mentoring, which is a peer-based

problem-solving training. P5 stated “Although AFC does not have a mentoring program, I mentor my employees.” According to Agwu and Luke (2015), mentoring is learning relationships that managers use to improve employees’ job skills and performance.

Participants expressed that Generation Z workers would benefit from leadership mentoring programs. Agwu and Luke (2015) stated that using mentoring programs contributes to the enhancement of employees’ personal skills through an effective learning process beyond traditional methods. Oladipo, Adebakin, and Iranloye (2016) identified two perspectives of mentoring as formal in which a leader matches the mentor and mentee and informal in which the workers develop a mentoring relationship. P2 stated, “I consider my district manager to be my mentor, because we discuss my goals; she motivates me to strive to be a great leader.” The mentor and protégé can benefit from the cultivated relationship built during mentoring (Holt et al., 2016). Three participants stated having a mentorship program would provide managers the opportunity to build a one-on-one leader-member relationship with Generation Z workers and provide constructive feedback on performance. For example, Enslin and Schulz (2015) discovered that mentoring has a positive influence on the protégé’s organizational commitment and perceived career success.

Recommendations for Further Research

The limitation associated with the period of research was the managers participated in semistructured interviews during business hours, and the interview location was in the lobby area within the organization, which might have affected the validity of the findings. Participants requested rescheduling of interviews because of

workflow requirements to have sufficient staff coverage. To address this limitation, I recommend future researchers conduct interviews outside of normal business hours or via telephone to ensure the comfort of participants.

The leadership styles used by managers within an organization have a significant effect on the employees' affective commitment and an organization's performance (Afshari et al., 2017; Hashim, Ahmad, & Jamaludin, 2017). Because the elements of leadership development are broad, conducting further studies on leadership and career development might provide leaders with additional resources to enhance the leadership behaviors of Generation Z and increase workplace performance. The recommendations in this study might assist leaders to improve the leadership training programs, employee leadership behaviors, employee morale, employee retention, and organization effectiveness. The recommendation for further research is to explore all components of leadership behaviors rather than specific aspects of leadership development.

The case study design is most appropriate for research within a real-life context to gain an understanding from the participants' experiences (Stake, 2010; Yin, 2014). I analyzed data from one franchise fast food organization in Albany GA, which required six visits to the franchise fast food organization, using a sample size of five managers with varied years of organizational work experience. To further this study, I recommend the researcher conduct a study to gain an understanding of Generation Z's perspective of leadership, as well as what training programs would be beneficial to developing their leadership behaviors. Obtaining the experiences of participants from only one organization might have limited the transferability of results to other food service

managers. For further research, research might conduct a study using a qualitative multiple-case study or phenomenological design to capture the participants from a larger population. Qualitative researchers use the multiple case study to retain meaningful information of real-life events of selected cases (Awasthy, 2015).

Reflections

The purpose of this qualitative single case study was to explore the training programs that franchise fast food service managers may use to develop the leadership behaviors of Generation Z. As a leader, I have a passion for training Generation Z to become effective future leaders. Franchise fast food service managers appear to understand the importance of developing the leadership skills of Generation Z as future leaders in the workforce, as well as the possible effects the lack of leaderships behaviors may have on profitability.

I conducted this qualitative single-case study following the data collection technique outlined in Section 2, which allowed me to obtain relevant details on training programs in a comfortable setting and learn about which leadership behaviors employees need to become leaders. During the submission to IRB, I encountered my first obstacle of finding an organization for the research site. I had contacted three organizational leaders requesting permission to conduct research in their organization and receive an agreement from one leader who later withdrew. To overcome the challenge, I continue to pursue alternative options by contacting other franchise fast food managers to secure a research site and obtain IRB approval. During my visit to franchise fast food service restaurant, I explained the intent of my study, the process for participating in the study, and provided

the managers with information packets. My initial concern was having an adequate number of participants to reach data saturation. The managers expressed their willingness to participate during the visit.

The research process included semistructured interviews with each participant in which I followed the interview protocol established in Section 2. The second challenge was scheduling the interviews at a time convenient for the managers. During my first interview, the manager advised the best time to schedule interviews would be during hours the location had an extra employee on duty. To address the issue, I adjusted the approach to incorporate sharing the suggestion with other store managers. Once I shared the suggestion, one manager revised the work schedule to add extra employee coverage during the interview time. Once the interviews began, the participants were willing to share their experiences. In reflection, I would suggest the researcher pursue more than one organization as a research site and build a relationship with the organizational leaders.

Based on the findings of this study, I desire to continue researching leadership training in franchise fast food restaurants and the food industry. Although the participants had a wealth of knowledge about leadership in the fast food industry, Generation Z may have a different viewpoint from the managers. Generation Z may provide additional details about how franchise fast food restaurant managers implement programs to train the next generation to become leaders.

Conclusion

The workforce is aging, and baby boomers are retiring and leaving with the next generation unprepared for leadership roles (Burch & Strawderman, 2014). The purpose of this qualitative single case study was to explore the training programs that franchise fast food service managers may use to develop the leadership behaviors of Generation Z. The sample population consisted of five franchise fast food service managers with at least 1 year of experience in leadership at the subject franchise fast food service organization. Data collection included semistructured interviews, direct observation of workflow process and interactions among managers and employees, and review of company documents such as training manuals and computer-based courses. Seven themes emerge during the data analysis of the interview transcripts, document review, and direct observation notes. The seven themes were (a) leadership training, (b) leadership skills, (c) leadership behaviors, (d) training barriers, (e) human capital development, and (f) on-the-job training.

The findings of this study indicated there is an increase in sustainability within an organization through effective leadership training. Participants answered questions about the implemented training programs, the effectiveness of the programs to improve leadership skills, the improvement of leadership behaviors, and the organization's sustainability. The most important leadership training revealed during data collection by participants was on-the-job training to develop the leadership behaviors and skills of Generation Z. Participants' responses coincided with effective leadership in the workplace, quality customer service, improved performance, and improved

organizational sustainability. The participant's responses reflected expectancy and social theory.

In conclusion, fast food industry leaders may use training to develop leadership behaviors and skills of Generation Z (Stumpf, 2014). Motivation strategies will encourage Generation Z to apply for leadership positions. Knowledge from this study may help fast food managers become effective leaders that can train Generation Z to become effective leaders. In addition, managers may have a better understanding of Generation Z behaviors.

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Appendix A: Letter of Permission from Franchise Fast Food Manager

Dear (Insert Name),

My name is Christa Hollis. I am completing a qualitative case study on the development of Generation Z's leadership skills to complete my Doctor of Business Administration degree. The primary focus of my research is to explore the training programs that franchise fast food service managers may use to develop the leadership behaviors of Generation Z.

I hope that you will grant me permission to conduct interviews with franchise fast food service managers for a period of 2 weeks and 2 hours of direct observation of workflow process. In addition, I would like you to provide me with a copy of company documents such as employment policy manuals and training manuals to review. If approval granted, franchise fast food service managers' participation in research will entail a digitally recorded interview. The participants are advised that no penalties are enforced if they choose not to participate or would like to withdraw at any time during the researcher study. Your authorization is voluntary as well as your franchise fast food service managers' participation in this study is strictly voluntary and any information they will provide is confidential.

Your approval to conduct this research study is appreciated. I will call, or speak to you in person and would be happy to answer any questions or concerns you may have at that time. If you agree, kindly sign below and return to me acknowledging consent and permission for me to conduct this research study at your institution. If further information is required, please contact me at (229) 854-2331 or email christa.gilford@waldenu.edu. Thank you in advance for your cooperation.

Sincerely,
Christa Hollis
Doctoral Business Administration-Student

Signature _____

Date _____

Appendix B: Invitation of Participation

Dear Food Service Manager

My name is Christa Hollis. I am completing a study on the development of Generation Z's leadership skills to complete my Doctor of Business Administration degree. The primary focus of my research is to explore the training programs that franchise fast food service managers may use to develop the leadership behaviors of Generation Z.

I have received permission from the leadership to assess the organizational facilities, contact individuals, recruit individuals, and observe employees during a training session. As a food service leader who may have experience related to the purpose of this study, I would like to invite you to participate in this study and affirm your consent to participate in a face-to-face interview, follow-up interview, and direct observation during a training session. You will answer six interview questions regarding training programs that franchise fast food leaders use to develop the leadership skills of Generation Z employees. In addition, participation consists of Christa Hollis observing your interactions with the manager-instructor during a 2-hour management training session. Please contact me with any questions by email christa.gilford@waldenu.edu or (229) 854-2331 if you decide to participate in this study. Participation is voluntary and will be confidential.

The findings of this research study about the training programs to develop the leadership skills of Generation Z employees may identify opportunities for improving leadership development strategies. Thank you for your consideration and cooperation in advance.

Sincerely,

Christa Hollis
Doctoral Business Administration-Student

Appendix C: Interview Protocol

Introduction

You have been selected to speak with me today because you have been identified as someone who has a great deal to share about leadership development used by the organization in which you work. My research project as a whole focuses on training programs that food service manager's use for developing the leadership behavior of Generation Z employees. The aim of this study is find out what training programs and leadership development strategies have helped your organization successfully develop the leadership behavior of Generation Z employees. I hope the information collected from this interview will help other franchise fast food service managers within the fast food industry improve their training programs.

Introductory Protocol

To facilitate my note taking, I would like to record our conversations today. I will be the only person with access to the recording, which will be destroyed after five years along with all documents. Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) we do not intend to inflict any harm. I have planned this interview to last no longer than 1 hour.

Thank you for your agreeing to participate.

Appendix D: Direct Observation Protocol

<i>Observation Data Collection Form</i>		
Criteria	Observation Notes	Researcher Reflections
Manager and Employee Interactions:		
Classroom Environment:		
Instruction Methods:		

Appendix E: Interview Questions

The managers will answer the following questions:

1. What type of leadership development training exists in your organization?
2. How effective is the organization's leadership development programs?
3. What are some training barriers that you have faced as the Generation Z enter the workforce?
4. How can your organization improve the training programs to develop the leadership behaviors of Generation Z employees?
5. What are the qualifications for employees to participate in the organization's leadership development programs?
6. What additional information would you like to add to this interview?